



Name of Principal:	Tom Cozzocrea
Name of School:	Mahopac Middle School / 480101060004
School Address:	425 Baldwin Place Road, Mahopac, New York 10541

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:	Mahopac Middle School
Individuals Who Assisted in the Development of the LAP Plan:	Dr. Greg Stowell, Asst. Supt. for Pupil Personnel & Educational Services Mr. Alex Levine, Asst. Principal, Mahopac Middle School Dr. Catherine Sweeney, Secondary Administrator for Special Education
The school has been identified for (identify all that apply):	<input type="checkbox"/> Performance of the following subgroups*: <ul style="list-style-type: none">• Students with Disabilities 3-8 Math, 8 Science• Hispanic 3-8 ELA <input type="checkbox"/> Participation Rate for the following subgroups** <ul style="list-style-type: none">• White 3-8 ELA and Math• Students with Disabilities 3-8 Math• Hispanic 3-8 ELA
*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.*

3. Please identify three to five things that the school believes it does well for the identified sub-group(s):
 1. We offer a full continuum of services as well as academic and social/emotional programs for SWD.
 2. We have developed both a flexible therapeutic support program and a therapeutic middle school program in the district.
 3. We provide many diverse professional learning opportunities for both general and special education staff, including our partnership with Putnam/Northern Westchester BOCES, to improve instructional practices for our staff as it relates to SWD.
 4. We personalize the IEP process by ensuring a Case Manager is the conduit between home and school for communication, support, and advocating for SWD.

4. 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. Parents have political belief that Common Core Assessments imposed by NY state and linked to teacher effectiveness remove local control and therefore, majority of parents refuse their SWD to take state assessments.
 2. Understanding, implementing, and reflecting on the efficacy of the multiple models of co-teaching between general and special education teachers in a consistent manner.
 3. Lack of effective instructional intervention strategies (TIER I) provided within the general education setting(s).
 4. Begin to change the instructional delivery methods and add flexible furniture to engage all students in learning with more voice and choice and ownership of learning.

5. Please identify three to five things that the school believes must happen (needs) for the identified subgroup(s) that are currently not happening
 1. Consistent and collaborative conversations regarding effective, research-based instructional interventions for SWD.
 2. Provide continuous professional development opportunities for effective implementation of TIER I interventions.
 3. Revisit and self-assess our classification/declassification processes and procedures to ensure that there is not an over identification of SWD.
 4. Increased communication by building administrators with subgroups of SWD and Hispanics to ensure community stakeholders have thorough understanding of NYS assessment process.

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.	Parents have political belief that Common Core Assessments imposed by NY state and linked to teacher effectiveness remove local control and therefore, majority of parents refuse their SWD to take state assessments.	As we have done in the past, we will continue to share any and all information provided by NYS Education Department with respect to their mandated testing program through multiple forms of written communication, back to school events, curricular nights and through the Superintendent's Office.
2.	Understanding, implementing, and reflecting on the efficacy of the multiple models of co-teaching between general and special education teachers in a consistent manner.	Special educators, and their general education counterparts, need to collect data on student progress and then use that data to better drive instruction as well as targeted interventions.
3.	Lack of effective instructional intervention strategies (TIER I) provided within the general education setting(s).	Review and evaluate our classification/declassification processes and procedures to ensure that there is not an over identification of SWD.
4.	Begin to change the instructional delivery methods and add flexible furniture to engage all students in learning with more voice and choice and ownership of learning.	Introduce and begin the implementation of Breakthrough Classrooms initiative in Mahopac Middle School.

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.	Consistent and collaborative conversations regarding effective, research-based instructional interventions for SWD.	Provide in-district professional development opportunities as well as communicate out-of-district PD through organizations such as Putnam/Northern Westchester BOCES.	N
2.	Special educators, and their general education counterparts, need to collect data on student progress and then use that data to better drive instruction as well as targeted interventions	Special educators, and their general education counterparts, need to collect data on student progress and then use that data to better drive instruction as well as targeted interventions.	Y

3.	Review and evaluate our classification/declassification processes and procedures to ensure that there is not an over identification of SWD.	Revisit and self-assess our classification/declassification processes and procedures to ensure that there is not an over identification of SWD.	Y
4.		In order to increase transparency and understanding for Hispanic students and families, make more communication available in Spanish.	N

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. Parents do not agree with Common Core Assessments and refuse students take state assessments.	Administration coordinates more opportunities for parents, faculty, and students to learn about assessments, how data can inform effective teaching and	Rubicon Atlas software and G-Suite to compile and review test. Plan additional parent info sessions	Continue to offer variety of instructional PD opportunities and tailor some to development of formative and summative assessments	Admin and teachers will have worked collaboratively during at least 2 PLCs/fac mtgs to discuss and review curriculum scope and sequence w/	Students will have completed and self-reflected on at least 4 assessments, one in each core content area	Students will have completed and self-reflected on at least 8 assessments and analyzed own learning. Student expo of learning	MMS Principal MMS Asst. Principals Secondary Administrator for SPED Asst. Superintendent for C&I Asst. Superintendent for PPS and Edu. Svrs.	Sept-June – collaborative planning time, fac mtgs with teachers and admin to analyze assessment Feb-Mar – Parent info session on assessments and data-drive instruction and/or student expo of process

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:
	learning			specific focus on assessments.				May-June – admin collect feedback from fac, parents, students to determine next steps for 18-19
2. Consistent understanding of co-teaching for GED and SPED educators	Increased PD on Specially Designed Instruction (SDI) and more in-class PD with Marilyn Friend for 2017-2018 school year	In-class visitations and feedback from Dr. Marilyn Friend coupled with direct PD to SET on SDI	Specially Designed Instruction with data collection and consulting neighboring districts implementing co-teaching model with fidelity	Google Form feedback from staff on impact of embedded PD with Dr. Marilyn Friend Admin and teachers will have at least one learning walk or site-visit experience	Increase in student performance on local assessments and STAR data Consult students in co-taught environment to collect qualitative data of their experience of co-teaching	Increase on student performance for SWD for those that take the NYS Math and ELA exams All students will have experienced a co-taught class or learned about a co-taught class from	MMS Principal MMS Asst. Principals Secondary Administrator for SPED	Sept-Dec – Coordinate schedules for teachers to observe co-taught classrooms in or out of district Jan-Mar – Disseminate information from observed co-taught classes during PD/fac mtg Apr-June – Assess PD and determine actionable steps for 18-19
3. Support for RTI and TIER I interventions provided within the general education setting(s).	Members of IST/RTI process will facilitate professional conversations on effectively implementing interventions in GED setting.	K-12 Tier I reference list of interventions and strategies Shared Google Sheet then site linked with research-based TIER I interventions	Fac Mtgs and team planning sessions allow members of RTI process model appropriate Tier I interventions	Teachers will have completed and shared at least 2 examples of Tier I intervention implemented and reflect on learning during fac mtg	RTI/IST will analyze and disseminate Tier I interventions being discussed and implemented by teachers via submitted referrals	IST/RTI team will identify at least a 5% increase in the documented application of Tier I interventions as noted in IST/RTI referrals	MMS Principal MMS Asst. Principals Secondary Administrator for SPED IST Team	Sept-April – Fac mtgs and team planning time given 1-2x per month to review Tier I interventions Jan – Mid-year check of understanding, implementation. Admin request actionable feedback for latter half of 17-18

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:
4. Begin to change the instructional delivery methods and add flexible furniture to engage all students in learning	Implement Breakthrough Classrooms in the Middle School	Teachers/Teaching Teachers (TTT) PD Addition of Educational Technology specialist at the secondary level Support first cohort of MS Breakthrough classrooms and take applications	TTT Offerings of: -Breakthrough Bootcamp -Striving to Thriving 2.0 -Hyperdoc Instruction -PD for administrators on the new paradigm in instructional delivery	Reflection on Goals set at beginning of the school year on SWD, ENL, and other at-risk groups	Review STAR data and local classroom data for SWD and Hispanic subgroups	Increase student performance for SWD for those that take NYS Math and ELA exams	MMS Principal MMS Asst. Principals Secondary Administrator for SPED Asst. Superintendent for C&I Asst. Superintendent for PPS and Edu. Svrs.	Sept-Dec – Continue Breakthrough PD and TTTs modeling innovative instructional strategies with first cohort of teachers Jan-Mar – Begin introduction and implementation of Breakthrough concepts with second cohort of teachers April-May – First and second cohort collaborate in learning walks to analyze effective practices June – Review, assess, and set goals for future PD

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 (+/-)
<i>Asian</i>						
<i>Black</i>						
<i>Economically Disadvantaged</i>						
<i>English Language Learners</i>						
<i>Hispanic</i>	39%	35%	-4%			
<i>Multiracial</i>						
<i>Native American</i>						

Students with Disabilities				20%	24%	+4%
White	33%	35%	+2%	36%	37%	+1%

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)

N/A

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)

N/A

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)*

N/A

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 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 communicate as we did last year with students, parents, and faculty regarding the objectives and revisions made to NYS assessments. District and building level administration communicated via the school website and letters home to keep community members informed. While our transparent approach will be similar to last year, we will continue to explore other innovative ways of reaching more stakeholders in the community. This may be accomplished through more active social media posts as well as providing more explicit, frequent communication for our families of various ethnicities and backgrounds. The only individual subgroup participation rate that did decline was that of our Hispanic population, which will prompt us to focus even more in communication with Hispanic families and providing such communications in both English and Spanish.

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 will continue to have conversations with parents beginning in September with Meet the Teams and Curriculum Nights. An overview of testing procedures and protocols has been given in formal parent informational settings as well as informal conversations by phone or meetings. In terms of training we provide for parents in how to interpret state assessment results, this is something we did not formally demonstrate last year, but may consider in the months prior to and/or following the NYS assessments. This may also serve as constructive conversation to discuss how NYS assessments are one of several data points used to determine various academic interventions and supports students may require in the classroom. Making a clear

connection to this process while emphasizing the use of data in informing teaching and learning practices will hopefully clarify our educational practices as a district and how the NYS assessments help to inform these practices.

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*)

District and building level administration will work collaboratively in providing resources as well as time to discuss NYS assessment practices. This will be similar to professional dialogue last year in that a significant amount of time was spent evaluating and adapting our Instructional Support Team process and the way in which students are determined to be in need of certain socio-emotional or academic supports. In July 2017, administrators, teachers, and learning specialists all convened to further develop these processes and focus attention on creating common language as well as Tier I interventions that may be provided in the general education setting. This “TIER I Toolkit” is a K-12 initiative and is a product of years of work by the K-12 District RTI Committee. As we continue to build upon this work, the NYS assessments will be reviewed as one of numerous vehicles by which we can provide supports and move students through the building IST process. As students, parents, and faculty see validity of using such assessments in understanding the needs of learners, it is our hope that community members have a more clear idea of the NYS assessments and how they may be of value in schools.

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