



New York State Education Department

# SCHOOL RESTRUCTURING OPTION DECLARATION PLAN

**District Declaration of Proposal for Restructuring Identified Schools  
in September 2004**

**Template for Upstate/Long Island School Districts**

<b>DISTRICT:</b>	Monticello Central School District
<b>SCHOOL:</b>	Robert J. Kaiser Middle School

**APPROVAL/SIGNATURES**

<u>POSITION/TITLE</u>	<u>PRINT NAME</u>	<u>SIGNATURE</u>
SUPERINTENDENT	Eileen P. Casey	
SCHOOL BOARD PRESIDENT	Richard Feller	
PRINCIPAL	Deborah Wood	

<b>DATE(S) SUBMITTED/MODIFIED:</b>				
<b>DATE APPROVED BY BOE/ DISTRICT</b>	7/22/04	<b>DATE REVIEWED SED/OSI</b>		

OSI (Regional), RSS, 2/04

## CONTENTS

- SECTION I: DISTRICT AND SCHOOL IMPROVEMENT INFORMATION
- SECTION II: CERTIFICATION OF CONSULTATION
- SECTION III: PROPOSED RESTRUCTURING OPTION(S)
- SECTION IV: SCHOOL DEMOGRAPHICS AND SCHOOL/DISTRICT CHARACTERISTICS
- SECTION V: ANALYSIS OF THE SCHOOL'S PROGRAM
- SECTION VI: RESOURCE REALLOCATION
- SECTION VII: PROFESSIONAL DEVELOPMENT TO IMPLEMENT THE PLAN
- SECTION VIII: ASSESSMENT OF THE RESTRUCTURING PLAN
- SECTION IX: RESTRUCTURING OPTION 1: REPLACING SCHOOL STAFF
- SECTION X: RESTRUCTURING OPTION 2: RE-OPEN SCHOOL AS PUBLIC CHARTER SCHOOL
- SECTION XI: RESTRUCTURING OPTION 3: CHANGE IN SCHOOL STRUCTURE/ORGANIZATION
- SECTION XII: RESTRUCTURING OPTION 4: CLOSE/PHASE OUT SCHOOL
- ATTACHMENT 1: TIMELINE OF ACTIVITIES FOR NCLB SCHOOL RESTRUCTURING
- ATTACHMENT 2: PLANNING FOR RESTRUCTURING GUIDANCE
- ATTACHMENT 3: RECOMMENDED PROCESS FOR ANALYSIS OF THE SCHOOL'

## DIRECTIONS

**SECTIONS I** through **VIII** must be completed for **all** 2<sup>nd</sup> Year Corrective Action Schools that are subject to NCLB Planning for Restructuring.

Districts must complete those portions of **SECTIONS IX** through **XII** that refer to the option(s) for Restructuring proposed for the 2<sup>nd</sup> Year Corrective Action Schools.

All School Restructuring Plans must be approved by the school district Board of Education and submitted for review to SED, as described in the attached *Timeline of Activities for NCLB School Restructuring – 2003-04* (Attachment 1).

Submit draft copy of Restructuring Plan by May 31, 2004, and the final plan by August 1, 2004 to:

New York State Education Department  
Office of Regional School Services  
Rm. 465 EBA  
Albany, New York 12234  
Phone Contact: (518) 474-5923

**Note:** Pursuant to State regulation, the school district Restructuring Plan must be approved by the Board of Education on or before June 30, 2004; and pursuant to federal law and regulation, must be implemented in September upon the commencement of the 2004-05 school year.

## Planning for Restructuring

<b>SECTION I:</b>		<b>SCHOOL</b>	
<b>A. DISTRICT AND SCHOOL IMPROVEMENT INFORMATION</b>		<b>BEDS code:</b>	591401060000
<b>DISTRICT NAME:</b>	Monticello Central School District		
<b>SUPERINTENDENT:</b>	Eileen P. Casey		
<b>CONTACT PERSON:</b>	Robert Falcone		
<b>ADDRESS OF OFFICE:</b>	237 Forestburgh Road, Monticello NY 12701		
<b>PHONE NUMBER FOR CONTACT PERSON:</b>	845 794-7700	<b>Fax:</b>	845 794-7710

<b>E-mail Address of Contact Person:</b>	rfalcone@monticelloschools.net		
<b>School Phone Number:</b>	845 796-3058	<b>Fax:</b>	845 796-3099
<b>Principal:</b>	Deborah Wood		
<b>building TEACHER union representative:</b>	Tracey Orlan		
<b>Parents' Association President:</b>	Robin LaFountain		
<b>School Leadership Team Chairperson:</b>	Mary Ellen Hurley		

**SECTION I: DISTRICT AND SCHOOL IMPROVEMENT INFORMATION**

**DIRECTION: COMPLETE THE CHART BELOW**

**B. IDENTIFICATION OF SCHOOL TARGET AREAS**

NCLB Status: CA – Year 2 SED Status (SURRE<sup>1</sup> or SRAP<sup>2</sup> 4): \_\_\_\_\_

*(Note: If SURRE, Indicate Phase/Group)*

**Area(s) of School Improvement Identification: Check all applicable grades, subjects, and subgroups:**

Grade(s)/Subject(s):	Student Subgroups					
	Performance			Participation Rate		
<input type="checkbox"/> <b>Grade 4 English Language Arts</b>	<input type="checkbox"/> Total School	<input type="checkbox"/> Eco. Disad.	<input type="checkbox"/> Hispanic	<input type="checkbox"/> Total School	<input type="checkbox"/> Eco. Disad.	<input type="checkbox"/> Hispanic
	<input type="checkbox"/> SWD <sup>3</sup>	<input type="checkbox"/> White	<input type="checkbox"/> Black	<input type="checkbox"/> SWD	<input type="checkbox"/> White	<input type="checkbox"/> Black
	<input type="checkbox"/> LEP/ELL	<input type="checkbox"/> Am. Indian	<input type="checkbox"/> Asian/P.I.	<input type="checkbox"/> LEP/ELL	<input type="checkbox"/> Am. Indian	<input type="checkbox"/> Asian/P.I.
<input type="checkbox"/> <b>Grade 4 Math</b>	<input type="checkbox"/> Total School	<input type="checkbox"/> Eco. Disad.	<input type="checkbox"/> Hispanic	<input type="checkbox"/> Total School	<input type="checkbox"/> Eco. Disad.	<input type="checkbox"/> Hispanic
	<input type="checkbox"/> SWD	<input type="checkbox"/> White	<input type="checkbox"/> Black	<input type="checkbox"/> SWD	<input type="checkbox"/> White	<input type="checkbox"/> Black
	<input type="checkbox"/> LEP/ELL	<input type="checkbox"/> Am. Indian	<input type="checkbox"/> Asian/P.I.	<input type="checkbox"/> LEP/ELL	<input type="checkbox"/> Am. Indian	<input type="checkbox"/> Asian/P.I.
<input type="checkbox"/> <b>Grade 8 English Language Arts</b>	<input type="checkbox"/> Total School	<input type="checkbox"/> Eco. Disad.	<input type="checkbox"/> Hispanic	<input type="checkbox"/> Total School	<input type="checkbox"/> Eco. Disad.	<input type="checkbox"/> Hispanic
	X SWD	<input type="checkbox"/> White	<input type="checkbox"/> Black	X SWD	<input type="checkbox"/> White	X Black
	<input type="checkbox"/> LEP/ELL	<input type="checkbox"/> Am. Indian	<input type="checkbox"/> Asian/P.I.	<input type="checkbox"/> LEP/ELL	<input type="checkbox"/> Am. Indian	<input type="checkbox"/> Asian/P.I.
<input type="checkbox"/> <b>Grade 8 Math</b>	<input type="checkbox"/> Total School	<input type="checkbox"/> Eco. Disad.	<input type="checkbox"/> Hispanic	<input type="checkbox"/> Total School	<input type="checkbox"/> Eco. Disad.	<input type="checkbox"/> Hispanic
	X SWD	<input type="checkbox"/> White	<input type="checkbox"/> Black	X SWD	<input type="checkbox"/> White	<input type="checkbox"/> Black
	<input type="checkbox"/> LEP/ELL	<input type="checkbox"/> Am. Indian	<input type="checkbox"/> Asian/P.I.	<input type="checkbox"/> LEP/ELL	<input type="checkbox"/> Am. Indian	<input type="checkbox"/> Asian/P.I.
<input type="checkbox"/> <b>HS English</b>	<input type="checkbox"/> Total School	<input type="checkbox"/> Eco. Disad.	<input type="checkbox"/> Hispanic	<input type="checkbox"/> Total School	<input type="checkbox"/> Eco. Disad.	<input type="checkbox"/> Hispanic
	<input type="checkbox"/> SWD	<input type="checkbox"/> White	<input type="checkbox"/> Black	<input type="checkbox"/> SWD	<input type="checkbox"/> White	<input type="checkbox"/> Black
	<input type="checkbox"/> LEP/ELL	<input type="checkbox"/> Am. Indian	<input type="checkbox"/> Asian/P.I.	<input type="checkbox"/> LEP/ELL	<input type="checkbox"/> Am. Indian	<input type="checkbox"/> Asian/P.I.
<input type="checkbox"/> <b>HS Math</b>	<input type="checkbox"/> Total School	<input type="checkbox"/> Eco. Disad.	<input type="checkbox"/> Hispanic	<input type="checkbox"/> Total School	<input type="checkbox"/> Eco. Disad.	<input type="checkbox"/> Hispanic
	<input type="checkbox"/> SWD	<input type="checkbox"/> White	<input type="checkbox"/> Black	<input type="checkbox"/> SWD	<input type="checkbox"/> White	<input type="checkbox"/> Black
	<input type="checkbox"/> LEP/ELL	<input type="checkbox"/> Am. Indian	<input type="checkbox"/> Asian/P.I.	<input type="checkbox"/> LEP/ELL	<input type="checkbox"/> Am. Indian	<input type="checkbox"/> Asian/P.I.
<b>Totals</b>	<b>Total # of Student Subgroups Identified for Low Performance:</b>			<b>Total # of Student Subgroups Identified for Less than 95% Participation Rate:</b>		
	<u>1</u>			<u>2</u>		

<sup>1</sup> School Under Registration Review (SURRE)

<sup>2</sup> School Requiring Academic Progress (SRAP)

<sup>3</sup> Students with Disabilities (SWD)

**SECTION II: CERTIFICATION OF CONSULTATION**

By signing on this page, the persons listed verify that their constituency has had an opportunity to participate pursuant to Section 1116 (b) of the No Child Left Behind Act of 2001 in the development of the plan, and that they have been given an opportunity to review and comment on the School Restructuring Plan. **Signature on this page does not indicate endorsement or approval of the plan.** If any of the signatures asked for in Table A, Required Consultation, are not included, the superintendent should attach an explanation of why the signature could not be secured. Consultation with constituencies listed in Table B, Other Consultation, is recommended, but not required.

**School Restructuring Plan for: Robert J. Kaiser Middle School**

**TABLE A: REQUIRED OPPORTUNITY TO RENEW AND COMMENT**

	<b>PRINT NAME</b>	<b>SIGNATURE</b>
<b>Superintendent/Central Office</b>	Eileen P. Casey	
<b>Board of Education Representative</b>	Richard Feller	
<b>Principal</b>	Deborah Wood	
<b>School Leadership Team Chairperson:</b>	Mary Ellen Hurley, Social Studies Teacher	
<b>Building Level Teacher Union Representative:</b>	Tracey Orlan, English Language Arts Teacher	
<b>Parents' Association Representative(s):</b>	Robin LaFountain	

**TABLE B: OTHER CONSULTATION**

	<b>PRINT NAME</b>	<b>SIGNATURE</b>
<b>Teacher</b>	Susan Smith, Math Teacher	
<b>Teacher</b>	Rose Berson, Special Education Teacher	
<b>Administrator</b>	Stanley Hersh, Director Pupil Personnel Services	
<b>Administrator</b>	Edward Escobar, Assist, Pupil Personnel Services	
<b>Administrator</b>	Gary Furman, Director of Math	
<b>Administrator</b>	Robert Falcone, Assistant Supt.	

<b>Administrator</b>	Karen Simon, Administrative Assistant PPS	
<b>Facilitator</b>	Nancy Kane, CSRD Facilitator	
<b>Facilitator</b>	Catherine Tavormina, CSRD Facilitator	
<b>Administrator</b>	Kim Patterson, Principal Rutherford School	
<b>Member Board of Education</b>	Jacob Billig	

**SECTION II, PART B: SED AND REGIONAL NETWORK CONSULTATION AND SUPPORT**

Regional State Education Department personnel and personnel from Department-supported technical assistance networks are available to provide support and guidance in data analysis and plan development. By signing on this page, the persons listed verify that they have been involved in the planning process, pursuant to SED's Regional Network Strategy, and that they have been given an opportunity to review and comment on the School Restructuring Plan. **Signature on this page does not indicate endorsement or approval of the plan.**

<b>REGIONAL LIAISONS</b>	<b>PRINT NAME</b>	<b>SIGNATURE</b>
<b>SED Regional School Services Liaison</b>	Stephen Hill	
<b>VESID Regional Liaison</b>	Catherine Tisenchek	
<b>RSSC Representative</b>	Margaret Chesser	
<b>RSSC Representative</b>	Kirsten Ruglis	
<b>RSSC Representative</b>	Pattie Wade-Dozier	
<b>SETRC Liaison</b>	Denise Shaffer	
<b>SSSN Liaison</b>	Beth Mastro	
<b>BETAC Liaison</b>	Diane Matos Craig	

**Legend:**

**RSSC – Regional School Support Center**

**BETAC – Bilingual Education Technical Assistance Center**

**SETRC – Special Education Training and Resource Center**

**SSSN – Student Support Services Network (formerly known as Comprehensive School Health Network)**

**NOTE: Participation by the groups listed above is recommended, but not required by statute.**

**SECTION III-A: PROPOSED RESTRUCTURING OPTION(S)**

**Directions:** Based on the school district’s analysis and planning process, place a check (√) in the cell(s) to the left to indicate the proposed option(s) to be implemented to improve the academic performance of the students in the targeted building. Depending upon the analysis of the school and its data, the District should choose one or more actions that best address the identified needs of the school and school community. The purpose of restructuring is for the school to substantially improve its ability to teach all children, achieve annual academic performance targets, and be removed from restructuring status. §1116(b)(8)(B)

<input type="checkbox"/>	<b>1. Replace all or most of the school staff, which may include the principal, who are relevant to the school’s inability to make adequate progress (consistent with existing contractual provisions) (See Section IX)</b>
<input type="checkbox"/>	<b>2. Re-open the school as a public charter school (See Section X) (see SED Regional School Services Liaison for information if you choose this option)</b>
<input checked="" type="checkbox"/>	<b>3. Implement any other major restructuring of the school’s governance that is consistent with the principles of restructuring (See Section XI)</b>
<input type="checkbox"/>	<b>4. Close the school or phase out the school and replace it with a new, public school. (If this option is being proposed for the school, do not complete this plan. The district must complete the School Phase-Out/Closure Plan.) (See Section XII)</b>

**ALL DISTRICTS MUST ALSO:**

- **Reallocate resources to support the implementation of the Restructured School (See Section VI)**
- **Change the governance of the school to include either the diminution of school based management and decision making and/or increasing monitoring and oversight of the school’s operations and educational program by the district.**

### **SECTION III-B: EXPLANATION OF CHOICE OF RESTRUCTURING OPTION(S):**

- Provide an overview of the proposed NCLB Restructuring Option(s), including the reasons why the proposed option(s) is best for this school.
- Provide an explanation of how the proposed Restructuring Option(s) and other planned interventions will result in improved student achievement in the area(s) for which the school was identified for NCLB School Improvement. This must include a description of additional resources that will be provided by the District and support anticipated from regional partners (such as the Regional School Support Center) and SED regional liaisons, and a plan to regularly review progress and make any changes needed to ensure success.
- Describe any proposed modifications of governance that will be implemented by the District in conjunction with the change in school structure and organization and how this will contribute to improving this school's ability to ensure all students succeed.
- Describe how the District will reallocate resources to ensure that this school is provided adequate resources to ensure successful implementation of the Restructuring Plan.

The Monticello Central School District has selected Option 3: “Implement any other major restructuring of the school’s governance consistent with the principles of restructuring. “

#### **Overview:**

This option has been selected because in the last three years, the Robert J. Kaiser Middle School has shown improvement in its test scores in ELA and Math for its total population. The school has made this progress because of a substantial number of programs and interventions which have resulted from the school’s analysis of its weaknesses and the implementation of remedies to improve. These programs and interventions include:

1. Work with the Hudson Valley Regional School Support Center (HVRSSC) to analyze data and identify weaknesses in instructional program.
2. Awarded a Comprehensive School Reform Grant in 2002-03 funding the QuESt Model; the Robert J. Kaiser Middle School has completed year two of QuESt Model in 2003-04.
3. Implementation of extended day programs, Supplemental Educational Services, and summer programs to address student achievement;
4. Gap Analysis of curriculum and assessment;
5. Create a Parental Program focused on academics;

6. Professional Development to improve instruction including the initiation of a partnership with Mount Saint Mary College to provide all staff with professional development in reading instruction.
7. A Math Initiative through the Hudson Valley Regional School Support Center provides a consultant from the College of St. Rose to work with math teachers to improve instruction.

Although we have made progress for our total population, in 2002-2003, we were identified for failure to meet Accountability Performance for Students with Disabilities in ELA and Math; the group failed to also achieve the required 95% participation rate. Likewise, we failed to meet Accountability Performance for black students because they failed to have a 95% participation rate but not because they did not reach the required performance. In 2003-2004, all sub-groups achieved the 95% participation rate.

### **How will Restructuring and Other Interventions Result in Improved Student Achievement:**

Our action plan will address the root causes related to the achievement of Students with Disabilities as well as all students. These efforts include:

1. Specific Strategies to improve the teaching of reading to all students including Special Education Students; we are working with Mount Saint Mary College to implement a Guided Reading Program in which each child's needs are clearly identified and instruction is tailored to meet those needs;
2. Differentiated Instruction: We will be providing our staff with a year of intensive work with a nationally recognized trainer, Linda Tilton, who will be working with each subject area to develop the strategies and skills for teachers to be able to meet the needs of the range of students in their classes; this training will also include work with administrators so that they are directly involved in monitoring the implementation;
3. Development of a greater range of parent workshops (both in the school and in the community) to provide parents with the skills to help their children with homework, note taking, test taking;
4. Development of expectations and guidelines for inclusion teachers working together with students with disabilities and their peers;
5. Inclusion of special education teachers with all ELA/Math curriculum work and training to insure that they have the same skills and knowledge in teaching those areas;
6. The creation of an additional math teaching position to provide greater AIS support for Students with Disabilities.
7. A data analysis staff member from OU BOCES (1 day a week) whose responsibilities include data analysis, interpretation of data, and professional development;
8. A Part time ELA/Math Integrator from OU-BOCES (2 days each) will work with teachers to align lessons to NYS standards and address the needs of students based on data analysis. Provide teachers of students with disabilities with content instruction;

9. A Part time Technology Integrator from OU-BOCES (4 days a week) will provide assistance incorporating technology into lessons. Technology will be targeted towards high needs students as indicated by data analysis.
10. Improved ability to place local assessment data into the Mid-Hudson Regional Information Center (RIC) Data Warehouse. Staff will have access to that data through COGNOS/ Data Mentor II.

**What changes in school governance, structure and organization will be implemented and how will they insure all students succeed?**

The Superintendent of Schools has developed a Restructuring Committee to oversee the process of reform at the Middle School. The Superintendent will be meeting on a monthly basis with the committee (see membership table page 6/7) to review evidence of success indicators and assess the progress made toward meeting the goals in the plan. The action plan has specific timelines for implementation and completion of goals. All members of the Restructuring Committee will communicate and seek feedback from their constituent groups; the entire school community (parents, teachers, administrators, students, members of the Board of Education) will be kept informed of the progress toward goals.

The Superintendent and Assistant Superintendent will be playing a direct role in the decision making at the Robert J. Kaiser Middle School. In addition to regular site visits they will be meeting with the Principal, Assistant Principals, Pupil Personnel Services Director (Supervisor of Special Education) Administration, Coordinator of English Language Arts, and Math Director on a monthly basis. The Coordinator of English Language Arts has had her schedule reduced to one and a half teaching periods from three teaching periods to allow her greater opportunity to work with staff in modeling, observing, and evaluating. The Math Director will be spending half of his time in the Middle School; we will limit his K-5 responsibilities to afford him time for work with the staff in the Middle School. The Administrative Assistant to the Director of Pupil Personnel Services will be assigned to work directly with the Middle School for the same purpose with the special education staff. The Coordinator of English Language Arts, Math Director, and Administrative Assistant to the Director of PPS will report to the superintendent on a monthly basis as to their activities and time at the Middle School.

We will be implementing changes in instructional time to afford better support to students with weak skills through AIS and classroom instruction. Grade 7/8 classroom teachers will be providing Math AIS instruction to their own students in an additional period of instruction every other day. There will be two full periods of English Language Arts instruction each day for students with disabilities in special classes for grades 6-8. An additional teacher of students with disabilities to decrease class size and improve instruction in inclusion and special classes.

The Board of Education will receive quarterly reports from the principal based on benchmark assessments and other data as to the progress of the school to the Board of Education. The Board of Education will make periodic visits to the school to assess climate and culture.

**How will the District reallocate resources to ensure that this school is provided adequate resources to successfully implement the Restructuring Plan?**

The district will be providing the resources to provide:

1. Professional Development in Differentiated Instruction for all High School and Middle School teachers. Funding to support the trainer and materials will total over \$35,000 (this includes costs for High School);
2. 2<sup>nd</sup> Year of Guided Reading Instruction Project with Mount Saint Mary College will be supported by the School Improvement Grant at a cost of \$40,000;
3. Reallocation of roles and responsibilities of the ELA Coordinator, Administrative Assistant for PPS and Math Director to increase time focused on mentoring and support of instruction program in the Middle School;
4. Year 3 of Comprehensive School Reform funding of QuEST focused on curriculum alignment and rubrics/assessments;
5. Stipends for teachers to attend after school programs and summer training for professional development in curriculum, instructional and assessment and provide after school tutorial for all students;
6. Supplemental Educational Services (SES) through Title I; Progressive Learning Program and expansion of program by offering services through Orange-Ulster BOCES in ELA and Math;
7. Title 2, Part D – Enhancing Education Through Technology Funds will be used to hire staff for Data Analysis, ELA/Math Staff Development, Technology Integration; half of the budgeted funds of \$437,000 will impact the Middle School;
8. College of St. Rose Consultant in Math will be extended from five days to ten days; cost \$7,200; focus on embedding problem solving skills for students with disabilities and general education students in math;
9. An additional teacher of students with disabilities to support the inclusion program and special classes at the Middle School; cost \$60,000;
10. An additional teacher of math to provide AIS; cost \$60,000;
11. The district will purchase instructional materials including leveled books for classroom libraries in grades 6-8; cost \$8,000;
12. A parent outreach program will provide parent workshops and materials both in the community and in the schools to help parents ensure academic success for their students; cost supported by local funds and/or grants;

#### **SECTION IV: SCHOOL DEMOGRAPHICS AND SCHOOL/DISTRICT CHARACTERISTICS**

**Directions:** Provide a “snapshot” of the school and an overview of the District’s analysis of the causes of difficulty in the targeted areas. Your narrative should include the following:

- Contextual information about the school’s student population and community, and its unique/important characteristics; including any students enrolled in this school who attend school in a program off campus;
- District and school findings resulting from a comprehensive analysis of the school’s data;
- A description of current focused intervention(s) to address the needs of specific subgroup(s) that have not met the Annual Measurable Objective (AMO), Safe Harbor target, and/or 95% participation rate requirement;
- An analysis of student success for students in this school: how many drop out, are suspended, fail in high school classes, etc.;
- Mobility rates and patterns;
- Feeder patterns, including whether this is a neighborhood school or draws from special populations;
- Any other demographic patterns that the school must address if the school is to improve student performance.

#### **Contextual information about the school’s student population and community, and its unique/important characteristics:**

In the 2003-04 school year, the Robert J. Kaiser Middle School served 880 students in grades 6 through 8. The school reflects the cultural diversity of the community and serves a minority population of 40.7%, the largest groups being Afro-Americans (21.5%) and Hispanic-Americans (18.2%). A review of free lunch information, reveals that approximately 41% of the total school population participates. The mobility rate at RJK is approximately 20%. The average class size is 21. (This average represents classes which may range in size; classes can vary in size from as small as 12 for a class of students with disabilities to as high as 28.) The attendance rate at RJK was 93.2% during the 2003-04 school year. There were one hundred forty students with disabilities or 15.9%. Twenty-eight students were English Language Learners. One hundred sixty-three students were suspended at least one day during the school year. (For further information, see pages 29-30)

**District Findings from a review of school's Data:**

1. Students with disabilities are not meeting the required performance levels of achievement in ELA and Math;
2. Overall performance level for all students needs to increase the number of students reaching mastery level of performance (Levels 3 and 4);
3. There is a lack of consistent and cohesive implementation, monitoring and review of Curriculum, Instruction and Assessment;
4. There is a lack of consistent and cohesive implementation of strategies to differentiate instruction to meet the needs of all students;
5. There is a lack of consistent and cohesive practices and strategies that promote behavior which sustains a positive learning environment by faculty, administration, students and parents;
6. There is a lack of clear goals and strategies to develop a positive and active partnership with parents to support student achievement;
7. There is a lack of clearly defined organizational structure that establishes communication among the entire school community.

**What are current focused interventions to address the needs of specific subgroups that have not met the Annual Measurable Objective, Safe Harbor target and/or 95% participation rate requirement? During the 2003-04 School Year, the following was accomplished:**

1. For 2003-2004, Participation Rate for all groups was at or above 95%. This resulted from the work of attendance officers, teachers, and administration to ensure all students were tested. The steps taken have eliminated the problem experienced in 2002-2003. These included: Parent letters to inform parents of testing dates and emphasizing the importance of attendance for the test, telephone calls to absent students on the day of the test, trips by the attendance officer to homes and bring students to school; better tracking of the status of student enrollment to insure all students are tested.
2. AIS is provided in Math to level 1 and 2 students every other day in grades 6-8; AIS is provided in ELA to level 1 and 2 students every other day in grades 6 and 7; grade 8 students receive it everyday.
3. A variety of programs to give students more time on task have been used. For 2003-04, RJK offered:
  - a. 29 students participated in SES ELA; three scored a level 3, twenty scored a level 2, and six scored a level 1;
  - b. 43 students participated in SES Math; eleven scored a level 3, twenty-seven a level 2, and five scored a level 1;
  - c. 58 students participated in Test Preparation for ELA 8; one scored at level 4, thirteen scored at level 3; forty-three scored at level 2, and 1 scored at level 1;
  - d. Level 1 and 2 students participated in after school programs receiving tutorial help, homework help;
  - e. Level 1 and 2 students participated in in-school AIS programs and after school Skills Recovery;
  - f. Level 1 and 2 students participated in Summer School in 2003.

4. Math and ELA curriculum alignment: Math Curriculum has been aligned to New York State basis and will be continued to be review on an on-going basis. We began to align the ELA curriculum with the New York State Standards and we will continue this process over the summer to have a curriculum in place for September 2004. We will continue to review this curriculum on an on-going basis. Quarterly benchmark exams were administered to track student growth and deficits.
5. Math teachers collaborated with teachers of Students with Disabilities to ensure math curriculum is incorporated into special education program.
6. Dr. Pieper of the College of St. Rose worked with special education teachers and regular education teachers in the use of problem solving, memory cards, and other strategies to enhance math instruction.
7. Mock Tests for grade 8 students were administered in Math and ELA as a pre-test to provide students with familiarity with the test's format and time limits, to assess students' strengths and weakness, and to modify instruction to meet those needs.

## **SECTION V: ANALYSIS OF THE SCHOOL'S PROGRAM**

**Directions:** Identify the reasons why school-based and Region/District improvement efforts have not enabled the school to achieve its student performance targets. A description of the school's instructional program should be included in the analysis. Other areas that may be examined include, but need not be limited to, the following:

- Coordination of curricula, learning goals, instructional activities, and student assessment;
- Process for monitoring the implementation of the Comprehensive Educational Plan, including periodic assessment and revision;
- Support provided for increased parental involvement;
- Effects of staffing changes on instructional program and efforts to implement the Comprehensive Educational Plan;
- Effectiveness and stability of school leadership, articulation with feeder schools;
- Physical plant, and safety and security in the learning environment; and
- Role of district office and Board of Education in supporting improvement efforts.

Although our efforts have resulted in some improvement, we believe identified root causes need more efforts.

1. There is a lack of consistent and cohesive implementation, monitoring and review of Curriculum, Instruction and Assessment. We have developed a clear curriculum for Math in grades 6-8 and benchmark exams every ten weeks to measure student progress. We began to align the ELA curriculum grades 6-8 with the New York State Standards and we will continue this process over the summer to have a curriculum in place for September 2004. We will utilize benchmark exams reflecting a standards-based curriculum to be given every ten weeks to measure student progress. Other areas that need attention are:
  - a. Insuring that all units and lessons reflect standards and include activities and assessments aligned with the curriculum;
  - b. Insuring the observation and evaluation by administrators monitoring the use of these strategies;
  - c. Insuring that student assessments are used to inform instruction;
  - d. Providing a comprehensive strategy for teaching of reading skills to students;
  - e. Improving the reading instruction offered to students with disabilities;
  - f. Improving the ELA instruction offered to all students.

2. There is a lack of consistent and cohesive implementation of strategies to differentiate instruction to meet the needs of all students. Areas that need attention are:
  - a. Providing staff and administration with strategies and techniques for providing instruction that meets the needs of every student;
  - b. Monitoring the use of these strategies in the classroom.
  
3. There is a lack of consistent and cohesive practices and strategies that promote behavior which sustains a positive learning environment by faculty, administration, students and parents. Areas that need attention are:
  - a. Data indicates a need to address the needs of a small percentage of students who consistently have discipline issues;
  - b. Consistent efforts by all staff to provide positive supports for students and consistent enforcement in agreed upon rules;
  - c. Review of procedures used by Principal and Assistant Principals in dealing with discipline issues;
  - d. Increased training for staff in behavior management.
  
4. There is a lack of clear goals and strategies to develop a positive and active partnership with parents to support student achievement. Areas that need attention are:
  - a. Increased workshops for parents to enable them to help their children succeed;
  - b. Steps to promote parent involvement in PTA and school activities;
  - c. To improve communication and involvement with parents and community.
  
5. There is a lack of clearly defined organizational structure that establishes communication among the entire school community. Areas that need attention are:
  - a. Study and evaluation of existing inclusion program to enhance effectiveness;
  - b. Increased training for inclusion partners in working with students;
  - c. Enhanced AIS instruction which is linked to classroom instruction;
  - d. Enhanced visibility of all administrators to monitor plan and improve school climate;
  - e. Suggestion Box for parents and teachers at Middle School; suggestions will be reviewed by the administration and Restructuring Committee and feedback will be given to staff/parents;
  - f. Communication will be enhanced by monthly meetings on progress and report to constituent groups;
  - g. Increased Board involvement to show commitment to plan and monitor plan.

Staffing Changes to Support Plan:

1. ELA Coordinator will have a 50% reduction in teaching load to enable her to work with Middle School staff.
2. Math Director will have his time spent between Middle School and High School; his duties at elementary level will be limited.
3. Administrative Assistant to Director of Pupil Personnel will be assigned to Middle School to work with special education staff.
4. Two consultants from Mount Saint Mary College will be working with ELA staff (including teachers of students with disabilities) on reading program.
5. Consultant from Mount Saint Mary College and College of St. Rose will be working with special education staff.
6. Assistant Superintendent and Superintendent will be meeting monthly with district and building administrators at the Middle School.
7. Restructured Math and ELA instruction to promote improved student achievement:
  - 2 Full Periods of ELA instruction for Grade 7 and 8 students with disabilities;
  - 1.5 Periods of ELA instruction for all Grade 7 and 8 students with embedded reading program;
  - 7/8 AIS Math instruction by regular classroom teacher to insure continuity of instruction.
8. The creation of an additional math teaching position to provide greater AIS support for special classes of students with disabilities.
9. An additional teacher of students with disabilities to provide greater support for students with disabilities.
10. Title 2, Part D – Enhancing Education through Technology Funds will be used to hire staff from OU BOCES for Data Analysis (1 day a week), ELA/Math Staff Development,(2 days each) Technology Integration (4 days); half of the budgeted funds of \$437,000 will impact the Middle School.
11. Parent Center at the Middle School through EPIC: \$46,000.

**SECTION VI: RESOURCE REALLOCATION**

**Directions:** On the chart below, identify: (1) current allocations to the school; and (2) the specific resources, including funding source and dollar amount, which will be reallocated by the school District to support implementation of the Restructuring Plan. Identify the additional funding that will be made available to ensure the school has: reasonable class sizes; sufficient number of experienced supervisory/administrative staff to oversee school improvement efforts; and enough teaching staff to provide for either: common planning time, and/or permanent substitutes, to ensure sufficient support for professional development. (Insert additional rows as needed.)

<b>Restructuring Intervention /Strategy</b>	<b>Funding Source (e.g., Tax Levy, Title I, etc.)</b>	<b>Current Allocation to the School (SY 2003-04)</b>	<b>Additional Funding (or Other Resources) to be Allocated to the School for the 2004-05 School Year</b>	<b>Specific Use of Additional Funds/Resources in Support of the School</b>
QuEST Program - Year 3	CSR Grant	143,956	No additional funding re: QuEST	No additional funding
Year 2 Guided Reading Program Mount Saint Mary College	School Improvement Grant	40,000	No additional funding	* NOTE: Application for funding for 2004-05 will be available in August.
Additional Math Teacher at RJK	Title I	0	60,000	Teacher will provide additional instruction for students with disabilities.
Parent Center with parent liaison	Title I/Family Initiative Grant	0	46,000	Provide parent outreach program at RJK
Differentiated Learning for Staff	Title 6B	0	40,000	Intensive year long program for High School/Middle School
Additional Teacher of students with disabilities	611	0	60,000	Provide additional support to students with disabilities.
Consultant from College of St Rose to work with Math Department	Title I	0	7,200	Provide strategies for math teachers.

Purchase of instructional materials including Leveled Books for teacher libraries	District	0	8,000	Provide needed materials for teachers
Staff to provide data analysis, ELA/Math Staff Developer, Technology Integrator	Title 2, Part D	0	217,000	Provide data analysis for staff; ELA/Math staff developers; Technology staff developer
Coordinator of English to Have Reduced Teaching Load	District	0	8,500	Greater Supervision and Modeling for Staff
Director of Math to Devote More Time to Middle School	District	0	9,500	Greater Supervision and Modeling for Staff
Mentor/Mentee Training	District/Title	0	10,000	Greater Support for new teachers at RJK

## **SECTION VII: PROFESSIONAL DEVELOPMENT TO IMPLEMENT THE PLAN**

**Directions:** Describe the professional development that will be provided for school staff to ensure effective implementation of the educational program in the restructured school, based upon the analysis of the data and the planning process for restructuring.

If a current Professional Development Plan (Commissioner's Regulation 100.2[dd]) is in place that includes the areas listed below, and shapes District and/or school professional development efforts, or if such a plan is embedded in a Comprehensive District Education Plan (CDEP) or the school's Comprehensive Education Plan (CEP), provide a copy of that/those plan(s) with the appropriate areas highlighted.

Include the following information:

- Identify the professional development that will be provided to staff prior to the start of the next school year (summer work).
- Describe the differentiation of professional development appropriate to the areas of assignment and the needs of staff (e.g., staff new to the school and/or instructional assignment).
- Identify the specific professional development that will be provided to the school's supervisory/administrative/instructional leadership.
- Identify the approaches to professional development that will be used (e.g., coaching, mentoring, common planning time, data analysis, study circles, multiple-day facilitated literacy and mathematics workshops, etc.).
- Provide a calendar and/or schedule of the District, school and other provider professional development activities that will be provided for all professional teaching staff at this school (elementary, middle and secondary schools); and/or for all professional teaching staff of specific content areas (middle-secondary).

Professional Development during the 2003-04 School Year:

1. ELA: Guided Reading Program through Mount Saint Mary – Two staff developers from the College worked with ELA staff, including teachers of students with disabilities and ELL students; they evaluated the instruction currently being given through classroom visitation; trained teachers to give the Qualitative Reading Inventory and BOTEL which are used to assess reading levels of students.
2. Math Initiative through Hudson Valley Regional School Support Center: A consultant from the College of St. Rose provided strategies to teachers of math, including teachers of students with disabilities during five days of training.
3. The Math Department including teachers of students with disabilities, met every Wednesday in the months of March –May to assess student performance and design activities and lessons to address student needs.
4. SETRC trainer provided teachers of students with disabilities with instructional strategies for Math and ELA.

5. One-day training on instructional strategies and one day training on teaching and learning styles was provided to the entire faculty. (through QuEst).
6. QuEst trained the building team in leadership skills to help improve communication in the building.

Professional Development to Staff Prior to School Year (Summer 2004):

1. In the area of Special Education:
  - a. Inclusion Training for Regular and Special Education Teachers Teams through Orange-Ulster BOCES Summer Academy;
  - b. Teaching ELA in Special Education – Offered as part of the Guided Reading Project offered by Mount Saint Mary College;
  - c. Teaching to the Standards in Special Education – Mount Saint Mary College two day workshop with follow-up during year;
2. In the area of ELA for Regular and Special Education Teachers:
  - a. Mount Saint Mary Guided Reading Project;
  - b. Common ELA Curriculum Development;
  - c. Created AIS curriculum aligned with classroom instruction;
3. Mentor Training for all teachers who will act as Mentors; Teacher Center to provide training
4. Mentee Training for 3 days for 1<sup>st</sup> year teachers;
5. Differentiated Instruction: Training for team of 6<sup>th</sup> Grade teachers;
6. Classroom Management Techniques: Training for Staff who have not already taken the course;
7. Reading Across the Curriculum for representatives of all subject areas provided by Mount Saint Mary College;
8. Math staff, including teachers of students with disabilities, will be working to create a Math curriculum that will align special education and AIS Math curriculum with the classroom instruction;
9. Some ELA, SE, AIS staff will be working to create aligned to state standards ELA curriculum to insure classroom and AIS instruction is consistently aligned to state standards.

Professional Development for the School Year 2004-2005:

1. Theme 1: Differentiated Instruction: Linda Tilton will work with all Middle School and High School teachers for the entire year on strategies which will enable teachers to meet the needs of diverse learners. The calendar for activities includes:
  - Staff Conference Day on October 12 for High School and Middle School Staff;
  - Four small group follow-up days for math, social studies, science, and English Language Arts and Special Education teachers on November 23, December 7, December 8, January 28;
  - Full Day Training with noncore teachers on March 14;
  - Full Day training on June 27 for entire staff;
  - Administrators will be trained with staff to be able to monitor implementation of differentiated instruction in all areas;
  - SETRC Director will work with staff when Linda Tilton is not in district to facilitate implementation.
2. Theme 2: Guided Reading Program: Two reading consultants from Mount Saint Mary College will continue their work with all ELA, ELL, and Special Education Teachers on the teaching of guided reading. This program will continue through after school workshops and in-class mentoring. The district will purchase leveled books for classroom libraries in grades 6-8.
3. Theme 3: QuESt: The RJK Middle School will continue to work with QuESt in the third year of the CSRD Grant; focus on curriculum alignment, assessment, rubrics.
4. Theme 4: Math Instruction
  - Consultant from the College of St. Rose will continue work with Math Department;
  - Math staff will meet after unit assessments to evaluate student performance on unit assessment so as to adjust instruction to meet student needs.
5. Theme 5: Classroom Management Techniques: Val Mihic will continue to work with all Middle School staff on techniques for effectively promoting positive classroom and techniques to enhance behavior management.
6. Theme 6: Instructional Support Team Training: SETRC will provide continued support in the use of IST teams and Positive Behavior Supports.

7. Theme 7: Technology Integration in English Language Arts and Math: Title 2, Part D – Enhancing Education through Technology Funds will be used to hire staff for Data Analysis, ELA/Math Staff Development, Technology Integration; half of the budgeted funds of \$437,000 will impact the Middle School.
8. Theme 8: Mentoring during the school year – First year teachers will work with a veteran teacher and receive mentoring; monthly staff development will be given on a variety of topics including lesson planning, working with parents, classroom management.

A COPY OF THE MONTICELLO SCHOOL DISTRICT'S PROFESSIONAL DEVELOPMENT PLAN IS ATTACHED.

**SECTION VIII: ASSESSMENT OF THE RESTRUCTURING PLAN, AND DISTRICT MONITORING AND SUPPORT OF THE PLAN**

**Directions:** Describe the processes that will be used to 1) ensure that the restructuring team\* regularly assesses the success of the school in the effective implementation of the restructuring plan; and 2) will review and revise the plan as needed to ensure the success of students in this school.

If current other plans (such as a Comprehensive District Education Plan [CDEP] or the school's Comprehensive Education Plan [CEP] include these processes, provide a copy of the plan(s) with the appropriate areas highlighted.

*\*Including the Superintendent, the Principal, and the School Leadership Team, in collaboration with the SED Regional Liaison, the RSSC and other regional liaisons and networks as appropriate.*

The Superintendent will convene the team once a month to review progress toward meeting goals and objectives. Each person responsible will need to report on specific evidence and activities to reach goals and objectives. The Superintendent will meet with the building principal and administrators on a monthly basis to review their activities in regard to the plan.

All members of the Restructuring Committee will communicate and seek feedback from their constituent groups; the entire school community (parents, teachers, administrators, students, members of the Board of Education) will be kept informed of the progress toward goals.

In January of 2005, the committee will begin to revise the plan as necessary and plan for the 2005-06 school year.

**USE THIS SECTION TO PROVIDE DETAILS REGARDING THE OPTION(S) FOR RESTRUCTURING THAT YOU HAVE CHOSEN:**

**SECTION IX: RESTRUCTURING OPTION 1 – PROCESS FOR REPLACING SCHOOL STAFF**

**Directions:** Complete all sections/items which demonstrate replacement of the staff determined to be relevant to the failure of the school to achieve AYP. Respond to each in all four parts (A through D) in this section if **Restructuring Option 1** was selected for the school.

**NOT SELECTED**

**SECTION X: RESTRUCTURING OPTION 2 – RE-OPEN THE SCHOOL AS A PUBLIC CHARTER SCHOOL**

**Directions:** Conversion to a Charter School requires the approval of the majority of parents with students enrolled in the school. LEAs wishing to create a Charter School must follow all requirements specified in Article 56 of State Education Law. For Questions regarding Charter Schools in New York State, contact the SED Office of Public School Choice Programs at (518) 474-1762 or e-mail [coravsky@mail.nysed.gov](mailto:coravsky@mail.nysed.gov)

**NOT SELECTED**

**SECTION XII: RESTRUCTURING OPTION 4 – CLOSE OR PHASE OUT THE SCHOOL**

**Directions:** For Questions regarding closing or phasing out the school, as well as a recommended format for developing a closure plan, contact the SED Office of Accountability, Policy and Administration at (718)722-2796 or e-mail [lschwartz@mail.nysed.gov](mailto:lschwartz@mail.nysed.gov)

**NOT SELECTED**

## **SECTION XI: RESTRUCTURING OPTION 3 - CHANGE IN SCHOOL STRUCTURE/ORGANIZATION - SELECTED**

### **A. School Organization**

1. Provide an implementation plan for the restructured school based on the Guidance Tools (See Attachments 2 and 3), including a timeline for change, who has responsibility for completing each step, and the evaluation schedule for review and revision of the plan and its implementation. Include School, District, and Board of Education and appropriate other stakeholders/partners roles in ensuring the success of restructuring. The plan should detail all essential components of change, prioritize the change process in a logical order and should become the operational schematic in guiding change.

#### **Details Should Include, But Are Not Limited To:**

- School organization (block scheduling, self-contained, departmentalized, etc.);
- If in a city with multiple schools at each level, how/whether the District/Board of Education will change the feeder patterns for the school to better represent the school's vision and mission;
- Special courses, themes, and special programs that will support student success and indicate the grades and numbers of students to be served;
- How the District will provide sufficient professional development (for all education personnel) to ensure the success of these new initiatives;
- How the District will provide additional resource materials such as library and classroom books, technology in the classroom and for teacher/administrator use, etc.;
- How/whether additional staff will be assigned to the school;
- How English language learners, special education students and their teachers will be provided with equal access to all of the improvement strategies;
- How the school will involve parents and other community stakeholders as partners in the implementation of these plans;
- A sample of a typical student's weekly schedule and a schedule of a typical teacher's week, including common planning times, embedded professional development and other responsibilities.

**See Action Plan**

**SECTION XI: RESTRUCTURING OPTION 3 – CHANGE IN SCHOOL STRUCTURE/ORGANIZATION**

**Directions:** Respond to each in all three parts (A through C) in this section if **Restructuring Option 3** was selected for the school.

**SECTION XI: RESTRUCTURING OPTION 3 – CHANGE IN SCHOOL STRUCTURE/ORGANIZATION**

**B. School Organization**

1. Complete the chart below.

Grades Served	Current School (2003-04)		Restructured School (2004-05)	
	Number	Size	Number	Size
<b>Number of Classes in Each Grade and Class Size:</b>				
<b>Pre-K</b>				
<b>K</b>				
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>	<b>291</b>		<b>273</b>	
<b>7</b>	<b>291</b>		<b>306</b>	
<b>8</b>	<b>298</b>		<b>300</b>	
<b>9</b>				
<b>10</b>				
<b>11</b>				
<b>12</b>				
<b>Number of Teachers Assigned to School</b>	<b>80</b>		<b>82</b>	
<b>Number of Administrators Assigned to School</b>	<b>3</b>		<b>3</b>	

<b>Number of Self-Contained Special Education Classes</b> (For high schools: total number, in all subject areas, of special education self-contained classes)	<b>3</b>		<b>4</b>	
<b>Number of Bilingual Classes</b>				
<b>Number of ESL Classes</b>	<b>12</b>		<b>11</b>	
<b>Average Class Size</b>	<b>21</b>		<b>21</b>	
<b>Building Utilization Rate</b>	<b>77%</b>		<b>77%</b>	
<b>Number of Square Feet Per Student</b>				
<b>Student Enrollment:</b>				
<b>Total Number of Students Served</b>	<b>880</b>		<b>879</b>	
<b>Number of General Education Students</b>	<b>740</b>		<b>615</b>	
<b>Number of Students with Disabilities</b> (receiving IEP-mandated services)	<b>140</b>		<b>164</b>	
<b>Number of Students in General Education Classes Receiving IEP-mandated Services</b>	<b>88</b>		<b>83</b>	
<b>Number of English Language Learners</b> (ELL/LEP)	<b>28</b>		<b>33</b>	
<b>Number of Students Receiving ESL Services</b>	<b>28</b>			
<b>Number of ELL/LEP Students Receiving Bilingual Education</b>	<b>0</b>			
<b>Number of ELL/LEP Students in Special Education</b> (receiving IEP-mandated services)	<b>1</b>		<b>1</b>	
<b>Number of Recent Immigrants</b>				
<b>Number/Percent of Economically Disadvantaged Students</b> (free lunch eligible)	<b>326</b>		<b>DATA Not available</b>	

## **Planning for Restructuring Guidance** **- Recommended Planning Process -**

Restructuring involves a thorough analysis and review of a school's data and a very specific set of requirements for the District. The Restructuring Plan is a District, not a school-directed plan, although the school should be thoroughly involved in the process.

A Restructuring Plan takes precedence over all other school improvement plans, with the exception of the plans required for Schools Under Registration Review. A Restructuring School that is also a School Under Registration Review (SURR) should refer to the guidance on the SED website ([www.emsc.nysed.gov](http://www.emsc.nysed.gov)) for specific instructions.

The first step in planning should include a thorough analysis of current practices as well as research into what the best solutions are for that particular school.

### ***STEP ONE: - COMPLETED***

1. Formation of a Planning for Restructuring Team with membership representing the following groups. (Constituencies marked with an asterisk must be included. Consideration should be given to expanding membership):
  - Board of Education \*
  - District Office \*
  - Building Administrator \*
  - Building Level Teacher's Union \*
  - Parents \*
  - School Planning Team Representative \*
  - Other Teaching Faculty
  - Guidance or Social Services
2. Consultation with Network Partners
  - Community/Major Partners (IHE, businesses, etc.)
  - SED Liaison – Regional School Services
  - VESID Liaison – Special Education Quality Assurance

- RSSC Liaison – Regional School Support Center
  - SSS Liaison – Student Support Services Network
  - SETRC – Special Education Training and Resource Center
  - BETAC – Bilingual Education Technical Assistance Center
  - BOCES – Board of Cooperative Educational Services
3. The establishment of Team operating procedures:
    - Assign roles and clarify responsibilities for each member;
    - Establish norms and protocols;
    - Acquire a facilitator;
    - Establish strategies for communicating and engaging other stakeholders;
    - Establish a timeline and set meeting dates; and
    - Create work plan
  4. Development of a written Analysis of the School’s Program (see Section V in this document)
    - The analysis process should include the Board of Education, the District Office and the school in gathering information and data to document how they work with the school including how they communicate with the school, lead the school and provide support.
    - The District, with the support of the school, should gather information and data to provide a picture of organization/structure, climate/culture and teaching and learning practice and identify root causes of why certain strategies have not improved student performance.
  5. Share the Analysis with the New York State Education Department, Regional School Support Liaison and other networks for feedback.
  6. The SED Office of Regional School Services may conduct a site visit to support the planning process.
  7. Research Best Practice and Determine Next Steps in School Improvement Planning:
    - The Restructuring Team researches elements, systems, structures, and teaching and learning practice of high performing schools of similar size and populations. This research is shared with the wider school community. RSS liaisons and RSSC members may also provide suggestions for schools to visit, as well as providing research studies, articles, and web sites for additional research.
    - The Restructuring Team, with involvement of the wider school community, engages in visioning the “restructured” school.
    - The Restructuring Team completes *NYSED Restructuring Plan* that describes the components of restructuring for feedback and input from the whole school community, and for Board of Education approval.
  8. The Superintendent and Board of Education complete and submit the Restructuring Plan to the New York State Education Department, Office of Regional School Services.

### Attachment 3

#### **RECOMMENDED PROCESS FOR ANALYSIS OF THE SCHOOL'S PROGRAM: STRUCTURE, CLIMATE AND CULTURE, INSTRUCTIONAL PROGRAM, LEADERSHIP AND DISTRICT/BOARD GOVERNANCE**

**Directions:** Use pages 27 to 41 to complete this work. Use the first three columns to help identify the school's, District's and Board of Education's current practices and provide evidence to support observations. (A separate chart may be developed for the first three columns to provide more space to enter information.) Additional criteria may be added. The entire planning group may then meet to review the "What Is" portion of the plan. Next, each group may collaboratively complete the final two columns that focus on what the future school will look like and on specific strategies that focus on what the future school will look like and on specific strategies that will be needed to support the school in its improvement plan. Be sure to base restructuring changes on solid research and, where available, on scientific-based research.

**A Guidance Tool for Schools Planning for Restructuring  
Based Upon Elements of Effective Schools  
Restructuring Plan for Robert J. Kaiser Middle School**

**NOTE: This section should be completed by the District in collaboration with the targeted school.**

<b>Critical Elements</b> <b>Provide a clear, concise picture of how the school currently operates including:</b>	<b>"WHAT IS"</b> <b>Current picture of school</b>	<b>EVIDENCE</b> <b>Use data, observations, survey to support current picture</b>	<b>What will Be</b>
The vision and mission that guides work and supports high expectations for all students	Written Mission Statement/Vision not written	Mission statement posted in all classrooms and read in some classrooms (QuEST data)	Completing of Vision & Placing in handbooks
How all members of the school community understand and implement the mission and vision	In Student-Parent Handbook	See student/parent handbook	Place in all correspondence from principal & teams
The extent to which the school engages in a process of comprehensive, continuous and strategic planning, implementation, and evaluation of planning and program implementation. The process for monitoring the implementation of the school improvement plan	Strategic Plans Created under guidance from SETRC (CDEP) and RSSC (SIP). Monitoring is minimal. QuEST Phase 2 Strategic Planning and Desing	Planning Meetings during summer and during the school year. Minutes from OLT and QIT meetings. SIP/CDEP plans, lesson plans.	Restructuring Monthly Meetings
The extent to which the school continuously evaluates progress in meeting high standards	Math Department review itemized analysis in 8th grade assessments, TONYSS assessments Grades 6-7	Department meeting minutes, data documented	Grade 6-8 unit assessments Math and benchmarks ELA/Math
What data sources are routinely used to track student performance and program quality (included in data analysis)	Quarterly benchmark assessments, report card grades, 8th grade assessments, TONYSS 6-7	Benchmarks given, results tabulated, but not distributed in all departments, form/data in each department. Annual QuEST audits, I Pathmaker, 20/20 Insight.	Grade 6-8 unit assessment/benchmark for Math; benchmark for ELA

<b>Critical Elements</b> <b>Provide a clear, concise picture of how the school currently operates including:</b>	<b>"WHAT IS"</b> <b>Current picture of school</b>	<b>EVIDENCE</b> <b>Use data, observations, survey to support current picture</b>	<b>What will Be</b>
What data analysis process is applied to identify students at-risk, priorities and interventions to direct school improvement activities	TONYSS scores - look at level 1 & 2 students for AIS classes	Guidance counselors put all level 1 and most level 2 students in AIS classes - students schedules	Same
Who is involved in looking at data and determining priority needs and root causes for current performance based on data analysis and casual analysis	Principal gives data to supervisors who look at and discuss in department meetings with teachers. QuESt Audit used to identify priorities.	Department meeting minutes. QuESt Audit.	Unit Assessments on Shorter Interval
How the schedule is organized (length and structure of class periods, regularly scheduled time for staff to plan, extra time for at risk students, etc.	9 periods, 40 minutes teachers have 1 planning period and 1 team planning period some exploratory teachers have 6 classes including Special Ed teachers	Master schedule: Math/ELA 6-7-8 every other day AIS; Gr. 8 ELA everyday	Grade 6-7-8 ELA/Math AIS AB; SE Students 7/8 2 Pd. ELA
How students at-risk of not meeting state standards are provided with the additional time, support and resources required for them to succeed (during school day and beyond school day)	Students performing at levels 1 and 2 of the TONYSS are provided with AIS, after school tutorial, homework club, library, SES, skills recovery. AIS 6th, 7th every other day; 8th every day; SES: After school, Skills Recovery: After school, Homework club,	Student participation signup sheets for after school tutorial, AIS enrollment	Same
How the parents/guardians of students at risk of not meeting Standards are provided with the time and resources required for them to help their children succeed	ELA/Math Parent workshops (one night for each subject) include resources, letters sent to 8th grade parents giving examples of resources and strategies to help their child	Attendance data sheets - 35 parents attended ELA, 40 parents attended Math Letters to parents with resources	Additional Math Nights; EPIC; Parent Workshops
How the use of time for instruction is maximized	6th 2 block for ELA , 7th 1.5 block ELA ,AIS a/b days only except full period everyday in 8th grade	Master Schedule	Level 1 Math 8 AIS provided by additional period scheduled after regular class. 8 <sup>th</sup> grade 1.5 classes per day

<b>Critical Elements</b> <b>Provide a clear, concise picture of how the school currently operates including:</b>	<b>"WHAT IS"</b> <b>Current picture of school</b>	<b>EVIDENCE</b> <b>Use data, observations, survey to support current picture</b>	<b>What will Be</b>
<p>How the school ensures that students with extraordinary needs are provided with necessary support</p>	<p>IEPs created for each student with disabilities, Guidance counselors schedule AIS based on TONYSS data Resources for students, Accelerated and honor classes - 7th and 8th grade levels Inclusion classes</p>	<p>Schedules 2 social workers, 1 school psychologist, 3 Guidance Counselors; TRY worker from Mental Health 2 days a week</p>	<p>Same</p>
<p>How the building is organized to support effective movement of groups of students and to build relationships within student/staff groups (common areas, specials, classes for ELL/special education students, etc.)</p>	<p>Teaming (not flex schedule) Exploratory classes not by team, inclusion classes, SE classes 12-1-2, mainstreamed classes, guidance counselors, Advisor/Advisee program in planning stages, one looping team</p>	<p>8 teams student achievement data for SWD lack of parallel curriculum. One Guidance Counselor per grade level who loop with students</p>	<p>9 Teams; all teams will have core classes at same time</p>
<p>What ongoing professional learning is expected and supported</p>	<p>Classroom Instruction that Works Debra Pickering, Val Mihic Teaching styles Model Schools ELA consultants beginning job-embedded professional development with ELA, ELL, and Special Ed teachers regarding: Reading Strategies</p>	<p>Conference days, Summer Task Forces, the evidence of expectations QRI training, summer task force, follow up in the fall, BOTEL reading level scores on all students</p>	<p>see action plan</p>
<p>How the administrative staff monitor and support excellence in teaching and learning (i.e. Action Research)</p>	<p>Teacher observations, Dept. mtgs - teachers share what they learned in conferences</p>	<p>Teacher observations in files; Department agendas</p>	<p>see action plan</p>
<p>How the school community shares information and is involved in school improvement planning and works through problems.</p>	<p>Parent newsletters, Supt. Bulletin, website, Parent/letters</p>	<p>Plan given to OLT →QIT leaders →teachers Parent newsletter are sent Parent letters Website Community Collaboration QIT minutes</p>	<p>EPIC Parent Center Liaison</p>
<p>What strong partnerships the school has with regional community agencies or networks such as RSSC, SETRC, SSSN, BETAC, that support improved academic and social/emotional development</p>	<p>RSSC - Included in meetings for school improvement planning, provide PD SETRC - SE Support, BETAC - ESL program, DSS and PINS, Sullivan County Cares Coalition, Police Dept., Recovery Center,</p>	<p>Facilitators for planning meetings and PD 2002-2003 School Improvement Plan, COGNOS data given by SETRC/BOCES Sullivan County Cares offers parent workshops in the middle school for 5th and 6th grade parents.</p>	<p>Same</p>

<b>Critical Elements</b> <b>Provide a clear, concise picture of how the school currently operates including:</b>	<b>"WHAT IS"</b> <b>Current picture of school</b>	<b>EVIDENCE</b> <b>Use date, observations, survey to support current picture</b>	<b>What will Be</b>
How these partnerships support high standards for all students	HVRSSC - development of plans 01-02, 02-03 03-04 QuEST 2002-03, 2003-04 SETRC Director provides support for students with disabilities, interpretation of COGNOS data	Agendas from HVRSSC On going with visitations, consultation	EPIC Parent Center; continued HVRSSC; SETRC; QuEST
The extent to which the most experienced and capable teachers are assigned to the most challenging classrooms	We place teachers according to their certification and strengths	Teacher certification Observations	same
Other school-based initiatives	QuEST/CSRD model, after school programs Math Initiative - coaches during school	Process model, QIT teams, skills recovery tutorial, Library, Homework Club, SES	same
<b>TEACHING AND LEARNING</b>			
The work that has been done to ensure curriculum alignment with feeder schools	Supt. Conference Day, last day of school in June 2003, and 2004 - 5th gr. teachers met with 6th grade teachers to discuss/align curriculum; dir. Math meets monthly with elementary staff. Mapit Program	Minutes of conference day minutes; vertical alignment in math completed	same
The work that has been done to ensure alignment of the curriculum to State standards	ELA Curriculum – ELA curriculum is not aligned to standards; No performance indicators in ELA curriculum; MATH is curriculum aligned to standards	ELA and Math Curriculum	ELA to be aligned with NYS standards using performance indicator
The work that has been done to ensure instructional activities and assessments are aligned with state standards and are strategically designed to improve student learning in areas identified for students at risk of not meeting State standards	Students with disabilities not exposed to aligned.. The curriculum and assessments are not all aligned; results not used for informing instruction reading levels of students below grade level	Reading levels not used; beginning training in BOTELS/QRI's, student work	see page 22, 47

<b>Critical Elements</b> <b>Provide a clear, concise picture of how the school currently operates including:</b>	<b>"WHAT IS"</b> <b>Current picture of school</b>	<b>EVIDENCE</b> <b>Use date, observations, survey to support current picture</b>	<b>What will Be</b>
What instructional strategies are commonly used in this school to address the needs of students at risk of not meeting State standards	Use of graphic organizers, rubrics, note taking, inclusion pairs, modify and re-teach; professional development on Inclusion/learning styles summer task force time awareness	Use of Graphic organizers; note taking; Summer Task Force; Best Practices embedded in staff development	see page 47
What common assessment strategies the school uses in support of helping all students meet State standards	Benchmark tests ELA, Math, SS and Science. Use of data to begin. Common "Do Now" test Questions in math all teachers aligned	Best Practices observed in classrooms; "Do Now's" benchmarks create common assessments; grade level planning	see page 48
The extent to which teachers use assessments diagnostically	ELL - separate classroom	Tests	See page 48
The extent to which individual records of student progress are used to identify students at risk of not meeting State standards and requirements for graduation	BOTEL, QRI - training MT. St. Mary's; Soar to Success in ELA; Mastery Test/shared with AIS teachers; IEPs, TONYSS	Observations and feed back; pre/post tests	see page 48
The extent to which individual records of student progress are used to monitor impact of instructional change and inform instruction	Math teachers collaborate with AIS; benchmark results used to provide guidance in after school programs	Informal review of student tests, homework, reporting to AIS and ELL teachers	see page 48
How the progress of students at risk of not meeting state standards are monitored	Data there, not disaggregated or used for instruction in ELA Math department has used data to inform instructions	TONYSS; Benchmarks; 8th Grade NYS Assessments in ELA and Math; Math curriculum/lesson plans and "Do Now's" designed by Mr. Furman	see page 48
How the school/district ensures that teaching staff are appropriately certified and qualified in the areas they teach	"HOUSSE" plan 87%/not 100% are certified	BEDS; Certification Documents	Same
The extent to which all teaching staff have and use the content knowledge and pedagogical skills they need to teach all children	Elementary certified teachers teaching secondary classes; teacher observations	Elementary certified teachers teaching secondary classes; teacher observations; HOUSSE Certificate	See page 22-25

<b>Critical Elements</b> <b>Provide a clear, concise picture of how the school currently operates including:</b>	<b>"WHAT IS"</b> <b>Current picture of school</b>	<b>EVIDENCE</b> <b>Use data, observations, survey to support current picture</b>	<b>What will Be</b>
What data are used to determine professional development needs	PD QIT; QuEST Data; data/needs identified by dept. and building	QUEST plan; student achievement	Same
How ongoing professional development is provided (during the school day, summer, in-service credit, etc.)	Weekly; conference days; summer; after school; superintendent days	Math Initiative; task force; Mt. St. Mary's; QuEST	see pages 22-25
The extent to which professional development is valued and supported by the allocation of resources (time during year and over summer, substitute coverage, etc.)	Very supportive	Paid for Summer Task Force; after school; conferences; substitute coverage	See pages 22-25
How professional development incorporates common planning time, mentoring of new teachers, peer observations, study groups, looking at student work, or other job-embedded growth opportunities	Common Planning time is rarely used for this purpose	Notes from meetings; some inclusion teachers do peer observations	see pages 22-25
The extent to which the school has an adequate level of up-to-date instructional resources to ensure student success in achieving the State standards	No textbook in ELA; no leveled libraries; not all teachers have these resources; training repeat disciplines	lack of these materials in the classroom; discipline report problems	see see pages 20-21
The extent to which the school has and effectively integrates the use of computer and other instructional technologies in instruction in support of school improvement	Lack of working, up-to-date computers in each classroom, limited access to computer labs; scheduling issues; Model Schools training and equipment but inconsistent to faculty	Classrooms utilization of equipment, age of equipment	see page 25
To what extent AIS/intervention programs are congruent/linked with classroom instruction	Inconsistent ELA./Math 7; math 6/8 AIS linked		see page 23, 48

**TO BE COMPLETED: A Guidance Tool for Schools Planning for Restructuring  
Based Upon Elements of Effective Schools  
Restructuring Plan for Robert J. Kaiser Middle School**

**DISTRICT ROLES AND RESPONSIBILITIES**

**NOTE: This section should be completed by District Office Staff about their relationship with the targeted building.**

<p style="text-align: center;"><b>Critical Elements</b> Provide a clear, concise picture of how the school currently operates including:</p>	<p style="text-align: center;"><b>“WHAT IS”</b> current picture of the school</p>	<p style="text-align: center;"><b>EVIDENCE</b> Use data, observations, survey to support current picture</p>	<p style="text-align: center;"><b>RESTRUCTURED SCHOOL</b> What this school will look like</p>
<p><i>Organization/Structures:</i></p> <ul style="list-style-type: none"> <li>-How the District supports administrative leaders in the targeted building and promotes stable, effective leadership</li> <li>-How the District monitors the effects of staffing changes at the building level</li> <li>-The District’s engagement in and supervision at the school level of a comprehensive planning process that includes implementation based on the plan and ongoing evaluation of progress</li> <li>-How the District links this school’s comprehensive improvement plan with District priorities</li> <li>-The extent to which the District coordinates curricula, learning goals, instructional activities, and student assessment across the District in support of school improvement in targeted schools (i.e., articulation of aligned curriculum from feeder schools)</li> </ul>	<p>Collegial Support of Principal/Administrators; ongoing consultation with all.</p> <p>Assignment of staff to meet needs; monitoring through principal</p> <p>District approved the School Improvement Plan.</p> <p>School Improvement Plan was aligned with CDEP</p> <p>District Relied on Principal and Curriculum Directors</p>	<p>Bimonthly Administrative Council Meeting; evaluation of principal &amp; directors.</p> <p>Reports from principal and directors.</p> <p>School Improvement Plan</p> <p>Comprehensive Plan Goals</p> <p>School Report Cards; disaggregation of local and state data.</p>	<p>Increased and direct decision making. Direct role in development of goals and evaluation of principal, directors and coordinators.</p> <p>Increased administrative staff in ELA/Math with monthly meetings to analyze results.</p> <p>Superintendent, Assist. Supt. and President of BOE directly involved in plan construction and evaluation.</p> <p>Through Restructuring Plan, district is imposing and monitoring priorities and actions.</p> <p>Ongoing review of implementation of curriculum, goals, assessment.</p>

<p align="center"><b>Critical Elements</b> Provide a clear, concise picture of how the school currently operates including:</p>	<p align="center"><b>“WHAT IS”</b> current picture of the school</p>	<p align="center"><b>EVIDENCE</b> Use data, observations, survey to support current picture</p>	<p align="center"><b>RESTRUCTURED SCHOOL</b> What this school will look like</p>
<ul style="list-style-type: none"> <li>-How the District ensures the implementation of continuous improvement plans on the school level based upon the school’s plan is actually occurring</li> <li>-The resources allocated to support the implementation of school improvement plans</li> <li>-Who is involved in analyzing data and determining priority needs based on data and causal analysis</li> <li>-What data, in addition to student achievement, does the school/district use to ensure school improvement in student success in achieving the State standards</li> <li>-How decisions are made regarding resource allocations to low performing schools</li> <li>-The extent to which low performing schools are provided with greater per pupil resources</li> <li>-What types of priority supports the District provides specifically for low performing schools (e.g., first pick of newly hired teaching staff, priority access to professional development, liaison at District office to expedite negotiation of “red tape”, etc.)</li> <li>-The extent to which the District systemically utilizes partnerships to improve teaching and learning (e.g., with Teacher Centers, BOCES, model schools network, IHEs, SCDN, etc.)</li> </ul>	<p>Observation and Feedback of Principal and Directors</p> <p>Funding through district/grant funds.</p> <p>Principal, Directors, Coordinators</p> <p>Attendance, Discipline, Local Benchmarks, TONYSS</p> <p>Funds allocated specifically for low performing schools including SIG, CSRD, REAP</p> <p>Based on need, developed professional development addressed needs</p> <p>SETRC, RSSC, BOCES, BETAC,</p>	<p>Teacher observation and curriculum reports</p> <p>SIG, CSRD, REAP, Consolidated Grant, District Expenditures.</p> <p>Data Used for School Improvement Plan</p> <p>Data Used for School Improvement Plan</p> <p>Current allocations</p> <p>Professional Development with QuESt, Instructional Strategies that Work Training.</p>	<p>Improved understanding of curriculum through staff development for administrators. Increased involvement of assistant principals in monitoring.</p> <p>Increased funding from grants; Title 2 D, SIG, Family Initiative Grant</p> <p>Central Administration, Principal, Directors, Coordinators, AP’s, Restructuring Team</p> <p>Continued and Expanded</p> <p>Continued</p> <p>Continued and Expanded</p> <p>Continued and Expanded; EPIC for Parent Center, SSN</p>

<b>Critical Elements</b> <b>Provide a clear, concise picture of how the school currently operates including:</b>	<b>“WHAT IS”</b> <b>current picture of the school</b>	<b>EVIDENCE</b> <b>Use date, observations, survey to support current picture</b>	<b>RESTRUCTURED SCHOOL</b> <b>What this school will look like</b>
<p>The extent to which the District systemically coordinates efforts with regional network partners and technical assistance providers to improve teaching and learning (e.g., with Regional School Support Centers, School Support Services, Teacher Centers, BOCES, model schools network, Institutions of Higher Education, SCDN, etc.) with a focus on addressing school improvement in areas for which the school has been identified</p> <p>-How the District governs this school differently from other schools not in restructuring or SURR status</p> <p>-The level of resources provided to the building to support effective instruction</p> <p>-Other:</p> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>- How the District ensures the most qualified staff are placed in the highest need school(s)</li> <li>- How the District ensures that all instructional personnel are highly qualified</li> <li>- How the District provides teaching staff with the content knowledge and pedagogical skills they need to teach all children</li> <li>- What data are used to determine District and school professional development needs</li> </ul>	<p>Model Schools, Mount Saint Mary College</p> <p>No difference</p> <p>Increased Resources</p> <p>Follow regulations on certification</p> <p>Professional development based on student needs/teacher needs. Student Achievement Data.</p>	<p>District Resources</p>	<p>Direct involvement and direct supervision with visitation.</p> <p>Same</p> <p>Increased support of ELA professional development.</p> <p>Same</p>

<p align="center"><b>Critical Elements</b> Provide a clear, concise picture of how the school currently operates including:</p>	<p align="center"><b>“WHAT IS”</b> current picture of the school</p>	<p align="center"><b>EVIDENCE</b> Use data, observations, survey to support current picture</p>	<p align="center"><b>RESTRUCTURED SCHOOL</b> What this school will look like</p>
<ul style="list-style-type: none"> <li>- How the District provides high poverty/high risk schools with the additional resources (lower teacher/pupil ratio, extended instructional time, additional planning time, more teaching assistants, etc.) to ensure equity of results</li>   <li>- The extent to which ongoing professional learning is expected and supported</li> </ul>	<p>Resources to support SES, tutorial programs, increased staffing, extended time during teaching day, support for professional development after school, summer.</p> <p align="center">District has expectation that teachers will engage in professional development.</p>	<p align="center">District support for programs</p>	<p>Increased instructional support (Mount Saint Mary Consultants, College of St. Rose Consultants), PPS Administrator, ELA Coordinator, two additional teaching positions.</p>

**A Guidance Tool for Schools Planning for Restructuring  
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**BOARD OF EDUCATION ROLES AND RESPONSIBILITIES**

**NOTE: This section should be completed by the Board of Education regarding their relationship with the targeted building.**

<p style="text-align: center;"><b>Critical Elements</b> Provide a clear, concise picture of how the school currently operates including:</p>	<p style="text-align: center;"><b>“WHAT IS”</b> Current picture of the school</p>	<p style="text-align: center;"><b>EVIDENCE</b> Use data, observations, survey to support current picture</p>	<p style="text-align: center;"><b>RESTRUCTURED SCHOOL</b> What this school will look like</p>
<p><b>Organization/Structures:</b></p> <ul style="list-style-type: none"> <li>- What role Board members have in reviewing/analyzing data and determining priority needs based on data and causal analysis, and actions derived from scientifically-based research for this school</li> <li>- The extent to which the Board directs greater resources to low performing schools</li> <li>- The extent to which the Board provides priority supports for its low performing schools (e.g., first pick of newly hired teaching staff, priority access to professional development, liaison District office to expedite negotiation of red tape, etc.)</li> <li>- The extent to which the Board utilizes partnerships and public accountability to support</li> </ul>	<p><i>Final role...we are presented more with conclusions...we are receiving a presentation and reviewing rather than analyzing data. Once or twice a year, Reports are given.</i></p> <p><i>Yes...based on need and student enrollment</i></p> <p><i>No direct role in the decision process...we do authorize funding and make appointments as requested by the Supt.</i></p>	<p><i>-Discipline data</i></p> <p><i>-Review and approval of plans (i.e. CDEP,)</i></p> <p><i>-Review of school report cards</i></p> <p><i>-Supervisor presentations</i></p> <p><i>-We raise issues and concerns</i></p> <p style="padding-left: 20px;"><i>a. Report card summaries;</i></p> <p style="padding-left: 20px;"><i>b. Results of benchmark tests;</i></p> <p style="padding-left: 20px;"><i>c. correlation between benchmark tests and state tests.</i></p> <p><i>Through budget allocations based on recommendations from the Supt. ...We do not have a primary role.</i></p> <p><i>The board does not have an active role.</i></p>	<p>Two members of the Board of Education are part of the Restructuring Committee which will meet monthly. The Board Representatives will report directly to the Board of Education on the monthly progress on goals.</p> <p>Quarterly reports from the principal based on benchmark assessments and other data as to the progress of the school to the Board of Education.</p> <p>The Board of Education will review and consider requests for additional support for programs from the principals/directors during the budget process. Prior to the budget process, Central Administration will provide a report of program spending, including grant funds as well as general funds, to support schools.</p> <p>Two members of the Board of</p>

<p align="center"><b>Critical Elements</b></p> <p align="center"><b>Provide a clear, concise picture of how the school currently operates including:</b></p>	<p align="center"><b>“WHAT IS”</b></p> <p align="center"><b>Current picture of the school</b></p>	<p align="center"><b>EVIDENCE</b></p> <p align="center"><b>Use date, observations, survey to support current picture</b></p>	<p align="center"><b>RESTRUCTURED SCHOOL</b></p> <p align="center"><b>What this school will look like</b></p>
<p>improved student outcomes (e.g., CBO’s, community members, parents, media, etc.)</p> <ul style="list-style-type: none"> <li>- The extent to which the Board supervises more closely those school(s) not making adequate yearly progress</li> </ul> <p><b>Culture/Climate:</b></p> <ul style="list-style-type: none"> <li>- How the Board supports implementation of recommendations made by school or District-based collaborative planning groups</li> <li>- What processes are used to inform the Board of the needs and successes of its low-performing school(s)</li> <li>- How the Board monitors progress of the planning and implementation of school improvement activities and their results</li> <li>- To what extent is ongoing professional learning expected and supported throughout the District (for administrators, teaching personnel and the board)</li> </ul>	<p><i>Moderate use</i></p> <p><i>Same supervision is applied to all buildings...no added supervision to those not making adequate progress.</i></p> <p><i>-Funding if required.</i></p> <p><i>-Policy change if needed.</i></p> <p><i>Board presentations</i></p> <p><i>Board presentation</i></p> <p><i>Moderate to high</i></p>	<p><i>District Partnerships have been developed to support programs: Even Start Consortium Sullivan County Cares Coalition Monticello Police (SRO/DARE)Recovery Center</i></p> <p><i>-District website; District Newsletter; Comment period at BOE meetings; Public Hearings on Attendance Plan, Code of Conduct, Safety Plan</i></p> <hr/> <p><i>Consistent review of all buildings through school report cards, principal and supervisor reports.</i></p> <p><i>-Budget allocations.</i></p> <p><i>-Policy adoption.</i></p> <p><i>-Approval of recommended plans.</i></p> <p><i>-Report cards.</i></p> <p><i>-Principal and supervisor presentations.</i></p> <p><i>-Report cards.</i></p> <p><i>-Principal and supervisor presentations.</i></p> <p><i>-Professional development district wide.</i></p> <p><i>-Supt. Conference days.</i></p>	<p>Education are part of the Restructuring committee which will meet monthly. The Board Representatives will report directly to the Board of Education on the monthly progress on goals. Quarterly reports from the principal based on benchmark assessments and other data as to the progress of the school to the Board of Education.</p> <hr/> <p>See Above</p> <p>Board of Education will make periodic visits to the school to assess climate and culture by seeing, first hand, student activities in the cafeteria, hallways, and at arrival or dismissal; as well as, staff and administrator visibility.</p> <p>Principal with the Building Level Team will report to the</p>



**Action Plan to Address Root Cause 1: The lack of consistent and cohesive implementation, monitoring and review of Curriculum, Instruction, and Assessment for all students.**

Activities, Tasks or Professional Development	Schedule of Implementation			Target Population	District Person Responsible Name and title*	Indicator of Success	Resources Funding and Providers
	Date	# Hours	# Staff to Participate			How will effectiveness be measured?	
Teachers/Administrators review Best Practices and compare what exists and what should be (best practices) for Math, ELA, Special Education.	7/1 – 6/30 2005	Dept. meetings, faculty meetings, after school time, Summer Work	6 <sup>th</sup> , 7 <sup>th</sup> , & 8 <sup>th</sup> grade teachers: Math, ELA and SE teachers	Target: Improved Instruction for Math, ELA, and Special Education	Mr. Furman, Dir. Math; Mrs. Green, Coordinator of ELA; Mr. Palermo, Dir. PPS; Ms. Wood, Principal; Mr. Heins & Mrs. Daniels-Acevedo, AP	Direct Observation of Lessons/Units Incorporation of Best Practices; improved test scores for subgroups	District Funding
Consultants from Mount Saint Mary College & St. Rose for Math, ELA, and Special Education work with teachers in the classroom by addressing teaching strategies.	7/1 – 6/30 2005	Summer Work, in class, after school meeting time	6 <sup>th</sup> , 7 <sup>th</sup> , & 8 <sup>th</sup> grade teachers: Math, ELA & SE teachers	Target: Improved Instruction for Math, ELA, and Special Education	Mr. Furman, Dir. Math; Mrs. Green, Coordinator of ELA; Mr. Palermo, Dir. PPS; Ms. Wood, Principal; Mr. Heins & Mrs. Daniels-Acevedo, AP	Direct Observation of Lessons/Units Incorporation Best Practices; improved test scores for subgroups	School Improvement Grant
QuEst Annual Audit,	7/1-6/30 2005		Staff, Parents, Students	School Community	Ms. Wood, Diane Rivers QuEst, Facilitators	Audit Results	CSRSD

Activities, Tasks or Professional Development	Schedule of Implementation			Target Population	District Person Responsible Name and title*	Indicator of Success	Resources Funding and Providers
	Date	# Hours	# Staff to Participate			How will effectiveness be measured?	
Curriculum Development in ELA and Math Inclusive of Special Education; including: <ol style="list-style-type: none"> <li>1. Mapping and Aligning Activities.</li> <li>2. Developing Active Note Taking for ELA/Math Students.</li> <li>3. Standardizing Lesson Plans</li> <li>4. Aligning AIS Curriculum to Classroom Instruction.</li> <li>5. Constructing Common assessments and activities.</li> <li>6. Reading Across the Curriculum</li> <li>7. Map-it Program - QuEST</li> </ol>	7/1 – 6/30 2005	Dept. Meeting Time, After school meeting time, Summer Work	6 <sup>th</sup> , 7 <sup>th</sup> , & 8 <sup>th</sup> grade teachers: Math, ELA & SE teachers	Target: Improved Instruction for Math, ELA, and Special Education	Mr. Furman, Dir. Math; Mrs. Green, Coordinator of ELA; Mr. Palermo, Dir. PPS; Ms. Wood, Principal; Mr. Heins & Mrs. Daniels-Acevedo, AP; Mr. Grunenwald, Coordinator Science; Mr. Devine, Social Studies Coordinator; ELA & Math Integrators, Diane Rivers	Direct Observation and improved test scores for subgroups	District Funding
Analyze and Share Data from TONYSS, NYS Assessments, and school bench mark exams; creation of student portfolio for each 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> grader.	9/01-6/30 2005 (10 times)	Dept. Meeting Time, Summer, After school	6 <sup>th</sup> , 7 <sup>th</sup> , & 8 <sup>th</sup> grade teachers: Math, ELA, ELL, & SE teachers	Target: Improved Instruction for Math, ELA, and Special Education	Mr. Furman, Dir. Math; Mrs. Green, Coordinator of ELA; Mr. Palermo, Dir. PPS; Ms. Wood, Principal Mr. Heins & Mrs. Daniels-Acevedo, AP; Team Leader, BOCES Data Integrator	Improved test scores for subgroups	District

Activities, Tasks or Professional Development	Schedule of Implementation			Target Population	District Person Responsible Name and title*	Indicator of Success	Resources Funding and Providers
	Date	# Hours	# Staff to Participate			How will effectiveness be measured?	
Research the effective use of homework and develop shared philosophy in use of homework including the requirement of students to read at home; develop grade level team plan for assigning homework Map out calendar by teams that states homework and assessment dates. (year 2)	9/1-6/30 2005 – Develop Implement: 9/01/2005	Grade Level Teams – all classes	QIT Instructional Strategy Team	Target: All students	Mr. Furman, Dir. Math; Mrs. Green, Coordinator of ELA; Mr. Palermo, Dir. PPS; Ms. Wood, Principal Mr. Heins & Mrs. Daniels-Acevedo, AP	Improved Homework completion	District Funding

**Action Plan to Address Root Cause 2: The Lack of Consistent and Cohesive implementation of strategies for differentiation instruction to meet the needs of all students.**

Activities, Tasks or Professional Development	Schedule of Implementation			Target Population	District Person Responsible Name and title*	Indicator of Success	Resources Funding and Providers
	Date	# Hours	# Staff to Participate			How will effectiveness be measured?	
Linda Tilton to work with staff for full year on differentiated instruction strategies; introduction for small groups of teachers June 23	9/1-6/30 2005	Summer work for small group; Supt. Conference days: 10/12, 3/14, 6/27 plus work with individual depts. on 11/23, 12/7, 12/8	All teachers & paraprofessional. Work with administrators to insure supervision of program	All students with emphasis on ELA, Math, Special Education classes	Robert Falcone, Assist. Supt.; Deb Wood, Principal; Mr. Heins & Mrs. Daniels-Acevedo, AP; Gary Furman, Director Math, Betsie Green, Coordinator of ELA; Scott Palermo, Director PPS; Denise Shaffer, SETRC; Frank Devine, Coord. Social St.; Hal Grumenwald, Coord. Sci.	Direct observation of use in classroom	District Funding

Activities, Tasks or Professional Development	Schedule of Implementation			Target Population	District Person Responsible Name and title*	Indicator of Success	Resources Funding and Providers
	Date	# Hours	# Staff to Participate			How will effectiveness be measured?	
Distribution at the start of the school year of “Differentiation Instruction – 700 Strategies, Tips, Techniques to all staff and administration	9/04	Used during Linda Tilton workshops and as a resource	All teachers and administrators	All students with emphasis on ELA, Math, Special Education Classes	Robert Falcone, Assist. Supt.; Deb Wood, Principal; Mr. Heins & Mrs. Daniels-Acevedo, AP; Gary Furman, Director Math, Betsie Green, Coordinator of ELA; Scott Palermo, Director PPS; Denise Shaffer, SETRC; Frank Devine, Coord. Social St.; Hal Grumenwald, Coord. Sci.	Direct observation of use in classroom	District funding
Training of teachers in Differentiated Instruction	2 days in July O/U BOCES summer academy		7 teachers	Selected group of participants	Robert Falcone, Assist. Supt.; Deb Wood, Principal; Mr. Heins & Mrs. Daniels-Acevedo, AP; Gary Furman, Director Math, Betsie Green, Coordinator of ELA; Scott Palermo, Director PPS; PDP team	Direct observation of use in classroom	District funding

Activities, Tasks or Professional Development	Schedule of Implementation			Target Population	District Person Responsible Name and title*	Indicator of Success	Resources Funding and Providers
	Date	# Hours	# Staff to Participate			How will effectiveness be measured?	
Follow-up planning for succeeding years	Spring 2005		Professional Development QIT & PDP team	All teachers	Robert Falcone, Assist. Supt.; Deb Wood, Principal; Mr. Heins & Mrs. Daniels-Acevedo, AP; Gary Furman, Director Math, Betsie Green, Coordinator of ELA; Scott Palermo, Director PPS; PDP team; QITs; Frank Devine, Coord. Social St.; Hal Grumenwald, Coord. Sci.	Direct observation of use in classroom	District funding

**Action Plan To Address Root Cause 3: The Lack of Consistent and Cohesive Practices and Strategies that promote behavior which sustains a positive learning environment by faculty, administration, parents and students.**

Professional Development Activities/Tasks	Schedule of Implementation			Target Population	District Person Responsible Name and title	Indicators of Success	Resources Funding and Providers
	Date	# Hours	# Staff to participate				
Review of referrals to identify areas of concern & create plan for improvement	Summer 2004	Summer Task Force	Principal, AP's, teachers, PPS	Students who are generating 20 or more referrals	Supt/Assist, Prin.	Create Plan for working with high profile students	District
Review of referrals to identify areas which lack consistency in consequences	Summer 2004	Summer Task Force	Assistant Principals/Principal	All Students	Supt/Assist, Prin.	Creating a Rubric for Discipline to be followed	District
Review of responsibilities of building admin & time management analysis DAD – discipline at the door	Summer 2004	Summer Task Force	Assistant Principals/Principal	All Students	Supt/Assist.	More efficient use of time and effective discipline procedures that reduce referrals	District
Team strategies to develop positive plans for student behavior. Training in positive behavior supports Creation of plans for students	9/1-6/30 2005	6 Hours	Staff	Students who are generating 20 or more referrals	SETRC, Supt. Assist. Supt, Prin., APs; PPS Admin.	Creating FBA/BIP for students	District/SETRC
Analysis of efforts to promote positive behavior and evaluate effectiveness	Summer 2004	Summer Task Force	Principal, APs, Teachers, PPS	All Students	Prin./APS, Teachers	Reduction of Discipline referrals	District/SETRC

Professional Development Activities/Tasks	Schedule of Implementation			Target Population	District Person Responsible Name and title	Indicators of Success	Resources Funding and Providers
	Date	# of Hours	Participants				
Celebrate individual and collective accomplishments publicly: - chart ELA/Math etc. state progress in cafeteria for all to see	9/1-6/30/2005	-		All Students	Prin., APs, Supervisors, Teachers	Posters in Building	District
Val Mihic Training for Faculty: Conflict in the Classroom; Turnkey Training, Refresher for Faculty	Summer 2004 & School Year 2004-05	Summer and School Year	Selected Staff and Full Staff	All Students	Assist. Supt, Prin.	Reduction in Discipline Referrals	District
Training in Creating Supportive Student Centered Learning Environment	09/01-6/30/05	School year	Staff	All students	Prin., APs	Reduction in discipline referrals	Hudson Valley Student Support Services

Action Plan to Address Root Cause 4: The Lack of clear goals and strategies to develop a positive and active partnership with parents to support student achievement.

Professional Development Activities/Tasks	Schedule of Implementation			Target Population	District Person Responsible Name and title	Indicators of Success	Resources Funding and Providers
	Date	# Hours	# Staff to participate				
PTA workshops for parents and students: Time management, Literacy, Test taking strategies, Study skills	Monthly mtg. 9/1-6/30 2005		PTA Members	Parents of all Students	RJK PTA Board Deb. Wood , Principal	Parental Attendance; student achievement	PTA
Promoting and enhancing already existing successful programs: e.g. - Panthergrams - we care cards - girl's/boy's groups etc.	9/1-6/30 2005		Prin., APs, Teachers, PPS staff	All Students and parents	Principal Wood Assistant Principals Directors/Supervisors Teachers	Monitoring of use; Improved attendance, grades, and discipline	District
Meetings w/various business/community organizations for outreach to promote parent involvement: e.g. - NAACP - Church Groups - Service organizations - Informational clubs - Bus Professional Women - SETRC support group for parents	9/1-6/30 2005			All Students	Superintendent; Assistant Superintendent; Principal; SETRC, Title I Director; Board President	Parental Participation	District; Title I; Title 6B

Professional Development Activities/Tasks	Schedule of Implementation			Target Population	District Person Responsible Name and title	Indicators of Success	Resources Funding and Providers
	Date	# Hours	# Staff to participate				
Math/ELA Nights: Provide ELA/Math Packets for parents to help children at home				Parents of all students	Principal; Director Math;; Coordinators ELA, Math	Student Achievement	District
Rotate PTA meeting times/ coordinate Mtgs.	9/1-6/30 2005		PTA Members	Parents of all students	PTA Board	Parental Attendance	PTA
QuESt involvement: - Plan for Parent Pick-up of 1 <sup>st</sup> report card; - community collaboration QIT – working on plan to involve parents more - parent surveys	9/1-6/30 2005			Parents of all students	QIT Community Collaboration/Principal	Parental Attendance	District/CSRD
Provide links to website from RSSC <a href="http://www.dcboces.org/hudsonvalley">www.dcboces.org/hudsonvalley</a> and other websites for parents to obtain info on parenting, tests, etc.	9/1/2004			Parents of all students	Webmaster	Number of Parents who use links	District
Development of Parental Workshops by Staff: Helping students with homework, note taking, and test taking.	Summer 2004; implement for 2004-05		Teachers	Parents of all students	Teachers, Principal	Number of Parents who participate; student achievement.	District
Use of Technology to Improve Communication with Parents: 1. Website template for teachers to post student and parent info. 2. Grading on-line	2004-05		Teachers	Parents and Students	Director of Technology	Tracking of use of websites; surveys;	District
Parent Center at Middle School	2004-05			Parents	Supt./Assist Supt. Principal	Number of Parent Visits	SIG/VESID

**Action Plan To Address Root Cause 5: The lack of clearly defined Organizational Structure that establishes communications among the entire school community**

Professional Development Activities/Tasks	Schedule of Implementation			Target Population	District Person Responsible Name and title	Indicator of Success	Resources Funding and Providers
	Date	# Hours	# Staff to				
Superintendent to meet with Restructuring Team and with Principal, Directors, and Coordinators to monitor completion of goals.	9/01-6/1 2005 - Monthly	Scheduled to be developed prior to 9/1	Administrators/Restructuring Team	Admin. & Team	Superintendent	Meeting Notes; Review of indicators of success toward competing plan goals	Dist.
Revisit team goals & expectations focusing on student achievement. Principal and Team leaders will develop plan to insure efficient use of time including agendas for meetings, structure of parent meetings, and planning team activities.	Summer 2004	1 day	Team Leaders	All students	Principal	Improved use of time, student achievement, and staff satisfaction with time use as indicated by staff feedback and student achievement.	District

Professional Development Activities/Tasks	Schedule of Implementation			Target Population	District Person Responsible Name and title	Indicator of Success	Resources Funding and Providers
	Date	# Hours	# Staff to				
Study and evaluate existing inclusion program.	9/1 -6/30 2005			Students under the Committee	Director of PPS, Principal, Supervisors	Plan for Improvement 2005-06	District/Special Education
Develop expectations & guidelines of inclusion classes	Summer 04		Administrative Assist. To Director of PPS	Students under the Committee	Director of PPS	Improved Achievement of Inclusion students	Special Education
District leadership will develop a plan to insure visibility & help with time management for all administrators in the building	Summer 04		Principal, Assistant Principals, Supervisors	District Administrators	Superintendent, Assistant Supt.	Work Schedule Plan	District
Keep suggestion box for suggestions from faculty, support staff, PTA and parents.	2004-05			School community	Superintendent, Principal	Summary of Actions in regard to suggestions shared with all	District
Use website as source of information and feedback on restructuring efforts	2004-05			School and Community	Webmaster	Info on Website	District

Professional Development Activities/Tasks	Schedule of Implementation			Target Population	District Person Responsible Name and title	Indicator of Success	Resources Funding and Providers
	Date	# Hours	# Staff to				
Communication to the entire community. Monthly meetings of the restructuring committee (agenda, actions, minutes) will be reported to all groups by representatives.	2004-05			School Community	Restructuring Committee, Superintendent	E-mail of Agenda, Minutes, feedback. Use of email to box on website for community	District
Meeting Time for Inclusion Teams	2004-05	SchoolDay or after school		Inclusion Partners	Principal, PPS Director		District
Create schedule which allows 7/8 Math/Science teachers to provide Math AIS to their students.	2004-05			Students Requiring AIS	Director of Math, Principal	Improved Test Scores/Grades	District
Level students by test results (Levels 1 & 2) in one class on each team for math and ELA in Grade 8. This will provide AIS every other day.	2004-05			Students Requiring AIS		Improved Test Scores/Grades	Dist