



<b>Name of Principal:</b>	Barry Mohammed
<b>Name of School:</b>	East Middle School
<b>School Address:</b>	70 Hilltop Drive, Brentwood, NY 11717

**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: Brentwood East Middle School	
Individuals Who Assisted in the Development of the LAP Plan: Barry Mohammed, Michael McGinn, Andrew Austin, Ann Palmer, Christine Mercogliano, Paula Ribeiro, Wanda Ortiz, Eileen Welch, Monique Darrisaw-Akil, Kim Fauci, Rhonda Young	
The school has been identified for (identify all that apply):	
<input type="checkbox"/> Performance of the following subgroups*:	
<ul style="list-style-type: none"><li>• Mathematics - LEP</li><li>• Mathematics - Economically Disadvantaged</li><li>• Mathematics - Hispanic</li><li>• ELA - LEP</li></ul>	
<input type="checkbox"/> Participation Rate for the following subgroups**	
<ul style="list-style-type: none"><li>• All subgroups</li><li>•</li><li>•</li></ul>	
*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. The school leaders used the following resources to bring about school improvement and increased student success for the identified subgroups: Dr.Karen Burke who assists in analyzing the Scholastic Reading Data, Mr. Bill Atwood who assisted teachers in ongoing professional development for Collins Writing Workshop, and Ms. Michelle McCabe, literacy consultant at Generation Ready modeling instructional practices and methods for differentiation of instruction. In addition, Dr. Randy Simmons of BOCES assisted in data analysis for the staff in evaluating local and state data in ELA and Math.
  2. The school leaders implemented a yearlong professional development plan. The foundation of the plan is a continuation of Instructional Rounds, where school staff will focus on student learning and identify a problem of practice to focus on. School level professional development will focus on that staff identified problem of practice. The administrative team also identified an increase in student-centered learning and student self-monitoring as goal for the year. The team plans to provide staff with resources to help students increase use of feedback, including Reading Inventory, pre-tests, and other formative assessments to help students monitor their own progress and use that information to ensure their own success.
  3. Use Data Mate, Reading Inventory lexile levels, and staff record keeping to monitor progress in all disciplines including Science, Social Studies, Math and ELA and those associated with the identified subgroups. These data sources will be used at department meetings.
  4. Develop novel ways to provide students with more access to online programs like ALEKS, giving priority to subgroups identified in the areas those programs support. The purchase of a subscription to Vocabulary.com was made to offer more skill building options.

5. Maintain a successful Parent Advisory Council and continue to include parent stakeholders in planning and decision making.
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. Increase in student population has reduced the amount of access students have to technology that could assist in providing specialized intervention and individualized skill building with programs like ALEKS, NEWSELA, and Vocabulary.com.
  2. Loss of lab classes for dually and multi classified students due to increase in population, available classrooms, and staffing constraints.
  3. The ability to communicate with parents in a highly transient population with limited time or ability to communicate with the school, despite an increase in outreach by the school. These efforts are furthered hindered by continually changing phone numbers.
  4. The transient population of students is entering the system performing at a lower level which makes it difficult to balance efforts to close knowledge gaps with efforts to provide on-level instruction.
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. Increase student access to skill building programs like ALEKS, Vocabulary.com, etc. by developing unconventional time blocks and access points for students that will increase overall student access.
  2. Facilitate an increase in communication among all language teachers: HLA, ELA, and ENL, as well as coordinate interdepartmental communication with Math teacher in an effort to continue to improve the integration of the programs to benefit the ELL subgroup in all subject areas. This will be accomplished by coordinating department meeting schedules to assist teachers of more than one subject and to avoid conflicts for those teachers. Administrators will also heavily recruit teachers in these areas to join Instructional Rounds, which will increase the interaction among these departments.
  3. Maximize programming and staffing in order to provide consecutive periods of language instruction for ELL students.
  4. Continue to provide professional development as it relates to second language acquisition and student centered learning, especially in the areas involving mathematics. Increase the amount of time staff has to reflect on instructional practice, through activities at department and faculty meetings, as well as interdisciplinary visitations.
  5. Continue to develop novel ways to increase communication with parents and increase the time parents are at the school in a positive way.

**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.

	<b>Barrier identified in 2016-17 LAP</b>	<b>Strategies used in 2016-17 to remove barrier</b>
1.	Loss of instructional time for dually and multi classified students	Administration and instructional support staff created a schedule conducive to their learning needs.
2.	Loss of instructional time resulting from adverse student behaviors.	Administration directly addressed student behaviors using information from IEP, FBA, and BIP to work with teachers to decrease adverse student behavior.

3.	Increase in novice teachers in the Special Education department	Administration provided additional support for novice teachers assigned to Special Education, ELA, and Mathematics placements.
4.	Loss of Special Education Math Consultant	Administration increased collaboration with ELA and Mathematics Coordinators to address the impact of the loss of the consultant.
5.	Decrease in full time Special Education support staff	Administration solidified the hiring of full time teacher assistants for Special Education vacancies.

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.

	<b>Actions needed to occur identified in 2016-17 LAP</b>	<b>Actions needed to occur identified in 2017-18 LAP</b>	<b>Same both years? (Y/N)</b>
1.	Administration and instructional support staff created a schedule conducive to their learning needs.	Increase student access to skill building programs like ALEKS, Vocabulary.com, etc. by developing unconventional time blocks and access points for students that will increase overall student access.	N
2.	Administration directly addressed student behaviors using information from IEP, FBA, and BIP to work with teachers to decrease adverse student behavior.	Maximize programming and staffing in order to provide consecutive periods of language instruction for ELL students.	N
3.	Administration provided additional support for novice teachers assigned to Special Education, ELA, and Mathematics placements.	Facilitate an increase in communication among all language teachers: HLA, ELA, and ENL, as well as coordinate interdepartmental communication with Math teacher in an effort to continue to improve the integration of the programs to benefit the ELL subgroup in all subject areas. This will be accomplished by coordinating department meeting schedules to assist teachers of more than one subject and to avoid conflicts for those teachers. Administrators will also heavily recruit teachers in these areas to join Instructional Rounds, which will increase the interaction among these departments.	N
4.	Administration increased collaboration with ELA and Mathematics Coordinators to address the impact of the loss of the consultant.	Continue to develop novel ways to increase communication with parents and increase the time parents are at the school in a positive way.	N

5.	Administration solidified the hiring of full time teacher assistants for Special Education vacancies.	Continue to provide professional development as it relates to second language acquisition and student centered learning, especially in the areas involving mathematics. Increase the amount of time staff has to reflect on instructional practice, through activities at department and faculty meetings.	N
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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 observed implementation and provided	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, \ 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:
<p>Increase in student population has reduced the amount of access students have to technology that could assist in providing specialized intervention and individualized skill building with programs like ALEKS, NEWSELA, and Vocabulary.com .</p>	<p>-Increase student access to skill building programs like ALEKS, Vocabulary.com, etc. by developing time blocks and access points for students that will increase overall student access. Plans include participation reward systems, morning and after school programs, as well as programs to increase access during lunch and study halls.</p> <p>-Prioritize access to existing computers for identified subgroups.</p>	<p>-Computers pulled from closed lab.</p> <p>-IT department.</p> <p>-Study halls</p> <p>-Library</p> <p>-Library Specialist</p> <p>-Morning and afternoon enrichment</p> <p>-Set up more workstations in the building for students to use.</p> <p>-Title 1 funding to purchase online subscriptions like ALEKS and more devices for students.</p>	<p>-Increased training on ALEKS, Vocabulary.com</p> <p>-Training and PD on increasing use of student programs at home.</p> <p>-Instructional Rounds.</p> <p>-Generation Ready.</p> <p>-RSE-TASC</p>	<p>An analysis of time students in subgroups spends on online programs.</p>	<p>Student performance on Math Midterm in identified subgroups.</p> <p>Student performance on mid-year RI.</p>	<p>Increase in student performance on RI growth and ALEKS.</p>	<p>Principal, Assistant Principals, Guidance, Library Specialist</p>	<p>September to November 2107 – develop a plan to increase student online time.</p> <p>December 2017 – Implement plan and have increase in student access.</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>Loss of lab classes for dually and multi classified students due to increase in population, available classrooms, and staffing constraints.</p>	<p>-Maximize programming and staffing in order to provide consecutive periods of language instruction for ELL students.</p> <p>-Facilitate an increase in communication among all language teachers: HLA, ELA, and ENL, as well as coordinate interdepartmental communication with Math teachers in an effort to continue to improve the integration of the programs to benefit the ELL subgroup in all subject areas. This will be accomplished by coordinating department meeting schedules to assist teachers of more than one subject and to avoid conflicts for those teachers. Administrators will also heavily recruit teachers in these areas to join Instructional Rounds, which will increase the interaction among these departments.</p>	<p>-Guidance department</p> <p>-Dually certified teachers</p> <p>-Bilingual department Coordinator and Assistant Coordinators</p> <p>-ELA and Math Coordinators</p> <p>-ELA and Math Staff Developers</p> <p>-Recruitment of lead teachers in departments, especially bilingual and math, to facilitate best practices.</p>	<p>-Continue with Generation Ready: Reciprocal Reading, Collins Writing</p> <p>-Training on effective use of Vocabulary.com</p> <p>-Faculty meeting training on Student Centered Learning</p> <p>-Departmental Meeting Training on use of LDC.</p> <p>-Use of Instructional rounds to examine instructional methods' effect on student learning</p>	<p>Minutes of meetings with administration, guidance, bilingual and ENL teachers planning for maximization of scheduling and resources.</p> <p>Department Meeting Minutes.</p> <p>PD Schedules and sign in sheets.</p>	<p>Student performance on Math Midterm in identified subgroups.</p> <p>Student performance on midyear RI.</p>	<p>Increase performance on state and local assessments</p>	<p>Principal, assistant Principals, Guidance Counselors</p>	<p>September 2017-May 2017 Ongoing meetings to determine staffing and scheduling needs June 2018 – Staffing requests and scheduling.</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>The transient population of students is entering the system performing at a lower level which makes it difficult to balance efforts to close knowledge gaps with efforts to provide on-level instruction.</p>	<p>-Continue to provide professional development as it relates to second language acquisition and student centered learning, especially in the areas involving mathematics.</p> <p>- Increase the amount of time staff has to reflect on instructional practice, through activities at department and faculty meetings.</p>	<p>-Guidance Counselors, AIS teachers</p> <p>-Math, Bilingual and ELA Coordinators</p> <p>-ELA and Math Staff Developers</p> <p>-ALEKS, Rosetta Stone, vocabulary.com, Castle Learning.</p>	<p>-Instructional Rounds</p> <p>-Increased training on ALEKS, Vocabulary.com</p> <p>-Training for new teachers in Collins, Reciprocal Reading, and SIOP.</p> <p>-Activities at Faculty meeting about student centered learning.</p> <p>-</p>	<p>Increase students attending after school and morning programs.</p> <p>Department Meeting Minutes</p> <p>PD Attendance</p>	<p>Student performance on Math Midterm in identified subgroups.</p> <p>Student performance on midyear RI.</p>	<p>Increase performance on state and local assessments.</p>	<p>Principal, Assistant Principal, Guidance Counselors , Lab Teachers</p>	<p>October- November 2017 Plan and implement morning and afternoon programs.</p> <p>November 2017 – May 2018 Faculty Meeting trainings.</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:
The ability to communicate with parents in a highly transient population with limited time or limited ability to communicate with the school, despite an increase in outreach by the school. These efforts are hindered by continually changing phone numbers.	Continue to develop novel ways to increase communication with parents and increase the time parents are at the school in a positive way.	Parent Advisory Committee  PTA  SIT Title III Community Plaza  Propio translation service	Parent Portal Training evening  Propio Training at Faculty Meeting	Parent attendance at informational, PTA, and academic evenings.  Parent attendance at PAC Meetings.	Number of parents logging on to portal.  Number of parents . families attending school events.	Increase in parents logging on to portal.  Increase in parents . families attending school events.	Principal, assistant principals, Community Plaza Coordinator	September 2017 Back to School Night  October 2017 Parent Portal Training Night, Hispanic Heritage Month Presentation  December 2017 PTA Craft Night

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>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>50%</b>	<b>n/a</b>
<b>Black</b>	<b>39%</b>	<b>63%</b>	<b>+24%</b>	<b>29%</b>	<b>55%</b>	<b>+26%</b>
<b>Economically Disadvantaged</b>	<b>27%</b>	<b>31%</b>	<b>+4%</b>	<b>23%</b>	<b>28%</b>	<b>+5%</b>
<b>English Language Learners</b>	<b>29%</b>	<b>29%</b>	<b>0</b>	<b>28%</b>	<b>29%</b>	<b>+1%</b>
<b>Hispanic</b>	<b>26%</b>	<b>30%</b>	<b>+4%</b>	<b>22%</b>	<b>28%</b>	<b>+6%</b>
<b>Multiracial</b>	<b>n/a</b>	<b>100%</b>	<b>n/a</b>	<b>n/a</b>	<b>0%</b>	<b>n/a</b>
<b>Native American</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<b>Students with Disabilities</b>	<b>29%</b>	<b>39%</b>	<b>+10%</b>	<b>23%</b>	<b>33%</b>	<b>+10%</b>
<b>White</b>	<b>18%</b>	<b>14%</b>	<b>-4%</b>	<b>16%</b>	<b>14%</b>	<b>-2%</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? Yes**

*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**

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 be communicating the importance of these tests through our Title I informational meeting, Title III informational meeting and various subject area meetings we hold. We will also be using Connect Ed to remind parents of the importance of testing, as well as the dates. This communication includes additional occurrences of communication.. It is also different in its content, as we will be emphasizing the changes NYS has made to the testing schedule and duration.**

*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)*

**We offer a full explanation of how to interpret results at our Title I meeting. It will differ this year because we will also present it at our Title III informational meeting. We are also going to work with the Parent Advisory Committee to develop other methods of ensuring parents understand the purpose of results.**

*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 plan on discussing the importance of the state tests to inform instruction, as well as its importance for students’ ability to do well on Regents exams in the future. We are going to create a handout for parents outlining changes by NYS to make testing better and share NYS resources on testing. These will be distributed at nights where parents are at school and available in the front office.**

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