

Contract For Excellence Needs and Strategies Report 2009-10

New York State Education Department

MONTICELLO CSD SUPERINTENDENT PATRICK MICHEL

Achievement Issues: Describe the overall student achievement need presenting the greatest challenge in your school district which the Contract for Excellence addresses. In particular, describe the needs for those schools in improvement status that qualified your district for the Contract for Excellence.

With the help of the Contract for Excellence funding, we have made great strides academically. If there are no rule changes in the accountability system our Middle School will be out of Restructuring and be off all accountability lists. When we began this process 4 years ago, the Monticello Central School District was on five Accountability lists for poor performance on state assessments. We are now on one list for Math at our High School. When we are removed from that list, we will no longer be a Contract for Excellence School District.

Due to the fact that our State Aid has remained flat from year to year, we will only be able to sustain our present Contract for Excellence structure.

Contract Plan: Describe the overall strategy your district will implement under the Contract for Excellence to address the above needs. Detail the innovative programs selected and how they will integrate with existing improvement plans.

Our Contract for Excellence (C4E) will assist us in addressing the following achievement issues:

1) Our low rate of success for our students with disabilities in:

ELA

Math

Regents Exams (in general)

Graduation Rate

Drop-out Rate

2) Our low rate of success for our children in poverty:

ELA, Math, Social Studies and Science

ELA and Math Assessments

Regents Exams (in general)

Graduation Rate

Drop-out Rate

We are also concentrating on closing the achievement gap. Presently, our data show that though our African-American and Hispanic populations are reaching state standards, they are significantly under-performing as compared to our white students. While we have seen significant improvement in all our sub-groups, we are not satisfied with only reaching safe harbor or the state standard. We are also deeply concerned about our graduation rates. When we look deeper into the data, we see that our African-American and Hispanic males and our students with disabilities are not graduating at the same level of our other students. There is a significant gap. Therefore, we will be using our Contract for Excellence monies to help address these issues.

High School

Monticello High School has been designated in Restructuring due to poor sub-group performance on the Math A Regents. Though we made AYP (Adequate Yearly Progress) in the 2006-2007 school year, in order to be removed from this list, we need to make AYP two years in a row for all students and sub-groups. We did not make AYP in Math for the 2007-08 and the 2008-09 school years. We are also concentrating our

efforts on our graduation rates for students with disabilities, African-American and Hispanic males, and students in poverty. When dealing with these issues, we must look at the entire structure of our school. We are now in the third year of a voluntary restructuring of our high school. We are basing our restructuring on creating academically-focused and themed Academies that will allow students to center their studies in a subject area in which they are interested. We believe that this new design will keep students more motivated to stay in school and eventually graduate.

Program Area in the High School:

We will sustain our College in the Classroom program this year that will be open to all students in 11th and 12th grades.

All other programs and leadership structures will be sustained next year.

Special Populations : The needs of special populations (LEP, students with disabilities, poverty and students with low achievement) should be assessed, with specific programmatic efforts identified.

Rutherford and Cooke Elementary Schools

The Rutherford Elementary School is now in good standing. We included Cooke Elementary School in this description due to the fact that they are the feeder school for Rutherford (the students from Cooke feed into Rutherford). The present configuration of these two schools is: grades K, 1 and 2 at the Cooke Elementary School and grades 3, 4 and 5 at the Rutherford Elementary School.

We will sustain our program at Rutherford next school year and will begin the implementation of the International Baccalaureate.

Duggan Elementary School

Duggan Elementary School will be our second elementary school to begin the process of becoming an International Baccalaureate/PYP (IB) school. Duggan is a Title I high needs school which has recently seen a significant change demographically with the addition of many more students in poverty. It has been shown that to successfully address the developmental and academic needs of students, dumbing down the curriculum does not work. Thus, we believe that the addition of this world class program will benefit our student population, particularly our students in poverty. The roll-out plan for the IB initiative started with Chase Elementary School followed by Duggan Elementary School. Chase Elementary School has successfully applied for the first level of IB status. Once the Duggan Elementary School has completed this process, we will then support Cooke and Rutherford Elementary Schools in obtaining IB status, as well.

All schools and students will be impacted by the district-wide initiatives proposed in this Contract for Excellence.