



<b>Name of Principal:</b>	David Shaw
<b>Name of School:</b>	Roxboro Road Middle School
<b>School Address:</b>	300 Bernard Street, Syracuse, NY 13211

**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 Friday, August 25, 2017.**

Please note:

1. All schools shall complete the School Overview on Page 2.
2. Schools that have been identified for performance shall complete Part 1 and Part 2.
3. Schools that have been identified for participation rate will need to complete Part 3: "Promoting Participation in State Assessments."
4. Schools that are identified for both performance and participation rate shall complete Part 1, Part 2 and Part 3.
5. Within Part 1 and Part 3 there are questions that are specifically designed for schools that have the same identification this year as last year.

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 is based on the performance of certain groups of students in the school on state assessments and/or the school's participation rate on state assessments. Local Assistance Plan Schools are required to conduct a Self-Reflection, which 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 the 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 the school's academic performance and/or participation rate. 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.

<b>SCHOOL OVERVIEW</b>
Name of School: Roxboro Road Middle School
Individuals Who Assisted in the Development of the LAP Plan:  Lisa Alibrandi, Teacher Math 7, Math Department Chair Jennifer Brundin, Special Education Teacher, Special Education Department Chair Michelle Costello, Associate Principal Michele Gardner, Special Education Teacher, Building Planning Team Chair Lisa Goldberg, Director of Response to Intervention Vanessa McClowry, Psychologist Joanne Mroczek, Instructional Technology, NSEA Representative Donna Marie Norton, Executive Director for Data, Accountability, Social Studies and Music Alyssa Olsen, Teacher Science 7, Administrative Intern Alicia Pizzuto, Director of Educator Effectiveness and Math David Shaw, Principal Susan Straub, Teacher ELA 5 Scott Wright, Teacher ELA 6, ELA Department Chair Dawn Wilczynski, Assistant Superintendent for Instruction

The school has been identified for (identify all that apply):

- Performance of the following subgroups\*:
- ELA, subgroup “White”
  - ELA, subgroup “Economically Disadvantaged”
  - Math, subgroup “Multiracial”
- Participation Rate for the following subgroups\*\*
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\*Schools identified for Performance shall complete Parts 1 and 2.

\*\*Schools identified for Participation Rate shall complete Part 3.

### **Part I: Whole School Reflection**

#### ***Directions:***

**ALL SCHOOLS IDENTIFIED FOR PERFORMANCE: Review the information gathered using the Local Assistance Plan Self-Reflection Document and any additional information about the school to answer question 3 to 5.**

1. Please identify three to five things that the school believes it does well for the identified sub-group(s):
  1. Parent connections
    - a. Community activities increased in 2015-016, including PIE Night, Rox Trot
    - b. PTO staff enrichment
    - c. Positive postcards
  2. Behavioral supports for tier 3 students
    - a. Professional development on behavioral management - Dr. Donna Riter, AFT Behavioral training.
    - b. Improving culture - new operating agreements, voice levels, new “matrix”
    - c. Building attendance at 94%
  3. Teacher Leadership –
    - a. ELA/Behavioral/Family Connections all had teams of teacher leaders last year.
    - b. Focus during transition time
      - i. New special education delivery model
      - ii. new ELA model
      - iii. 22 new staff 2015-16, 26 new staff 2016-17

2. 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(s):
  1. Data system
  2. Building culture
  3. Sustainability
  - 4.
  - 5.
  
3. Please identify three to five things that the school believes must happen (needs) for the identified subgroup(s) that are currently not happening
  1. Implementation of building-wide data system
  2. Continued improvement of building culture
  3. Develop consistent structures to ensure sustainability of initiatives
  - 4.

**SCHOOLS THAT COMPLETED A LOCAL ASSISTANCE PLAN LAST YEAR: If you completed a Local Assistance Plan last year AND you are identified for the same subgroups this year as you were last year, complete questions 6 and 7 designed for Re-Identified LAP SCHOOLS ONLY.**

5. **RE-IDENTIFIED LAP SCHOOLS ONLY:** Please indicate the three to five things the school identified as barriers in the 2016-17 Local Assistance Plan and, when applicable, briefly indicate the strategies the school used in 2016-17 to address each barrier.

	Barrier identified in 2016-17 LAP	Strategies used in 2016-17 to remove barrier
1.	ELA Instruction	<ul style="list-style-type: none"> <li>• ELA PLC began, with a focus on student work. Utilization of Jennifer Serravallo’s books as an anchor for adult work.</li> <li>• New literacy coaches to model and support good practices and procedures within instruction for all teachers</li> <li>• “Lab classrooms” to encourage modeling and sharing of best practices</li> <li>• All ELA teachers attended Balanced Literacy trainings to learn best practices to imbed into instruction</li> <li>• All RRMS teachers attended building level training on Balanced Literacy</li> <li>• All ELA teachers utilized Reader’s Notebooks</li> <li>• Additional Bookroom purchases, including Next Step assessments</li> <li>• Classroom Libraries initiated - all ELA classrooms have individual libraries for students. Supplies including books, shelving, easels, small group tables purchased.</li> </ul>

2.	Sustaining Initiatives	<ul style="list-style-type: none"> <li>• Building Planning Team - at monthly meetings, received updates on three main areas of focus from the LAP plan (ELA, Building Culture, Family Connections). BPT reviewed data and goals, and made recommendations to the area leaders.</li> <li>• New building wide agenda format created. All BPT and staff meeting agendas in this same format, shared through Google Docs.</li> </ul>
3.	Lack of a positive and clearly defined culture and climate	<ul style="list-style-type: none"> <li>• Building expectations - posters hung in every classroom, hallways, common areas</li> <li>• Positive reinforcement "Gotcha" tickets redesigned to match building expectations</li> <li>• Expectations reinforced on announcements daily</li> <li>• AFT training on behavioral supports in October for 25 staff</li> <li>• Training from Dr. Donna Riter on conflict cycle and managing challenging student behaviors for all teachers on two separate half days</li> <li>• Common expectations on voice levels developed. Posters hung in every classroom, hallways, common areas</li> <li>• Developed "Matrix" of rules for hallway/classrooms/dining room based on building expectations</li> <li>• Teacher survey administered regarding matrix and climate</li> <li>• Staff tip of the week provided on weekly memos</li> <li>• Initiated a new student management system "Schooltools", including tracking of disciplinary data</li> <li>• Positive events - March Kindness, Hospital donations with the PTO (Golisano Children's), School spirit days, "I'm proud of" posters in hallways</li> </ul>
4.	Lack of connections with family	<ul style="list-style-type: none"> <li>• Staff present at every PTO meeting, providing trainings on a variety of topics, including: counseling staff, balanced literacy, PE and literacy, Music and literacy, Parents in Education (PIE) night, grade level field trips. Two were canceled due to weather.</li> <li>• PTO connections newsletter - information to parents went out via newsletter from the PTO</li> <li>• Updated building newsletter</li> <li>• "Good News" spreadsheet - post cards were specifically developed for good information. Cards and calls home were tracked.</li> <li>• Parents in Education (PIE) night - over 100 volunteers, including staff and outsiders. 128 students attended, over 300 visitors total. Information on school and outside agencies available to families.</li> </ul>
5.		

6. **RE-IDENTIFIED LAP SCHOOLS ONLY:** Please review the three to five things the school identified as needing to occur in the 2016-17 Local Assistance Plan and compare these things to what was identified in Question 5 above. Indicate if any of the things are the same for both 2016-17 and 2017-18.

	Actions needed to occur identified in 2016-17 LAP	Actions needed to occur identified in 2017-18 LAP	Same both years? (Y/N)
1.	Create Professional Learning Communities (PLCs)		N
2.	Professional development in a variety of areas	Develop consistent structures to ensure sustainability of initiatives	N
3.	Cultural shift - increased and systemic communication, clear expectations and improved relationships	Continued improvement of building culture	Y
4.	Consistent, systemic use of data	Implementation of building-wide data system	Y
5.			

**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. Lack of data system	<p>1. Implement “Four Data Protocols”</p> <p>2. Create building level data team</p> <p>3. Implement RtI/MTSS/WIN in 6<sup>th</sup> grade</p>	<p>Four Data Protocols from Jen Serravallo</p> <p>Julie Causton</p> <p>RTI Technical Assistance Center</p>	<p>Training on usage of the Four Data Protocols</p> <p>PD on PLC formation, RTI/MTSS, WIN time</p>	<p>Teachers will be trained on Four Data Protocols by October</p> <p>Data Team will be initiated by October. Needs assessment and survey on data will be put out to staff by December</p> <p>September - October - 6<sup>th</sup> grade teachers will receive training in RTI/MTSS/ WIN time</p>	<p>Student scores as measured by the January assessment will increase by 5%, compared to the September benchmark.</p>	<p>Student scores as measured by the May/June assessment will increase by 10%, compared to the September benchmark.</p>	<p>Building Administration</p> <p>ELA Department Chair</p> <p>Math Department Chair</p> <p>RTI Director</p> <p>Data Director</p> <p>Building Planning Team</p> <p>6<sup>th</sup> Grade Teachers</p>	<p>All staff will meet three times by grade level and three times by department (six total) following Ri/Mi screeners to analyze student data. Key findings to be forwarded to BPT.</p> <p>1st - By the end of October 2nd - By February Break 3rd - By June 8</p> <p>September - Template will be created by the Building Planning Team with purpose of analyzing Ri/Mi screening results, based on “Four Data Protocols”</p> <p>September -December - Data team will be clearly identified. Needs assessment/survey on data will be put out to staff by December. Action Plan for data team to build capacity over the next three years will be developed and approved by Building Planning Team by May.</p> <p>December – 6<sup>th</sup> grade will begin implementing WIN for</p>

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:
								all students. Action plan will be submitted to BPT for approval
2. Building Culture	<p>1. Implement program for welcoming incoming 5th graders</p> <p>2. Create new building committee focused on improving relationships, starting with 7th Grade staff</p> <p>3. Initiate Behavioral Expectations "Matrix" across the building</p> <p>4. Begin</p>	<p>Dr. Riter</p> <p>Dr. Medler</p> <p>Eric Jensen</p> <p>Ruby Payne</p> <p>Tim O'Neill</p> <p>Report</p> <p>Staff Survey on Matrix</p> <p>District Student Survey</p> <p>District Staff Survey</p>	<p>Behavioral management training</p> <p>Poverty training</p>	<p>By December, 5<sup>th</sup> Grade teachers will develop an Action Plan to be approved by the Building Planning Team, focused on improving transitions for entering 5<sup>th</sup> graders.</p> <p>By December, 7<sup>th</sup> Grade teachers will develop an Action Plan to be</p>	<p>Disciplinary referrals will reduce by 5% by the end of January, as compared to prior year.</p> <p>Student scores as measured by the January assessment will increase by 5%, compared to the September benchmark.</p>	<p>Disciplinary referrals will reduce by 8% by the end of January, as compared to prior year.</p> <p>Student scores as measured by the January assessment will increase by 10%, compared to the September benchmark.</p>	<p>5<sup>th</sup> Grade Teachers</p> <p>7<sup>th</sup> Grade Teachers</p> <p>Building Administration</p>	<p>September - 5th grade will introduce building operating agreements to all students. Once a week the operating agreements will be revisited.</p> <p>September - 7th grade will form a new committee focused on improving relationships within and outside the school.</p> <p>September-June - Behavioral Expectations "Matrix" will be included in student planners. All students and teachers will receive training in the matrix in September. Additional supports for sustainability of the matrix will be included by June.</p>



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:
	Roxboro Campus and Community Initiative  5. Increase Poverty Awareness			approved by the Building Planning Team, focused on improving relationships within and outside the school.				September-June - A new committee will be established to discuss community issues affecting the Roxboro Campus. At least three community groups will attend. Three meetings will be scheduled by June.  September-June - One poverty related agenda item will be included at each staff meeting. A book study on Ruby Payne will be initiated by October
3. Sustainability	1. Required action planning for all initiatives, with approval from building planning team  2. Creation of a three year building plan	Dr. Riter  Julie Causton  Tim O'Neill Report	Training on usage of the Four Data Protocols	By December, action plans for each grade level initiative will be submitted to the Building Planning Team for approval.	Disciplinary referrals will reduce by 5% by the end of January, as compared to prior year.  Student scores as measured by the January assessment will increase by 5%,	Disciplinary referrals will reduce by 8% by the end of January, as compared to prior year.  Student scores as measured by the January assessment will increase by 10%,	Building Planning Team  Teachers  Building Administration	By October - BPT will update the Action Planning process.  October - June - all committees will submit Action plans to BPT for approval.  By December, action plans for each grade level' in 2017-18 will be submitted to the BPT.  By December, BPT will create a three year plan based on LAP goals, building

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:
					compared to the September benchmark.	compared to the September benchmark.		initiatives and district vision.

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.*

*In the table below, for each group for which the school failed to meet the 95% participation requirement in the 2015-16 school year, enter the percent of test participation in the 2016-17 school year:*

Group	2015-16 ELA	2016-17 ELA	Change (+/-)	2015-16 Math	2016-17 Math	Change (+/-)
<i>Asian</i>						
<i>Black</i>						
<i>Economically Disadvantaged</i>						
<i>English Language Learners</i>						

<b>Hispanic</b>						
<b>Multiracial</b>						
<b>Native American</b>						
<b>Students with Disabilities</b>						
<b>White</b>						

Pursuant to the provisions of the Elementary and Secondary Education Act (ESEA), 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 meet the requirements of New York’s approved ESEA flexibility waiver, the New York State Education Department requires 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. Did your school complete a Local Assistance Plan last year for Participation Rate?**

*If yes, please skip questions 2, 3, and 4 and proceed to question 5. Be sure to complete the prompts for “Re-Identified Participation Rate LAP Schools ONLY”*

*If no, please proceed to question 2-4 and be sure to complete the prompts for “Newly Identified Participation Rate LAP Schools ONLY”*

**NEWLY IDENTIFIED LAP SCHOOLS ONLY**

**2. How do you plan to communicate with parents and other stakeholders regarding the purposes of the NY state assessment program and the revisions that have been recently made to the NY state assessment program? (Newly Identified Participation Rate LAP Schools ONLY)**

*Proceed to question 3*

**3. 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? *(Newly Identified Participation Rate LAP Schools ONLY)*

*Proceed to question 4*

4. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments? *(Newly Identified Participation Rate LAP Schools ONLY)*

*Newly Identified Participation Rate LAP Schools: Your submission is complete. Thank you.*

**RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS ONLY:**

5. In the 2016-17 Local Assistance Plan, your school identified the strategies it would use to communicate with parents 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.

Did your participation rate improve from last year (i.e., from 2015-16 to 2016-17)?

If you answered "YES," proceed to questions 11 - 13.

If you answered "NO," proceed to questions 6-10.

6. Even though you identified strategies last year, the school did not improve its participation rate and was once again identified for participation rate. Why do believe that the strategies identified last year were unsuccessful in improving the 95% participation rate? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

*Proceed to question 7*

7. Based on your answer above, what will you do differently this year 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? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

*Proceed to question 8*

8. In the 2016-17 Local Assistance Plan, your school identified how it will 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. In spite of these trainings, the school was once again identified for participation rate. Why do you believe the training last year was unsuccessful in ensuring the participation rate improved and that the 95% participation rate was met? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

*Proceed to question 9*

9. Based on your answer above, what will you do differently this year to provide trainings to parents in how to interpret state assessment results and how the assessments are used to support the learning of children? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

*Proceed to question 10*

10. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

*RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS THAT ANSWERED "NO" FOR QUESTION 5: Your submission is complete. Thank you.*

11. 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? Will this communication differ from last year? *(Re-identified Participation Rate LAP Schools that Answered YES to Question 5)*

*Proceed to question 12*

12. 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? Will this training differ from last year? *(Re-identified Participation Rate LAP Schools that Answered YES to Question 5)*

*Proceed to question 13*

13. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments? Will these strategies or activities differ from last year? (*Re-identified Participation Rate LAP Schools that Answered YES to Question 5*)

*RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS THAT ANSWERED "YES" FOR QUESTION 5: Your submission is complete. Thank you.*