



Local Assistance Plan Self-Reflection Plan Template

Name of principal:	Dan Martinelli
Name/number of school:	Cohoes Middle School
School address:	7 Bevan Street, Cohoes, NY 12047
Identified Subgroup(s):	Black students in ELA & Math, White Students - Grade 8 Science

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

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

This school has been identified as a Local Assistance Plan School for the 2016-17 school year. The identification was based upon the academic performance of either all students or particular groups of students on state assessments during the 2014-15 school year. Local Assistance Plan Schools are required to conduct a Self-Reflection on the educational program, leadership and instructional practices. The Self-Reflection provides school-based teams with the opportunity to reflect on the practices that exist within the school in preparation for identifying the appropriate next steps for their school. The results of this self-reflection have been reviewed by the school and the district, and have been used to create this plan to improve student academic performance. If you have any questions regarding the identification of the school as LAP, or the plan described within this Template, please contact the school or district directly.

Part I: Whole School Reflection

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

July 2016

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

1. CMS Building Leadership Team (BLT)
2. Teacher Leaders (ELA, Math, Science, Social Studies)
3. Dan Martinelli - Principal

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

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

1. Our school uses Language Live as a Tier III research based reading curriculum to close reading gaps in grades 6-8.
2. We have worked to align our math program to the Common Core and built consistency within our math curriculum by using the Go Math Program in grades 6,7, and 8.
3. Our school offers math and ELA enrichment services as a Tier II RTI intervention for students at risk.
4. Bi weekly Instructional Support Team meetings are scheduled to discuss specific student interventions and relevant data.
5. Our 8th grade science program has increased opportunities for students to engage in Project Based Learning (PBL).

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

1. There is a need for continued mapping of the curriculum in the core content areas to ensure alignment with the standards and vertical alignment between grade levels.
2. In grades 6-8, 19% of students are chronically absent.
3. There is a need for consistent progress-monitoring for all students, and especially students within identified subgroups.
4. There is a need for greater consistency in the use of instructional and behavioral practices which maximize student engagement.
5. We need to create opportunities for students to write with consistency across all curriculums.

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

1. Continue curriculum development, mapping and alignment in the core content areas.
2. Enhance school-wide attention on the needs of high risk students and identify and address barriers that lead to chronic absenteeism.
3. Enhance the use of progress-monitoring to enable teachers to further adjust instruction.
4. Provide PD for teachers in Teach Like a Champion techniques and Google Apps for Education to maximize student engagement and ensure consistency across classrooms.
5. Teachers need professional development to increase opportunities for students to write across all curriculums using research based best practices and school developed rubrics.

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. Need for continued mapping of the curriculum in the core content areas to ensure alignment with the standards and vertical alignment between grade levels.	Continue to map Grades 6- 8 ELA, Math, Science, and Social Studies to the standards and ensure vertical alignment.	Teacher Leaders in Core Content areas will lead their departments in curriculum mapping and alignment. Grant funds will be utilized.	Teacher Leader Meetings; Professional development on growth mindset.	Teacher leaders will attend two trainings relating to increasing their expertise in their core subject and strengthening their teacher leadership.	Teacher leaders will monitor the progress of student achievement at their monthly meetings with department staff and CMS principal.	Students will demonstrate a year’s growth via MAP Reading, MAP Math, and a 10% increase in NYS Grade 8 Science Exam proficiency.	CMS Principal Teacher Leaders Building Leadership Team	September 2016 - August 2017

<p>2. Need for reaching out to our most at risk students who struggle with chronic absenteeism.</p>	<p>Promote and implement the districtwide “Every Minute Matters” program at Cohoes Middle School</p> <p>Increase staff understanding of Adverse Childhood Experiences (ACES) and their impact on students.</p>	<p>Continue to monitor and discuss student attendance with building based committees</p> <p>Funds for professional development</p>	<p>Engage teachers in the book study - <u>Fostering Resilient Learners</u> (the effects of Adverse Childhood Experiences (ACES) led by building staff.</p> <p>Show and discuss Paper Tigers documentary</p>	<p>Program launched and communicated to parents, students, teachers, and greater community. Book study partially completed. Showing of Paper Tigers documentary</p>	<p>We will reduce the number of chronically absent students by 10%.</p>	<p>We will maintain a 10% reduction in chronically absent students at the middle school.</p>	<p>CMS Principal’s Cabinet Group - CMS Principal, Assistant Principal, Social Worker, School Psychologist, and Guidance Counselors.</p>	<p>September 2016 - June 2017</p>
<p>3. There is a need for consistent progress monitoring for all students, specifically students within our identified subgroups.</p>	<p>Create opportunities for teachers to receive professional development, share best practices, and be reflective of their own practice.</p>	<p>Teacher Leaders as instructional coaches, IST meetings,</p>	<p>Teacher Leaders model progress monitoring tools. PD for ELA, Math, and Science teachers.</p>	<p>One of two PD sessions for ELA, Math, and Science will be completed.</p>	<p>A mid-year formative assessment will be completed for all students. This will include a writing sample.</p>	<p>A mid-year and end of year writing sample will be completed, scanned, and available as transition information. Additionally, at risk students will have completed math prompts to adjust instruction.</p>	<p>CMS principal, ELA, Math, and Science Teacher Leaders.</p>	<p>September 2016 - June 2017</p>

<p>4. Need for greater consistency in the use of instructional and behavioral practices, which maximize student engagement.</p>	<p>Provide PD for teachers in <u>Teach Like a Champion (TLAC)</u> techniques and Google Apps for Education to maximize student engagement and ensure consistency across classrooms.</p>	<p>Funding has been used to purchase TLAC books, and monthly staff meeting time is allocated for this PD. Instructional technology Integration Specialist leads PD on Google</p>	<p>TLAC; Google Apps for Education</p>	<p>Staff will focus on twelve TLAC power techniques during the year. Six will be completed mid-year. All staff will have completed three Google training sessions.</p>	<p>Teachers utilizing the TLAC power techniques will result in fewer behavior referrals. All students will receive a Google account and an initial training.</p>	<p>There will be a 10% reduction in behavior referrals for the 2016-2017 school year. All students will have completed and submitted a minimum of five assignments using their Google accounts.</p>	<p>CMS principal, Building Leadership Teams</p>	<p>September 2016- June 2017</p>
<p>5. Teachers need professional development to increase opportunities for students to write across all curriculums using research based best practices and school developed rubrics.</p>	<p>Teachers across all core content areas will learn to teach and reinforce the Restate, Answer Cite, Explain (RACE) method to develop student essays.</p>	<p>Time allocated at monthly curriculum meetings to share best practices and develop writing rubrics.</p>	<p>ELA Teacher Leader will train other core subject Teacher Leaders on the use of the RACE method.</p>	<p>Teachers will provide a writing sample assignment to all students. These will be scanned and accessible to all teacher teams.</p>	<p>All students will complete a mid-year writing sample. These are used at our instructional support team meetings to check student progress.</p>	<p>Students will complete an end of the year writing sample to check for progress and the utilization of the RACE method.</p>	<p>CMS Principal, Building Leadership Teams Content area Teacher Leaders</p>	<p>September 2016- June 2017</p>