



Name of Principal:	Philip H. Mero
Name of School:	AuSable Valley Middle School
School Address:	1490 Route 9N, Clintonville, NY 12924

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.

SCHOOL OVERVIEW

Name of School:

Individuals Who Assisted in the Development of the LAP Plan:

1. **Sara Brown**
2. **Donna Ruggeri**
3. **Ingrid Cote**
4. **Kaylene Lunan**
5. **Jay Hamilton**
6. **Colleen Ryan**
7. **Marybeth Taylor**
8. **Kristi Hathaway**
9. **Philip Mero**

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

- Performance of the following subgroups*:
 - Science 8 White

- Participation Rate for the following subgroups**
 - ELA
 - Math
 - Science 8

*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.*

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

- 2 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. There is a lack of consistent analysis of student data to drive instruction in English, Math and Science.
 2. There is a lack of formal vertical alignment with the elementary in ELA and Math.
 3. There is limited parental involvement and engagement in English, Math and Science.
 4. Possible discrepancy in the time dedicated to Science instruction between the two elementary schools and the Middle School.

- 3 Please identify three to five things that the school believes must happen (needs) for the identified subgroup(s) that are currently not happening
1. We need to continue to develop a system to analyze data and to use it to drive instruction in English, Math and Science
 2. We need increase time and resources for teachers to develop an aligned ELA, Math and Science curriculum.
 3. We need to provide multiple opportunities and access to parent engagement activities.

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.

- 6 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.	Need of Data Based Decision Making Process	Fully implemented use of i-ready to provide student data for driving instruction
2.	Need for aligned Gr. 6-12 ELA Curriculum	Collected curriculums from Grades 6-12 and reviewed for future alignment efforts
3.	Limited 2-way Communication School/Parents	Added additional Parent/Teacher Conference days in January by invitation
4.	Need For More Parent Involvement	Character Council held family event and mailings were increased to share more information
5.	Ltd. Student Support-Social/Emotional Wellness	Mental Health Clinic time increased. Assemblies on Bullying scheduled.

- 7 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.	Create Data Based Decision Making Process	Continue to develop a system to analyze data and use to drive instruction	Y
2.	Align Gr. 6-12 ELA Curriculum	Provide time and resources to align curriculum in ELA/Math/Science	Y
3.	Improve 2-way School/Parent Communication	Continue opportunities and access for parent engagement	Y
4.	Promote Parent Involvement		
5.	Inc. Student Social/Emotional Wellness Support		

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 Implement new 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 implementatio	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:
				n and provided feedback.				based on mid-year and end of year goals.
1. There is a lack of consistent analysis of student data to drive instruction in English, Math and Science.	Develop a Data analysis process for English, Math and Science	Champlain Valley Educational Services and Multiple Assessment Resources	Data Analysis Workshops 3-4 times a year	100 % of the teachers at testing level will participate in this process	There will be a 5% improvement in student performance in each of the content areas (English, Math and Science)	There will be a 10% improvement in student performance in each of the content areas (English, Math and Science)	Principal Classroom teachers AIS teachers Special Education teachers	By September 2017, revisiting in January 2018, March 2018 and June 2018 progress monitoring and meetings.
2. There is a lack of formal vertical alignment with the elementary in ELA and Math.	Develop and implement an aligned ELA and Math curriculum grades 6-12	Teacher meeting time CVES Collaboration with ELA facilitator Grant money	Collecting information on curriculum taught, timelines and implementation for alignment review and adjustment	Teachers and Administrator will meet in January with CVES facilitator to review progress in alignment efforts	There will be a 5% improvement in student performance in each of the content areas (English and Math)	There will be a 10% improvement in student performance in each of the content areas (English and Math)	Principal Classroom teachers AIS teachers Special Education teachers	October 2017 for Meetings to collect information. November 2017 Curriculum Review with CVES facilitator January 2018 meetings to determine success and make adjustments March 2018 meetings to determine success and make adjustments

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 Possible discrepancy in the time dedicated to Science instruction between the two elementary schools and the Middle School.	Grade 8 Science teacher will meet with elementary teachers involved in Science instruction.	Teacher meeting time Grant money	Collecting information on the taught curriculum and time dedicated to science instruction	Faculty will identify skill gaps in curriculum	There will be a 5% improvement in student performance in each of the content area of Science	There will be a 10% improvement in student performance in the content area of Science	Principal and Grade 8 Science teacher.	October 2017 meet to collect curriculum information November 2017 develop plan to address identified gaps. January 2018 review progress towards benchmark goals
4. There is limited parental involvement and engagement in English, Math and Science.	Set up early intervention meetings with parents during the school day. Hold more Parent/Teacher programs. Promote increased use of the parent portal.	Teacher meeting time Grant money	Use of in-house faculty and administration resources	Have completed first parent teacher conferences. Have conducted co-set parent/teacher intervention conferences. Planned at least one outreach activity.	At least 5% increase in parent involvement (witnessed by survey results, parent portal usage, attendance)	Maintain beginning levels or achieve 5% increase from baseline survey in student attitude towards school.	Principal Classroom teachers AIS teachers Special Education teachers Counselor	October-conduct early intervention meetings Beginning in September '17-plan and begin holding parent involvement events. October 2017 Student surveys collaboratively developed. November 2017, January and March 2018-Student surveys.

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.								

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:

Group	2015-16 ELA	2016-17 ELA	Change (+/-)	2015-16 Math	2016-17 Math	Change (+/-)
Asian	<40 Not Accountable					
Black	<40 Not Accountable					
Economically Disadvantaged	22%	26%	+ 4%	21%	27%	+6%
English Language Learners	<40 Not Accountable					
Hispanic	<40 Not Accountable					
Multiracial	<40 Not Accountable					
Native American	<40 Not Accountable					
Students with Disabilities	40%	25%	-15%	23%	25%	+2%
White	24%	25%	+1%	21%	22%	+1%

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? Yes and also for performance.**

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)*

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)*

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)*

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

RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS ONLY:

5. In the 2016-17 Local Assistance Plan, your school identified the strategies it would use to communicate with parents 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.

Did your participation rate improve from last year (i.e., from 2015-16 to 2016-17)?

Our participation rates improved in ELA and Math for the Economically Disadvantaged subgroup and the White subgroup. It also improved for the Students with Disabilities sub group in Math. The only area that we did not show an improvement in participation was ELA for the Students with Disabilities subgroup.

If you answered "YES," proceed to questions 11 - 13.

If you answered "NO," proceed to questions 6-10.

6. Even though you identified strategies last year, the school did not improve its participation rate and was once again identified for participation rate. Why do you believe that the strategies identified last year were unsuccessful in improving the 95% participation rate? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

There is a strong local organized movement within the community encouraging families to have their students refuse to take the state assessments. Although we have shown increases in participation in most identified sub groups we need to continue and increase our efforts to reach out to the participants of this movement and the parents of our students. We need to work to improve their understanding of the importance of the assessments. We must reach out to make sure that these individuals realize the need for data to identify areas where their students may be struggling and/or where instruction may need to be modified to meet their needs.

Proceed to question 7

7. Based on your answer above, what will you do differently this year 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? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

We will reach out to community groups that have expressed concerns over state testing in the past as well as all parents of our students. At Parent/Teacher Conferences and other events we will provide them with relevant information such as the 2017 Grades 3-8 State Assessments: What Parents Need to Know document from engage ny and the PARENTS' FREQUENTLY ASKED QUESTIONS ABOUT NEW YORK STATE'S ANNUAL GRADES 3-8 ENGLISH LANGUAGE ARTS & MATHEMATICS TESTS document from the NYSED web site. We will engage in discussions with these groups and individuals to answer any questions and address any concerns that they may have related to the assessments and data generated.

Proceed to question 8

8. In the 2016-17 Local Assistance Plan, your school identified how it will 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. In spite of these trainings, the school was once again identified for participation rate. Why do you believe the training last year was unsuccessful in ensuring the participation rate improved and that the 95% participation rate was met? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

The area that our participation did not increase was in the Students with Disabilities subgroup in the area of ELA. We did not focus on this particular area but rather focused on the overall population. This year we will focus more on the individual subgroups in addition to the larger group when planning training and communications promoting participation.

Proceed to question 9

9. Based on your answer above, what will you do differently this year to provide trainings to parents in how to interpret state assessment results and how the assessments are used to support the learning of children? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

Parents of students who took the last administration of the assessments will receive an Individual Student Report showing their students results along with information explaining how to interpret the results. They will also receive a letter from us indicating that if they have any questions related to their child's results they should contact the principal. We will also include information related to state assessment data interpretation and relevance in our

Middle School Newsletter along with an invitation to direct any questions or concerns to the principal. We will use resources provided NYSED on their web sites and engage the assistance of our local Instructional Services Center personnel.

Proceed to question 10

10. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments? *(Re-identified Participation Rate LAP Schools that Answered NO to Question 5)*

We will reach out to the groups that oppose testing and meet with them to discuss their concerns. We will increase our training efforts to educate students, parents and community members on the importance of the assessments and the use of data generated to drive meaningful instruction directed at areas identified as being of concern. We will provide them with relevant information such as the 2017 Grades 3-8 State Assessments: What Parents Need to Know document from engage ny and the PARENTS' FREQUENTLY ASKED QUESTIONS ABOUT NEW YORK STATE'S ANNUAL GRADES 3-8 ENGLISH LANGUAGE ARTS & MATHEMATICS TESTS document from the NYSED web site. We will engage in discussions with these groups and individuals to answer any questions and address any concerns that they may have related to the assessments and data generated. Our focus will be on educating involved parties in the value of the assessments and data generated by them to the development of meaningful instruction.

RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS THAT ANSWERED "NO" FOR QUESTION 5: Your submission is complete. Thank you.

11. 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? Will this communication differ from last year? *(Re-identified Participation Rate LAP Schools that Answered YES to Question 5)*

Proceed to question 12

12. 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? Will this training differ from last year? *(Re-identified Participation Rate LAP Schools that Answered YES to Question 5)*

Proceed to question 13

13. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments? Will these strategies or activities differ from last year? *(Re-identified Participation Rate LAP Schools that Answered YES to Question 5)*

RE-IDENTIFIED PARTICIPATION RATE LAP SCHOOLS THAT ANSWERED "YES" FOR QUESTION 5: Your submission is complete. Thank you.

CERTIFIED COPY/EXCERPT FROM AU SABLE VALLEY CENTRAL SCHOOL BOARD OF EDUCATION MEETING
HELD ON AUGUST 16, 2017.

APPROVE LOCAL ASSISTANCE PLAN – On motion by Mark Allen 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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