



Name of principal:	Brandon Pelkey
Name/number of school:	Franklin Academy High School
School address:	42 Huskie Lane, Malone, NY 12953
Identified Subgroup(s):	Economically Disadvantaged

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: June 6, 2016

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

1. Lisa Crossman, Spanish Teacher
2. Susan Jones-King, School Counselor
3. Danielle Keating, ELA Teacher/Department Coordinator
4. Stacy Maguire, Science Teacher
5. Brandon Pelkey, Principal
6. Kaye Santamoor, School Psychologist

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. 9th grade team process and the infusion of the support from the Transition Counselor who provides support to students identified as at-risk of dropping out.
2. Increase in classroom teachers implementing school instructional priorities by posting standards and objectives, utilizing checking for understanding strategies, and infusing higher-order thinking into instruction.
3. Awareness committee does well with identifying students with social-emotional concerns and connecting them with supportive resources.

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 does not have a system in place for analyzing SMART goal-related data to determine if the school is making progress/improving outcomes for students.
2. The lack of staffing to provide proactive AIS support and reading instruction, as well as a team process at grades 10 – 12 to support struggling students.
3. Lack of common planning time for teams in grades 10 – 12, as well as every department, so that students and their needs/supports may be planned for across content areas.
4. Lack of structured/targeted agendas and related protocols for department meetings to ensure meetings consistently focus on curriculum, instruction, and student learning.

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

1. The current school practice is for the school to provide ELA AIS only to students who have failed the English Regents. So that the school can provide AIS to students struggling in ELA prior to failing the English Regents, the school will reallocate resources to ensure struggling juniors can receive academic support through AIS.

2. Establish a system where formalized support plans are developed for struggling students, include measurable goals, and are implemented, monitored at least every 5 weeks, and revised by school staff to ensure the supports provided actually improve targeted student outcomes.
3. Establish a system where departments meet monthly with formalized agendas that focus their work on data, curriculum, instruction, and student learning. Hold quarterly Department Coordinator meetings to train coordinators on how to run meetings and to examine adjustments departments are making to meet students' needs.
4. The Awareness Committee will formalize the teacher referral process for referring students in need of social-emotional support to extend beyond the current student self-referral and the SOS referral processes.

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 based on mid-year and end of year goals.

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1. Student are not provided ELA AIS support until they fail the ELA Regents.	ELA teachers will provide AIS support focused on improving reading to juniors identified as needing urgent intervention.	<p>Programmatic: Reallocate ELA teachers' duties so that a minimum of one period per day is allocated to AIS supports for Juniors.</p> <p>Human: ELA teachers</p>		<p>ELA teachers will implement AIS for all juniors identified as requiring urgent intervention by the STAR Reading assessment. Juniors who are students with disabilities and are identified as requiring urgent intervention by STAR Reading will receive their supports through special education.</p>	<p>The scale score for juniors receiving ELA AIS support will increase by 1 point on the January STAR Reading assessment as compared to their fall assessment results.</p>	<p>Juniors receiving ELA AIS support will achieve their modest growth score by June 2017 on the STAR Reading assessment as compared to their fall assessment results.</p>	<p>Principal ELA Coordinator</p>	<p>By June 24, 2016 – ELA coordinator examines STAR Reading data to identify soon-to-be juniors requiring urgent intervention in ELA.</p> <p>July/mid-August – Principal and School Counselors will ensure the Master Schedule includes an AIS period for each ELA teacher.</p> <p>July/mid-August – Principal and School Counselors will schedule all soon-to-be juniors identified as requiring urgent intervention in ELA into ELA AIS.</p> <p>September-June – ELA teachers will provide juniors identified as requiring urgent intervention ELA AIS.</p> <p>January – ELA teachers will reassess students receiving AIS support using STAR Reading to determine</p>

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								<p>progress. ELA teachers will make adjustments to supports if sufficient progress has not been made.</p> <p>June – ELA teachers will evaluate implementation of AIS supports by evaluating the results of the end of the year administration of STAR Reading.</p>
<p>2. The school currently does not have a formalized system to support at-risk/struggling students where support plans with measurable goals are created, implemented, monitored, and revised.</p>	<p>Establish a system where the school’s IST, Awareness Committee, and the 9th grade team create support plans for students identified as at-risk/struggling students. The plans will include measurable goals, and will</p>	<p>Human: Transition Counselor School Counselors Home-School Coordinator</p> <p>Material: Intervention Central support plan materials</p>	<p>Provide teachers with PD on the referral and support systems for IST, Awareness Committee supports, and 9th grade students identified as at-risk of dropping out.</p>	<p>Staff identified in individualized student support plans will implement the student support plan as designed and collect progress data related to support plan goals.</p>	<p>75% or more of the students with Individualized Support Plans will show progress towards achieving support plan goals.</p>	<p>50% or more of students with Individualized Support Plans will achieve support plan goals.</p>	<p>Principal Transition Counselor School Counselors Home-School Coordinator</p>	<p>September:</p> <p>Utilizing the various data collected, teams/individuals that support students (i.e., 9th grade team, Transition Counselor, Instructional Support Team, Awareness Committee) will create individualized student support plans that include measurable interventions.</p> <p>September – June:</p>

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	be implemented, monitored, and revised by school staff to ensure students benefit from the support provided.							<p><u>September – June:</u></p> <p>The teams will identify the persons responsible and the persons responsible will implement the student support plans as well as collect related progress data. The teams will review the plans every five weeks at a minimum to determine if progress is being made and barriers are being eliminated. If progress is not being made, the intervention plans will be adjusted.</p> <p><u>September – October:</u></p> <p>The Awareness Committee will</p> <p>-identify/formalize how students are identified for needing support (e.g., attendance, tardies, communication with</p>

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								<p>parents, course grades/failure, ODR).</p> <ul style="list-style-type: none"> -formalize the process for teachers to make referrals to the committee and share the process with school staff. The process will include which factors warrant a referral to the Awareness Committee vs the IST. - identify which referral factors warrant the creation of a formalized intervention plan vs students who just need monitoring. <p><u>September – October:</u></p> <p>For grade 9 students identified as at-risk of dropping out</p> <ul style="list-style-type: none"> - the Transition Counselor in collaboration with the 9th grade team will create an

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								<p>individualized intervention/support plan for each student that includes measurable interventions whose progress can be monitored.</p> <p>- the Transition Counselor and the 9th grade team will identify additional risk factors so that a more complete at-risk profile can be determined (i.e., in addition to the already established factors of 2 course failures, attendance, and ODRs, consider including reading level, math level, participation in after school activities, previous retentions, siblings who have dropped out, mobility/moved once or more...)</p> <p><u>September – November:</u></p> <p>Instructional Support Team</p>

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								<p>- Formalize the process by establishing an intervention/support plan process that includes measurable interventions whose progress can be monitored. It is recommended that the IST refer to the BOE approved IST process to ensure the revised HS process meets with district parameters.</p> <p>- Once created, the principal will set the expectations and lead the roll out of the fine-tuned IST process to all staff and monitor to ensure the process is implemented as designed.</p>

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?

Not Applicable

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?

Not Applicable

3. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments?

Not Applicable