



Name of principal:	Phil Mero
Name/number of school:	AuSable Valley MS
School address:	1490 Rt. 9N, Clintonville, NY 12924
Identified Subgroup(s):	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. **Sara Brown**
2. **Donna Ruggeri**
3. **Ingrid Cote**
4. **Kaylene Lunan**
5. **Rance Bloom**
6. **Jackie Boshart**
7. **Marybeth Taylor**
8. **Andrea Mitchell**
9. **Michelle Martineau**
10. **Philip Mero**

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. The school offers multiple opportunities to support students' academic progress.
2. Expanded communication with parents in multiple formats.
3. On site Mental Health Clinic to support 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. There is a lack of consistent analysis of student data to drive instruction.
2. There is a lack of formal vertical alignment in ELA.
3. There is limited parental involvement and engagement.

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

1. We need to develop a system to analyze data and to use it to drive instruction.
2. We need to provide time and resources for teachers to develop an aligned ELA curriculum.
3. We need to provide multiple opportunities and access to parent engagement activities.

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. Develop Data Based Decision Making Process	Full implementation of a student progress tool and analysis of data gathered to promote student success	iReady Teacher planning time CVES collaboration NERIC training Grant Money	CVES Facilitator NERIC Facilitator	100% of ELA including AIS and Special Education teachers will be trained on iReady tool and on data analysis for data based decision making.	The at risk students will maintain performance on the iReady assessment from the beginning of the year benchmark	There will be a 5% increase in Students performing on grade level as measured by the end of the year iReady assessment	Principal Classroom teachers AIS teachers Special Education teachers	By October 15, 2016 to June 2017 monthly progress monitoring and meetings.
2. There needs to be an aligned grades 6-12 ELA curriculum	Develop and implement an aligned ELA curriculum grades 6-12	Teacher meeting time CVES Collaboration with ELA facilitator Grant money	CVES ELA facilitator	Develop and 100% implementation of an aligned ELA curriculum in grades 6-12	The at risk students will maintain performance on the iReady assessment from the beginning of the year benchmark	There will be a 5% increase in Students performing on grade level as measured by the end of the year iReady assessment	Principal Classroom teachers AIS teachers Special Education teachers	September 7, 2016 to June 2017 daily with monthly follow up.

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:
3.Limited two way communication between school and parents	Increase communication between school and home using a multimedia approach	School Tool Parent Portal AVCS website Podcast District and Grant funds	Matt Smith-CVES Amy Lynn Hopkins-NERIC	100% successful utilization of School Tool Parent Portal Podcast posted on website 50% of staff successful at utilizing school tool and the website	25% successful utilization of School Tool 25% of students successful at utilizing the AVCS website	50% successful utilization of school tool 50% of students successful at utilizing the AVCS website	Phil Mero Alta Longware	September 7, 2016 to June 2017 monthly
4.Encourage parent involvement	Design activities, parent night, podcast and additional mailings, that will encourage parental involvement in students' educational process	Character Council District Funds Grant Funds CVES/NERIC support	CVES NERIC	To have 50% increase in participation at November parent/teacher conferences	The at risk students will maintain performance on the iReady assessment from the beginning of the year benchmark	There will be a 5% increase in Students performing on grade level as measured by the end of the year iReady assessment	Phil Mero Character Council Javier Perez Classroom teachers	October 2016 to June 2017 quarterly

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:
5. Limited student access to programs to support social and emotional well-being.	The Character Council will spear head the creation and implementation of strategies to address students' social and emotional health	BHSN AVCS Counselors District Funds	N/A	100% of counselors participate in making referrals and analyzing results of programs. Creation of new programs determined by the analysis of the data	60% increase in the number of students participating in BHSN clinic to address student needs 3% decrease in behavioral referrals	8% decrease in behavioral referrals	Phil Mero Middle School Counselor Character Council	September 7, 2016 to June 2017 daily.

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?

We are creating a family night atmosphere for parent conferences that will promote an understanding of the purpose of NYS assessments.

We will expand our newsletters, flyers, special mailing and parental portal utilization to continue to communicate the purpose of NYS assessments.

Individualized communications with parents who have chosen to allow their students to refuse to participate in the NYS testing 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?

When NYS assessment results are sent to parents we will include a document that explains how to interpret the results and will offer opportunities to meet with school personnel for further clarification.

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

We will create a podcast and post on our website the connection between data from NYS assessments and school instructional planning.

CERTIFIED COPY/EXCERPT FROM AU SABLE VALLEY CENTRAL SCHOOL BOARD OF EDUCATION MEETING
HELD ON JULY 6, 2016.

APPROVE LOCAL ASSISTANCE PLAN – On motion by James E. Martineau, Jr., seconded by Sherry Snow
and carried unanimously, the following resolution was approved:

RESOLVED, to approve the Local Assistance Plan, as presented.

Della Allen, Clerk of the Board of Education

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