



Name of principal:	Edwin W. Smith
Name/number of school:	Henry L. Stimson Middle School
School address:	401 Oakwood Road
Identified Subgroup(s):	ENL Mathematics

Directions: Please complete this template using the information collected with the Local Assistance Plan Self-Reflection document. The Plan Template must be shared with the local board of education, be **approved by the local board of education, and be posted to the district’s website by no later than July 29, 2016.** Please note: If your school has subgroup(s) that have been solely identified for failing to meet the participation rate requirement, please ensure that you complete “Part III: Promoting Participation in State Assessments” found on page 6 of this plan template. If your school has more than one subgroup identified as a result of performance on state assessments or gaps in performance between the groups and the all students group, please use the results of the Self-Reflection to guide creation of a Local Assistance Plan to address all identified subgroups.

A Message to Parents, the Local Board of Education, and Community Members:

This school has been identified as a Local Assistance Plan School for the 2017-18 school year. The identification was based upon the academic performance of either all students or particular groups of students on state assessments during the 2016-17 school year. Local Assistance Plan Schools are required to conduct a Self-Reflection on the educational program, leadership and instructional practices. The Self-Reflection provides school-based teams with the opportunity to reflect on the practices that exist within the school in preparation for identifying the appropriate next steps for their school. The results of this self-reflection have been reviewed by the school and the district, and have been used to create this plan to improve student academic performance. If you have any questions regarding the identification of the school as LAP, or the plan described within this Template, please contact the school or district directly.

Part I: Whole School Reflection

Identify the date the Local Assistance Plan Self-Reflection Document was completed:

Identify the individuals who helped complete the Local Assistance Plan Self-Reflection Document:

1. **Edwin W. Smith, Principal**
2. **Matthew Murphy, Director of Mathematics K-12**

Directions: In thinking about the information gathered using the Local Assistance Plan Self-Reflection Document, and the school as the whole, please answer the following prompts.

Please identify three to five things that the school believes it does well for the identified sub-group:

1. Provided targeted professional development for teachers on ENL students
2. Integrated assistive technology within the classroom setting to support academic vocabulary and Mathematics skills
3. Development of Bilingual AIS Math services for targeted support
4. Use of Data Driven Instruction and Data Walks to identify student learning gaps
5. District-wide Response-To-Intervention Plan implemented to monitor student growth and tiers of support

Please identify three to five things that the school believes are barriers that are making it difficult for the school to reach its potential for the identified subgroup:

1. Low language acquisition of ENL students and the rigors of the assessments
2. The short amount of time from enrollment within the district and assessments
3. Transitioning to a new school environment and culture

Please identify three to five things that the school believes must happen (needs) for the identified subgroup that are currently not happening:

1. Increased seat time with newly enrolled students to close gaps within their education
2. Development of programs beyond the scope of the standard school day
3. Providing supplemental instruction that meets individual student needs

Part II: Plan for Overcoming Barriers and Addressing Needs

Directions: Please complete the following chart to create a plan for overcoming barriers for the identified subgroup and/or addressing any needs that must be met for the identified subgroup.

Barrier/Need to be addressed – Choose from the barriers or needs identified in Part 1.

Strategy to be implemented - Describe the strategy that will be used to address the barrier/need.

Resources to be used – Describe what resources (human capital, funding, etc.) will be used to support the strategy.

Specialized PD involved – Describe any necessary professional development that must happen to ensure effective implementation of the strategy.

Mid-year Benchmark Goal (staff efforts) – Describe what will have been accomplished by the middle of the school year in terms of staff efforts.

Mid-year Benchmark Goal (student outcomes) – Describe what will have been accomplished by the middle of the school year in terms of student outcomes.

End of the Year Quantifiable Goal - Describe what will have been accomplished by the end of the school year in terms of student outcomes.

Person(s) responsible for strategy implementation –Determine who will be responsible for implementation of the strategy.

Time period for implementation – List key dates for the planning, implementation, and evaluation of the strategy.

Barrier or need to be addressed:	Strategy to be implemented:	Resources to be used:	Specialized PD involved:	Mid-year Benchmark Goal: (STAFF EFFORTS)	Mid-year Benchmark Goal (STUDENT OUTCOMES)	End of the Year Quantifiable Goal: (STUDENT OUTCOMES)	Person(s) Responsible for Strategy Implementation:	Time Period for implementation:
1. Increasing Student seat Time in Mathematics	Development of Additional Math Support Classes/ Additional Supplemental support beyond the standard school day	Additional Staffing and Resources material and supplements at their instructional level	Sheltered Instruction Observation Protocols for all Staff Members	Teachers have attended targeted PD and will report the strategies they have implemented within the classroom setting	Use of NWEA Assessment Data to identify student growth to ensure students are on-target	Use of NWEA Assessment Data to ensure students met pre-established Growth target	Principal and Mathematics Director	September 2017-June 2018

Barrier or need to be addressed:	Strategy to be implemented:	Resources to be used:	Specialized PD involved:	Mid-year Benchmark Goal: (STAFF EFFORTS)	Mid-year Benchmark Goal (STUDENT OUTCOMES) :	End of the Year Quantifiable Goal: (STUDENT OUTCOMES)	Person(s) Responsible for Strategy Implementation:	Time Period for implementation:
2. Limited Mathematics Skills	Purchase of Math 180 to differentiate instruction and build skills	Chromebooks And Math 180 Program	Ongoing PD for all Instructional Staff members Using the program	Teachers will Attend targeted PD inside and outside of the classroom. Midyear check in of ensuring the fidelity of The program with Math 180 Specialist	Analyze Individual student data to assess student growth in January 2018	To ensure all students met projected growth based on September benchmark	Principal and Mathematics Director	September 2017-June 2018
3. Transitional to new educational environment	Develop supportive transitional plan for all newly entering students focused on Social Emotional Learning	Bilingual School Social Worker	PD focused on the development of building wide SEL initiative	Meeting of the School Culture Committee to identify the success of the program	Student testimonials and surveys to collect data on effectiveness	Student testimonials and surveys to collect data on effectiveness	Principal, Director of Mathematics, Chairperson of Social Studies, Science and English and Special Education	September 2017-June 2018

Part III: Promoting Participation in State Assessments

To be completed only by LAP Schools with subgroup(s) identified solely for the failure to meet the 95% participation rate on state assessments.

As you are aware, the United States Department of Education (USDE) requires that at least 95% of students in each accountability group for which a school is responsible must participate in the state's annual reading/language arts and mathematics assessments. To inform the USDE regarding the efforts of districts to promote participation in state assessments, the New York State Education Department is asking that districts with schools identified as Local Assistance Plan schools for failing to meet the 95% participation rate requirement for one or more accountability groups on an English language arts and/or mathematics accountability measure provide narrative responses to the questions below.

1. How do you plan to communicate with parents and other stakeholders regarding the purposes of the NY state assessment program and regarding the revisions that have been recently made to the NY state assessment program?

Throughout the school year there are a myriad of ways Henry L. Stimson Middle School communicates with parents and other stakeholders regarding the purposes of the NY state assessment program and regarding the revisions that have been recently made. Parents and stakeholders attend Curriculum Night, which communicates curricular and assessment changes. Further, each month there are scheduled PTA Meetings at the building and district level. These meetings serve to celebrate district wide accomplishments and communicate the shifts in education, assessments and standards. Previously, we have hosted Common Core Parent academies, which provided concrete information regarding Common Core Standards and the assessments associated with them. Further, each school year, as a transitional meeting, 6th grade parents and stakeholders attend an articulation meeting where the information referenced above is conveyed.

2. Some parents are unaware of how to interpret state assessments results and use them to support their children's learning, which may cause these parents to believe that state assessments do not provide valuable instructional information about their children. How do you plan to provide training to all parents in how to interpret state assessment results and how the assessments are used to support the learning of children?

Each school year parents attend a number of meetings designed to inform them about how to interpret state assessment results. Specifically, during the 2016/17 school year, parents were invited to an evening workshop that served to provide important information that would support their child's success. At this meeting instructional, PPS, and administrators met with parents in small groups to support their awareness in interpreting assessment scores on all of the New York State assessments.

3. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments?

The South Huntington School District will continue to inform the community about the recent changes to the assessments and the importance of their existence. This is communicated during Parent-Teacher conferences, Curriculum Night, PTA meetings (building based and district wide), and additional articulation meetings.