



Name of principal:	Beth A. Carsello
Name/number of school:	Afton Elementary School / 080101040002
School address:	29 Academy St. Afton, NY 13730
Identified Subgroup(s):	ELA 3-6 White

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. B. Carsello, T. Beames, P. Slivka, Nicki Andrews, Jennifer Roberts

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. Entire Staff is committed to and demonstrates sincere compassion for children and learning for students.
2. Staff is sensitive to family and community needs and challenges.
3. Staff has a desire and responds to opportunities for change.
4. Staff works with that imposed by NYSED to respond to its criteria.
- 5.

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. Adaptation of the Common Core Learning Standards 6-6; collaboration, consistency, and continuity
2. Parent Knowledge, Involvement, and Communication regarding Student Classwork, Homework, Social, and Emotional Circumstances
3. Quality Professional Development for All Staff with Guaranteed Attendance
4. NYSED Tests Data Collection and Analyzation for Planned Instruction
- 5.

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

1. Adaptation of the Common Core Learning Standards 6-6; collaboration, consistency, and continuity
2. Parent Knowledge, Involvement, and Communication regarding Student Classwork, Homework, Social, and Emotional Circumstances
3. Quality Professional Development for All Staff with Guaranteed Attendance
4. NYSED Tests Data Collection and Analyzation for Planned Instruction
- 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 Year Quantifiable Goal: (STUDENT OUTCOMES)	Person(s) Responsible for Strategy Implementation:	Time Period for Implementation of year goals:
Adaptation and Implementation of Common Core Curriculum – Collaboration, Consistency, Continuity	Literacy Anchor Charts	Engage New York Resources, ELA Resources	In-house Staff Expertise and Experience	Mass Produce and Electronically Store Charts for Use Across Grade Levels	By mid-year students will be introduced and be able to demonstrate effective use of 60% of charts	By year end students will be able to demonstrate effective use of 100% of charts	LAP Team Members (design) ELA Coordinators (share) Faculty (Utilize)	Charts will be Designed, Produced, and Stored Electronically by mid-Oct. 2016 Charts Introduced at Staff Development by End 10.16
Lack of Parent Knowledge, Involvement, and Communication	Effective use of Classwork & Homework Agendas	Agenda	In-House Sharing of Staff Expectations	100% Utilization of Agenda	80% effective use by students – working toward	90% effective use by students – continue working	Principal Faculty	By end of Sept. 2016 – Sharing of Staff Expectations Open House

	Student Use Parent Night				independent use by students	toward independent use by students		(2 sessions) Demonstration of Agenda Uses
Lack of Quality Professional Development Opportunities for Teachers with Guaranteed Attendance	Professional Development for Entire Teaching Staff	APL Associates Instructional Skills Workshop	APL Associates Instructional Skills Workshop	Teachers will Attend Training Session Program will be Implemented in all Classrooms Principal will Observe Implementation and Provide Feedback	Dependent Upon Date of Training Increased student achievement on benchmarks by 10% Decreased student referrals by 10%	See Mid-Year	Principal Faculty	Spring of 2017
Analysis and Use of Data Collected through Assessments	Analyze Data from DataMate to Identify Greatest Areas of Weakness	DataMate	In-House	Increase Instruction of Skills and Concepts Identified as Areas of Weakness Derived from Data Results	Increase Student Achievement by 10% from Sept. Administration	Increase Student Achievement by 20% from Sept. Administration	Principal ELA Coordinators Faculty ELA RTI Providers (3 – 6)	Sept. 2016 Superintendent's Conference Day – Introduce Data and Create Parallel Reading Assessments (local) 9/23-9/29 – 1 st admin. 1/10-1/12 - 2 nd admin. 5/9 – 5/11 – 3 rd admin. Error Coding w/in 1 Week

