



Name of Principal:	Jean Sampsell
Name of School:	Fairgrieve Elementary School
School Address:	716 Academy Street 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: Fairgrieve Elementary School
Individuals Who Assisted in the Development of the LAP Plan: Lucy Hawthorne Beth Hudson Justin Johnson Laurie Merry Colleen Warner Katie Sutton Kerrie Phillips Ariana Suhr Sandy White Hope Lawton Jean Sampsell Renee Hendrickson Carri Waloven Geri Geitner Donna Fountain

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

- Performance of the following subgroups*:
- Students with Disabilities (Math)

- Participation Rate for the following subgroups**
- All Students
 - Students With Disabilities

*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. Family and community engagement
 2. Making connections with students
 3. Regrouping among grade levels to meet the needs of all students with involvement of AIS/RtI staff.
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. There is a lack of growth-producing feedback to teachers regarding the effectiveness of instruction.
 2. Professional collaboration does not always yield impactful student outcomes.
 3. There is a lack of time for district-wide collaboration around Tier 1 curriculum and instruction.
 4. Current instructional practices and philosophy disproportionately favor teacher-directed learning.
 5. Non-academic factors, particularly students' social-emotional competencies, present barriers to their learning.
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. A process for communicating instructional feedback to teachers must be developed.
2. Specific focuses for professional collaboration must be delineated and articulated.
3. PLC protocols must be developed and/or refined to support substantive collaboration around high quality Tier I instruction.
4. Students must be empowered as leaders of their own learning.
5. Implement Tier I social-emotional instruction that is evidence-based and systematic.

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.	Lack of funding to address at-risk students' needs	Re-allocation of funds
2.	Lack of time for collaborative action planning	Collaboration time was built into schedule.
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.	A process for communicating instructional feedback to teachers must be developed.	Provide an after-school program to focus on ELA skills.	N
2.	Specific focuses for professional collaboration must be delineated and articulated.	Provide before/after school tutoring for at-risk students.	N
3.	PLC protocols must be developed and/or refined to support substantive collaboration around high quality Tier I instruction.	Provide common planning time for general and special education co-teachers.	N
4.	Students must be empowered as leaders of their own learning.		N

5.	Implement Tier I social-emotional instruction that is evidence-based and systematic.	Provide more supports for emotional/social/mental health needs of students.	Y
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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 benchmark.	EXAMPLE Language acquisition for ELL students will increase by 10% on May assessment compared to Fall benchmark.	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. October/January/April/

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.				June – evaluation of progress based on mid-year and end of year goals.
1. Tenet 2: There is a need to develop a cycle of feedback to increase teacher effectiveness .	Beginning November 2017, the building leader will share quarterly Look For data trends with teachers. Based on the Walk Thru trend data gathered quarterly, the building leader and instructional coach will assess professional development options needed both by building and differentiated by individuals or groups. Prior to October 1, 2017, the building	Look For Document (revised), Look For Document Rubric, faculty meetings, instructional coach, observations at classrooms in other buildings	As needed	By end of January 2018, each teacher will receive a composite of Mid-Year Look For data and reflect on progress toward achieving building goal as measured by DRA and STAR data.	5% minimum increase in student achievement , by cohort, in reaching grade level goals (on or above grade level) for K-2 DRA and Gr 2-6 STAR Reading ELA when compared to previous year data.	5% minimum increase in student achievement, by cohort, in reaching grade level goals from Mid-Year Benchmark for K-2 DRA to Gr 2-6 STAR Reading ELA	Building principal, instructional coach, teachers	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:
	leader in collaboration with the leadership team will develop a plan to expand learning walk opportunities to a minimum of two times for each teacher during the 2017-2018 school year.							
2. Tenet 3: Delineating between PLC meetings and other meetings <i>(consistent with district-wide initiative outlined in DCIP)</i>	Prior to September 1, 2017, the building leader will work collaboratively with district administration to adjust PLC Minutes Form to include focused questions to guide Tier 1 instructional conversations including effective ways to provide growth producing feedback.	District Tier 1 Collaboration Protocols, videos, revisit resources from past PD focused on Effective Feedback, Peers currently implementing effective feedback, Faculty Meetings, Instructional	Growth Producing Feedback Techniques	PLC Minutes Form will reflect changes in practices	5% minimum increase in student achievement, by cohort, in reaching grade level goals (on or above grade level) for K-2 DRA and Gr 2-6 STAR Reading ELA when compared to previous year data.	5% minimum increase in student achievement, by cohort, in reaching grade level goals from Mid-Year Benchmark for K-2 DRA to Gr 2-6 STAR Reading ELA	PLC team members, building principal, instructional coach, Curriculum/Technology Leadership Team, Director of Instructional Support Services.	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:
		1 Coach						
3. Tenet 3: Lack of time to collaborate with district wide content area teachers to discuss Tier 1 instruction	Prior to the beginning of the 2017-2018 school year, the building leader, in collaboration with the Curriculum/Technology Leadership Team, will investigate scheduling options to discuss Tier 1 instruction during PLCs.	Building leaders, instructional coach		PLC Minutes Form will reflect changes in practices	5% minimum increase in student achievement, by cohort, in reaching grade level goals (on or above grade level) for K-2 DRA and Gr 2-6 STAR Reading ELA when compared to previous year data.	5% minimum increase in student achievement, by cohort, in reaching grade level goals from Mid Year Benchmark for K-2 DRA to Gr 2-6 STAR Reading ELA	PLC team members, building principal, instructional coach, Curriculum/Technology Leadership Team, Director of Instructional Support Services.	Ongoing, throughout 2017-2018 School year
4. Tenet 4: Philosophical shift in teaching for staff from teacher led to student responsibility for learning.	Prior to September 30th, the building principal and instructional coach will create and administer a needs assessment to determine teachers' current areas of strength and opportunities for growth in the areas	Learning Walk, Peers currently implementing techniques (i.e. Vicky Gibson, Daily 5), faculty meetings	Visit other schools to learn various models to scaffold Tier 1 instruction, Professional Speakers (i.e. Vicky Gibson)	By January 31, 2018 all teachers will complete, and turn into the building leader, a self-reflection on	5% minimum increase in student achievement, by cohort, in reaching grade level goals (on or above grade level) for K-2 DRA and Gr 2-6 STAR	5% minimum increase in student achievement, by cohort, in reaching grade level goals from Mid-Year Benchmark for K-2 DRA	Building leader, instructional coach, teachers, Curriculum/Technology Leadership Team	Ongoing during 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:
	<p>listed below; the needs assessment will include a teacher reflection on current percentage of whole group to small group instruction to reduce teacher led instruction.</p> <p>Increasing student responsibility for critical thinking while 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 			<p>instructional component s noted in their specific Look For feedback. The goal is to have an increase in more rigorous and engaging instruction as measured by the individual teacher data from September to January on the self-reflection tool</p>	<p>Reading ELA when compared to previous year data.</p>	<p>to Gr 2-6 STAR Reading ELA</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>for independent text-dependent writing such as summaries and open-ended responses to reading</p> <ul style="list-style-type: none"> ● 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 							

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>so that all students can access grade level ELA instruction</p> <ul style="list-style-type: none"> consistently using differentiated 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 and Webb's DOK. <p>Building facilitators,</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:
	building principal, and instructional coach will structure a faculty meeting to discuss Tenet 4 recommendations including: <ul style="list-style-type: none"> ● purpose for recommendations ● what does each part of the recommendation look like ● share what others are currently doing that demonstrate these recommendations Self-reflection tool						Tool will be created by the leadership team by September 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:
<p>5. Tenet 5: Need to implement Tier 1 Social Emotional Instruction that is evidence based and systematic</p>	<p>In June 2017, building principal and PBIS Coordinator will coordinate with Lanigan Elementary School to borrow samples of Second Step Curriculum in order for staff to become familiar with scope/sequence and resources.</p> <p>Prior to the beginning of the 2017-2018 school year, the Positive Action Leadership Team (PBIS) will create a communication plan to review with staff:</p> <ul style="list-style-type: none"> ● data from the spring 2017 triangle ● Second Steps Curriculum implementation for year 1 ● choose 	<p>Second Step Curriculum, Lanigan PBIS team, Pyramid of Interventions</p>	<p>Review School wide data from Parent/Student Voice Survey to become familiar with criteria to evaluate effective social emotional teaching, Second Step Curriculum Training,</p>	<p>By January 31, 2018 100% of K-6 classroom teachers will have begun to implement Second Step Curriculum.</p>	<p>Use of Student Voice Survey questions to measure a 5% increase in SEDH improvements as compared to 2016-2017 student survey baseline data.</p>	<p>Use of Student Voice Survey questions to measure a 5% increase in SEDH improvements as compared to Mid Year Survey Results looking for an increase in the agree to strongly agree.</p>	<p>Building principal, Positive Action Leadership Team, Director of Instructional Support Services</p>	<p>June 2017 and on-going throughout 2017-2018</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:
	questions from the Student Voice Survey to be used as indicators for SEDH for mid year/end of year benchmark student outcomes							
6. Tenet 5: Time in schedule to integrate/plan for the new curriculum	Prior to the beginning of the 2017-2018 school year, each grade level team will review the schedule to determine a time during the school day to implement Second Step lessons.	Second Step Curriculum	Review School wide data from Parent/Student Voice Survey to become familiar with criteria to evaluate effective social emotional teaching, Second Step Curriculum Training,	By January 31, 2018 100% of K-6 classroom teachers will have begun to implement Second Step Curriculum.	Use of Student Voice Survey questions to measure a 5% increase in SEDH improvements as compared to 2016-2017 student survey baseline data.	Use of Student Voice Survey questions to measure a 5% increase in SEDH improvements as compared to Mid Year Survey Results looking for an increase in the agree	Building principal, Positive Action Leadership Team, Director of Instructional Support Services	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:
						to strongly agree.		
7. Tenet 6: Time for conferences and time to plan the implementation of student led conferences	<p>Prior to November 30, 2017:</p> <ul style="list-style-type: none"> The building leader and Positive Action Committee will investigate additional opportunities to introduce student led conferences to parents/families (i.e. Lunch and Learns, Open House Activities). The building 	Peers currently implementing Student Led Conferences will share effective strategies, videos, videos for parents on how to listen/respond during a student led conference, student data binders, instructional coach,	Presentations at faculty meetings facilitated by the Instructional Coach	By January 31, 2018, all teachers will bring to a faculty meeting one student binder to share with vertical teams.	During the January 2018 administrative informal walk-throughs, the building leader will randomly ask students to share the content of their data binders which will indicate it is up to date and include agreed-upon components.	100% of students will have conducted a student led conference with a parent/or other adult by the end of the school year	Teachers, students, Positive Action Committee	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:
	<p>leader and Positive Action Team will develop a Communication Plan to share with Parents regarding student led conferences (i.e. what's different, what to expect, when it will occur, social media usage)</p> <ul style="list-style-type: none"> The building leader and Positive Action Team will investigate and develop parameters for content of the student data binder 							

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>components and work with staff to ensure consistency for all Student Led Conferences.</p> <ul style="list-style-type: none"> The building leader and Positive Action Team will investigate options for student led conferences in the absence of a parent or family member. 							

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	79%	92%	+13%	77%	90%	+13%
English Language Learners						
Hispanic						
Multiracial	67%	100%	+33%			
Native American						
Students with Disabilities	74%	90%	+26%	69%	86%	+17%
White	78%	93%	+15%	77%	92%	+15%

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)?

Yes - Fairgrieve Elementary School's participation rate in the New York State Assessments did improve for the 2016-2017 school year.

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 you 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)*

We will continue with the plan that was implemented in the 2016-2017 plan. We will utilize lunch and learn with students and parents in grades 3-6 in order to familiarize them with the New York State Assessment program. Staff will continue to promote participation in the New York State Assessments. Opportunities will be held for parents to familiarize themselves with the types of questions and the skills needed for students to be successful on the NYS tests. We will also expand computer based testing to include Grade 4 in addition to Grade 3 which was done this year.

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)*

Training will occur in the same manner for the 2017-2018 school year. See answer in questions 11.

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)*
We will continue with the plan that was implemented in the 2016-2017 plan. We will utilize lunch and learn with students and parents in grades 3-6 in order to familiarize them with the New York State Assessment program. Staff will continue to promote participation in the New York State Assessments. Opportunities will be held for parents to familiarize themselves with the types of questions and the skills needed for students to be successful on the NYS tests. We will also expand computer based testing to include Grade 4 in addition to Grade 3 which was done this year.

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