



Name of principal:	Thomas P. Komp
Name/number of school:	Boulevard Elementary School
School address:	56 East Boulevard, Gloversville, NY 12078
Identified Subgroup(s):	Students With Disabilities

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

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

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

Part I: Whole School Reflection

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

October 28th, 2016

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

1. Thomas Komp
2. Darcy Passarelli
3. Debbie Pratt
4. Nicole Naselli
5. Carrie Sweeney
6. Martha Clough
7. Jessica Marsello
8. Leslie Beckett
9. Diana Adams
10. Beth DeRosa

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

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

1. Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources
2. The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students
3. Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning
4. School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs
5. Teacher provide coherent and appropriately aligned Common Core Learning Standards (CCLS)- based instruction that leads to multiple points of access for all students

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

1. Teachers need to develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs
2. Level of rigor or challenging content in classroom with students with disabilities
3. Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources

- 4.
- 5.

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

1. Professional development on small group instruction to enhance strategies for academic rigor for teachers and teaching assistants working with students with special needs.
2. Provide opportunities for special education teachers, teaching in self-contained classes, to conduct visitations of other similar programs and other standards-based classrooms to see rigor and alignment of the CCLS instruction shifts
3. The school leader and BLT will revisit the student-led conference design for the feasibility of increasing students taking responsibility for their own learning
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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 Purchase 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 feedback.	EXAMPLE: Language acquisition for ELL students on January assessment will increase by 5% compared to Fall benchmark	EXAMPLE Language acquisition for ELL students will increase by 10% on May assessment compared to Fall benchmark.	EXAMPLE Principal ELL Director	EXAMPLE July/Aug – Review and purchase program, hire Director Sept – June – implementation of ELL program, classroom observations conducted by ELL Director. October/January/April/June – evaluation of progress

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:
								based on mid-year and end of year goals.
1. DDI protocols aligned to the CCLS	Small group instruction to enhance strategies for academic rigor	Literacy coach using current daily lessons	Fostering student engagement to develop a deeper understanding of content, critical thinking, creativity and problem solving	By February special education teachers and assistants will attend professional development	Students reading and understanding at a higher reading level (as measured by F&P); 5% increase of SWD reading 2 or more levels above the September data	Students reading and understanding at a higher reading level (as measured by F&P); 5% increase of SWD reading a year above the September data	Principal, Director of Student Support Services Classroom Teachers	-October: special education teachers in grades 3-5 received PD in the higher (red) LLI kit - monthly data meetings to discuss student progress and action steps -By February special education teacher and assistants will attend professional development
2. Level of rigor with students with special needs	Teachers conduct visitations	Substitutes to cover their classes during visitations	Discussion of what the visiting teacher is "looking for" prior to the visitation. Discussion upon their	By December, classroom visits will begin. By February the teacher will begin using strategies learned via the visitations.	Students with disabilities in grades 3-5 will be given benchmark assessments at their reading level and there will	Students with disabilities in grades 3-5 will be given benchmark assessments at their reading level and there will	Principal, Director of Student Support Services, Director of Elementary Curriculum and Instruction	- October: benchmarks given -by December, classroom visits begin -January next benchmark given (for 3% increase)

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:
			arrival to determine what has been learned and how they will use it.	School leaders will document rigor through observations and walkthroughs	be a 3% increase of those students achieving a level above the October data	be a 5% increase of those students achieving a level above the October data	Classroom Teachers	-May/June: final benchmark given (for 5% increase)
3. Student participation in their own learning with a variety of data	Student-led conferences	Formative and summative data	By November, staff will be trained in how to best implement student-led conferences by teacher leaders that have done it before	Teachers will instruct their students on how to hold a student-led conference	By November, 60% of students in grades 2-5 will lead their own parent-teacher conferences	By May, 75% of students in grades 1-5 will have a portfolio of their work and data from formative and summative assessments to share with teachers/staff and families	Principal, Teacher leaders Classroom Teachers	-Early November: PD on how to hold student-led parent-teacher conferences -November: students will lead their own conferences -By May, students will have a portfolio that they created of their work and assessment data
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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:
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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.

As you are aware, 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 inform the USDE regarding the efforts of districts to promote participation in state assessments, the New York State Education Department is asking 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. 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?
2. 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?
3. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments?