



Name of principal:	Mark W Perry
Name/number of school:	Harmony Hill School
School address:	Madelon K Hickey Way, Cohoes NY
Identified Subgroup(s):	White students/ELA

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: July 19, 2016

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

1. Mark Perry – Principal
2. Jennifer Ducharme – Teacher
3. Joann Lyons – Speech pathologist (2015-16 school year)
4. MaryBeth Cepiel – Teacher
5. Kim Rooney – Teacher
6. Pam Bertrand – Teacher
7. Brett Daley - -Teacher
8. Mary Rumsey – School Secretary

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. Harmony Hill teachers and staff support students' academic needs in the classroom with available resources
2. Harmony Hill teachers provide academic intervention services to as many students as possible with our resources
3. Through the implementation of Positive Behavior Intervention and Supports (PBIS) faculty and staff meet the behavioral needs of most of our students
4. The principal meets weekly to discuss student academic and behavioral needs with support staff
5. The Instructional Support Team meets monthly to discuss student barriers to academic success. Parents are invited to these meetings

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. Many students' reading and writing levels are below NYS targeted proficiency levels. Increasing student opt out numbers have decreased school performance levels.
2. Limited resources to provide Academic Intervention Services (AIS) for our low-average learners (students who score in the 21st-35th percentile Measure of Academic Progress (MAP) assessments)
3. Larger class sizes due to budget constraints, lack of extended school day or summer programming

4. Increased numbers of economically disadvantaged students.

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

1. Further mapping of the English Language Arts programs and alignment of instructional tools and strategies to meet student needs
2. Enhance the use of progress monitoring to enable teachers to adjust instruction
3. Increase the focus on meeting the needs of our low-average learners (students who score in the 21st-35th percentile Measure of Academic Progress (MAP) assessments) by a newly hired AIS teacher, utilization of Teach Like a Champion (TLaC) techniques, new teacher professional development, SUNY professional development, BOCEs Literacy Coach
4. Increase the consistency of behavioral practices used by staff with the utilization of Teach Like a Champion (TLaC) techniques, ACEs training and new teacher professional development

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:
1. Students' low reading and writing abilities are preventing them from meeting NYSED proficiency benchmarks	Review current ELA program and instructional strategies, then modify for students' needs	Curriculum development opportunities	Literacy coaches, outside specialists	Teachers will attend professional development and/or literacy coach training	Student scores on benchmark will increase at mid-year compared to Fall Benchmark	Continued growth in student benchmark	Principal, Teachers, Building Leadership Team (BLT), Assistant Superintendent	July/August – Curriculum development and set up training opportunities Sept-June – Review/Modify program Sept/Jan/June – Administer and evaluate benchmark
2. Limited resources to identify students in need and to provide Academic Intervention Services to low-average learners (21 st -35 th percentile in MAP)	A book study group will be formed utilizing the Interactive Strategies Approach (ISA). The book to be used is "Early Intervention for Reading Difficulties"	Staff development time and Professional Learning Community (PLC) times.	Teachers have been trained in ISA to be facilitators for the book study group. The group will be trained in ISA and apply these techniques	Teachers will attend training and discuss the ISA that is being implemented in their classrooms.	Student scores will increase compared to fall benchmark	Continued growth from October to June	Principal, BLT, program facilitators and Teachers	The ISA book study group will begin in September and run through the beginning of June.

	by Donna Scanlon		learned in their classrooms.					
3. Inconsistent academic practices by staff to meet the classroom academic needs of students	Utilize PLC's to address consistent written ELA responses and to discuss behavior needs of students	PLC, faculty meeting, staff development and grade level meetings	Literacy BOCES coach/ Adverse Childhood Experiences (ACEs) training	Teachers will investigate and implement new approach to ELA written response, will begin implementation of stated rubric and progress monitoring	The number of students scoring a 2 on short response according to NYS rubric will increase	Continue midyear End of year increase of score of 2	Principal, teachers and support staff	July/Aug – set date for identifying new written response approach Sept-June – inform faculty of approach, administer benchmark, implement approach and continue to progress monitor Sept/Jan/June – analyze benchmark
4. Use of inconsistent behavioral strategies by staff to meet the behavioral needs of students	Build consistent behavioral practices amongst staff	PLC, faculty meeting, staff development, grade level meetings	PBIS professional development and training in understanding Adverse Childhood Experiences (ACES)	Official PBIS behavior reteaching	Decrease in the number of behavior referrals	Referrals continue to decrease	Principal, teachers and support staff	July/Aug – Determine content of PBIS professional development and ACES training Sept-June – PBIS implementation of reteach/monitor and analyze referral data

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