



Name of Principal:	Kevin Burns
Name of School:	Expeditionary Learning Middle School
School Address:	4942 S. Salina St., Syracuse, NY 13205

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: Expeditionary Learning Middle School
Individuals Who Assisted in the Development of the LAP Plan: <u>Kevin Burns</u> - Principal <u>Jill Znaczo</u> - Instructional Coach <u>Derek Stoll</u> - Math Teacher <u>Jason Toner</u> - Science Teacher <u>Kelly Hutson</u> - Instructional Coach <u>Andrea Buck-Vold</u> - Parent

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

- Performance of the following subgroups*:
- Economically Disadvantaged 3-8 Math

- Participation Rate for the following subgroups**
- Economically Disadvantaged 3-8 Math

*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. Interdisciplinary Curriculum –Teachers meet daily in team meetings to plan and document interdisciplinary expedition units in order to provide authentic learning experiences that include local experts, fieldwork, and real-life products that showcase student work from all content areas.*
- 2. Student Engagement- Teachers receive ongoing professional development from instructional coaches and EL school designers to plan for daily opportunities to engage in EL protocols, workshops, and total participation techniques. Throughout learning expeditions, students also have unique opportunities to engage with text and material that interests them. Students demonstrate their learning for authentic audiences in multiple formats (performance, reading, documentary films, living museum) four times throughout the year.*
- 3. Social/Emotional Developmental Health-Our SIT team meets weekly to ensure needs of our students and families are identified, and supports are put into place to support all students as well as take away any barriers toward growth and success. Our SIT team also meets with our grade level teams of teachers weekly to communicate students’ needs and supports, monitor their progress and/or modify the support(s) students need. Our crew curriculum also supports the social and emotional development of our students by providing a teacher advocate to each student that regularly (twice per month) communicates with their families. Crew provides time for all learners to engage in leadership and character building activities.*

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. Lack of targeted professional development:
 - a) to increase student engagement by *differentiating* our instruction using interdisciplinary curriculum benchmarks. (Tenets 3 and 4)
 - b) to increase the frequency students are attending to and answering *higher levels of questioning* that promotes student engagement. (using Bloom's Taxonomy) (Tenets 3 and 4)
 - c) on *explicit vocabulary instruction* school wide to increase reading comprehension and fluency. (Tenets 3 and 4)
 2. Inconsistent family involvement and engagement in the PAC (Parent Advisory Committee) which is held monthly at ELMS. With increased participation in PAC, families of ELMS students would become more knowledgeable of district, school and state level assessment goals. (Tenet 6)
 3. Poor attendance for the identified sub group. (Tenet 5)

3. **Please identify three to five things that the school believes must happen (needs) for the identified subgroup(s) that are currently not happening**
 1. **School staff will participate in school-wide professional development around:**
 - a) *differentiated instruction* for all learners to increase student engagement and student outcomes.
 - b) enhance *higher order/strategic questioning* that promotes inquiry, academic discourse, and encourages elevated, evidence based discussion for all students.
 - c) Increase *explicit vocabulary instruction* in all curriculums to increase word knowledge, reading comprehension, and fluency.
 2. Reciprocal communication tools and partnerships with families around promotion, analysis, and celebration of assessment goals, (district, school and state levels) including engaging families in decision-making processes in order to support student learning and growth.
 3. Develop a school-wide plan that utilizes the SIT team and crew leaders to target students with attendance issues, communicate with the identified sub group and their families, implement, and monitor the progress of the interventions on a consistent basis.

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.

1. 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 focused professional development for teachers and instructional coaches to provide more co-teaching, deeper differentiated opportunities for all learners, higher order/strategic questioning, and intensified vocabulary instruction.	Daily team meeting with teams of teachers and instructional coaches. Ongoing observation and feedback cycles (teachers and instructional coaches) focused on management in the active classroom, differentiation, higher order questioning, and explicit vocabulary instruction.
2.	Lack of organized family involvement in PAC which is held monthly at ELMS. With increased participation in PAC, parents and families of ELMS students would become more knowledgeable of district, school and state level testing and assessment goals.	PAC monthly meetings give families pertinent information on district and NYS assessments, their relevance and what the results show our students in regards to their strengths and weaknesses. PAC and fall/spring student led conferences focused on students tracking their growth using data and how to analyze the data, identify areas in need of improvement and celebrate student growth.
3.	Lack of in-depth training and analysis of reading/language arts and mathematics testing with teachers, parents, and students.	Weekly team meetings with grade level teams and instructional coaches to review and analyze district assessments and plan for how to make students successful on NYS assessments. Quarterly building "data dives" to review, analyze and plan for re-teaching based on ANET data in both ELA and Math. (These results were also tracked with students and communicated with families throughout each marking period).

1. **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.	Communication and partnership with families around promotion, analysis and celebration of assessment goals. (district, school and state levels)	<p>Reciprocal communication tools and partnership with families around promotion, analysis and celebration of assessment goals (district, school and state levels).</p> <p>Engage families as partners in the decision-making process, and provide them with the tools they need in order to support student growth and learning.</p> <p>Utilize the SIT team and crew leaders to communicate with the identified sub group to put in place supports necessary to increase attendance.</p>	Yes
2.	Increase explicit vocabulary instruction in all content areas.	<p>Teachers will use common planning time and meetings with the instructional coach to collaboratively plan and implement vocabulary instruction on a daily basis utilizing best practices.</p> <p>School leaders will monitor progress through daily walkthroughs.</p>	Yes
3.	Enhance the use of data driven instruction that promotes student self-management of learning.	<i>Evidence of this exists in our SCEP 2016-17 and through the Guardians of Equity Protocol, therefore, we will continue to utilize these strategies knowing it is evident in weekly team meetings, quarterly staff meetings and a part of growth/data tracking weekly with teachers and students.</i>	Yes
4.	Enhance differentiated instruction for all learners to increase student achievement.	<p>Teachers will use data to plan for targeted, differentiated instruction that meets the needs of all students, and will better understand student strengths and weaknesses through the use of learning progressions, formative assessments, ANET and STAR.</p> <p>Students will participate in goal-setting in an effort to show ownership and reflect on their progress.</p>	Yes
5.	Enhance higher order/strategic questioning that promotes, and encourages evidence based discourse for all students to increase problem solving techniques.	<p>Provide professional development around higher order/strategic questioning that promotes inquiry and encourages elevated evidence based discourse for all students.</p> <p>School leaders will monitor progress through daily walkthroughs.</p>	Yes

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:
Lack of Differentiated Instruction	Weekly PD at Roots crew meetings to analyze student data and create targeted lessons that support differentiated instruction focused on identified sub group.	Instructional coaches will deliver the PD weekly and will follow up with observation and feedback cycles. School leaders will monitor during weekly walkthroughs.	We will also utilize our EL school designers to provide PD in addition to the PD that instructional coaches will facilitate monthly. EL School designers will implement a PLC to	Staff will analyze results for ANET 1, STAR 1 results to target sub groups and develop re-teaching plans. Begin progress monitoring of identified sub group.	ANET 2, STAR 2 results will show a 2% increase from the Fall benchmark in ELA, Math and for all sub-groups.	ANET 3, STAR 3 results will show a 5% increase on the Spring benchmark in ELA, Math and for all sub-groups	Administration, Instructional Coaches, Teachers, EL School Designers	July/Aug – Administration and Instructional coaches will meet to restructure weekly staff meetings to include professional development on differentiated instruction. Administration and Instructional coaches will also

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:
			support teacher development in this area.					<p>plan EL school designer visits for the year and plan for PD.</p> <p>Sept –June – weekly team meetings to review observation and feedback cycles</p> <p>October/January/ April/ June- Evaluate results on STAR district assessments. Students will monitor their growth at each benchmark and set goals with teachers to foster a growth mindset.</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:
Need for increased professional development to increase the frequency students are attending to and answering higher levels of questioning that promotes student engagement. (using Bloom's Taxonomy)	School Leaders will ensure continued PD around student engagement with higher level cognitive demands in daily team meetings (teachers and instructional coaches) and monitor during observation and feedback cycles (teachers and instructional coaches) on a weekly basis.	Instructional coaches will deliver the PD weekly and will follow up with observation and feedback cycles. School leaders will monitor during weekly walkthroughs	We will also utilize our EL school designers to support the PD delivered by instructional coaches monthly and provide PD to meet the needs of individual teachers. EL School designers will implement a PLC to support teacher development in this area.	Best practices and instructional strategies observed in lesson plans, anchor charts, walkthroughs, planning meetings, observation feedback, and formal observations by administration.	See above. Also, students will be able to articulate goals and their progress towards those goals through reflection and ownership at showcase events.	See above. Students will also be able to articulate their goals and track progress.	Administration, Instructional Coaches, Teachers, EL School Designers	<p>July/Aug – Two/Three Day Institutes at ELMS for PD Jul 14-15-16 August 16-17</p> <p>Sept –June – PD followed up weekly team meetings and observation and feedback cycles</p> <p>October/January/ April/June- Evaluate results on STAR district assessments (10% growth per benchmark) Students will monitor their growth at each benchmark and set goals with teachers to foster a growth mindset.</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:
Lack of Explicit Vocabulary Instruction	School Leaders will ensure continued PD around vocabulary instruction in daily team meetings (teachers and instructional coaches) and monitor during observation and feedback cycles (teachers and instructional coaches) on a weekly basis.	Instructional coaches will deliver the PD weekly and will follow up with observation and feedback cycles. School leaders will monitor during weekly walkthroughs	We will also utilize our EL school designers to support the PD delivered by instructional coaches monthly and provide PD to meet the needs of individual teachers. EL School designers will implement a PLC to support teacher development in this area.	Best practices and instructional strategies observed in lesson plans, anchor charts, walkthroughs, planning meetings, observation feedback, and formal observations by administration.	See above. Also, students will be able to articulate goals and their progress towards those goals through reflection and ownership at showcase events.	See above. Students will also be able to articulate their goals and track progress.	Administration, Instructional Coaches, Teachers, EL School Designers	<p>July/Aug – Two/Three Day Institutes at ELMS for PD Jul 14-15-16 August 16-17</p> <p>Sept –June – PD followed up weekly team meetings and observation and feedback cycles</p> <p>October/January/ April/June- Evaluate results on STAR district assessments (10% growth per benchmark) Students will monitor their growth at each benchmark and set goals with teachers to foster a growth mindset.</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:
Lack of Family involvement in PAC	Promote participation and involvement with PAC, Open House/ Curriculum Night, Student Led Conferences, Communication with Crew Leaders monthly, exhibition and celebration of learning nights.	A Parent Involvement Plan in which Instructional coaches collaborate with principal, PAC, and teachers to develop and sustain reciprocal communication efforts (letters, electronic media) with parents monthly around academic progress, behavior and attendance. During student led conferences two times a year we will invite and promote parental	Informative meeting agendas and necessary training for parents and families around success criteria in all areas, district benchmark assessments, and reading/ interpreting NY state assessment results.	ELMS staff work to collect informative data from PAC members via survey to gauge their feelings about parental involvement and student participation on NY state assessments. ELMS staff will work to collect data (via survey) during fall and spring student led conferences about their feelings on NY state assessment participation.	ELMS staff will collect participation rates on district benchmark assessments leading to the NY state assessments. ELMS staff will celebrate student efforts and academic success monthly at community meetings.	Parental involvement in PAC will increase by 10% and 95%-100% of students will participate in NY state assessments .	Principal, Instructional Coaches, Support Staff, Teachers	September-June-monthly PAC meetings September- June-Parent Communications 2-3 times per month (scripted) September-January- Open House/Curriculum Night, Student Led Conferences, fall exhibition night and celebration of learning nights January- June- Student Led Conferences and spring exhibition night

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:
		involvement in ELMS PAC. Engage families as partners in decision making processes to support student growth and learning.						

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:
Lack of consistent attendance for the identified sub group.	Develop a school-wide plan that utilizes the SIT team and crew leaders to target students with attendance issues, communicate with the identified sub group and their families, implement, and monitor the progress of the interventions on a consistent basis.	Leadership team will manage the SIT team meetings to identify trends and needs of students in this sub group. The leadership team will use our attendance data to look for absences and tardiness within this sub group, communicate the trends with crew leaders and families and utilize supports from our guidance counselor and social worker in efforts to increase	Our guidance counselor, social worker and support staff will provide the at home supports that will encourage increased attendance, while the leadership team will communicate needs for teachers to be aware of at weekly meetings.	Leadership team and SIT team will contact all students in the identified sub group and put in place supports for increased attendance. Leadership and SIT team will review attendance data to identify increases and plan to celebrate them with students and families, at Celebration of Learning and/or community meetings.	Leadership and SIT team will be in constant communication with students so that they can identify increases in their attendance with a goal of 5%, they will track their growth with their crew leader weekly and will celebrate their growth at SCLs, celebration of learning and community meetings.	Leadership and SIT team will be in constant communication with students so that they can identify increases in their attendance with a goal of 5%, they will track their growth with their crew leader weekly and will celebrate their growth at SCLs, celebration of learning and community meetings.	Leadership Team, SIT team and crew leaders	September-June- weekly SIT team meetings and weekly student need meetings with staff September-January- SIT team will identify attendance needs and put supports in place to support an increase in attendance-communication with crew leaders and students will be made and students and crew leaders will track and progress monitor attendance weekly- students will celebrate growth at community meetings

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:
		attendance.						<p>(monthly), Student Led conferences and celebration of learning</p> <p>January- June- SIT team will identify attendance needs and put supports in place to support an increase in attendance- communication with crew leaders and students will be made and students and crew leaders will track and progress monitor attendance weekly- students will celebrate growth at community meetings (monthly), Student Led Conferences and</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:
								celebration of learning

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				91.1%	96.8%	5.7%
English Language Learners						
Hispanic						
Multiracial						
Native American						
Students with Disabilities						
White						

Pursuant to the provisions of the Elementary and Secondary Education Act (ESEA), the United States Department of Education (USDE) requires that at least 95% of students in each accountability group for which a school is responsible must participate in the state’s annual reading/language arts and mathematics assessments. To meet the requirements of New York’s approved ESEA flexibility waiver, the New York State Education Department requires that districts with schools identified as Local Assistance Plan schools for failing to meet the 95% participation rate requirement for one or more accountability groups on an English language arts and/or mathematics accountability measure provide narrative responses to the questions below.

1. Did your school complete a Local Assistance Plan last year for Participation Rate?

YES, we met our AYP goal for our ELA participation rate and students made growth on the assessment. We also had a 5.7% increase on our math 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”

RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS ONLY:

2. ***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.***

We continuously updated and trained our teachers on the revisions for all NY state assessments; within team meetings, data analysis meetings, weekly staff meetings, and strategic planning sessions after school with teachers and instructional coaches. We utilized our monthly PAC meetings to communicate and educate parents and other stakeholders regarding the importance of the NY state assessment program and the revisions. Our PAC meetings and communication/training with teachers were strategically planned with the principal and instructional coaches monthly. These planning sessions yielded educational opportunities for parents and families to help them understand what the NY State Assessment program offers, what the results mean, what the benefits of participation are for children, and how to help provide students with positive assessment experiences. Our PAC also updated families monthly about internal/district/school assessments that were coming up for students, provided them with ways in which to help prepare their children, and how to analyze and celebrate their results.

ELMS worked with EL Education to promote expeditionary learning best practices with interdisciplinary learning expeditions. Learning expeditions were put in place at all grade levels and involved all content areas. These learning expeditions promoted community service, community-based fieldwork and a culminating event that highlighted high-quality student work and performances. We worked to explicitly showcase student engagement and our work towards mastery of common core learning standards. Students and teachers made connections between how they were performing throughout the year and how identified supports enhanced their success on NY state assessments. Our hope was to build confidence in students and parents that would promote a higher participation rate on the NY state assessments. Student led conferences engaged students and parents in an analysis of NY state assessment data which were held during the fall and spring. Students also shared district/school assessment data which benchmarked their strengths and weaknesses. All ELMS students attended an advisory course daily, and the advisory teachers communicated with families 2-3 times per month and created a script that included an informative message about upcoming assessments. The teachers promoted positivity about the NY state assessments and celebrated student participation and effort.

3. ***Did your participation rate improve from last year (i.e., from 2015-16 to 2016-17)? YES, we met our AYP goal for our ELA participation rate and students made growth on the assessment. We also had a 5.7% increase on our math participation rate.***

If you answered "YES," proceed to questions 11 - 13.

If you answered "NO," proceed to questions 6-10.

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 to update and train our teachers on the revisions on all NY state assessments; within team meetings, data analysis meetings, weekly staff meetings and within strategic planning sessions after school with teachers and instructional coaches. We will utilize our monthly PAC meetings to communicate and educate parents and other stakeholders regarding the purpose of the NY state assessment program. Our PAC meetings and communication/training with teachers will be strategically planned with the principal and instructional coaches monthly. These planning sessions will yield educational opportunities for families and share information on what the NY state assessment program is, what the results mean, how their children will benefit, and how to help provide their children with positive assessment experiences. Our PAC will also update families monthly about internal/district/school assessments that are coming up for their children, provide them with ways in which to help prepare their children, and how to analyze and celebrate their results. This will differ slightly from last year because we will focus more heavily on the math assessments.

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 utilize our monthly PAC meetings to communicate and educate parents and other stakeholders regarding the purposes of the NY state assessment program and the revisions. Our PAC meetings and communication/training will be strategically planned with the principal and instructional coaches monthly. These planning sessions will yield educational opportunities for parents and families that will educate them on what the NY state assessment program is, what the results mean, the benefits for the students, and how to help provide their children with positive assessment experiences. Our PAC will also update parents and families monthly about internal/district/school assessments that are coming up, provide them with ways in which to help prepare their children, and how to analyze and celebrate their results. This will differ slightly from last year because we will focus more heavily on the math assessments.

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)

ELMS is working with EL Education to promote expeditionary learning best practices with interdisciplinary learning expeditions. Learning expeditions are currently in place at all grade levels and involve all classes and subject areas. These learning expeditions promote community service, community-based fieldwork and a culminating event that highlights high-quality student work and performances. We will continue to explicitly showcase student engagement and work towards mastery of common core learning standards. Students and teachers will make the connections between how they are performing throughout the school year with how identified supports enhances their success on NY state assessments. We hope this builds confidence in students and parents that will promote participation in the NY state assessment program. All ELMS students will attend an advisory course daily, and these advisory teachers will communicate with families 2-3 times per month. They will create a script that includes a consistent informative message about upcoming assessments to promote positivity around assessments and celebrating student efforts. This will differ slightly from last year, because we are also planning to work on implementing blended learning in the math tutorial classes to support student needs. We are also going to monitor teachers (observation and feedback cycles) on how often and to what degree students are tracking their data. This will ensure students understand their growth and areas of need and can accurately explain this information to their families. We will also utilize weekly team meetings to introduce and model PD on interdisciplinary math connections school wide to enhance participation and performance on the NYS assessments.

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