



<b>Name of Principal:</b>	Brian DiPasquale
<b>Name of School:</b>	Park Terrace Elementary
<b>School Address:</b>	50 Bloomingdale Ave., Gloversville, NY 12078

**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.

<b>SCHOOL OVERVIEW</b>
Name of School: Park Terrace Elementary
Individuals Who Assisted in the Development of the LAP Plan: Building Leadership Team: <ol style="list-style-type: none"><li>1. Brian DiPasquale</li><li>2. Maureen Cooper</li><li>3. Debbie Pratt</li><li>4. Jennie Tracy</li><li>5. Julie St. Amour</li><li>6. Christine Feerick</li><li>7. Petie Schreppel</li><li>8. Roslyn Brandes</li><li>9. Nicole Naselli</li><li>10. Salvina Michel</li></ol>

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

Performance of the following subgroups\*:

- White
- 
- 

Participation Rate for the following subgroups\*\*

- White
- Students with Disabilities
- Economically Disadvantaged

\*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.***

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

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. Teachers 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(s):

1. Redistricting of the elementary buildings for 2017-2018. Park Terrace has become a PreK - Grade 2 school for 2017-2018. In 2016-2017, Park Terrace was a PreK - Grade 5 school. We will not have any students taking NYS assessments in math or ELA this year. We will have no participation for NYS assessments in 2017-2018.
2. Level of rigor or challenging content in classroom that is sequential and consistent amongst all classrooms and grade levels.
3. Student motivation
4. Working with children and families living in poverty

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

1. Creation of student portfolios for all students that provide a framework for students to take responsibility for their own learning and set goals
2. Professional development for staff to create student portfolios, goal setting, and student led conferencing
3. Provide opportunities for teachers to conduct visitations of other similar programs and other standards-based classrooms to see rigor and alignment of the CCLS instructional shifts

**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.	Teachers 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	Professional development on Growth Mindset to enhance strategies for academic rigor for teachers and teaching assistants
2.	Level of rigor or challenging content in classroom	Provide opportunities for teachers to conduct visitations of other similar programs and other standards-based classrooms to see rigor and alignment of the CCLS instructional shifts
3.	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources	The school leader and BLT revisited the student-led conference design for the feasibility of increasing students taking responsibility for their own learning
4.		
5.		

2. **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.	Professional development on Growth Mindset to enhance strategies for academic rigor for teachers and teaching assistants	Professional development for staff working with children and families living in poverty	N
2.	Provide opportunities for teachers to conduct visitations of other similar programs and other standards-based classrooms to see rigor and alignment of the CCLS instructional shifts	Use of research based ELA strategies for use in small group instruction	N
3.	The school leader and BLT revisited the student-led conference design for the feasibility of increasing students taking responsibility for their own learning	Creation of student portfolios for all students that provide a framework for students to take responsibility for their own learning, set goals, and used for student led conferencing	N
4.			
5.			

**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. Student Motivation	Creation of student portfolios for all students that provide a framework for students to take responsibility for their own learning and set goals	Goal setting protocols, binders for students,	Teacher workshops for appropriate and aligned goal setting	Grade level teachers agreeing to goal setting protocols	Students making goals to put into their binder	100% of students able to identify academic goals for themselves	BLT Principal Literacy Coach	Sept – June Implementation of Goal Setting program, classroom observations conducted by Principal  January/April/June – evaluation of progress based on mid-year and end of year goals.

<b>Barrier or need to be addressed:</b>	<b>Strategy to be implemented:</b>	<b>Resources to be used:</b>	<b>Specialized PD involved:</b>	<b>Mid-year Benchmark Goal: (STAFF EFFORTS)</b>	<b>Mid-year Benchmark Goal (STUDENT OUTCOMES):</b>	<b>End of the Year Quantifiable Goal: (STUDENT OUTCOMES)</b>	<b>Person(s) Responsible for Strategy Implementation:</b>	<b>Time Period for implementation:</b>
2. Poverty	Professional development for staff working with children and families living in poverty	“Engaging with Poverty in Mind” book for all staff	Presentation from curriculum director on the effects of poverty on student achievement	Poverty presentation completed	Book discussion completed	100% of teachers participating in the poverty workshops or book discussion.	Principal Curriculum Director	Sept – June Implementation of Poverty Workshops and Book Discussion  January/April/June – evaluation of progress based on mid-year and end of year goals.
3. Level of rigor or challenging content in classroom that is sequential and consistent amongst all classrooms and grade levels	Use of research based ELA strategies for use in small group instruction	“The Next Step Forward in Guided Reading,” “The Continuum of Literacy Learning,” Jan Richardson materials	Grade Level specific workshops to share strategies for letters, sounds, and sight words	Teachers are provided with specific strategies to use, materials, videos, and time to work together on planning. Teachers will implement strategies into small group instruction	Support Staff working with small groups will utilize ELA strategies with guidance from classroom teacher	100% of teachers will be utilizing Jan Richardson researched based strategies in grades K-2 for ELA instruction	Principal Literacy Coach Curriculum Director	Sept – June Implementation of ELA strategies, classroom observations conducted by Principal.  October/January/April/June – evaluation of progress based on mid-year and end of year goals.

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>Black</b>						
<b>Economically Disadvantaged</b>	<b>87%</b>	<b>88%</b>	<b>+1%</b>	<b>78%</b>	<b>91%</b>	<b>+13%</b>
<b>English Language Learners</b>						
<b>Hispanic</b>						
<b>Multiracial</b>						
<b>Native American</b>						
<b>Students with Disabilities</b>	<b>80%</b>	<b>94%</b>	<b>-6%</b>	<b>80%</b>	<b>84%</b>	<b>+4%</b>
<b>White</b>	<b>87%</b>	<b>75%</b>	<b>-12%</b>	<b>91%</b>	<b>91%</b>	<b>0%</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? NO**

***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)*

Park Terrace will not be participating the in the NYS Assessment program for 2017-2018 because we only have grades PreK – Grade 2. Park Terrace will work with Boulevard Elementary leaders (grades 3-5) to provide parents with literature and workshops to stakeholders. We will also completing district created Benchmark Assessments in grade 2 that mirror NYS assessments in math and ELA. This will better prepare students for the third grade assessment the following year.

### *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)*

Park Terrace will work with Boulevard Elementary to provide support and information to parents. We have many siblings at Park Terrace that attend Boulevard, so we can work with those families to answer questions that they may have regarding assessment results.

### *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)*

Park Terrace will not be participating the in the NYS Assessment program for 2017-2018 because we only have grades PreK – Grade 2.

*Newly Identified Participation Rate LAP Schools: Your submission is complete. Thank you.*