



<b>Name of Principal:</b>	Michael Satterlee
<b>Name of School:</b>	Knox Jr. High School
<b>School Address:</b>	400 S. Perry Street, Johnstown, NY 12095

**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: Knox Jr. High School
Individuals Who Assisted in the Development of the LAP Plan: <ul style="list-style-type: none"><li>● Michael Satterlee, Principal</li><li>● Patricia Kilburn, Superintendent</li><li>● Ann Stefka, Chief Data Officer</li><li>● Ruth Cook, Assistant Superintendent</li></ul>
The school has been identified for (identify all that apply):  Performance of the following subgroups*: <ul style="list-style-type: none"><li>● Failed to make AYP in 2013-14, 2014-15 and 2015-16 for Math for Economically Disadvantaged (ED) students</li><li>●</li><li>●</li></ul> X Participation Rate for the following subgroups** <ul style="list-style-type: none"><li>● Failing Participation Rate</li><li>●</li><li>●</li></ul> <small>*Schools identified for Performance shall complete Parts 1 and 2. **Schools identified for Participation Rate shall complete Part 3.</small>

## **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. The school building plan addresses Common Core Learning Standards, curriculum goals and expectations for all students.
  2. Department meetings focus on curriculum and instruction and methods to help all students meet expectations.
  3. Staff work on unpacking and aligning CCLS to curriculum and review data to identify areas that need curriculum to be revised.
  - 4.
  - 5.
  
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. Time spent within the work of math is limited to a portion of math classes only. Persistence in problem solving needs to be developed among students.
  2. Understanding the needs of ED students, and how to respond instructionally is still largely unknown. 2014-16 NYSTP data reveal a decline in this sub-population's performance in math at each grade level between 3-8 grades.
  3. We currently do not isolate the ED subgroup in data beyond NYSTP and School Management Systems.
  
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. Specific data for Economically Disadvantaged students must be developed and progress monitored. This data needs to be shared among staff and updated regularly to follow the students' progress. For example with STAR assessment systems and at the student work level.
  2. Increased PD for teachers in understanding economically disadvantaged students and what instructional approaches are appropriate.
  3. Increased PD for teachers in best practices for developing persistence in problem solving; creating DOK 3 and math problems and providing the majority of math instructional time for problem solving.

**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.**

4. **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.		
2.		
3.		

5. **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.			
2.			
3.			

**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:
Time spent within the work of math is limited to a portion of math classes only. Persistence in problem solving needs to be developed among students	Implement a PLC of teachers/ stakeholders to create professional development and implementation plan to address the need for increased time spent problem solving by students in class in order to promote persistence.	Math matters PLC  Support of Dir. of C&PD  SIG funds	PLC will create a PD plan for teachers that will include collaboration with a regional school district’s math teachers, research into DOK 3-4 problem solving, scaffolding mathematical understanding and prioritizing	Math Matters PLC will meet with principal, Dir of C&P and Superintendent in September.  PLC facilitator & dep’t chair will work with Director of C&PD to create goals, benchmarks and a workflow to be completed by October 8.  By the end of January 2018 lesson study	By end of January 2018 math students will have participated in at least one lesson where the majority of class time was spent in problem solving.	75% of instructional time in students’ math classes and AIS will be spent problem solving. This will be directly observable.	Math Dept Chair Principal Math teachers Director of C& PD	Sep-Oct plan development  Nov-Dec: PLC visitations, research and dissemination. Lesson study work (lesson creation).  January-Lesson study completed  March-April: Lesson implementation (primary focus on problem solving).  PLC will share progress and report to D-Chair and Dir. of C&PD.  May-June: Review of findings, revisions, new goal development.

			problem solving within the math class.  Formal lesson study will be implemented.	creation and peer in-class review of lessons that are conducted through problem solving alone, will be completed.				
Increased PD for teachers in understanding economically disadvantaged students and what instructional approaches are appropriate.	Prioritize PD on every the topics of poverty, trauma, mental health and other social welfare issues as they relate to education.  Math Matters PLC to identify, implement and progress monitor the effectiveness of instructional or whole class social/behaviors supports for students in poverty (poverty/ responsive)..	Dir. of C&PD  Superintendent  Principal  Dept Chair  Math Matters PLC  HFM Prevention Council  HFM BOCES  SIG Funding	Every Superintendents Conference/ Staff Dev. day will offer sessions on Poverty in general, and poverty-responsive instructional supports, supporting students in trauma, and supporting students w/mental health or other issues of social welfare	Math Matters PLC will meet with principal, Dir of C&P and Superintendent in September.  PLC facilitator & dep't chair will work with Director of C&PD to create goals, benchmarks and a workflow to be completed by October 8.  All 7-12 faculty will have participated in at least one of the specialized PD offerings.	By early February students will be able to describe two changes that were made in either instruction or whole-class supports for their learning/ behavior..	All Math Matters PLC classes will incorporate no less than four ongoing instructional or whole-class social/behavior supports for students in poverty/ trauma. This will be directly observable..	Math Dept Chair Principal Math teachers Director of C& PD	Sep-Oct plan development PD delivery  Nov-Dec: PLC visitations, research and dissemination. 2 poverty-responsive classroom approaches identified by teachers  January- 2 Poverty-responsive approaches implemented  March-April: 3 another 2 Poverty-responsive approaches implemented PLC will share progress and report to D-Chair and Dir. of C&PD.  May-June Implementation of 4th Poverty-responsive approach.  Review of findings, revisions, new goal development.
Specific data for Economically Disadvantaged students must be developed and progress monitored. This data needs to be shared among	Subpopulation-specific data groups will be created in STAR.  STAR and classroom data will be analyzed, and regular progress monitoring will be conducted	Dir. of C & PD  Principals  Math D-Chair Math Matters PLC  Teachers	How to use the STAR system reports (customized) for ED Data Implementing DDI specific to ED students  Identifying data to track	January STAR reports (customized with ED student subgroup data) will be available to teachers.  Poverty responsiveness data will be identified and data collection timelines	By the end of October math students will have set their own learning goals using STAR data  By early February Students will be able to describe two changes	By the end of the year, students will have progress monitored, revised and reported upon their learning progress using STAR math data.	Math Dept Chair Principal Math teachers Director of C& PD	Sep-Oct plan ED subgroup creation in STAR. Student goal setting in STAR.  Nov-Dec: Math matters PLC will work with Dir. of C&PD to identify data that can track effectiveness of poverty-responsive approaches.  January- Math Matters PLC student-work session

<p>staff and updated regularly to follow the students' progress.</p>	<p>throughout the school year.</p> <p>Data will be identified, and progress monitored to track the effectiveness of poverty-responsive instructional approaches.</p> <p>DDI will be directly supported and tailored to focus upon the ED subpopulation in Math.</p>		<p>effectiveness of poverty-responsive approaches</p> <p>How to analyze student work for DOK alignment and for re-teach</p>	<p>will be established for teachers.</p> <p>Math matters PLC will have completed 1 session analyzing and responding to student work that they bring with them.</p>	<p>that were made in either instruction or whole-class supports for their learning/behavior.</p>	<p>Students will be able to describe four changes that were made in either instruction or whole-class supports for their learning/behavior.</p>		<p>March-April: 3 STAR mid year benchmarks by ED subgroup.</p> <p>Students surveyed regarding the new poverty-responsive approaches</p> <p>May-June Student self reporting on goals completed</p> <p>Students surveyed regarding the new poverty-responsive approaches</p> <p>Data regarding poverty-responsive approaches disseminated, revision as needed.</p>
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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:*

<b>Group</b>	<b>2015-16 ELA</b>	<b>2016-17 ELA</b>	<b>Change (+/-)</b>	<b>2015-16 Math</b>	<b>2016-17 Math</b>	<b>Change (+/-)</b>
<b>Asian</b>				<b>75%</b>		<b>+ 25%</b>
<b>Black</b>	<b>75%</b>			<b>75%</b>		<b>+ 25%</b>
<b>Economically Disadvantaged</b>	<b>81%</b>	<b>87%</b>	<b>+ 6%</b>	<b>70%</b>	<b>78%</b>	<b>+8%</b>
<b>English Language Learners</b>						
<b>Hispanic</b>	<b>86%</b>			<b>43%</b>	<b>75%</b>	<b>+22%</b>
<b>Multiracial</b>		<b>75%</b>		<b>75%</b>	<b>25%</b>	<b>- 50%</b>
<b>Native American</b>						
<b>Students with Disabilities</b>	<b>81%</b>			<b>75%</b>	<b>90%</b>	<b>+15%</b>
<b>White</b>	<b>75%</b>	<b>89%</b>	<b>+14%</b>	<b>71%</b>	<b>84%</b>	<b>+13%</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)***

NYSTP materials will be developed by the administrative cabinet. These materials will be shared with parents at Open Houses, disseminated again via social media, be available at each school and disseminated again in late February or early March.

### ***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)***

An online tutorial (powtoon) will be created and pushed out to parents via social media. This will be available on our website and links to this will be placed in the NYSTP materials that we distribute.

### ***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)***

The administrative cabinet will review feedback from families who opted out (collected via survey and using previous communications) to better understand the reasons for this decision. Once we have this information we will plan a customized strategy

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