



Name of principal:	JAMAL LEWIS
Name/number of school:	661500010010
School address:	212 RINGGOLD STREET, PEEKSKILL, NY 10566
Identified Subgroup(s):	Hispanics - 8 <sup>th</sup> Grade Science

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:**

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

1. **Hispanics - 8<sup>th</sup> Grade Science**

***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. Peekskill Middle School offers multiple opportunities to support students' academic progress. (I.e. Before and after school LEAP program, call back, supervisory, peer tutoring, check and connect)
2. Peekskill School District clinical staff and outside agencies are available to all Peekskill Middle School students on site.
3. Peekskill Middle School has a safe and caring environment. 2016 incident reports indicate a reduction of student behavior referrals with little to no interethnic or interracial issues. 2016 DASA report had zero incidents.
4. Ongoing professional development is targeted to increase teachers' capacity in providing targeted instruction. PKMS implemented the Fountas and Pinnell, guided reading literacy program, and revised our ELA curricula in grades 6 through 8. TRICA reading strategies have been introduced to staff. The staff has been introduced and began to implement SIOP strategies.
5. Students are identified and receive remedial reading, math, and ENL services and interventions.

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. The school currently experiences limited parental involvement and engagement.
2. The school needs to continue to develop a system to analyze data and to use it to drive instruction.
3. The school needs to create/expand the character education program, and maintain a safe, learning environment.

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

1. The school needs to provide multiple opportunities and access to parent engagement activities in school and district wide.
2. The school needs to continue training with research-based programs for social and emotional developmental support for all staff
3. The staff and students would benefit from implementing a research-based character education program and then provide training to staff and students.
4. The school will continue to train teachers on how to use data to drive best and differentiated instruction.
5. The school will continue to provide staff with opportunities to share and discuss best practices. The administrative staff needs to observe and provide feedback to the outlined and discussed best practices.

**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:
The school currently experiences limited parental involvement and engagement.	By June 2017, the Peekskill Middle School will host a minimum of six school-family events to further engage families and promote the academic and social/emotional development of our students.	District-wide and school-based events	Informational meetings provided by school staff and district-wide Parent Teacher Organization	The school-family events are posted on District-wide calendar and school website	School counselors, teaching staff, and administration will examine the population's academic performance at the end of each quarter (10 weeks) to determine the impact.	Students will perform more proficiently on the NYS 8 <sup>th</sup> Grade Science Performance and Written Exam	Principal Teachers School Counselor Parents/Families	From September 2016 to June 2017

Barrier or need to be addressed:	Strategy to be implemented:	Resources to be used:	Specialized PD involved:	Mid-year Benchmark Goal: (STAFF EFFORTS)	Mid-year Benchmark Goal (STUDENT OUTCOMES):	End of the Year Quantifiable Goal: (STUDENT OUTCOMES)	Person(s) Responsible for Strategy Implementation:	Time Period for implementation:
The school needs to continue to develop a system to analyze data and to use it to drive instruction.	By November 2016, 100% of teachers will be trained in how to analyze formative and summative assessments to be able to use the data to drive instruction.	Purchased <u>Got Data, Now What?</u>  Data Team to train and facilitate	Ongoing professional development on how to analyze data, function within a team, and then utilize it to drive instruction	Monthly Data Meetings  Weekly Grade-Level Meetings  Monthly Faculty Meetings	School counselors, teaching staff, and administration will examine the population's academic performance at the end of each quarter (10 weeks) to determine the impact.	Students will perform more proficiently on the NYS 8 <sup>th</sup> Grade Science Performance and Written Exam, Final Exams, and additional State exams	Principal Teachers School Counselor Parents/Families	From September 2016 to June 2017
The school needs to create/expand the character education program, and maintain a safe, learning environment.	During the 2016-2017 school year, the clinical department will assist staff in implementing a character education program.	Time allotted to provide the ongoing training and reflection	Train staff and students on the Character Education Program Components and Expectations	Weekly Clinical Team Meetings  Weekly Grade-Level Meetings  Monthly Faculty Meetings  Monthly Data Team Meetings	The students will engage one another and staff more positively – Staff will provide academic and social/emotional support to students in focused, systematic manner	The students will engage one another and staff more positively – Staff will provide academic and social/emotional support to students in focused, systematic manner	Principal Teachers School Counselor	From September 2016 to June 2017

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? Each year, we communicate at our back-to-school night in September. We will also inform parents at our school events and school counselor meetings throughout the school year.
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? We are committing ourselves to an October parent meeting in which we will review the results and what the instructional, student learning outcomes, and program impacts are.
3. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments? During our monthly meetings, we will continue to inform the students, parents, and community members of the importance and utility of the state exams.