



Name of Principal:	Todd Terpening
Name of School:	Volney Elementary School
School Address:	2592 State Route 3 Fulton, New York 13069

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.

SCHOOL OVERVIEW	
Name of School: Volney Elementary School	
Individuals Who Assisted in the Development of the LAP Plan:	
The school has been identified for (identify all that apply):	
<input type="checkbox"/> Performance of the following subgroups*: • • •	
<input type="checkbox"/> Participation Rate for the following subgroups** • • •	
*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.
 - 2.
 - 3.
 - 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.
 - 2.
 - 3.
 - 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.
 - 2.
 - 3.
 - 4.
 - 5.

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.**

6. **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.		
4.		
5.		

7. **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.			
4.			
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:
EXAMPLE Low language acquisition for ELL students.	EXAMPLE Implement new ELL phonics program. Hire ELL Director.	EXAMPLE ELL phonics program PD on ELL phonics program for Director and teachers	EXAMPLE PD offered by curriculum developer on ELL phonics (September and November)	EXAMPLE Teachers will attend two training sessions by December. Program will be implemented in all classrooms. Director will have	EXAMPLE: Language acquisition for ELL students on January assessment will increase by 5% compared to Fall	EXAMPLE Language acquisition for ELL students will increase by 10% on May assessment compared to Fall	EXAMPLE Principal ELL Director	EXAMPLE July/Aug – Review and purchase program, hire Director Sept – June – implementation of ELL program, classroom observations conducted by ELL Director.

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:
				observed implementation and provided feedback.	benchmark.	benchmark.		October/January/April/June – evaluation of progress based on mid-year and end of year goals.
<p>1. Tenet 2:</p> <p>There is a need to develop a cycle of feedback to increase teacher effectiveness.</p>	<p>Beginning in September 2017, building leaders will complete a minimum of 10 classroom visits per week to:</p> <ul style="list-style-type: none"> • assess implementation of instructional practices identified in the district” look-for” document; • provide specific, growth producing feedback to individual teachers to promote highly effective instructional practices that will support all students in meeting learning targets; • conduct follow up visits/coaching 	<p>Look For document, coach and outside consultants</p>		<p>By end of January 2018, each teacher will receive a composite of their Mid-Year Look For data and be responsible to reflect on progress toward achieving building goals. Reflections will be turned into the school leader.</p>	<p>Same cohort will be 5% (or more) closer to reaching grade level goals (on or above grade level) for K-2 DRA to Gr 2-6 STAR Reading ELA when compared to previous year data.</p>	<p>Student cohort group will be 5% (or more) closer to reaching grade level goals (on or above grade level)from Mid-Year Benchmark for K-2 DRA to Gr 2-6 STAR Reading ELA</p>	<p>School leader and instructional coach</p>	<p>Ongoing, throughout 2017-2018 School year</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:
	<p>conversations with teachers to whom feedback is provided to assess implementation of recommended action steps;</p> <ul style="list-style-type: none"> Identify trends in building data to provide targeted, embedded, professional development and coaching to improve practices and replicate highly effective practices. <p>By June 23, 2017 school leader will analyze all Look For Data from 2016-2017 and prioritize quarterly Look For goals to be focused upon during 2017-2018 school year.</p> <p>At the September 2017 Faculty Meeting the school leader will communicate the focus of the Informal observations for each</p>			Based on the 2017 Look For baseline data, there will be a 5% increase for the first and second targeted Look Fors.				

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:
	<p>quarter during the 2017-2018.</p> <p>Beginning in September 2017, 10 Minute Informal Observation Trend Data will be shared monthly at Faculty Meetings</p> <p>Based on the data gathered quarterly, professional development options will be made available to individuals and or groups for the 2017-2018 school year.</p>							
2. Tenet 3: PLC minutes' form needs to be revised (to focus on tier 1 instructional practices as	<p>During Summer of 2017, School Improvement team, in collaboration with district level administration, will revise PLC Minutes Form</p> <p>Beginning in September 2017, all teachers should administer and analyze grade level common assessments, at least every 10 weeks. The purpose should be to:</p>	<p>PLC Minutes Form (revise/clarification), Nicole Vagle Resources, instructional coach, teachers, building leader, curriculum management</p>	<p>exemplars of PLC minutes, Focused PD on 4 DuFour Questions, Pacing Calendar/Assessment Calendar, exemplars of Effective PLCs, PD</p>	<p>Monthly minutes will reflect changes in practices</p>	<p>Student cohorts will be 5% (or more) closer to reaching grade level goals (on or above grade level) for K-2 DRA to Gr 2-6</p>	<p>Student cohorts will be 5% (or more) closer to reaching grade level goals (on or above grade level) from Mid-</p>	<p>Building Leadership Team, Instructional coach, School Improvement Team</p>	<p>Ongoing, throughout 2017-2018 School year</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:
reflected in common assessment results)	<ul style="list-style-type: none"> ● measure progress toward K- 6 essential standards using common scoring criteria; ● inform PLC decision-making, resulting in immediate adjustments to instructional planning and delivery at tier 1 ● serve as the basis for written specific, growth producing feedback to students regarding next steps toward mastery of learning targets and how to improve their growth. 	plan, teacher coverage	focused on Feedback		STAR Reading ELA when compared to previous year data.	Year Benchmark for K-2 DRA to Gr 2-6 STAR Reading ELA		
3. Tenet 4: Teachers turning over instruction to	<p>By June 2017 instruction should be made more rigorous and engaging for students by:</p> <ul style="list-style-type: none"> ● Increasing student responsibility for critical thinking while 	Instructional coaches, colleagues, CiTi, leadership team, building leader	Scaffolding/ Differentiation (Tracy Mosher), Higher Level Questioning (CiTi),	Based on the baseline “Look For” data, teachers will increase the implementation	Student cohorts will be 5% (or more) closer to reaching grade level	Same cohort will be 5% (or more) closer to reaching grade	PLC team members, building leadership team, instructional	June 2017 and ongoing throughout 2017-2018 School year

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:
students (Teachers as Facilitators)	<p>gradually reducing the reliance upon the perceived need for teacher input by increasing:</p> <ul style="list-style-type: none"> • the time students are working through texts themselves • opportunities for independent text-dependent writing such as summaries and open-ended responses to reading • opportunities for students to collaborate in pair and group work by using strategies such as student-led conversations to deepen their comprehension of texts and their writing • the provision of scaffolding so that all students can access grade level ELA instruction • consistently using differentiated 		Learning Walk (What does it look like?)	ion of rigorous and engaging instruction by 5% points.	goals (on or above grade level) for K-2 DRA to Gr 2-6 STAR Reading ELA when compared to previous year data.	level goals (on or above grade level) from Mid-Year Benchmark for K-2 DRA to Gr 2-6 STAR Reading ELA	coach, CiTi, teachers	

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:
	<p>questions to assess the depth of understanding of each student in relation to learning targets. Questions should embed multiple levels of complexity through the use of Bloom's Taxonomy or Webb's DOK.</p> <p>At a June 14, 2017 Faculty Meeting, building leadership teams will facilitate structured conversations with all teachers unpacking Tenet 4 recommendations.</p> <p>In June 2017, the building leadership team will meet to begin researching best practices and upload this information to a common google drive for all teachers to have access to.</p> <p>At a School Improvement Team Meeting in Fall 2017, discuss and schedule Tracy Mosher and CiTi staff to</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:
	<p>facilitate targeted PD on scaffolding and differentiation, and Higher Level Questioning Techniques for Tier 1 Instruction to occur before December 2017.</p> <p>Prior to June 2018, all teachers will be involved in at least one Learning Walk. Learning walks will be scheduled and arranged by through the building leadership team.</p>							
<p>4. Tenet 5: Need to implement Tier 1 Social Emotional Instruction that is evidence</p>	<p>At the June 14, 2017 Faculty Meeting, the school leader will review the Tenet 5 recommendation.</p> <p>Prior to the beginning of the 2017 school year, the Building Leadership Team and PBIS committee will review the master schedule</p>	<p>Second Step Curriculum, teachers, Data Wall, PLC Minutes, Lanigan Support Staff</p>	<p>Introduction of curriculum with entire staff</p> <p>The PBIS Team will turn key the resources</p>	<p>The building leader will have conducted one walk through in every classroom during</p>	<p>50% of all students interviewed will be able to correctly answer questions on a Mid-Year</p>	<p>Reduction in overall referrals for behavior for entire building for 2017-2018 school</p>	<p>Student Support Team, Building Leader, SHL, School Psych, Special Class counselors, PBIS Team</p>	<p>June 2017 and ongoing throughout 2017-2018 School year</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:
based and systematic	<p>for time for each grade level to implement Second Steps</p> <p>Tracy Richards will contact Lanigan to gather information/specifics and share out at June 6, 2017 PBIS Meeting.</p> <p>Beginning in September 2017, Second Steps Curriculum will be implemented in every classroom.</p> <p>Beginning in October 2017, the Student Support Team will review data at 5 week intervals to identify and plan for re-teaching of students and communicate who, what, where, and by whom to classroom teachers.</p> <p>Administer the DESSA at the 5 week and 35-week mark to students.</p> <p>Administer Teacher Survey at Mid-year to assess Second</p>		<p>with all staff (including Aides).</p> <p>Training on making decisions based on evidence from screening tools (Second Step Curriculum).</p>	<p>designated SEDH time</p> <p>PLC minutes, reviewed by the school leader, will reflect Second Step Curriculum Implementation</p> <p>Re-administer Teacher Survey to assess an increase in Second Step fidelity of implementation.</p>	<p>Student Poll (questions will be based on Second Step Curriculum covered at that time of year). Interviews will be conducted by SIT team members.</p>	<p>year compared to baseline of overall referrals from 2016-2017 school year.</p> <p>100% of all students interviewed will be able to correctly answer questions as compared to the Mid-Year Student Polls (questions will be based on Second</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:
	<p>Step fidelity of implementation</p> <p>Provide Lunch Monitor PD aligned with Second Step Curriculum Units</p>					Step Curriculum covered at that time of year)		
5. Tenet 5: Time in schedule to integrate/ plan for the new curriculum with consistency	Prior to the beginning of the 2017 school year, the Building Leadership Team and PBIS committee will review the master schedule for time for each grade level to implement Second Steps	Second Step Curriculum, Building Leadership Team, PBIS Committee, and Lanigan Support Staff		PLC minutes, reviewed by the school leader, will reflect Second Step Curriculum Implementation	50% of all students interviewed will be able to correctly answer questions on a Mid-Year Student Poll (questions will be based on Second Step Curriculum covered at that time of year). Interviews will be	Reduction in overall referrals for behavior for entire building for 2017-2018 school year compared to baseline of overall referrals from 2016-2017 school year.	Student Support Team, Building Leader, SHL, School Psych, Special Class counselors, PBIS Team, teachers	June 2017 through August 2017

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:
					conducted by SIT team members.	100% of all students interviewed will be able to correctly answer questions as compared to the Mid-Year Student Polls (questions will be based on Second Step Curriculum covered at that time of year)		

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:
6. Tenet 6: Common understanding of the purpose and expectations of Student Led Conferences	<p>By September 30, 2017, district and school leadership teams should develop a plan to implement student-led conferences in the Spring of 2018 for grades K-6; the plan should include:</p> <ul style="list-style-type: none"> ● Communication methods for students, staff and families; ● Parameters for content of each conference (student data, goal setting, portfolio and career plans) <p>Training for teacher and students on effective strategies for conferences</p> <p>During the summer of 2017, the Building Leadership team will review Data Binder components to build consistency and develop a plan for parent communication of the new conference format.</p> <p>Staff will be informed of the</p>	Data binders/folders , goal sheet, templates, current practices used by teachers implementing student led conferences,	Conference/ Data binders expectations	During a Jan. 2018 Faculty/Collaboration Meeting teachers will bring example of a student binder to share with a colleague (vertical team)	During January 2018, administrative informal walk throughs, students will be asked to share their data binders.	100% of students will have conducted a student led conference with a parent/other adult by the end of the school year	Teachers, students, leadership team,	June 2017 and ongoing throughout 2017-2018 School year

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:
	Data Binder Components no later than Sept 1, 2017.							
7. Tenet 6: Time for conferences and time to plan the implementation of student led conferences	<p>Staff will be informed of the Data Binder Components no later than Sept 1, 2017.</p> <p>Families will be informed of Student Led Conferences, Data Binders, Goals, and Attendance Policy by Fall Open House 2017.</p> <p>Student led conferences will occur April 2018 Parent/Teacher Conferences. Students that don't have an adult show will conference with an adult in the building.</p>	District calendar, Data binders/folders , goal sheet, templates, current practices used by teachers implementing student led conferences,		During a Jan. 2018 Faculty/Collaboration Meeting teachers will bring example of a student binder to share with a colleague (vertical team)	During January 2018, administrative informal walk throughs, students will be asked to share their data binders.	100% of students will have conducted a student led conference with a parent/other adult by the end of the school year	Teachers, students, leadership team,	June 2017 and ongoing throughout 2017-2018 School year

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 (+/-)
Asian						
Black						
Economically Disadvantaged						
English Language Learners						
Hispanic						
Multiracial						
Native American						
Students with Disabilities						
White						

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.