



Approved by Board: 8/8/17

Name of principal:	Mr. Ashley John Grillo
Name/number of school:	Batavia Middle School
School address:	96 Ross Street, Batavia, NY 14020
Identified Subgroup(s):	Mixed Race and White Subgroups

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: Batavia Middle School

Individuals Who Assisted in the Development of the LAP Plan:

1. Batavia Middle School's School Improvement Team
2. Batavia City School District's Instructional Leadership Team

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

Performance of the following subgroups\*:

- Mixed Race
- White sub-groups

Participation Rate for the following subgroups\*\*

- 
- 
- 

\*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.***

Please identify three to five things that the school believes it does well for the identified sub-group:

1. Provides well-rounded educational opportunities when scheduling core classes and electives
2. Provides extra support opportunities before and after school
3. Provides academic intervention services during the school day
- 4.
- 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. Attendance during before and after school opportunities
2. Differentiated instruction during core classes
3. Discipline referrals
- 4.

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

1. Targeted support during core classes
2. Targeted interventions regarding discipline
3. Targeted intervention to meet individual needs during AIS
- 4.
- 5.

**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.	Attendance during the school day	PBIS Team will develop student action plan for each case.	
2.	Attendance during before and after school opportunities	PBIS Team will develop student action plan for each case.	
3.	Differentiated instruction during core classes	Coach hired to promote/coach teachers to plan and execute differentiated instruction.	
4.			
5.			

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.	Targeted support during core classes	Targeted support during core classes	Y
2.	Targeted interventions regarding attendance	Targeted interventions regarding discipline	N
3.	Targeted intervention to meet individual needs during AIS	Targeted intervention to meet individual needs during AIS	Y
4.			
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 (student outcomes)** - 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.

<b>Barrier or need to be addressed:</b>	<b>Strategy to be implemented:</b>	<b>Resources to be used:</b>	<b>Specialized PD involved:</b>	<b>Mid-year Benchmark Goal: (STAFF EFFORTS)</b>	<b>Mid-year Benchmark Goal (STUDENT OUTCOMES):</b>	<b>End of the Year Quantifiable Goal: (STUDENT OUTCOMES)</b>	<b>Person(s) Responsible for Strategy Implementation:</b>	<b>Time Period for implementation:</b>
EXAMPLE	EXAMPLE	EXAMPLE	EXAMPLE	EXAMPLE	EXAMPLE:	EXAMPLE	EXAMPLE	EXAMPLE
Low language acquisition for ELL students.	Purchase ELL phonics program. Hire ELL Director	ELL phonics program PD on ELL phonics program for Director and teachers	PD offered by curriculum developer on ELL phonics (September and November)	Teachers will attend two training sessions by December. Program will be implemented in all classrooms. Director will have observed implementation and provided feedback.	Language acquisition for ELL students on January assessment will increase by 5% compared to Fall benchmark	Language acquisition for ELL students will increase by 10% on May assessment compared to Fall benchmark.	Principal ELL Director	July/Aug – Review and purchase program, hire Director Sept – June – implementation of ELL program, classroom observations conduct ELL Director. October/January/April – evaluation of progre

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:
1. Targeted support during core classes	Differentiation of instructional plans during core class time	NYS modules and other core materials	Differentiation of Instruction; Specially Designed Instruction	Staff will increase the number of differentiated lessons by 5% based on the number of lessons observed during mini-observation baseline.	Students will meet iReady mid-year target.	Students will meet iReady end of year target.	Dr. Molly Corey Mr. Ashley John Grillo Mrs. Maureen Notaro Mr. Brian Sutton	based on mid-year and of year goals.
2. Targeted interventions regarding discipline	PBIS Team will develop student action plan for each case.	BOCES PBIS consultant	PD on tolerance, cultural understanding, social and emotional needs, strategies, effects on toxic stress on our students.	Staff will apply PD and promote good attendance, specifically with subgroup.	5% improvement in discipline data.	10% improvement in discipline data.	Dr. Molly Corey Mr. Ashley John Grillo Mrs. Maureen Notaro Mr. Brian Sutton	

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. Targeted intervention to meet individual needs during AIS	Differentiation of instructional plans during AIS to meet the needs of students.	Next Steps Reading Assessment and lesson plans; iReady data and materials	Differentiation of Instruction; Specially Designed Instruction	AIS staff will set goals with students regarding mid-year and end of year targets for reading behaviors and/or math standards.	Students will improve reading level based on mid-year targets.	Students will improve reading level based on end of year targets.	Dr. Molly Corey Mr. Ashley John Grillo Mrs. Maureen Notaro Mr. Brian Sutton	
4.								
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						
Black						
Economically Disadvantaged						
English Language Learners						
Hispanic						
Multiracial						
Native American						
Students with Disabilities						
White						



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?***

***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"***

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)*
- Batavia City School District hosts an assessment information night each year. We also use social media, newsletters, emails and automated phone calls to convey the importance to parents.

*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)*

BMS will actively strive to set goal with students and will share progress with parents and mentors (where applicable).

*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)?

YES

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 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)*

*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)*

*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)*

*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)*

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)*

*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)*  
Batavia City School District hosts an assessment information night each year and will discuss the differences in the new assessment. We also use social media, newsletters, emails and automated phone calls to convey the importance to parents.

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)*

Parents may attend teach sessions on how to understand NVS assessment at open house and on family nights that are scheduled throughout the year. Data reports are available and teachers will explain the information. Administrators will assist with answering questions.

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)*  
BMS will actively strive to set goal with students and will share progress with parents and mentors (where applicable).

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

