



## COMPREHENSIVE EDUCATIONAL PLAN (CEP) For Upstate/Long Island Schools 2007-2009

SCHOOL NAME	R.J. Kaiser Middle School	DISTRICT NAME	Monticello Central School District
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**APPROVAL OF THIS PLAN BY THE SCHOOL SUPERINTENDENT AND BOARD OF EDUCATION IS MANDATORY. THE SIGNATURES BELOW CONFIRM APPROVAL.**

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT	Dr. Patrick Michel		
PRESIDENT, B.O.E.	Mr. Robert Stewart		
DATE APPROVED BY B.O.E. ____/____/____	DATE REC'D BY OSI ____/____/____	REVIEWED BY	

- NOTE:**
- ❖ ALL SCHOOLS THAT ARE IDENTIFIED AS SINI (YEAR 1, 2), CA, PLANNING FOR RESTRUCTURING), RESTRUCTURING, SRAP (YEAR 1, 2, 3 OR 4), OR SURR MUST COMPLETE THIS PLAN AND SUBMIT IT TO NYS ED REGIONAL SCHOOL SERVICES (RSS) OF THE OFFICE OF SCHOOL IMPROVEMENT (OSI) BY 90 DAYS AFTER THEY ARE FIRST IDENTIFIED.
  - ❖ SRAP SCHOOLS' PLANS MUST BE FILED AT THE DISTRICT OFFICE AND MAY BE REQUESTED BY SED/OSI. THE PLAN MUST BE APPROVED BY THE LOCAL SCHOOL SUPERINTENDENT AND BOARD OF EDUCATION.
  - ❖ SCHOOLS MUST REVISE THIS PLAN ANNUALLY, BASED UPON THE MOST RECENT DATA, AND SUBMIT THE REVISED PLAN TO OSI BY AUGUST 31 OF EACH YEAR.
  - ❖ THE PLAN MUST BE IMPLEMENTED BY THE BEGINNING OF THE SCHOOL YEAR DURING WHICH IT IS SUBMITTED OR, FOR NEWLY IDENTIFIED SCHOOLS, WITHIN 90 DAYS OF IDENTIFICATION.
  - ❖ DISTRICTS MAY USE ANOTHER TEMPLATE FOR THEIR PLAN, BUT MUST ENSURE THAT ALL COMPONENTS OF THIS PLAN ARE ADDRESSED.

**FOR NCLB IDENTIFIED AND SURR SCHOOLS, TWO COPIES OF THIS PLAN MUST BE SUBMITTED.**

1. SUBMIT A WRITTEN COPY WITH ORIGINAL SIGNATURES TO:  
REGIONAL SCHOOL SERVICES, NYS EDUCATION DEPARTMENT, 465 EBA, ALBANY NY 12234.
2. SUBMIT AN ELECTRONIC COPY TO [RSS@MAIL.NYSED.GOV](mailto:RSS@MAIL.NYSED.GOV).  
SCHOOL IMPROVEMENT PLANS ARE PUBLIC DOCUMENTS AND WILL BE SHARED WITH OTHER SED OFFICES, AND REGIONAL NETWORKS AND PARTNERS.

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## PURPOSE OF THE COMPREHENSIVE EDUCATIONAL PLAN

Planning for school improvement requires a systematic analysis of data/information, including a thorough analysis of student needs, existing school processes and improvement initiatives in order to determine how student achievement can be improved. The planning process allows School Leadership Teams to:

- Review longitudinal (at least the past three years) and current student data and scientifically-based research (SBR);
- Assess the effectiveness of the current instructional programs, discuss proposed modifications and/or alternatives, develop goals and objectives; and
- Create action plans that will translate into observable, effective strategies to improve student achievement.

These strategies must include effective, scientifically-based methods for the delivery of high-quality first instruction to all students, including disaggregated subgroups, as well as Academic Intervention Services (AIS) for students who score below the State-designated performance level (3) on State assessments and/or who are identified as at-risk of not achieving the State standards based on local assessments. In addition, the plan must include a system to monitor implementation, assess its impact on improved student performance and adjust initiatives to ensure success.

This plan should be a product of the collaborative analysis of all stakeholders: parents, staff, administrators and students (required for high schools, suggested for middle level). Once the CEP is approved, it must serve as a focus for implementing instructional strategies, professional development opportunities, and parent involvement activities for the current school year.

As schools progress through NCLB/SRAP status, there is a transition from a school-based plan to an expectation of much greater district regulation and, finally, to more regulation from NYSED.

- SINI/SRAP 1<sup>st</sup> and 2<sup>nd</sup> year schools must create school improvement plans, as described in this template; the district must review them and they must be approved by the superintendent and the Board of Education annually. NCLB identified schools must submit their plan to NYSED.
- SINI/SRAP 3<sup>rd</sup> and 4<sup>th</sup> year schools (Corrective Action schools) must be carefully supervised by their district in the development of their plan, and the district must, in addition, develop a *District Corrective Action Plan* (see Part 4 of this template). The plan must be reviewed by the district and approved by the superintendent and Board of Education. NCLB identified schools must submit their plan to NYSED.
- SINI/SRAP 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> year schools (Restructuring Schools) lose the right to develop their improvement plan, although the district may (and should) include them in the planning process. The district **MUST** make a **major, significant change** in each Restructuring School. In addition, the district must commit additional resources to that school and supervise implementation closely. Again, the plan must be approved by the superintendent and the Board of Education. NCLB identified schools must submit their plan to NYSED.
- SINI/SRAP 8<sup>th</sup> year schools' data and implementation will be closely reviewed by NYSED, and NYSED will work closely with the district and school to develop an *Action Plan*, to be implemented by the beginning of year 9. This plan must be submitted to NYSED for the Commissioner's approval.

Consider the following guidelines as you develop your plan:

- All school staff, as well as parents, students, and other stakeholders should have input into the development of the plan.
- Decisions must be informed by data (evidence) about student achievement and about the quality and effectiveness of your educational practices, not by hunches.
- Identify and review information about best practices and research-based approaches, and learn about similar schools that are getting good results.
- Focus on only those few high-impact priorities that will support improvement in identified areas of need.
- Align resources (staff, budget, etc.) to priorities.
- The plan is a living document; evaluate your progress regularly and adjust along the way as your experiences and the evidence justify.
- Careful implementation of strategies, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## **OVERVIEW OF STEPS TO COMPREHENSIVE EDUCATION PLANNING**

- School superintendent, building principal and administrative team meet to:
  - Ensure NCLB requirements are understood. *IF SCHOOL IS BEGINNING THE PLANNING FOR RESTRUCTURING PROCESS OR IS A RESTRUCTURING SCHOOL, CAREFULLY READ AND FOLLOW INSTRUCTIONS IN PART 5;*
  - Identify planning team;
  - Set timelines and team procedures;
  - Determine what information should be collected and analyzed;
  - Develop a communication plan to ensure district, school, parent and community involvement;
  - Review performance accountability data; and
  - Plan for Corrective Actions and/or Restructuring responsibilities, if needed.
  
- School superintendent and building principal meet with representative/s of the New York State School Support Regional Network Partners (if a network targeted school) and their RSS Liaison to identify partners and determine roles and responsibilities in developing the *Comprehensive Education Plan (CEP)*, and, where indicated, the *Corrective Actions/Restructuring* components.
  
- Planning facilitator is identified.
  
- Building Leadership Team is formed and trained in causal analysis process and team functions.
  
- Team reviews and analyzes State assessment data and identifies performance gaps and identifies school processes/structures that are problematic.
  
- Team reviews and discusses the research on systems change and school improvement.
  
- Team conducts a causal analysis based on quantitative and qualitative data (a causal analysis) that will increase student performance, build systems of support and provide a climate and culture conducive to learning, and decide which school improvement strategies will have the greatest impact on improving student achievement.
  
- Team shares findings of causal analysis with the school faculty, parent and community representatives and receives feedback on proposed improvement strategies.
  
- District and building administrators approve priorities and identify supports and resources, including Title I School Improvement funding.
  
- Action plans are developed based upon the approved priorities and identified resources. Processes for ongoing review and evaluation of the plan are included.
  
- Consultation sign off is completed (page 5).
  
- *CEP* and *Title I School Improvement Grant* are prepared and approved by the superintendent and school board of education.
  
- Plan is submitted to RSS liaison 8/31 each year the school is targeted. Restructuring 3 schools must submit their plans by July 15.

**SCHOOL LEADERSHIP TEAM MEMBERSHIP TABLE:**

There should be a single School Leadership Team (SLT) for each school and one improvement plan. If the school must also complete a VESID plan, for example, the action steps in that other plan must be incorporated into this plan. The SLT should represent all constituencies in the school community, consistent with Part 100.11 of the Commissioner’s Regulations. You may choose to include participants from outside of the school community who are regularly involved in school improvement initiatives, such as community supports and institutes of higher education. You may also invite regional school improvement partners (e.g., Regional School Support Center) and NYSED Regional School Services (RSS) Liaison to consult with you through part or all of the planning process. NCLB targeted Corrective Action, Schools Planning for Restructuring and Restructuring Schools must consult with their Regional School Support Center (RSSC) and RSS liaisons.

<b>Name</b>	<b>Position / Constituency Represented</b>	<b>Signature**</b>
Dr. Patrick Michel	Superintendent	
Ms. Kathleen Pagano-Fuller	Assistant Superintendent for Student Learning	
Deborah G. Wood	Principal	
Robert Stewart	Board of Ed. President	
Liza Glick	Board of Ed. Member	
Alyce VanEtten	Board of Ed. Member	
Theodore Kusulas	Director of ELA, Social Study, and Library Education	
Gary Furman	Director of Math, Science, and Technology	
Karen Simon	Assistant Director of Pupil Personnel Services	
Tracey Orlan	Teacher- English Monticello Teachers’ Assoc. Rep.	
MaryEllen Hurley	Teacher – Social Studies	
Rose Berson	Teacher – Special Education	
Robin LaFountain	Parent & PTA President	
Margaret Chesser	HVRSSC Liaison	
Joakim Lartey	HVSSSC Liaison	
Greg D’Ambrosio	Assistant Principal, MS	

Jason Doyle	Assistant Principal, MS	
Dr. Denise Shaffer	SETRC Liaison	
Rafael Marquez	Coordinator of English Language Learners' Program, K-12	
Kim Patterson	Principal, Rutherford Elementary School	

**\*\* Indicates participation in the development of the Comprehensive Educational Plan.**

**Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.**

**PART I: SCHOOL PROFILE**

<b>MAJOR BUILDING INITIATIVES</b>					<b>EXTRACURRICULAR ACTIVITIES</b>				
Guided Reading					Skills Recovery Program, Tutorial, Library, Homework Club, Computer				
PBIS (Positive Behavioral Intervention & Supports)					Room, Sports, Musical, Talent Show, several other clubs.				
Restructuring AIS and 6 <sup>th</sup> grade teams									
Life skills program									
Technology Instruction, Literacy Coach									
<b>MAJOR COMMUNITY /IHE PARTNERS</b>					<b>PARENT/SCHOOL SUPPORTS</b>				
Recovery Center – Life skills					EPIC (Every Person Influences Children), open house, 1 <sup>st</sup> marking period				
Community that Cares					Parents pick up report card				
BOCES					Community Collaborative Panther Team, PTA				

<b>STUDENTS</b>									
<b>Enrollment</b>					<b>Recent Immigrants*</b>				
(BEDS day)	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	(Percent of Enrollment)	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>
Kindergarten					Number/Percent				17/2%
Grade 1									
Grade 2									
Grade 3					*Students enrolled as of October. 31, 2004 who immigrated to the U.S. within the last three years.				
Grade 4					<b>Recent Immigrants' Place of Birth</b>				
Grade 5					(Percent of Enrollment)			<b>05-06</b>	<b>06-07</b>
Grade 6	291	269	276	283	Country: _____				
Grade 7	291	304	271	264	Country: _____				
Grade 8	298	299	292	263	Country: _____				
Grade 8					<b>Attendance</b>				
Grade 10					(Percent of days students attended)	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	
Grade 11					Number	93.4	92.9	92.7	92.8%
Grade 12									
Ungraded									
Total	880	872	839	810	<b>Student Stability</b>				
<b>Special Education Enrollment</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	(Percent of enrollment)	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>
Self contained* 12:1:2	35	39	36	27	Number	90%	98%	94%	94%
All others	X	X	X	X					
* These students are included in the enrollment information above.									
<b>English Language Learners (ELLs) Enrollment</b>					<b>Eligible for Free Lunch</b>				
These students are included in the General and Special Education enrollment information above					(Percent of enrollment)				
	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>		<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>
	28	38	35	40		37%	40%	31%	39%
<b>Ethnicity and Gender (current academic year)</b>					<b>Suspensions</b>				
All Students	880	872	839	810	(Number per 1,000 students*)	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>
Students with Disabilities	140	154	153	146	1-5 Days (out of school)	251	174	210	353
					6 + Days (out of school)	25	14	9	20
Black	189	204	181	190	In School Suspension	726	654	633	712
Hispanic	160	180	168	173	*Includes multiple occurrences for the same students				
Asian	9	15	13	17	Total Number of suspensions				
Native American	3	2	5	3	Male	120	125	123	110
White	519	471	472	427	Female	43	61	66	53
Limited English Proficient	28	38	35	40					
Economically Disadvantaged	41-50%	41-50%	41-50%	41-50%					

PART I: SCHOOL PROFILE – Continued

SPECIAL POPULATIONS									
SPECIAL EDUCATION					ENGLISH LANGUAGE LEARNERS				
<b>Initial Referrals to Special Education</b>					<b>Participants</b>				
(Number/Percent of school enrollment)	03-04	04-05	05-06	06-07	(Number/Percent of school enrollment)	03-04	04-05	05-06	06-07
This school	12%	14%	9%	11%	This school	28/3%	38/4%	35/4%	40/5%
<b>Special Education Enrollment</b>					<b>Students Attaining English Proficiency</b>				
(Number/Percent of school enrollment)	03-04	04-05	05-06	06-07	(Number/Percent of ELLs)		04-05	05-06	06-07
This school	140	154	153	146	This school	28/3%	38/4%	35/4%	28/3%
<b>Movement to Less Restrictive Environment</b>					<b>HIGH SCHOOLS ONLY</b>				
(Number/Percent of special education students)	03-04	04-05	05-06	06-07	<b>Profile of Entering Ninth and Tenth Graders*</b>				
This school	n/a	0	37	29		Number / Percent Grade 9	Number/Percent Grade 10		
<b>Participation in Non-Integrated Setting</b>					<b>Characteristics</b>				
(Percent of school days spent outside of general education settings)	03-04	04-05	05-06	06-07	Gender:	Male			
This school				0		Female			
					Part-time special education				
					Full-time special education				
					ELL				
					Over-age for grade				
					Percent eligible for free lunch				
					Avg. daily attendance during prior semester				
					% meeting standard in ELA				
					% meeting standard in math				
					*This information is for the students who were on register as new 9th and 10th graders on October 31, 2004 and came from another school.				

SCHOOL CHARACTERISTICS									
Number of Staff					School Expenditures (Direct Services Only)				
	03-04	04-05	05-06	06-07	Average Spending Per Student				
Teachers	80	79	81	78		03-04	04-05	05-06	06-07
Teachers teaching within certification area	77	77	78	76	This school	16,295	16,082	14,320	12,957
					Other district schools				
Teachers teaching outside of certification area	3	2	3						
Uncertified Teachers	0	0	0	0	<b>How money was spent in this school in 2005-06</b>				
Administrators and other profess.	7	7	8	8	Classroom instruction		7,849,717		75%
Educational paraprofessionals	4	5	6	5	Instructional support		1,646,441		16%
Includes all full-time and part-time staff	101	100	108	99	Supervisory support		321,207		3%
<b>Teachers</b>		<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	Other support services		244,923		2%
					Building services		389,734		4%
Percent fully licensed and permanently assigned to this school									
Percent more than two years teaching in this school									
Percent more than five years teaching anywhere									
Percent Masters Degree of higher									
Average days absent									

**PART I: SCHOOL PROFILE** – *Continued*

**Answer the following questions based on the information provided above:**

**1. Have you seen any major changes over the past three years in the information provided above? If so, please provide specific details here.**

- ◆ Decrease in white population and in total population (880 to 810 enrolled).
- ◆ Self-contained student decreased from 39 in 04-05 to 27 in 06-07.
- ◆ Increased number of LEP students from 03-04 to 06-07.
- ◆ Suspensions went down significantly, but went up in 06-07
- ◆ Two new Assistant Principals in school

**2. If there are any categories listed above that especially impact student performance, mark them with an asterisk and provide more detailed explanation here.**

- ◆ The number of special education students in self-contained settings decreased.
- ◆ We increased the number of inclusion classes in the school during 2006 – 2007.
- ◆ The performance of students with disabilities (SWD) on state assessments increased.

**3. Have there been any major events/issues in the community that have significantly impacted how this school has been able to educate students in the past three years?**

- ◆ There has been an increase in gang violence.

## PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT

### Directions for Section A:

Causal Analysis and Planning for Improvement includes three sections.

❖ **Section A** will guide you through an analysis of the quantitative and qualitative data and the *possible causes* of your school's achievement gap and potential best practices that will support school improvement. Use the RESEARCH BASED FACTORS THAT IMPACT STUDENT PERFORMANCE (Appendix 1) to guide your analysis. (This list is based on Marzano's "What Works" books; refer to the bibliography in the Appendix for additional resources.) As you work through the causal analysis. While you *must* complete at least the section(s) for which you were targeted, you may choose to build an improvement plan for both ELA and mathematics. Only high schools are accountable for the "graduation rate" section; however, middle level schools may find it useful, since they have a strong impact on graduation. You may also identify school-wide issues that are not strictly ELA, Math or Graduation Rate, (such as school safety or attendance, for example) that impact on student achievement. Use the "Other" section to analyze those factors.

As noted in the OVERVIEW, district and school administrators should determine what data the Leadership Team will analyze. In addition to State Assessment analyses, consider all the other factors already described in Part 1 of this document. Add in an evaluation of school processes and procedures, parent and student surveys, and any other information that is central to your School, such as:

- *Three-year student performance trends in ELA/NYSESLAT (aggregated and disaggregated by grade/cohort and major student subgroups; notation of differences in achievement levels of student subgroups)*
- *School performance relative to State-designated AYP (or SURR) targets*
- *Student performance in feeder schools.*
- *Specific areas of strength and weakness (including major findings of item skills analyses)*
- *Analysis of the effectiveness of curriculum and instruction*
- *Identification of causes, or contributing factors, for each significant finding*

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Your leadership team should plan to meet several times over an extended period of time to analyze data and information and to research and evaluate promising improvement strategies.

**PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT (continued)**

**SECTION A (1): INITIAL INSTRUCTION IN ENGLISH LANGUAGE ARTS**

**Analysis of Current Status of Student Achievement and Program Effectiveness**

**Directions:**

Conduct a comprehensive review and casual analysis using

- ELA student achievement data (school-wide, and disaggregated by grade and major student subgroups);
- Data collected based upon your analysis of the FACTORS worksheet in Appendix 1;
- Analysis of the effectiveness of the delivery of the ELA curriculum and instruction for English language arts based on the May 2005 New York State **ELA Core Curriculum**. Include ESL Special Education Instruction, the provision of Academic Intervention Services, and the use of technology, library media services, and professional development.

**Summary of Causal Analysis Findings:**

In the space below, *summarize* the major findings of your analysis of student achievement data and effectiveness of current educational practices.

ELA Results							
Accountability Group	2006-07 Participation		2006-07 Performance		2006-07 Standards		Made AYP in ELA in 2006-07
	Count of Students	Percent of Students	Count of Students	Performance Index	Effective AMO	Safe Harbor Target	
All Students	812	100%	777	153	118		
Students with Disabilities	146	100%	141	104	113	88	YES
American Indian/Alaskan Native	4		3				
Black	189	100%	180	141	114		YES
Hispanic	177	99%	168	137	114		YES
Asian or Pacific Islander	17		16				
White	425	100%	410	164	117		YES
Limited English Proficient	33		37	103	106	106	NO
Economically Disadvantaged	441	100%	413	139	117		YES
Final AYP Determination							NO

ELA Results							
Accountability Group	2005-06 Participation		2005-06 Performance		2005-06 Standards		Made AYP in ELA in 2006-07
	Count of Students	Percent of Students	Count of Students	Performance Index	Effective AMO	Safe Harbor Target	
All Students	825	100%	801	136	118		
Students with Disabilities	144	99%	139	75	113	76	NO
American Indian/Alaskan Native	4		3				
Black	173	100%	169	119	114		YES
Hispanic	163	100%	159	125	114		YES
Asian or Pacific Islander	14		13				
White	471	100%	456	146	117		YES
Limited English Proficient	36		34	106	105	106	NO
Economically Disadvantaged	386	100%	376	139	117		YES
Final AYP Determination							NO

### **ELA Core Instruction Findings:**

Based on the factors that impact student performance, assessment data, quarterly assessments and other ELA data, some of the findings include:

- There has been an increase in student performance moving from levels 1 and 2 to level 3.
- There has not been a significant increase of students with disabilities moving into levels 3 and 4.
- There has not been a significant increase in students moving from level 3 to level 4.
- Overall, there has been a significant performance increase in students with disabilities (2006 – Performance Index = 75, 2007 Performance Index = 98).

### **Identification of Promising Strategies**

In the space below, summarize key promising strategies that may increase student performance in your school.

### **Promising Strategies for Improvement:**

- Guided Reading Instruction (Fountas & Pinnell model)
- Looping between Grades 7 & 8
- Data Walls (of instructional reading levels)
- Special Education team in 6<sup>th</sup> grade
- Monitoring student reading level progress
- Reading Styles Inventory ®
- K-12 Curriculum for ELA
- Literacy Coach (1.0)
- All sixth grade students will receive a block of ELA instruction with guided reading embedded within this time. All students needing AIS will receive an additional period of instruction.
- All seventh and eighth grade students will receive a period of ELA and guided reading. Students needing AIS will receive guided reading everyday and the other students will receive guided reading every other day.
- Differentiated instruction techniques used in all Content areas

## **PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT (continued)**

### **SECTION A (2): LITERACY ACROSS THE CONTENT AREAS**

#### **Directions:**

Conduct a comprehensive review and casual analysis of Literacy across the Content Areas, including

- Student achievement data (school-wide, and disaggregated by grade and major student subgroups) in all major State assessments;
- Data collected based upon your analysis of the FACTORS worksheet in Appendix 1;
- Analysis of the effectiveness of the delivery of the school's current program for ensuring students receive direct instruction in text structure, problem solving strategies, organization strategies, metacognition and other major learning strategies. Include in your analysis how these are taught in ESL Special Education Instruction, the provision of Academic Intervention Services, the use of technology, library media services, and professional development.

**Summary of Causal Analysis Findings** – In the space below, *summarize* the major findings of your analysis of student achievement data and effectiveness of current educational practices.

**Literacy Across the Content Areas Findings:**

- Science scores on the state exam decreased for the Special Education and general population with a very significant decline in the Special Education scores.
- Social Studies scores on the state exam increased for both the Special Education and general education students.

**Identification of Promising Strategies:**

In the space below, summarize key promising strategies that may increase student performance in your school.

**Promising Literacy Strategies for Improvement:**

- Content Area Literacy Team (CALT)
- Guided Reading (Fountas & Pinnell model) with Social Studies teachers where students are receiving instruction in their instructional reading level based on themes in Social Studies
- Toolbox of research-based practices is being developed. This toolbox will enhance the five strategies of vocabulary, key words, anticipation guides, cues and questions and compare and contrast
- K-12 ELA Curriculum is being updated
- Literacy Coach (1.0) hired
- Integration of Marilyn Burns’s strategies for writing in the math classroom (Understand, Plan, Act, and Check)
- Dual Certification of teachers is sought (i.e., content and literacy)
- Differentiated instruction techniques is used in all Content Areas

**PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT (continued)**

**SECTION A (3): MATHEMATICS**

**Directions:**

Conduct a comprehensive review and analysis of mathematics student achievement data using:

- Student achievement data (school-wide, and disaggregated by grade and major student subgroups) in all major State assessments;
- Data collected based upon your analysis of the FACTORS worksheet in Appendix 1;
- Analysis of the effectiveness of the delivery of the school’s mathematics curriculum and instruction based on the March 2005 New York State Mathematics Curriculum Guide. Include in your analysis how these are taught in ESL Special Education Instruction, the provision of Academic Intervention Services, the use of technology, library media services, and professional development.

**Summary of Causal Analysis Findings** – In the space below, *summarize* the major findings of your analysis of student achievement data and effectiveness of current educational practices. Although the New York State math scores continue to increase in all subgroups, we identified some additional areas for growth.

Based on the Factors that Impact Student Achievement, teacher portfolios and other Math Data, the major findings from the analysis include *inconsistencies* in:

- Teacher/student self-evaluation/reflection.
- Professional Development around Best Practices, strategies, and intervention.
- Incorporation of rubrics for students to self-assess.
- Clarifying goals and standards for students.

Consistencies:

- Math performance for all students has consistently increased from 92 in 2000 to 154 in 2007
- Students with disabilities performance has consistently increased from 15 in 2000 to 86 in 2007, meeting the Math AMO for total population (based on preliminary data)

**Identification of Promising Strategies:**

In the space below, summarize key promising strategies that may increase student performance in your school.

**Promising Math Strategies for Improvement:**

- Incorporate **rubrics** as a means for students to analyze and reflect on math processes and concepts.
- Teachers will develop **course organizers** and **unit organizers** to be shared with students to provide focus on course content and standards.
- Continuing the development of the **teacher portfolio** for reflection and to drive instruction.
- Continue the **professional development** through the HVRSSC Math Initiative.

Math Results							
Accountability Group	2006-07 Participation		2006-07 Performance		2006-07 Standards		Made AYP in ELA in 2006-07
	Count of Students	Percent of Students	Count of Students	Performance Index	Effective AMO	Safe Harbor Target	
All Students	808	100%	766	155	82		
Students with Disabilities	144	100%	137	101	77		YES
American Indian/Alaskan Native	4		3				
Black	185	100%	176	138	78		YES
Hispanic	174	100%	166	141	78		YES
Asian or Pacific Islander	18		16				
White	427	100%	405	168	81		YES
Limited English Proficient	33		37	101	77		YES
Economically Disadvantaged	437	100%	407	139	81		YES
Final AYP Determination							YES

Math Results							
Accountability Group	2005-06 Participation		2005-06 Performance		2005-06 Standards		Made AYP in ELA in 2006-07
	Count of Students	Percent of Students	Count of Students	Performance Index	Effective AMO	Safe Harbor Target	
All Students	822	100%	783	143	82		
Students with Disabilities	146	99%	135	85	77		YES
American Indian/Alaskan Native	4		4				
Black	174	100%	165	124	78		YES
Hispanic	163	99%	155	129	78		YES
Asian or Pacific Islander	14		13				
White	467	100%	446	154	82		YES
Limited English Proficient	35		32	109	69		YES
Economically Disadvantaged	383	99%	364	124	80		YES
Final AYP Determination							YES

## **PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT (continued)**

### **SECTION A (4): GRADUATION RATE**

#### **Directions:**

Conduct a comprehensive review and analysis of graduation rate data using:

- Student achievement data (school-wide, and disaggregated by grade and major student subgroups) in all major State assessments;
- Data collected based upon your analysis of the FACTORS worksheet in Appendix 1;
- Analysis of the effectiveness of the delivery of the school's mathematics curriculum and instruction. Include in your analysis how these are taught in ESL Special Education Instruction, the provision of Academic Intervention Services, the use of technology, library media services, and professional development.

**Summary of Causal Analysis Findings** – In the space below, *summarize* the major findings of your analysis of student achievement data and effectiveness of current educational practices.

Graduation Rate Findings:

**\*\* Not Applicable \*\***

**Identification of Promising Strategies** In the space below, summarize key promising strategies that may increase student performance in your school.

Promising Strategies for Improvement:

**\*\* Not Applicable \*\***

**PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT(continued)**

**SECTION A (5): Other “Big Impact” Factors Impacting Student Performance**

**AREA:    **School Climate****

**Directions:**

Conduct a comprehensive review and analysis of any critical issues, other than content, that impact student performance, using:

- Student data (attendance, behavior, referrals, VESID indicators, staffing, etc.);
- Data collected based upon your analysis of the FACTORS worksheet in Appendix 1;
- Analysis of the effectiveness of the school’s current practices. Include in your analysis how these impact ESL Special Education Instruction, the provision of Academic Intervention Services, the use of technology, library media services, and professional development.

**Summary of Causal Analysis Findings:**

In the space below, *summarize* the major findings of your analysis of student achievement data and effectiveness of current educational practices.

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Total Referrals 04-05	102	340	397	356	318	467	428	514	783	429
Total Referrals 05-06	155	292	412	276	343	364	529	217	477	244
Total Referrals 06-07	163	304	403	355	327	350	416	204	625	221
Total Referrals 07-08	100	259	192	136						
Total Referrals to date 04-05	102	442	839	1195	1513	1980	2408	2922	3705	4134
Total Referrals to date 05-06	155	447	859	1135	1478	1842	2375	2592	3069	3313
Total Referrals to date 06-07	163	467	870	1225	1552	1902	2318	2522	3147	3368
Total Referrals to date 07-08	100	359	551	687						
Calls to Class 04-05	51	144	199	81	207	211	209	274	435	262
Calls to Class 05-06	78	222	339	195	278	293	343	145	355	245
Calls to Class 06-07	64	143	198	176	161	156	192	84	237	128
Calls to Class 07-08	18	84	117	78						
Total Calls to Class 04-05	51	195	394	475	682	893	1102	1376	1811	2073
Total Calls to Class 05-06	78	300	639	834	1112	1405	1748	1893	2248	2493
Total Calls to Class 06-07	64	207	405	581	742	898	1090	1174	1411	1539
Total Calls to Class 07-08	18	102	219	297						
# of Referrals Per Day 04-05	6.8	23.3	20.8	20.8	20.9	18.7	23.3	28.5	37.2	26.5
# of Referrals Per Day 05-06	8.1	17.2	21.6	18.4	20.1	16.5	26.4	21.7	21.7	14.3
# of Referrals Per Day 06-07	9	13.9	21.2	22.2	16.4	20.6	19.8	20.4	28.4	14.7
# of Referrals Per Day 07-08	6.6	11.8	11.2	10.5						

**Findings for School Climate:**

- Daily attendance rate has been consistent: 92%-93%.
- Behavioral referrals decreased by 766 students from 04–05 to 06–07.
- Fights decreased from 125 students in 05-06 to 52 students in 06-07.
- Total calls to class decreased 2,493 students in 05-06 to 1,542 students in 06-07

## **Identification of Promising Strategies:**

In the space below, summarize key promising strategies that may increase student performance in your school.

### **Promising Strategies for Improvement in *School Climate*:**

- Positive Behavioral Interventions and Supports (PBIS) initiative (K-12)
- “Positive Climate” Panther Team (staff)
- Every Person Influences Children (EPIC) program (parents/community)
- Supportive Learning Environment (SLE) initiative (HVSSR)

## **PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT(continued)**

### **SECTION B: Identify Priorities for School Year 2006- 2007**

Consider the findings and implications of your needs assessment and identify your school's educational priorities in support of improved student achievement in English language arts, Mathematics, graduation rate and/or "other" for the 2006-07 school year. These priorities, which should be focused and doable, are the "big picture" needs that have been identified as key areas for improvement and/or causal factors that must be addressed. Establishing priorities for improvement will assist your school in the identification of annual (short-term) goals, and the development of specific, measurable objectives for improving student outcomes.

Directions: List and briefly describe priorities for improvement and the rationale for selecting these particular priorities. Use more space as needed.

#### **Priorities for Improving Performance in English Language Arts**

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1. Develop the K-12 ELA curriculum - to align with the NYS Learning Standards and Performance Indicators
2. Continue the Fountas & Pinnell "Guided Reading" approach – to accelerate reading growth and improve reading comprehension
3. Embed Literacy in the Content Areas- to improve the appropriate use of reading and writing (i.e., literacy) skills and strategies using a variety of texts

#### **Priorities for Improving Performance in Mathematics**

1. Incorporate rubrics as a means for students to analyze and reflect on math processes and concepts
2. Teachers will develop course organizers and unit organizers to be shared with students to provide focus on course content and standards
3. Continue the professional development through the HVRSSC Math Initiative and the development of the teacher portfolio for reflection and to drive instruction

#### **Priorities for Improving Graduation Rate**

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1. N.A.

#### **Priorities for Improvement in Other- "Positive School Climate"**

1. Enhance the PBIS initiative- to reinforce positive behaviors in the school and create a positive climate
  2. Improve communication with all constituents - to continue to build the support of the community, improve parent involvement, and consistency with discipline
-

## PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT (*continued*)

### SECTION C: Identify Strategies for Improvement

**Strategies for Improvement** – In the space below, **identify the research-based strategies the school will implement to address each of the identified priorities for improvement.** Indicate how selected strategies reflect research on teaching and learning and high functioning schools. Emphasize strategies/activities that enhance instructional practices and build capacity of administration, teachers and other instructional staff. Strategies and/or activities must be specified for all grades or grade clusters and targeted student subgroups. Personnel and budgetary resources and constraints must be considered while selecting strategies and designing activities. Include the following:

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- *Strategies/activities for delivering a high-quality “first” instructional program that is aligned with the State ELA/ESL standards)*
  - *Program Models for Special Education Students, bilingual/ESL and other at-risk populations*
  - *Academic Intervention Services (AIS) for students that are not meeting, or are at risk for not meeting, the State standards (Required for identified students in grades K – 12)*
  - *Enrichment activities and special programs*
  - *Professional development, parent involvement activities, student support services, and the use of technology in support of instructional activities*
  - *Extended day, Saturday, and summer programs*
- 

#### ➤ **Priority: English Language Arts/Literacy**

- General Information: See information on page 16
- Strategies: See information on pages 11 and 12

#### ➤ **Priority: Mathematics**

- General Information: See information on page 16
- Strategies: See information on page 13

#### ➤ **Priority: Positive School Climate**

- General Information: See information on page 16
- Strategies: See information on page 15

## PART 3: Action Plan

### English Language Arts *(First instruction in reading, writing, and literacy strategies)*

**Directions:** Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2006-07 school year to support improvement in the Priority Area. Copy this page for additional goals, as needed. Expand the boxes to provide sufficient space to provide complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

<b>Annual Goal:</b>	<b>Improve student achievement on the NYS ELA Assessment in all subgroups by 10%</b>	This strategy relates to: (Check all that apply)  <input checked="" type="checkbox"/> Teaching and learning needs of all students <input checked="" type="checkbox"/> Needs of low-achieving students <input checked="" type="checkbox"/> Scientifically Based Research <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Internal or external Technical Assistance <input checked="" type="checkbox"/> Extended time for learning <input checked="" type="checkbox"/> Parent and community involvement <input checked="" type="checkbox"/> School's Title I Plan <input checked="" type="checkbox"/> Other <u>Needs of high-achieving students</u>
<b>Strategy :</b>	<b><i>The use of explicit instruction techniques for students to learn literacy strategies in the components of reading, writing and word study</i></b>	
<b>Objectives:</b> Please write objectives as responses to the italicized guiding questions.	<i>What school practices/programs will be improved through this strategy?</i> <b>OBJECTIVE:</b> 1. Provide professional development for inclusion strategies and examining student work.  2. Increase the number of sections using the Fountas & Pinnell "Guided Reading" approach to meet the needs of students.	
	<i>How will student learning be improved/enhanced through this strategy?</i> <b>OBJECTIVE:</b> 1. Students will be taught using differentiated instruction to meet individual needs.  2. Students will be taught through explicit instruction in reading and writing: individually, and in small groups	

<b>Activities</b> What actions will occur? What steps will staff take? (Provide sufficient detail so that the reader will understand the purpose of each strategy and how it will be implemented during the 06-07 school year.)	<b>Resources</b> What are existing resources that can be used? What new resources can be used?	<b>Timeline</b> When will this activity begin and end?	<b>Who is Responsible? Who is Involved?</b> Who will take primary responsibility? Who else needs to be involved?	<b>Monitoring Implementation</b> What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
<b>Reading in the Content Areas –</b> Teachers in all content areas and ESL will use common instructional techniques and methods to teach students such strategies as: anticipation guides, compare and contrast, vocabulary, cues and questions, graphic organizers and keyword strategies. Context clues and illustrations will also be used.	Professional development through the Literacy coach and the CALT	Spring 2007 – June 2008	Theodore P. Kusulas, Director ELA, SS, and Library Ed., Rafael Marquez, ELL Coordinator, CALT members, Literacy Coach, Deb Wood, Principal	Student work reflects the use of instructional strategies.
<b>Strength-Based Assessment Use –</b> Targeted general education students, ESL and SWD will be administered a <i>Reading Styles Inventory</i> ® (RSI) once during middle school to determine which methodologies would result in the most accelerated literacy growth. Students will be empowered to identify their strengths as a learner and should begin to advocate for themselves in classes.	Need: <i>Reading Styles Inventory</i> ™ materials and teacher training.  Title 1 funds and SIG funds	Sept. 2007 – June 2008	Directors of ELA, ELL, PPS, Literacy Coaches, Head Teacher, ELA, Spec. Ed., ESL staff, Deb Wood, Principal	Increase in student reading levels and overall student achievement.  Individual conferences with students to determine if they can articulate their personal/social preferences and learning styles and how best to meet or advocate for them.
<b>Development of a K-12 ELA and ESOL curriculum</b> to ensure that all standards and performance indicators are covered without unnecessary repetition or gaps. ESL will investigate textbook resources that correlate with NYS standard.	Heidi Hayes-Jacobs curriculum design strategies, elements of Understanding by Design of Marzano and McTighe, State standards.	Summer of 2007 – June 2008	Theodore P. Kusulas, Director ELA, SS, and Library Ed., Tracey Orlan, Head Teacher, ELA & ESL teachers and ELL Coordinator, Rafael Marquez.	Performance indicators and appropriate curriculum content is evident in teacher lesson plans, evaluations and in student work.

<p><b>Creation of student portfolios</b> containing reading levels, writing pieces, Fountas and Pinnell benchmarks, and other information necessary to help student progress in reading and writing.</p>	<p>Dept. meetings</p>	<p>Fall of 2007 – June 2008</p>	<p>Theodore P. Kusulas, Director ELA, SS, and Library Ed., ESL Supervisor, Tracey Orlan, Head Teacher, and ELA teachers, Social Studies and ESL teachers in Guided Reading classrooms</p>	<p>Monitoring of individual student reading growth and development of student portfolios.</p>
<p><b>Looping in 7<sup>th</sup> grade</b> for all four core subjects to help build relationships and more consistency for students to help raise student levels of achievement.</p>	<p>Professional Development</p>	<p>Dec. 2007 – June 2008</p>	<p>All core teachers in seventh and eighth grade, Gary Furman – Director of Math, Science and Technology, Theodore P. Kusulas – Director of ELA, SS, and Library Ed., Deb Wood, Principal</p>	<p>Student Report Cards, NYS Assessments, Benchmark Assessments.</p>
<p><b>Clustering of ELLs</b> in same team and same periods for each grade to enable both push-in and pull-out structures for in-class support as well as supplemental explicit instruction to complement content area instruction.</p>		<p>2007 – 2008</p>	<p>Deb Wood, Principal; Rafael Marquez, ELL Coordinator</p>	<p>NYSESLAT and NYS ELA scores improved</p>
<p><b>New York State writing rubric</b> will be used as an assessment tool in Guided Reading, ESL and ELA classes.</p>	<p>Panther Teams, Department Meetings</p>	<p>2007-2008</p>	<p>All ELA and ESL teachers, Theodore P. Kusulas – Director of ELA, SS, and Library Ed., Tracey Orlan, head teacher, ESL Supervisor</p>	<p>Lesson plans and observations in ELA classrooms will show effective use of rubric as an assessment tool.</p>

<p><b>Continuation of the use of the Guided Reading approach</b> for all students. ESL teachers will create mini lessons focusing on background knowledge and grammatical components for ELL students.</p>	<p>Department meetings, training for new teachers, resources to continue program</p>	<p>2007-2008</p>	<p>Theodore P. Kusulas – Director of ELA, SS, and Library Ed., Tracey Orlan, head teacher, Guided Reading teachers, all ESL teachers, Rafael Marquez, ELL Coordinator</p>	<p>Evidence of higher reading levels indicated by Fountas and Pinnell literacy assessments</p>
<p><b>Continued implementation of quarterly ELA Benchmark assessments (parallel NYS exams).</b></p>	<p>Department meetings</p>	<p>2007-2008</p>	<p>All ELA Teachers, Theodore P. Kusulas – Director of ELA, SS, and Library Ed., Tracey Orlan, head teacher, ESL teachers, Rafael Marquez, ELL Coordinator</p>	<p>Student work which reflects improvement on benchmark performance Close correlation between benchmark and NYS assessment Item analysis will be conducted to identify gaps. This analysis will be utilized to inform instruction.</p>
<p><b>Purchase materials that are parallel to the NYS ELA exams</b> (e.g., Spotlight materials) to provide ESL teachers with materials on revising, editing and writing prompts</p>	<p>SIG Grant</p>	<p>2007 – 2008</p>	<p>Rafael Marquez, ELL Coordinator, ESL teachers, Theodore Kusulas- Director of ELA, S.S. and Library Ed.</p>	<p>Student work reflects independent practice, Improvement of NYS Assessments, Benchmark Assessments</p>

### PART 3: Action Plan (*continued*)

#### Literacy Skills Across the Content Areas *(i.e., Reading, writing, and literacy strategies across the curriculum)*

**Directions:** Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2006-07 school year to support improvement in the Priority Area. Copy this page for additional goals, as needed. Expand the boxes to provide sufficient space to provide complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

<b>Annual Goal:</b>	<b>Improve student achievement on the NYS ELA Assessment in all subgroups by 10%</b>	This strategy relates to: (Check all that apply)  <input checked="" type="checkbox"/> Teaching and learning needs of all students <input checked="" type="checkbox"/> Needs of low-achieving students <input checked="" type="checkbox"/> Scientifically Based Research <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Internal or external Technical Assistance <input checked="" type="checkbox"/> Extended time for learning <input checked="" type="checkbox"/> Parent and community Involvement <input checked="" type="checkbox"/> School's Title I Plan <input type="checkbox"/> Other _____
<b>Strategy :</b>	<b><i>The use of explicit instruction techniques for students to learn reading and writing strategies across the curriculum.</i></b>	
<b>Objectives:</b>  Please write objectives as responses to the italicized guiding questions.	<i>What school practices/programs will be improved through this strategy?</i> <b>OBJECTIVE:</b>  1. Content area teachers develop vocabulary in the specific curricular area. Students will demonstrate content specific vocabulary in explaining and describing content and skills across the curriculum.	
	<i>How will student learning be improved/enhanced through this strategy?</i> <b>OBJECTIVE:</b>  1. Reading and writing are tools for learning. Common skill sets for problem solving, decision making, and habits of mind will enhance a student's ability to access information from a variety of sources, synthesize that information, evaluate the resources, and present their conclusions in the various non-fiction genres and styles of writing in the content areas.	

<b>Activities</b> What actions will occur? What steps will staff take? (Provide sufficient detail so that the reader will understand the purpose of each strategy and how it will be implemented during the 06-07 school year.)	<b>Resources</b> What are existing resources that can be used? What new resources can be used?	<b>Timeline</b> When will this activity begin and end?	<b>Who is Responsible? Who is Involved?</b> Who will take primary responsibility? Who else needs to be involved?	<b>Monitoring Implementation</b> What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
<b>Content Area Literacy Team will be formed.</b> CALT will attend HVRSSC Literacy Initiative training by Dr. Rachel Billmeyer, national literacy consultant and trainer.	Hudson Valley Regional School Support Center and Bilingual and ESL Technical Assistance Centers	Sept. 2007 - June 2008	K. Pagano-Fuller, Asst. Supt., Theodore P. Kusulas, Director ELA, SS, and Library Ed., ESL Supervisor, CALT members	Participation in training. Use of literacy techniques is evident in teacher lesson plans and student work during formal and informal observations.
<b>CALT will develop a Resource Guide</b> as a toolbox for all teachers to use in reading, writing, and thinking strategies in their daily instruction.	Hudson Valley Regional School Support Center	Dec. 2007 - June 2008	Theodore P. Kusulas, Director ELA, SS, and Library Ed., Sp. Ed. and ESL Panther Team Members	Participation in training, turnkey of staff and production of resource guide. Lesson plans of teachers will include reading and writing strategies.
<b>Professional development</b> for teaching students how to read and write strategically in every subject and grade level in order to successfully master the specific content.	Professional development, dept. meetings, RSSC	Fall 2007 - June 2008	Theodore P. Kusulas – Director of ELA, SS, and Library Ed., Literacy Coach, CALT, RSSC Consultant	Embedded staff development, model classrooms and model lessons, increased mentoring.
<b>Professional development</b> for teaching vocabulary (the key to comprehending English for ELLs) by using higher order thinking processes, pictures, and reinforcing expressive vocabulary in order to successfully master specific content.	BETAC	2007 – 2008	Rafael Marquez, ELL Coordinator, Deb Wood, Principal, ESL teachers	Improved student work; growth and advancement in student reading levels.
<b>Hire a Literacy Coach</b> specifically for the RJK Middle School to provide professional development in the areas of reading and writing in the content area and to identify students struggling with reading and writing.	Contract for Excellence funds	Sept. 2007 - June 2008	BOE and Central Administration; Director of ELA, SS, and Library Ed., Deb Wood, Principal and Tracey Orlan, Head Teacher, Christine Wylie, Literacy Coach	Improved student work; Use of literacy techniques are evident in teacher lesson plans and student work during formal and informal observations. Growth and advancement in student reading levels.

<b>Continue Guided Reading</b> with explicit instruction and support on the students' individual reading levels to address the needs of struggling ESL readers and writers and to stretch the more able students.	Department meetings, panther team	Sept. 2007 - June 2008	Theodore P. Kusulas – Director of ELA, SS, and Library Ed., Tracey Orlan, head teacher, Guided Reading teachers	Evidence of higher reading levels indicated by Fountas and Pinnell assessments.
<b>Continue Guided Reading with Social Studies</b> teachers to thematically integrate Social Studies content and ESL strategies; using leveled texts instead of traditional textbooks.	Department meetings, panther team	Fall 2007 - June 2008	Theodore P. Kusulas – Director of ELA, SS, and Library Ed., Tracey Orlan, head teacher, SS Guided Reading teachers	Evidence of higher reading levels indicated by Fountas and Pinnell assessments.  Continued improvement on the NYS 8 <sup>th</sup> grade SS assessment
<b>Examine student work and develop rubrics</b> allowing students and teachers to monitor reading and writing progress in the content areas.	Department meetings, faculty/seminar meetings	Fall of 2007-2008	Department supervisors	Student work will be developed and assessed by rubrics.
<b>“Key to Success for ESL and Spec. Ed. students” Panther Team</b> will be formed at the Middle School. Professional development of team through BETAC	Panther Team, BETAC	Fall of 2007-2008	Teachers on Panther Team, Rafael Marquez, ELL Coordinator, Deb Wood, Principal	Specific goals will be created and implemented to improve student achievement for SE and ESL students.
The “Key to Success team for S.E. and ESL students” Panther Team will <b>develop a resource guide</b> as a toolbox for all teachers to use with ESL and S.E. teaching strategies that will enable content area teachers to differentiate instruction for ESL and S.E. students.	Panther Team	Fall of 2007-2008	Teachers on Panther Team, Rafael Marquez, ELL Coordinator, Deb Wood, Principal	Benchmark assessments, NYS ELA assessment, report card grades, student work for S.E. and ESL students improved.
<b>Integrate Instructional Technology in the content areas.</b> Hire a professional staff developer to work with teachers in the middle school. A K-12 information literacy curriculum will be developed. At RJK, the “BIG 6 for Middle School” will have students access information, evaluate their sources and present findings.	District funds, C4E grant	Fall 2007- Spring 2008	Shelley Rossitto, Director of Instructional Technology, Jack Etter, Professional Developer, Deb Wood, Principal, Ted Kusulas, Director of ELA, SS and Library Education	More technology is incorporated into lesson plans, more project-based learning and students are more knowledgeable and proficient in using technology.

<p><b>Reorganization of 6<sup>th</sup> grade.</b></p> <ul style="list-style-type: none"> <li>- Add an "Academic Focus" class,</li> <li>- Create a 4-Teacher Team for lower level students,</li> <li>- Create a "Zeroes Aren't Permitted" (ZAP) program,</li> <li>- Initiate a Camp Panther for students in August</li> </ul>	<p>District Funds</p>	<p>Summer 2007- Spring 2008</p>	<p>Deb Wood, Principal, 6<sup>th</sup> grade teachers, guidance counselors, AP's</p>	<p>Report card grades, NYS assessments, Benchmark assessments, student work</p>
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## PART 3: Action Plan *(continued)*

### Mathematics

**Directions:** Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2006-07 school year to support improvement in the Priority Area. Copy this page for additional goals, as needed. Expand the boxes to provide sufficient space to provide complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

<b>Annual Goal:</b>	<b>Improve student achievement on the NYS math assessment in all subgroups by 10%</b>	This strategy relates to: (Check all that apply)  <input checked="" type="checkbox"/> Teaching and learning needs of all students <input checked="" type="checkbox"/> Needs of low-achieving students <input checked="" type="checkbox"/> Scientifically Based Research <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Internal or external Technical Assistance <input checked="" type="checkbox"/> Extended time for learning <input checked="" type="checkbox"/> Parent and community Involvement <input checked="" type="checkbox"/> School's Title I Plan <input type="checkbox"/> Other _____
<b>Strategy :</b>	<b><i>Incorporate rubrics as a means for students to analyze and reflect on math processes and concepts.</i></b>	
<b>Objectives:</b>  Please write objectives as responses to the italicized guiding questions.	<i>What school practices/programs will be improved through this strategy?</i>	
	<b>OBJECTIVE:</b>  Teachers will develop lesson plans that include specific instructional activities that incorporate the use of NYS rubrics into student learning of math concepts and procedures.	
	<i>How will student learning be improved/enhanced through this strategy?</i>	
	<b>OBJECTIVE:</b>  Student will improve their understanding of mathematics by using their mathematical understanding in the evaluation self and other student work based on rubrics.	

<b>Activities</b> What actions will occur? What steps will staff take? (Provide sufficient detail so that the reader will understand the purpose of each strategy and how it will be implemented during the 06-07 school year.)	<b>Resources</b> What are existing resources that can be used? What new resources can be used?	<b>Timeline</b> When will this activity begin and end?	<b>Who is Responsible? Who is Involved?</b> Who will take primary responsibility? Who else needs to be involved?	<b>Monitoring Implementation</b> What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
<b>Implementing Q-TiPS</b> , a common solving problem approach in all math classrooms. Being consistent in the use of a common approach will allow students to develop a better understanding of the process and be more effective answering math problems.	Posters of the process are in each classroom. Teachers have been given professional development in the use of Q-TiPS.	Began Sept 2006	Gary Furman, Director of MST; Deb Wood, principal; Math Coaches and teachers	Teachers will bring student work using Q-TiPS to math meetings. Students will have greater success answering constructed and extended response questions on state exams as proven through increasing student achievement.
Teachers will continue to receive <b>professional development</b> for instructional activities that can enhance student mathematical ability.	Materials to develop problem solving, instructional methods demonstrated to teachers	Continue Sept. 2007	Gary Furman, Director of MST; Deb Wood, principal; Math Coaches and teachers	Student work, improvement in basic facts knowledge, unit exams, and state assessments will demonstrate greater number of students passing.
Review and <b>discuss item analysis data</b> from unit assessments and state math exams	Item analysis data of student work	Continue Sept. 2007	Gary Furman, Director of MST; Math Coaches and teachers	Feedback from teachers on strengths and weakness of students. Recommendation of activities or instruction strategies to improve student understanding. Sharing of best practices. Identify gaps and inform instruction.
Review and <b>discuss student work</b> to identify procedural inconsistencies and conceptual misunderstanding	Student work	Continue Sept. 2007	Gary Furman, Director of MST; Math Coaches and teachers	Listing of specific procedural errors and concepts that teachers will need to target in their instruction to improve student math understanding.

<p><b>Math classes with instructional math labs included in students schedules.</b> The additional 40-minutes of instruction on alternating days will provide an extra semester of mathematics instruction for students to help overcome deficits and enable students to have greater mathematical knowledge.</p>	<ul style="list-style-type: none"> <li>- Curriculum maps have been developed</li> <li>- Instructional support periods for students via the math labs</li> <li>- Consideration for upper level math courses to support student learning</li> </ul> <p>Title 1 &amp; district funds</p>	<p>Continue Sept. 2007</p>	<p>Math teachers; Deb Wood, HS principal; Gary Furman, Director of MST;</p>	<p>Student work will be collected on a regular basis</p> <ul style="list-style-type: none"> <li>- Performance of unit exams and other class assessments will be examined</li> <li>- Results of NYS Math 6, 7, &amp; 8 exams will be utilized to identify gaps</li> <li>- Number of students passing as measured by 5 and 10 week progress reports</li> </ul>
<p><b>Students with disabilities math classes are taught by a certified math teacher and a special education teacher.</b> This allows instruction by the content specialist and modification of instruction by the SE teacher. The curriculum has been aligned to the NYS Math 6, 7, and 8 standards.</p>	<ul style="list-style-type: none"> <li>- Curriculum maps have been developed</li> <li>- Instructional support periods for students via the math labs</li> </ul> <p>District funds, Title 1 funds</p>	<p>Continue Sept. 2007</p>	<p>Gary Furman, Director of MST; Math teachers; special education teachers; Deb Wood, principal</p>	<p>Student work will be collected on a regular basis</p> <ul style="list-style-type: none"> <li>- Performance of unit exams and other class assessments</li> <li>- Results of NYS Math 6, 7, &amp; 8 exams</li> <li>- Number of students passing as measured by 5 and 10 week progress reports</li> </ul>
<p><b>Accelerated math course</b> for 6<sup>th</sup> grade and increase number of sections of accelerated 7<sup>th</sup> and 8<sup>th</sup> grade classes have will increase mathematics rigor for students.</p>	<p>Curriculum maps have been adjusted and materials have been developed.</p>	<p>Continue Sept. 2007</p>	<p>Gary Furman, Director of MST; Deb Wood, principal; accelerated math teachers</p>	<p>Quarterly assessments, unit exams, and student work will be evaluated on a continuous basis as well as the NYS Math 6, 7, and 8 exams and utilize to inform instruction and to make modifications to the curriculum as needed.</p>
<p><b>Math inclusion teacher pairs</b> (math teacher and special education teacher) will be given embedded professional development in content enhancement strategies.</p>	<p>Dr. Dee Berlinghoff &amp; Dr. Joan Miller, Mount Saint Mary College; Margaret Chesser, MHRSSC</p>	<p>January 2008 – June 2008</p>	<p>Gary Furman, Director of MST; Dr. Ed Escobar, Director of PPS; Deb Wood, principal;</p>	<p>Student work will be collected on a regular basis</p> <ul style="list-style-type: none"> <li>- Performance of unit exams and other class assessments</li> <li>- Results of NYS Math 6, 7, &amp; 8 exams</li> <li>- Number of students passing as measured by 5 and 10 week progress reports</li> </ul>

## PART 3: Action Plan (*continued*)

### Graduation Rate – **NOT APPLICABLE**

**Directions:** Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2006-07 school year to support improvement in the Priority Area. Copy this page for additional goals, as needed. Expand the boxes to provide sufficient space to provide complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

<b>Annual Goal:</b>					This strategy relates to: (Check all that apply) <ul style="list-style-type: none"> <li><input type="checkbox"/> Teaching and learning needs of all students</li> <li><input type="checkbox"/> Needs of low-achieving students</li> <li><input type="checkbox"/> Scientifically Based Research</li> <li><input type="checkbox"/> Professional Development</li> <li><input type="checkbox"/> Internal or external Technical Assistance</li> <li><input type="checkbox"/> Extended time for learning</li> <li><input type="checkbox"/> Parent and community Involvement</li> <li><input type="checkbox"/> School's Title I Plan</li> <li><input type="checkbox"/> Other _____</li> </ul>
<b>Strategy :</b>					
<b>Objectives:</b> Please write objectives as responses to the italicized guiding questions.	<i>What school practices/programs will be improved through this strategy?</i>				
	<b>OBJECTIVE:</b>				
	<i>How will student learning be improved/enhances through this strategy?</i>				
	<b>OBJECTIVE:</b>				
<b>Activities</b>	<b>Resources</b>	<b>Timeline</b>	<b>Who is Responsible? Who is Involved?</b>	<b>Monitoring Implementation</b>	
What actions will occur? What steps will staff take? (Provide sufficient detail so that the reader will understand the purpose of each strategy and how it will be implemented during the 06-07 school year.)	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?	

## PART 3: Action Plan (*continued*)

### Other: **Positive School Climate**

**Directions:** Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2006-07 school year to support improvement in the Priority Area. Copy this page for additional goals, as needed. Expand the boxes to provide sufficient space to provide complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

<p><b>Annual Goals:</b></p>	<p><b>1. A positive and supportive learning environment will be sustained through a 5% reduction in behavioral referrals and a 5% increase in students participating in PBIS “Activity Day.”</b></p> <p><b>2. A positive and supportive learning environment will also be sustained by a 5% increase in parent involvement and increased communication with faculty, administrators and the entire school community.</b></p>	<p>This strategy relates to: (Check all that apply)</p> <p><input checked="" type="checkbox"/> Teaching and learning needs of all students</p> <p><input checked="" type="checkbox"/> Needs of low-achieving students</p> <p><input checked="" type="checkbox"/> Scientifically Based Research</p> <p><input checked="" type="checkbox"/> Professional Development</p> <p><input checked="" type="checkbox"/> Internal or external Technical Assistance</p> <p><input checked="" type="checkbox"/> Extended time for learning</p> <p><input checked="" type="checkbox"/> Parent and community Involvement</p> <p><input checked="" type="checkbox"/> School’s Title I Plan</p> <p><input type="checkbox"/> Other _____</p>
<p><b>Strategy :</b></p>	<ul style="list-style-type: none"> <li>- <b><i>To reinforce the PBIS initiatives.</i></b></li> <li>- <b><i>To improve communication with parents, faculty, administrators and students.</i></b></li> <li>- <b><i>To enhance a supportive learning environment for student engagement and involvement.</i></b></li> </ul>	
<p><b>Objectives:</b></p>	<p><i>What school practices/programs will be improved through this strategy?</i></p>	
<p>Please write objectives as responses to the italicized guiding questions.</p>	<p><b>OBJECTIVE:</b> Improve student behavior and school climate</p> <p><i>How will student learning be improved/enhanced through this strategy?</i></p> <p><b>OBJECTIVE:</b> Less disruptions in classrooms, increased instructional time, and increased student motivation</p>	

<b>Activities</b> What actions will occur? What steps will staff take? (Provide sufficient detail so that the reader will understand the purpose of each strategy and how it will be implemented during the 06-07 school year.)	<b>Resources</b> What are existing resources that can be used? What new resources can be used?	<b>Timeline</b> When will this activity begin and end?	<b>Who is Responsible? Who is Involved?</b> Who will take primary responsibility? Who else needs to be involved?	<b>Monitoring Implementation</b> What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
<b>Maintain ongoing communications</b> with parents to increase involvement	Title 1 funds	Sept. 2007 - June 2008	Principal, AP's, teachers, guidance counselors, PTA president, EPIC liaisons, Community collaborative, Panther Team	<ul style="list-style-type: none"> <li>- Community Collaborative Panther Team</li> <li>- parent contact log</li> <li>- parent involvement data</li> <li>- parent surveys</li> <li>- parents are regular members of the school teams</li> </ul>
Work with <b>Public Relations and Communications Specialist</b> , Renata Gittler, to increase communication with parents through the internet/parent website	District funds	Sept. 2007 - June 2008	District Public Relations liaison; MS Principal, Assistant Principals, and MS Staff	Monitor and track number of hits on the website. Quarterly newsletters sent to parents.
<b>Include students in decision-making</b> through committees and student council	District funds	Sept. 2007- June 2008	Principal, AP's, OLT, Advisor for Student Council, PBIS Coaches	Students participate in PBIS committee, evaluate student surveys, student interviews, student council participation, evaluate perceptual data.
<b>Hold Monthly MS-Restructuring Committee Meetings</b> which will include members of the entire school community	None needed	Sept. 2007 - June 2008	Ms. Deb Wood, Principal, Central Office Administrators; Restructuring Committee members, HVRSSC staff	<ul style="list-style-type: none"> <li>- Agenda and minutes will be taken monthly.</li> <li>- Attendance taken at all monthly meetings to insure entire school community and regional network partners are represented.</li> </ul>
Include a <b>subcommittee of the "Positive Climate" Panther Team</b> to focus on improved behavior	None needed	Sept. 2007- June 2008	Panther Team, School Administrator	Committee will look at discipline data and report out monthly at Panther Team Meetings.

<p><b>Continue to implement PBIS initiative</b></p> <ul style="list-style-type: none"> <li>- Have a kickoff in September</li> <li>- Have an activity day each marking period for students that have not received a referral</li> <li>- An additional booster activity will be held after the winter break to reintroduce the key initiatives of PBIS</li> <li>- Daily announcements to remind students of PBIS initiatives and expectations</li> </ul>	PBIS, District funds, SSSC	Sept. 2007 - June 2008	PBIS committee, all teachers, administrators	<ul style="list-style-type: none"> <li>- PBIS surveys for students and staff are given to evaluate each activity.</li> <li>- Pre and post surveys to evaluate PBIS initiative</li> <li>- Reduction in targeted negative behaviors</li> <li>- Fewer discipline referrals</li> <li>- Increased number of students in activities day</li> </ul>
<p><b>Target students with chronic behavior</b> problems and develop a behavior improvement plan</p>	District funds	Sept. 2007 - June 2008	Principal, Assistant Principals, Guidance Counselors	<ul style="list-style-type: none"> <li>- Fewer students with 20 or more discipline referrals</li> <li>- Fewer discipline referrals</li> </ul>
<p><b>Continue to implement EPIC program</b></p>	Title I funds	Sept. 2007 - June 2008	Principal/Superintendent/EPIC Liaison	<ul style="list-style-type: none"> <li>- Monthly EPIC workshop and Open Forums – attendance taken</li> <li>- EPIC submits ongoing data to principals and superintendent to evaluate the program.</li> </ul>
<p><b>Assistant Principals will meet with guidance dept. monthly</b> to review behavior and academically at-risk students. Individual action plans will be created. This will be a level 1 response to intervention.</p>	None needed	Sept. 2007 - June 2008	A.P.s, guidance counselors, social workers, school psychologists	<ul style="list-style-type: none"> <li>- Fewer students with 20 or more discipline referrals</li> <li>- Fewer discipline referrals</li> <li>- Fewer IST referrals</li> </ul>
<p><b>HV-RSSC liaison</b> will train Principal, AP's, supervisors to conduct <b>classroom walkthroughs</b></p>	None Needed	Sept 2007 - June 2008	Principal, AP's, supervisors, HV-RSSC liaison, Ms. Margaret Chesser	<ul style="list-style-type: none"> <li>- Classroom walkthroughs are occurring on a regular basis.</li> </ul>
<p><b>HV-RSSC liaison</b> will work with Principal to create agendas and co-facilitate restructuring com. meetings</p>	RSSC	Sept. 2007 - June 2008	Principal, Liaison HV-RSSC, Ms. Margaret Chesser	<ul style="list-style-type: none"> <li>Agendas will be created at monthly meetings with Principal and RSSC liaison</li> </ul>
<p><b>Administrative coach</b> will work with Principal and A.P.'s monthly to provide resources and professional development.</p>	C4E funds	Sept. 2007 - June 2008	Principal, A.P.'s, Administrative Coach, Ms. Kirsten Ruglis	<ul style="list-style-type: none"> <li>School leadership will work collaboratively to establish an environment to improve student achievement</li> </ul>

<p><b>Supportive Learning Environment (SLE) Leadership Team is developed</b> in order to assess and explore what supportive learning environment components are taking place in the middle school.</p>	<p>NYS and HVSSSC</p>	<p>Spring 2007-June 2008</p>	<p>SLE Leadership Team, Dr. Ed Escobar, Dir. of PPS, Deb Wood, Principal</p>	<ul style="list-style-type: none"> <li>-Student participation in SLE team/attendance in training</li> <li>-Parent involvement and attendance at parent workshop</li> <li>-Results of survey of all stakeholders</li> </ul>
<p><b>Supportive Learning Environment (SLE) Student Leadership Team will create an informational video</b> to promote understanding, participation and adoption of principles in the SLE endeavors.</p>	<p>NYS and HVSSSC, Computer technology dept.</p>	<p>Spring 2007-June 2008</p>	<p>SLE Leadership Team, Dr. Ed Escobar, Dir. of PPS, Deb Wood, Principal</p>	<p>Increased membership of stakeholders</p>
<p><b>Life Skills Program will be given to all 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students</b></p>	<p>Recovery Center</p>	<p>Fall 2007-Spring 2008</p>	<p>Deb Wood, Principal, Aleda Lymon, Recovery Center, Orlando Hernandez, Recovery Center, AP's</p>	<p>Life Skills Pre and Post Survey</p>

**PART 4: DISTRICT LEVEL - CORRECTIVE ACTION**  
**(MANDATORY FOR SCHOOLS IN CORRECTIVE ACTION 1 AND 2 SCHOOLS  
AND FOR RESTRUCTURING SCHOOLS)**

All districts **MUST** analyze the reasons for the failure to meet AYP in all subgroups for each school at the Corrective Action level, and develop and implement a series of corrective actions that will ensure that the school begins to meet AYP. At this point, the school has not made AYP for five years despite implementing school improvement plans during SINI/SRAP Years 1 and 2. Federal regulations stipulate that, at the Corrective Action level, the DISTRICT must exert more control of the school and make those changes necessary to enable the school to improve. Federal regulations provide for a wide range of possible corrective actions. A district's decision must be made based upon a careful analysis of **why** the school is not improving and what **sanctions** must be applied, and those sanctions must be sufficient to solve the problem.

Possible Corrective Actions **might** include:

- Identifying and removing those staff members that are part of the school's failure to improve (consistent with existing contractual provisions).
- Closing the school and reopening it as a charter school or as a new public school.
- Hiring an outside provider to administer the school.
- X** - Implementing any other major restructuring of the school's governance that is consistent with the principles of restructuring, which might include:

**X** - Significant and increased professional development focused on best practices (for staff and administrators)

**X** - Consistent educational leadership, with administrators in classrooms on a daily basis

**X** - Restructuring how district fiscal resources are allocated to ensure that schools with high numbers of high-risk students receive additional funding to support the extraordinary needs of those students

Ensuring staff members have rapid, easy to understand access to student data

Significantly extending instructional time.

**X** - Mandating a major change in curriculum, instructional strategies, supervision, scheduling or any other major systems change

Ensuring staff members have regular time together in teams to focus on analyzing data and planning for instruction

**X** - Changing the structure of the school's scheduling

## DISTRICT LEVEL- CORRECTIVE ACTION (continued)

### (MANDATORY FOR SCHOOLS IN CORRECTIVE ACTION 1 AND 2 SCHOOLS AND FOR RESTRUCTURING SCHOOLS)

**Directions:** On the action plan template provided below, indicate the **key corrective actions** to be implemented for the 2006-07 school year to support improvement in the Priority Area. Copy this page for additional actions, as needed. Expand the boxes to provide sufficient space to provide complete responses.

<b>Corrective Action - # 1</b>	<b>Provide Leadership Development (instructional and organizational) for Middle School level administrators: Principals and Assistant Principals</b>	This strategy relates to: (Check all that apply)
<b>Evidence:</b> Specify the data that were used to determine that this action would result in significant improvement	<i>The hiring of two new Assistant Principals within the last year required more intensive support to the 3-member school administrative leadership team in order to sustain improvements made to date, while seeking additional improvements.</i>	<ul style="list-style-type: none"> <li>X - Staffing</li> <li><input type="checkbox"/> Closing/reopening school</li> <li><input type="checkbox"/> Hiring outside provider</li> <li><input type="checkbox"/> Restructuring School Governance</li> <li>X - Professional development</li> <li>X - Leadership</li> <li>X - Fiscal resources</li> <li>__ Access to student data</li> <li>__ Extending Instructional Time</li> <li>__ Mandating change in curriculum, instruction, supervision, scheduling or other major systems</li> <li>X - Mandating teams to focus on data and planning</li> <li>__ School Schedule</li> </ul>
<b>Objectives:</b> Please write objectives as responses to the italicized guiding questions.	<i>What school practices/programs will be improved through this strategy?</i>	
	<b>OBJECTIVE:</b>  Develop knowledge and skills in instructional supervision and organizational leadership.	
	<i>How will student learning be improved/enhanced through this strategy?</i>	
	<b>OBJECTIVE:</b>  As these administrators supervise teachers and teaching assistants, improvements should be observed in daily teaching practices across the school, and ultimately, improvements in student achievement across all sub-groups.	

<b>Activities</b> What actions will occur? What steps will staff take? (Provide sufficient detail so that the reader will understand the purpose of each strategy and how it will be implemented during the 07-08 school year.)	<b>Resources</b> What are existing resources that can be used? What new resources can be used?	<b>Timeline</b> When will this activity begin and end?	<b>Who is Responsible? Who is Involved?</b> Who will take primary responsibility? Who else needs to be involved?	<b>Monitoring Implementation</b> What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
<b>Hiring of a “Distinguished Educator”</b> to work with MS Administrative Team (and entire Leadership Team on occasion). - Discussions & coaching on leadership - Problem-solving - Instructional Supervision	C4E- Contract for Excellence funds	Begin: 8-07  End: 6-08	Ms. Kirsten Ruglis, Consultant; Superintendent; Asst. Superintendent for Student Learning	<ul style="list-style-type: none"> <li>▪ Review of formal Observation Reports</li> <li>▪ Quarterly data on: grades, attendance, and discipline referrals.</li> </ul>
<b>Monthly 2-hour classroom walkthroughs</b> and follow-up debriefings with Principal, an Assistant Principal, and Asst. Supt. for Student Learning. A standard area Director or Coordinator joins them on a rotating schedule.	Time	Begin: 9-07  End: 6-07	Ms. K. Pagano-Fuller, Asst. Supt. for Student Learning, coordinates the visits, Principal, Assistant Principals, Directors, and Coordinator all take part	<ul style="list-style-type: none"> <li>▪ Review of formal Observation Reports</li> </ul>
<b>Review of Supervision Documents</b> (Memos, Observation Reports, Summative Evaluation Reports) by the Assistant Supt. for Student Learning with written and verbal feedback to the Principal and Assistant Principals	Time	Begin: 9-07  End: 6-07	Ms. K. Pagano-Fuller, Asst. Supt. for Student Learning, Principal, Assistant Principals	<ul style="list-style-type: none"> <li>▪ Review of formal Supervision Reports written after feedback is received</li> </ul>
<b>Support from the HV-RSSC Staff</b> to discuss and plan the monthly MS-Restructuring Committee meetings. This is done in consultation with the Asst. Supt. for Student Learning.	Support and resources from the HV-RSSC; Time	Begin: 9-07  End: 6-07	Ms. Margaret Chesser of the HV-RSSC, and Ms. K. Pagano-Fuller, Asst. Supt. for Student Learning	<ul style="list-style-type: none"> <li>▪ Recommended agendas for meetings</li> <li>▪ Co-Facilitation skills during the meeting</li> <li>▪ Minutes generated from meeting</li> </ul>

<b>Corrective Action - # 2</b>	<b>Improve the achievement and performance of our 6-8 Middle School students in English Language Arts</b>	This strategy relates to: (Check all that apply)  <input checked="" type="checkbox"/> - Staffing <input type="checkbox"/> - Closing/reopening school <input type="checkbox"/> - Hiring outside provider <input type="checkbox"/> - Restructuring School Governance <input checked="" type="checkbox"/> - Professional development <input checked="" type="checkbox"/> - Leadership <input checked="" type="checkbox"/> - Fiscal resources <input type="checkbox"/> - Access to student data <input type="checkbox"/> - Extending Instructional Time <input type="checkbox"/> - Mandating change in curriculum, <input checked="" type="checkbox"/> - Instruction, supervision, scheduling or other major systems <input checked="" type="checkbox"/> - Mandating teams to focus on data and planning <input type="checkbox"/> - School Schedule
<b>Evidence:</b> Specify the data that were used to determine that this action would result in significant improvement	<i>Data from the 2006 NYS ELA exams</i>	
<b>Objectives:</b> Please write objectives as responses to the italicized guiding questions.	<i>What school practices/programs will be improved through this strategy?</i>	
	<b>OBJECTIVES:</b>  1. The English Language Arts instructional program for our students will be written, taught, and assessed.  2. The literacy instructional practices of both the ELA and all content area teachers will include evidence-based best practices in literacy instructional techniques.	
	<i>How will student learning be improved/enhanced through this strategy?</i>	
	<b>OBJECTIVE:</b>  As a result of improved teaching practices, the English Language Arts achievement of all students is expected to improve by increasing the number of students achieving at levels 3 and 4 and decreasing the number of students achieving at levels 1 and 2 on state assessments.	

<b>Activities</b> What actions will occur? What steps will staff take? (Provide sufficient detail so that the reader will understand the purpose of each strategy and how it will be implemented during the 07-08 school year.)	<b>Resources</b> What are existing resources that can be used? What new resources can be used?	<b>Timeline</b> When will this activity begin and end?	<b>Who is Responsible? Who is Involved?</b> Who will take primary responsibility? Who else needs to be involved?	<b>Monitoring Implementation</b> What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
<b>Hiring a new <i>Director of English Language Arts, Social Studies, and Library Education</i></b>	General Fund	Begin: 7-07  End: on-going	K. Pagano-Fuller, Asst. Supt. for Student Learning, Theodore Kusulas, Director	Approval by the BOE
<b>Leadership by the Director will include:</b> - revision of current ELA curriculum - coordinating with the revision of the ESOL curriculum - supervision of the new <i>Literacy Coach</i> & her activities in curriculum, instruction, and professional development - supervision of <i>Head Teachers</i> & their work in curriculum, instruction, and professional development - overseeing the work of the Content Area Leadership Team (CALT) in the Middle School	General Fund	Begin: 7-07  End: on-going	Theodore Kusulas, Director of English Language Arts, Social Studies, and Library Education, under the direction of Kathleen Pagano-Fuller, Asst. Supt. for Student Learning	Oral & written reports by the Director to the Asst. Supt. at monthly meetings  Oversight of professional development sessions through review and approval of workshops planned  Informal and formal observations of Professional Development sessions  Examination of student work  Test data from classroom and district assessments

<b>Hiring of a Middle School Literacy Coach</b>	Title I – School Improvement Grant	Begin: 9-07 End: on-going	K. Pagano-Fuller, Asst. Supt. for Student Learning, and Theodore Kusulas, Director of English Language Arts, Social Studies, and Library Educ.	Professional Development in Literacy Across the Content Areas will be provided to staff on a regular basis – as a faculty, department, and in small groups.
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<b>Corrective Action - # 3</b>	<b>Improve the achievement and performance of our Middle School Limited English Proficient Students (LEP)</b>		This strategy relates to: (Check all that apply) <ul style="list-style-type: none"> <li><input type="checkbox"/> Staffing</li> <li><input type="checkbox"/> Closing/reopening school</li> <li><input type="checkbox"/> Hiring outside provider</li> <li><input type="checkbox"/> Restructuring School Governance</li> <li><input checked="" type="checkbox"/> Professional development</li> <li><input checked="" type="checkbox"/> Leadership</li> <li><input checked="" type="checkbox"/> Fiscal resources</li> <li><input type="checkbox"/> Access to student data</li> <li><input type="checkbox"/> Extending Instructional Time</li> <li><input checked="" type="checkbox"/> Mandating change in curriculum,</li> <li><input checked="" type="checkbox"/> Instruction, supervision, scheduling or other major systems</li> <li><input type="checkbox"/> Mandating teams to focus on data and planning</li> <li><input type="checkbox"/> School Schedule</li> </ul>
<b>Evidence:</b> Specify the data that were used to determine that this action would result in significant improvement	<i>Data from the 2006 NYS ELA exams for the LEP subgroup.</i>		
<b>Objectives:</b> Please write objectives as responses to the italicized guiding questions.	<i>What school practices/programs will be improved through this strategy?</i>		
	<b>OBJECTIVES:</b>  1. The instructional program for our English Language Learners will be improved.  2. The instructional practices of the ESOL teachers will be improved.		
	<i>How will student learning be improved/enhanced through this strategy?</i>		
<b>OBJECTIVE:</b>  1. As a result of improved instructional practices, the achievement of ELLs is expected to improve with more students achieving at levels 3 and 4 on state exams.			

<b>Activities</b> What actions will occur? What steps will staff take? (Provide sufficient detail so that the reader will understand the purpose of each strategy and how it will be implemented during the 07-08 school year.)	<b>Resources</b> What are existing resources that can be used? What new resources can be used?	<b>Timeline</b> When will this activity begin and end?	<b>Who is Responsible? Who is Involved?</b> Who will take primary responsibility? Who else needs to be involved?	<b>Monitoring Implementation</b> What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
<b>Hiring a Coordinator</b> for our English Language Learner (ELL) Program	Title 1 monies General Fund	Begin: 11-07  End: 6-08	K. Pagano-Fuller, Asst. Supt. for Student Learning, Rafael Marquez, new ELL Coordinator,	Approval by the BOE
<b>Review and Revision of the ESOL Curriculum</b> to align it with NYS ESOL standards and the ELA standards.	Title 1 monies  General Fund	Begin: 11-07  End: 6-08	Rafael Marquez, ELL Coordinator, Mr. Ted Kusulas, Director of ELA, SS, and Library Ed., and MS Literacy Coach	Review progress by Asst. Supt. at monthly meetings with ELA Director and ELL Coordinator
<b>Targeted Professional Development</b> for the ESOL staff.	School Improvement Grant (SIG)	Begin: 12-08  End: 6-08	Rafael Marquez, ELL Coordinator, Mr. Ted Kusulas, Director of ELA, SS, and Library Ed., and MS Literacy Coach, BETAC staff	Formal observations of classroom teacher instructional planning and implementation by administrators
<b>Targeted Professional Development</b> for all teachers of ELL students across the school.	Part 154 Grant	Begin: 10-07  End: 6-08	Under the direction of Rafael Marquez, ELL Coordinator: - BETAC staff - Selected ESL Teachers - Others	Formal and informal observations of teachers whose modify their practices based on their increased knowledge and skills in the teaching of ELLs.

<b>Corrective Action - # 4</b>	<b>Support of the School's and District's Initiative of teaching <i>Literacy Across the Content Areas.</i></b>	This strategy relates to: (Check all that apply)  <input checked="" type="checkbox"/> - Staffing <input type="checkbox"/> Closing/reopening school <input type="checkbox"/> Hiring outside provider <input type="checkbox"/> Restructuring School Governance <input checked="" type="checkbox"/> - Professional development <input checked="" type="checkbox"/> - Leadership <input checked="" type="checkbox"/> - Fiscal resources <input type="checkbox"/> Access to student data <input type="checkbox"/> Extending Instructional Time <input checked="" type="checkbox"/> - Mandating change in curriculum, <input checked="" type="checkbox"/> - Instruction, supervision, scheduling or other major systems Mandating teams to focus on data and planning <input type="checkbox"/> School Schedule
<b>Evidence:</b> Specify the data that were used to determine that this action would result in significant improvement.	<i>From formal and informal classroom observations, there is a little evidence of the use of appropriate literacy instructional techniques and methodologies across all the content areas in the schools.</i>	
<b>Objectives:</b> Please write objectives as responses to the italicized guiding questions.	<i>What school practices/programs will be improved through this strategy?</i>	
	<b>OBJECTIVE:</b>  Create literacy leadership teams from staff members who will provide professional development to all teachers in the area of "literacy across the content areas."  <i>How will student learning be improved/enhanced through this strategy?</i> <b>OBJECTIVE:</b>  Observations should include the use of common language and literacy instructional techniques in use in classrooms across all the content areas in the Middle School. As a result of these improved teaching practices, the English Language Arts achievement of all students is expected to improve by increasing the number of students achieving at levels 3 and 4 and decreasing the number of students achieving at levels 1 and 2 on state assessments.	

<b>Activities</b> What actions will occur? What steps will staff take? (Provide sufficient detail so that the reader will understand the purpose of each strategy and how it will be implemented during the 07-08 school year.)	<b>Resources</b> What are existing resources that can be used? What new resources can be used?	<b>Timeline</b> When will this activity begin and end?	<b>Who is Responsible? Who is Involved?</b> Who will take primary responsibility? Who else needs to be involved?	<b>Monitoring Implementation</b> What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
<b>Content Area Literacy Team will be formed.</b> CALT will attend HVRSSC Literacy Initiative training by Dr. Rachel Billmeyer, national literacy consultant and trainer.	Hudson Valley Regional School Support Center and Bilingual and ESL Technical Assistance Centers; Faculty Mtgs. & Seminars, Dept. Meetings; District Prof. Develop. Days, Summer Work	Sept. 2007 - June 2008	K. Pagano-Fuller, Asst. Supt., Theodore P. Kusulas, Director ELA, SS, and Library Ed., ESL Supervisor, CALT members	Participation in training. Use of literacy techniques is evident in teacher lesson plans and student work during formal and informal observations.
<b>CALT will develop a Resource Guide</b> as a toolbox for all teachers to use in reading, writing, and thinking strategies in their daily instruction.	Hudson Valley Regional School Support Center; Faculty Mtgs. & Seminars, Dept. Meetings; District Prof. Develop. Days, Summer Work	Dec. 2007 - June 2008	Theodore P. Kusulas, Director ELA, SS, and Library Ed., Sp. Ed. and ESL Panther Team Members	Participation in training, turnkey of staff and production of resource guide. Lesson plans of teachers will include reading and writing strategies.
<b>Hire a Literacy Coach</b> specifically for the RJK Middle School to provide professional development in the areas of reading and writing in the content area and to identify students struggling with reading and writing.	Contract for Excellence (C4E); Faculty Mtgs. & Seminars, Dept. Meetings; District Prof. Develop. Days, Summer Work	Sept. 2007 - June 2008	BOE and Central Administration; Director of ELA, SS, and Library Ed., Deb Wood, Principal and Tracey Orlan, Head Teacher, Christine Wylie, Literacy Coach	Improved student work; Use of literacy techniques are evident in teacher lesson plans and student work during formal and informal observations. Growth and advancement in student reading levels.
<b>Integrate Instructional Technology in the content areas.</b> Hire a professional staff developer to work with teachers in the middle school.	District funds, C4E grant; Faculty Mtgs. & Seminars, Dept. Meetings; District Prof. Develop. Days, Summer Work	Fall 2007- Spring 2008	Shelley Rossitto, Director of Instructional Technology, Jack Etter, Professional Developer, Deb Wood, Principal, Ted Kusulas, Director of ELA, SS and Library Education	More technology is incorporated into lesson plans, more project-based learning and students are more knowledgeable and proficient in using technology.

## **PART 5: DISTRICT RESTRUCTURING PLAN (MANDATORY FOR ALL SCHOOLS DEVELOPING A RESTRUCTURING PLAN)**

**Note:** This section is *not* required by Monticello CSD at this time per consultation with SED representative, Dr. Carolee Wilson (11-30-07).

Schools must spend an extended time during their second year of Corrective Action/SRAP 4 developing a three year Restructuring Plan. This plan differs from previous improvement plans in several major ways.

- First, the district **MUST** 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 LEA.
- Second, the district must provide technical assistance that continues to emphasize: 1) instructional strategies based on scientific research; and 2) the importance of data analysis in decision making.
- Third, they must reallocate/supplement district resources to support the implementation of the Restructured School.
- Finally, they must make much more significant changes in the structure and operation of the school that analysis and evidence indicates will enable the school to begin making AYP.

The district must revise the Corrective Actions taken when the school reached CA level, based upon a new analysis of the school's difficulties. In addition, they must seriously consider and implement multiple serious options, selecting from those below and/or comparable actions. They must then develop a three year plan that will enable the school to make AYP and that incorporates both district and school actions.

The possible restructuring options are similar to those for corrective action.

- Identifying and removing those staff members that are part of the school's failure to improve (consistent with existing contractual provisions).
- Closing the school and reopening it as a charter school or as a new public school.
- Hiring an outside provider to administer the school.
- Implement any other major restructuring of the school's governance that is consistent with the principles of restructuring, which might include:
  - Significant and increased Professional Development focused on best practices (for staff and administrators)
  - Consistent educational leadership, with administrators in classrooms on a daily basis
  - Restructuring how district fiscal resource allocation to ensure that schools with high numbers of high-risk students receive additional funding to support the extraordinary needs of those students
  - Ensuring staff have rapid, easy to understand access to student data

- Significantly extending instructional time.
- Mandating a major change in curriculum, instructional strategies, supervision, scheduling or any other major systems change
- Ensuring staff has regular time together in teams to focus on analyzing data and planning for instruction

***NOTE: Schools that do not make two consecutive years of AYP during their three years of Restructuring will be carefully reviewed by NYSED and during the second semester of that year must develop a new Action Plan to be implemented at the beginning of Year 4 of Restructuring. The development of that plan will be closely supervised by NYSED, and must be approved by the NYSED Commissioner. Components of the plan will be based upon the specific school's profile.***

**DIRECTIONS: Answer the following questions fully, providing specific details, amounts, and actions.**

1. List the Corrective Actions that the district will use in supervising this school. For each, explain why it was chosen and how this will specifically support this school in making AYP.
2. Describe in detail how the school will be Restructured, and how this will ensure that the school is able to make their AYP.
3. Explain, in detail, how the district will govern and support this school to ensure it makes AYP.
4. Detail what additional resources (support from personnel, additional funding, etc.) the district will provide to ensure this school is able to make AYP.
5. Provide specific information on how the regional Networks and other community partners will be able to support this Restructuring.
6. Using the forms provided below, work with your school to develop a three year ***District*** Action Plan. Use the Action Plan templates in Part 3 to develop school level plans, based upon your District Action Plan. The final plans (District and School) that you submit to NYSED will be based upon a similar causal analysis and must include the templates in Part 3, in addition to the forms below. The District actions, however, must reflect a serious restructuring of the entire school and focused district supervision and support. Separate the years and indicate "Year 1," "Year 2" and "Year 3" on the Action Plan templates.

**RESTRUCTURING PLAN**

District \_\_\_\_\_  
 School \_\_\_\_\_

SCHOOL YEAR \_\_\_\_\_

Listed below are possible areas for school restructuring. (Significant school restructuring is required for identified schools to ensure increased student performance) Check off the areas to be restructured and in the chart below describe the restructuring strategy and the district's role and responsibilities to support implementation. These restructuring strategies must be included as part of the building level Action Plan.

<input type="checkbox"/> Curriculum	<input type="checkbox"/> Building Leadership/ Structures/Strategies	<input type="checkbox"/> Data Management/Analysis/ Interpretation/Use
<input type="checkbox"/> Instruction	<input type="checkbox"/> Building Organizational Structures	<input type="checkbox"/> Staffing
<input type="checkbox"/> Instructional Resources	<input type="checkbox"/> Parent Involvement	<input type="checkbox"/> Student Enrollment/ Placement
<input type="checkbox"/> Instructional Time	<input type="checkbox"/> Assessment	<input type="checkbox"/> Student Support Systems
<input type="checkbox"/> Cultural Competence	<input type="checkbox"/> Professional Development	<input type="checkbox"/> Other _____
<input type="checkbox"/> Behavior Management/ School Safety	<input type="checkbox"/> Communication	

RESTRUCTURED AREA	DESCRIPTION OF RESTRUCTURING STRATEGY	DISTRICT ROLE/ RESPONSIBILITY	COST AND FUNDING SOURCE

Provide additional space and rows as necessary.

## **APPENDICES**

**APPENDIX 1: FACTORS THAT IMPACT STUDENT PERFORMANCE**

**APPENDIX 2: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: NCLB REQUIREMENTS FOR TITLE I SCHOOLWIDE PROGRAM SCHOOLS (SWP) – (REQUIRED FOR ALL SCHOOLWIDE SCHOOLS)**

**APPENDIX 4: TITLE I SCHOOL PARENT INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT – (NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS)**

**APPENDIX 5: PROFESSIONAL DEVELOPMENT SET-ASIDE - (NCLB/SED REQUIREMENTS FOR TITLE I SCHOOLS)**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: BIBLIOGRAPHY**

## **APPENDIX 1: FACTORS THAT IMPACT STUDENT PERFORMANCE**

**Directions:** The following lists indicators of effective practice drawn from a wide range of nationally recognized researchers, many of whom are listed in the bibliography. The list is quite extensive, so you may wish to focus on those strategies that your evidence indicates is most critical for your school's improvement. You are not expected to address all items. Use the major categories (Curriculum, Instruction, etc.) to help organize your conversations, and refer to the bibliography for additional resources.

### **I. CURRICULUM**

1. There is a written district level curriculum that is aligned with NY State standards, performance indicators, and core competencies that forms the basis for all classroom instruction.
2. The local curriculum is articulated across grades/buildings to ensure that all skills and strategies are explicitly taught.
3. Teachers have developed and use integrated, interdisciplinary learning experiences based on NY State standards and performance indicators.
4. All students, including at-risk populations, are expected to meet all NY State standards.
5. The curriculum is based on New York State expectations for grade level work, and is rigorous, with little repetition from grade to grade.
6. The curriculum is designed to promote a depth of understanding of important concepts.
7. The curriculum and learning units are challenging, highly engaging, and clearly linked to the standards and strategies being taught.
8. Curriculum is cultural and language appropriate.
9. Extended school day programs focused on academic improvement are aligned with the local curriculum and there is a process in place for communication between regular classroom teachers and after school staff.

### **II. INSTRUCTION**

1. Classroom organization is flexible, including, as appropriate, whole group instruction/work (lecture, whole group activity), small group instruction/work (such as individual or paired learning, work centers in use, cooperative/collaborative learning, individual tutoring/conferencing, and direct instruction of small group).
2. Co-teaching and team teaching strategies are flexible, with all staff working together equitably.
3. Class time used effectively, with the full period used effectively for instruction, with seamless transitions and effective endings/transitions to the next class.
4. Discipline is effective, positive and focused on engaging students.
5. Lesson plans/instruction reflect Scientifically Based Research/best practices, and the culture and languages of the student populations.

## **APPENDIX 1: FACTORS THAT IMPACT STUDENT PERFORMANCE (continued)**

6. Lesson plans are based on district curriculum/ State standards.
7. Teachers work together to improve instruction.
8. There is evidence of student exemplars and reflective work.
9. Learning goals/standards are clear to students.
10. Students are actively engaged in learning.
11. There is a high level of rigor of instruction.
12. The classroom has a positive, supportive environment for student learning.
13. There is evidence of effective use of best practices in instructional strategies/focus on student learning including: direct instruction, differentiated instruction, modeling/teacher-guided practice, scaffolding, experimental/hands-on learning, lessons beginning with activating/engaging strategies, direct instruction in content-area literacy (reading/writing), evidence of high level questioning strategies, linking new content to students' prior knowledge/interests, and student use of goals/rubrics.
14. Students are taught summarizing strategies, structured note-taking, content vocabulary, reflection/self-evaluation, text structure, metacognitive strategies, research strategies, and problem solving/organizational strategies.
15. There is evidence of integration of subject areas, project-based learning, integrated technology instruction, systematic individual instruction, frequent independent reading, guided reading, small flexible group reading and independent work.
16. Teachers focus on ensuring student responsibility.
17. Rubrics/alternative assessments used by teacher to reteach.
18. Students self assess and monitoring their own work using rubrics.
19. Quality academic student work displayed with specific feedback.
20. Student performance assessments are used to provide focused interventions.

### **III. PROFESSIONAL DEVELOPMENT**

1. Is aligned with district goals to improve education.
2. Is based on a comprehensive needs assessment and guided by a coherent, long-term plan.
3. Is driven by disaggregated data and relates to improving student learning.
4. Is informed by research on teaching and learning.
5. Incorporates principles of adult learning.
6. Provides sufficient time and other resources.
7. System supports are in place that provide teachers regular opportunities to collaborate with peers in such activities as co-observation; peer review; looking at and discussing student work and assessments; shared planning time; joint lesson planning; and mentoring and coaching.
8. Is evaluated on the basis of its impact on teacher effectiveness and student learning.

## **APPENDIX 1: FACTORS THAT IMPACT STUDENT PERFORMANCE (continued)**

9. Feedback mechanisms are in place and encouraged, so that adjustments can be made on a continuous basis to professional development initiatives.
10. Engages all staff responsible for increasing student performance.
11. Enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards.
12. Staff is held accountable for implementing learned strategies in their practice.
13. There are a variety of options for professional development such as in-the-classroom mentoring and teacher study groups.
14. Professional development and mentoring support for new teachers and administrators is systemic and planned to support individual needs for growth.

## **IV. SCHOOL CLIMATE**

1. The school welcomes parents and community into the school.
2. The school encourages the involvement of parents and community in the work of the school.
3. Administrators, teachers and staff communicate openly, positively and effectively with each other and demonstrate mutual respect, support and collegiality.
4. The teacher bargaining unit is a collaborative partner in the school improvement process.
5. Administrators, teachers and staff communicate openly, positively and effectively with parents and students and demonstrate respect and support.
6. There is a collaborative and comprehensive approach to meeting the needs of students that includes all aspects of their life, including academic, social, emotional and physical.
7. Students are involved in decision making and feel their concerns are important to the administration.
8. Teachers and administration are actively engaged in and enthusiastic about ongoing school improvement.
9. A parent resource room exists within the school.
10. A staff person has been designated to strengthen home/school linkages.
11. The district/school provides adult education (GED, literacy, ESL, career, continuing education services).
12. Students are actively engaged in and enthusiastic about learning.
13. Teachers, administrators and staff have high expectations for the achievement of all students.
14. Teachers and administrators recognize/reward the academic performance of students.
15. Student suspensions and other approaches that remove students from classes are minimal.
16. Within classes, students have learned and follow classroom routines so that time is used effectively to further learning and the teacher has solid, proactive classroom management skills.

## **APPENDIX 1: FACTORS THAT IMPACT STUDENT PERFORMANCE (continued)**

### **V. STANDARDS FOR SCHOOL LEADERS**

1. The vision and mission of the school are effectively communicated to staff, parents, students, and community members.
2. The vision is developed with and among stakeholders.
3. An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
4. Assessment data related to student learning are used to develop the school vision and goals.
5. Existing resources are used in support of the school vision and goals.
6. The vision, mission, and implementation plans are regularly monitored, evaluated, and revised.
7. Professional development promotes a focus on student learning consistent with the school vision and goals.
8. Barriers to student learning are identified, clarified, and addressed.
9. Multiple opportunities to learn are available to all students.
10. Curriculum decisions are based on research, expertise of teachers, and the recommendations of policy makers
11. A variety of sources of information is used to make decisions.
12. Knowledge of learning, teaching, and student development is used to inform management decisions.
13. Time is managed to maximize attainment of organizational goals.
14. Problems are confronted and resolved in a timely manner.
15. Financial, human, and material resources are aligned to the goals of schools.
16. Stakeholders are involved in decisions affecting schools.
17. Effective group-process and consensus-building skills are used.
18. Effective communication skills are used.
19. Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
20. Opportunities for staff to develop collaborative skills are provided.
21. Leaders serve as role models.
22. Leaders demonstrate appreciation for and sensitivity to the diversity in the school community.
23. The school is open to public scrutiny.
24. There is ongoing dialogue with representatives of diverse community groups.

## **APPENDIX 1: FACTORS THAT IMPACT STUDENT PERFORMANCE (continued)**

### **VI. STUDENT SUPPORT SERVICES**

1. School maintains an accurate, accessible and active data system.
2. School staff meets to review attendance data and develop and revise strategies to improve attendance.
3. The school has developed and implemented student behavior intervention plans to reduce violent and disruptive incidents.
4. The school has an updated written discipline policy that is periodically disseminated to staff, students, and parents.
5. The school uses VADIR data in developing strategies to improve student behavior.
6. Attendance policies are appropriate and uniformly enforced.
7. School staff has regular team meetings to review and analyze effectiveness of student support services.
8. Students are receiving regular guidance, career planning, social and psychological assessment services as needed.
9. Students have opportunities to participate in academic and social enrichment activities. This could include leadership, award ceremonies, student council, student clubs and Junior/Senior Honor Society activities.
10. Students are receiving extra academic and developmental support as deemed necessary (e.g., Academic Intervention Services, character development).
11. The student support services program provides support groups for students who need additional social support (i.e., education/career counseling/violence/alcohol/drug counseling).
12. The school provides staff with professional development training on strategies to improve student support services.
13. The district has developed and implemented prevention-oriented policy, programs and services that reduce risky behaviors such as alcohol, tobacco and other drug use, bullying and violence, truancy and school violence.
14. The district has established a district-wide and/or school based student support service teams to assess the health and mental health needs of the school community. This should include an array of services that include early intervention, intervention and crisis response.
15. Support service specialists analyze existing research to identify best practices in the provision of student support services, and have designed evaluation studies to assess effectiveness of district/school programs and services.
16. There is designated student support services supervisor who manages and coordinates student support services for this district and/or school.
17. The district provides continuing education for all school professionals on collaborative models of service delivery to prepare staff to recognize students at risk for educational or social failure and how to refer students for assistance.
18. The district has developed a life skills curriculum that focuses on the students' personal/social, career and academic development. This would include service learning experiences, community volunteer work, and leadership experiences.
19. The school includes student support services staff in regular education team meetings. The student support services staff provides professional consultation and support to both school staff and parents.
20. School staff, students, and parents are aware of the district Code of Conduct and have opportunities for input into any developments.

## **APPENDIX 1: FACTORS THAT IMPACT STUDENT PERFORMANCE (continued)**

21. A bill of rights and responsibilities of students which focuses upon positive student behavior is publicized and explained to all students on an annual basis
22. The school makes referrals both in-house and to community agencies for services needed by students and families.

## **VII. ACADEMIC INTERVENTION SERVICES (AIS)**

1. AIS is made available to all students at risk of not meeting state standards, in all the core content areas, where academic deficiencies have been assessed.
2. AIS is made available to students during the school day, and may be provided after school, before school, weekends.
3. Attendance in AIS is routinely recorded. There is a consequence when students fail to attend AIS classes.
4. The school keeps an updated record of all students currently receiving AIS.
5. There are standardized criteria for referring students to AIS using multiple measures/indicators. There are established criteria for exiting AIS.
6. AIS delivery is grounded in researched-based practices.
7. AIS is targeted and individualized to match student needs.
8. Parents are notified in writing when AIS is prescribed and when students exit from services.
9. AIS-related student support services are provided to address barriers to learning such as attendance, discipline, and health.
10. When AIS is not provided by the subject area teacher, coordination is achieved between students' primary and AIS instructor.
11. The school maintains records of all students being provided AIS and monitors the progress and attendance of each student in AIS.
12. Students in AIS are assessed on a routine and periodic basis
13. The school provides timely reports to parents about their children's specific AIS needs and their progress while receiving AIS.
14. The building's AIS practices are consistent with the district's AIS description.
15. The school provides parents with strategies for providing support to their youngsters at home.

## **VII. ASSESSMENT**

1. Teachers use a wide range of assessment strategies, from state and local tests and informal classroom assessments.
2. Each student's progress is reviewed on an on-going basis to ensure students are meeting State academic standards.
3. The school regularly analyzes and uses disaggregated assessment data to support school improvement.
4. Teachers use assessment data to inform instruction.

## **APPENDIX 2: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. (Descriptions of specific AIS programs are included in the subject/area sections of this CEP.) AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 Possible components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as poor attendance and inappropriate classroom behavior.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Behavior Related	At-risk Services: Attendance Related	At-risk Services: Other
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A			
1			N/A	N/A			
2			N/A	N/A			
3			N/A	N/A			
4							
5							
6	50	30	N/A	N/A	N/A	N/A	N/A
7	109	95	N/A	N/A	N/A	N/A	N/A
8	122	110	N/A	N/A	N/A	N/A	N/A
9							
10							
11							
12							

## Appendix 2 – Part B: AIS PROGRAM DESCRIPTIONS

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Great Leaps, etc.), record-keeping and assessments used to identify students for beginning and ending services and to measure progress, method for delivery of service (e.g., small group, one-to-one, peer tutoring, etc.), size of instructional groups and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). Note: Since AIS is a mandated service, schools <b>MUST</b> ensure that students who cannot receive services outside of the school day receive adequate services during the academic day.
<b>ELA/Literacy:</b>	In <b>6<sup>th</sup> grade</b> , ELA/Literacy-AIS is offered every other day. In <b>7<sup>th</sup> and 8<sup>th</sup> grade</b> , ELA-AIS is differentiated. - Every student <i>not</i> in AIS will receive instruction in the Fountas & Pinnell model of “Guided Reading” every other day. - Those needing AIS will have guided reading <u>every</u> day. - Those with high levels of reading who still need AIS will alternate guided reading with Literacy-AIS. The <i>Compass Learning</i> software program is also used in AIS classes. A skills recovery AIS program is also available after school. There are up to 10 students in all AIS classes. Record-keeping is done on <i>AISM-Direct</i> .
<b>Mathematics:</b>	All students needing Math-AIS will have it every other day. A skills recovery AIS program is also available after school. The <i>Compass Learning</i> software program is also used in AIS classes. There are up to 10 students in all AIS classes. Record-keeping is done on <i>AISM-Direct</i> .
<b>Science:</b>	N/A
<b>Social Studies:</b>	N/A
<b>At-risk Services for Behavior-Related Issues</b>	N/A
<b>At-risk Services for Attendance-related Issues</b>	N/A

## Appendix 3: NCLB Requirements for Title I School-wide Program Schools (SWP)

*All Title I Schoolwide Program (SWP) schools must complete this appendix.*

**Directions:** Describe how the school will implement the following components of a School-wide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. **A comprehensive needs assessment** of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Identification of students: With the advent of NYS 3-8 testing in ELA and Mathematics, there is a more consistent measure being utilized to identify students in need of academic support. MCSD will continue to use the Terra Nova assessment in 2<sup>nd</sup> grade to provide assessment data to identify students for AIS in 3<sup>rd</sup> grade. Additionally, the district has developed quarterly math assessments that parallel state exams in grades 2-8. Running records and Guided Reading text levels are utilized to identify students for AIS programs offered in the district. Student and interim reports, attendance, behavior, and other issues are further means for making student decisions for AIS enrollment. These multiple measures are shared with teachers on a regular basis to make informed decisions for student placement.

### 2. **School-wide reform strategies that:**

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

#### **b) Use effective methods and instructional strategies that are based on scientifically-based research that:**

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

#### ◆ Reform Strategies

- Provide opportunities for all students to meet state standards
- Balanced Literacy program
- Curriculum aligned to the NYS Standards
- Academic Intervention Programs
- Special Education Inclusion Programs
- Social Workers and Psychologists
- English Language Learner (ELL) Programs
- Accelerated math opportunities for students beginning in fifth grade
- Honors classes for ELA, Science, and Social Studies
- Academic Intervention Services (AIS) at various levels of intensity and duration

#### ◆ Scientifically Based Instructional Strategies

- Reading Recovery®
- Literacy programs that include: writing, phonics, phonemic awareness, fluency, vocabulary and comprehension strategies
- Math program aligned to revised NYS Content and Process Standards
- Integration of ELA and social studies
- Extended learning opportunities
- ELL programs connected to NYS ELA Standards
- Pre-Kindergarten Programs
- ◆ Summer Learning Academy includes grades pre-kindergarten -8 which provides a 4-week summer reading and math program
- ◆ Balanced literacy and math programs are aligned with the NYS Standards and are the foundation of the academic programs offered to our students. Learner objectives by grade level for both ELA and Math have been developed and are being utilized by teachers at all grade levels.
- ◆ Amount and quality of learning time: as stated above, there are after-school and summer programs available to our students. The AIS program is push-in which allows for greater individualize instruction, reinforcement of skills, and increased instructional time.
- ◆ Underserved populations: data are disaggregated based on ethnicity as well as economically disadvantaged and informative instructional decisions to meet the needs of students are made based on the data.
- ◆ Strategies to address the needs of low performing students:
  - Differentiated instructional techniques
  - Tasks that parallel state exam format and questions
  - Teachers trained in multi-sensory instructional approaches

- Balanced Literacy
  - Technical literacy in mathematics
  - Incorporation of technology into instruction such as Smart-Boards
  - Direct and small group instruction
  - Extended day/Extended year
- ◆ All school-wide programs are consistent with and included in our CDEP Plan
    - Strategies for all students – high expectations, direct instruction, and professional development all contribute to providing more quality opportunities for our students’ academic programs.
    - Counseling, pupil services, and mentoring services are available for our students. Our referral program is effective and is utilized to identify students for early interventions.
    - College and career awareness is offered to all middle school students.
    - Vocational and technical programs are offered to all students in the middle school.

### 3. **Instruction by highly qualified staff.**

Monticello School District makes every effort to hire highly qualified teachers. For each content area at the secondary level, teachers with the appropriate certification are hired. Reading certified teachers are hired for our AIS Literacy support programs as well as in the regular classroom when possible. For any staff members who are not highly qualified, the district provides appropriate professional development that will allow these people to become highly qualified.

### 4. **High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School-wide Program to meet the State’s student academic standards.**

Professional development is provided for teachers pertaining to instructional delivery, differentiated instruction, integration of technology, reading, phonics instruction, and curriculum alignment/revisions. Teachers will receive continuous and intensive professional development in the implementation of Smart-boards, DANAs, laptop computers, and Scholastic Keys to enhance instruction. The collaboration of these programs for instructional delivery will enhance student learning and understanding. Rutherford Elementary teachers are given continuous professional development in a balance literacy approach. In addition, three teachers have participated in the Math Initiative for technical literacy in mathematics. Teachers will receive professional development training for AISM-Direct which will improve the monitoring of students receiving AIS and communication with parents, helping to improve student performance. The Monticello CSD continuously seeks and provides professional development opportunities that will support teacher development to provide highly effective instruction to increase student learning.

## **APPENDIX 4: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

*NCLB requirement for all Title I schools*

### **Part A: School Parental Involvement Policy**

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

### **Monticello Central School District R. J. Kaiser Middle School Title 1 Program Parental Involvement Policy**

The MONTICELLO CENTRAL SCHOOL DISTRICT is committed to involving parents in the District-Wide Compensatory Program at every level from Kindergarten through High School. In order to ensure that this occurs the following policies have been instituted:

1. The District will convene an annual meeting, at which all parents of participating children will be invited. The purpose of this meeting will be to explain the goals and activities of the program.
2. At that meeting, parents will be invited to participate in the design of the program and be asked for any suggestions they might have to improve the program.
3. Parents will be provided with regular reports of their children's progress through the use of comment sheets, along with school and Title 1 report cards.
4. The District will provide information about the program on an annual basis.
5. The District will inform parents of the parental involvement requirements on an annual basis.
6. The District will provide reasonable support for parental involvement activities and will provide activities designed to train parents to work with their children in the home.
7. Whenever possible, the District will provide parents information about programs and activities in a language which they understand.
8. The District will encourage teachers to build partnerships between home and school.
9. The District will request parents to assess the effectiveness of the parental involvement activities on an annual basis.

*Adopted by the School Board on 6/22/00*

## **Part B: School-Parent Compact**

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

*Please see next page for School-Parent Compact*

## **SCHOOL- PARENT COMPACT**

### **Robert J. Kaiser Middle School**

#### **Schools/Teachers will:**

Provide a positive and healthy learning environment at school.

Hold high expectations for all students.

Early in the year, tell parents what their children need to know and learn.

Give information on time about school meetings and events.

Communicate with families on a consistent basis.

Review this compact during parent-teacher conferences.

Provide activities for parents to do with their children at home.

Provide parents with book lists for home.

Use a variety of teaching methods to help students learn.

Offer a flexible number of parent meetings.

Develop programs and activities that will respond to the social, emotional, personal, and physical developmental needs of each student.

Help children in developing self-discipline, self-respect, and self-confidence in order to participate in school as responsible members.

#### **Parent/Guardian Family will:**

Provide a positive and healthy learning environment at home.

Be in touch regularly with children's teachers to find out how he/she is doing.

Talk with children about school.

Do home learning activities with children.

Visit the Public Library with their children as often as possible.

When possible attend plays, storytelling events, and other community cultural activities with children.

Visit the school once a month whenever possible.

Listen to grade 3-5 children read for 15-30 minutes a day.

Send children to school each day on time, well rested and prepared with all necessary materials.

Provide cooperation and support on discipline.

Check children's work and homework regularly.

Monitor homework, TV time, and after school free time.

#### **Students will:**

Have a positive attitude for learning each day; strive to do his/her best.

Come to school on time, ready to learn.

Know what teachers expect him/her to do each day.

Ask questions when he/she doesn't understand.

Talk to parents about school.

Visit the Public Library as often as possible.

Discuss with parents how much and what to watch on TV.

Read with family members 15-30 minutes a day.

Understand and follow the school discipline code.

When possible attend plays, concerts and community cultural events with their family.

Respect parents, teachers, fellow students, and property.

## **APPENDIX 5: PROFESSIONAL DEVELOPMENT SET-ASIDE FOR ALL NCLB/SED SCHOOLS IDENTIFIED FOR SCHOOL IMPROVEMENT**

### **For Title I Schools that Have Been Identified for School Improvement**

1. *As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.*

*(a) Provide the following information:*

**2006-07 anticipated Title I allocation (From the district Consolidated Application Supplement) = \$18,578; 10% of Title I allocation = \$185,783.**

*(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.*

The RJK Middle School will use the allocated funds to provide professional development for teachers in the areas of ELA and mathematics. The Literacy Coach will attend training in the balanced literacy framework and literacy leadership skills, then turn key and utilize them at the R. J. Kaiser Middle School. The Literacy Coach provides embedded professional development for staff on a daily basis. The Math Coaches will attend workshops and conferences given by the Mid-Hudson Regional School Support Center, the Association of Mathematics Teachers of New York State, and the Ten County Mathematics Teachers Association. Their valuable learning will be shared with teachers at the monthly mathematics meetings. Finally, teachers will be provided the opportunity to analyze and revise curricula during summer work teams which allows them to collaboratively plan and share best practices. These summer work teams are lead by either the Principal, Literacy Coach, Director of ELA, Social Studies, and Library Education, or Director of Mathematics, Science, and Technology.

3. *Describe the **teacher-mentoring program** that will be incorporated as part of the school's strategy for providing high-quality professional development.*

***Please see next page for District's Mentor-Teacher Program.***

## Monticello Central School District

### MENTORING PROGRAM DESCRIPTION

#### ➤ **Statement of Purpose and Intended Outcomes for the Mentoring Program**

The Mentor Program provides a means to ease the new teacher's entry into the system and to recognize the expertise of the faculty. Mentoring leads to increased professional competence, increased student achievement, and interactions with colleagues that promote a more productive school environment. Being much more than an orientation program, the Mentor Program is designed to do the following:

1. Help beginning teachers transition from preparation to practice;
2. Provide guidance and support;
3. Develop and improve instructional and classroom management skills in order to improve student achievement;
4. Help transmit the culture of the school and district;
5. Increase the retention rate for good beginning teachers.

The program will be required of all newly certificated teachers employed in the Monticello Central School District for the 2004-05 school year and beyond in accordance with state legislation. For all other teachers new to the district, the program will be considered based on perceived need, willingness and interest of the person to participate, and availability of mentors.

#### ➤ **The Role of the Mentor**

The mentor's role will be to guide and support his/her first year teacher. The role of the mentor "*shall not be construed as limiting or supplanting the authority of school administrators or supervisors to supervise or evaluate the performance of the first year teachers.*" Information obtained by a mentor through interaction with a first year teacher *shall not* be made available to supervisors or used in the evaluation or disciplining of such first year teacher unless:

1. withholding such information poses a danger to life, health, or safety of an individual;
2. such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character.

#### ➤ **The Formal Procedure for Mentor Selection**

Consideration to serve as a mentor will be based on the following characteristics:

1. being a veteran teacher, preferably with five years of experience in Monticello CSD;
2. being a good listener and open communicator;
3. understanding the confidential relationship between mentor/first year teacher;
4. having a sense of humor;
5. having knowledge of grade level and/or subject matter;
6. having the ability to help the new teacher with effective teaching strategies;
7. willingness to offer constructive feedback to new teacher; and
8. having the ability to allow the first year teacher to develop his/her own effective teaching style.

#### ➤ **The Process of selecting mentors will be:**

1. The position will be part of the extra pay schedule for teachers and be posted;
2. Teachers will make application when the mentor position is posted to their building principal or department head (coordinator or director).
3. The principal and department head will make recommendations, after discussion with the Teachers' Association representatives, to the superintendent.
4. The superintendent will make the final determination.

#### ➤ **Assignment and reassignment of mentor/first year teacher pairs:**

The goal is to establish collegial partnerships. Every attempt will be made to create successful partnerships. Key factors in assigning mentors will include grade level and content area, physical proximity, and teaching style. Occasionally the mentoring relationship will not work for one or both of the members. Such concerns should be addressed to the principal or supervisor who will work to resolve the issues.

#### ➤ **District Support for the Program:**

Created: 8-1-07

Revised: 2-8-08

Principals and department heads will be responsible to supervise the mentor and the first year teachers involved in the program. The Assistant Superintendent will meet with principals and supervisors to assess the program in each building. The district will provide the following support to the program:

1. select teachers for mentors who will be effective and committed mentors;
2. allow the mentor/first year teacher relationship to be confidential within the parameters of the program;
3. provide time for mentors and first year teachers to confer; include a beginning of the year social event for all new teachers, mentors, administrators and MTA Executive Board.
4. require that the principal and/or supervisors meet with the mentor and first year teacher pairs as a group at least once every two months.(first time within the first two weeks of school);
5. Provide a Mentor/First Year Teacher Handbook;
6. Provide professional development activities to meet new teachers' needs including initial orientation;
7. solicit feedback from all parties involved: mentors, first year teachers, principals/supervisors/directors, Monticello Teachers' Association, Monticello Administrators' and Supervisors' Association and the Professional Development Team.

➤ **Preparation of and Responsibilities of Mentors:**

Mentors will receive training in the summer to prepare them for their work with first year teachers.

Topics will include but are not limited to:

- Setting goals for the mentor/first year teacher relationship;
- Providing guidance to first year teachers;
- Helping first year teachers with lesson planning;
- Tips for first year teachers in working with parents;
- Helping first year teachers with classroom management issues;
- Helping first year teachers with assessment of students;
- Helping first year teachers deal with daily problems;
- Reviewing issues to report to an administrator.

➤ **Mentor Responsibilities:**

- Meet with first year teacher prior to opening of school;
- Meet with first year teacher at least once a week;
- Attend in-service for mentors;
- Maintain a log of activities with mentor;
- Arrange for new teacher to observe other teachers as well as his/her own class;
- Share strategies and knowledge about teaching process;
- Orient new teacher to school and community;
- Provide additional support as needed.

➤ **First Year Teacher Responsibilities and Activities:**

- Attend a summer program;
- Spend orientation time with their mentors in the summer;
- Receive guidance and information on district and school policies from their mentor;
- Meet weekly with their mentors during the school year during or after school;
- Visit their mentor's classroom and other teachers' classrooms as arranged by mentors through the building principal;
- Attend conferences, as necessary, to develop specific skills.

➤ **Evaluation and Follow-up of the Program:**

The district will solicit feedback from mentors and the first year teachers in the form of survey and interview. The district will confer with the Monticello Teachers' Association and Monticello Administrators' and Supervisors' Association to receive input on strengths and areas of improvement for the program. The Professional Development Team will review the program once a year and suggest revisions based on the information gleaned from new teachers and their mentors.

4. *Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.*

**Letter sent home to each parent in September. (See Letter next page)**



# Monticello Central School District

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Dr. Patrick Michel, Superintendent  
Mr. Robert Stewart, President - Board of Education

Dr. Patrick Michel, Superintendent  
PMichel@k13mcsd.net

*Building Excellence Through Trust* →

September 1, 2007

Dear Parents:

The No Child Left Behind Act (NCLB) of 2001 requires all schools to ensure that their students must reach proficiency on New York State assessments. Each school is required to make what is called “adequate yearly progress” (AYP) each year so that all students meet these standards. Each school is classified for the purpose of accountability based on its performance. For example, a school *meeting* the required level of achievement would be given the rating called School in Good Standing. The State Education Department has changed the testing system and we do not have the information to say if the middle school is in good standing or not. To be on the safe side, and to comply with state mandates, we will assume the status quo until we hear otherwise. For the 2006-2007 school year, the Robert J. Kaiser Middle School has been identified as a School in Need of Restructuring.

The Robert J. Kaiser Middle School has been identified as a School in Need of Restructuring because in the past it has failed to meet the required performance for its students in English Language Arts as measured by the grade eight assessment. Schools are measured on the achievement of all of its students taking the exam and all subgroups tested. A student *subgroup* is a particular part of the population. These include ethnic/racial groups, economic status, students who are under the Committee on Special Education, or students who have limited English proficiency.

We cannot tell you if the school has met the state targets but we are hopeful that we have. The chart below shows the steady gains made by students at the school on testing and the scores for the previous years.

Year	Number Tested	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4	School Performance Index	State Required Performance
<b>2005-2006</b>	279	13	46	37	4	136	118
2004-2005	294	9	45	38	8	137	116
2003-2004	301	11	52	27	10	126	107
2002-2003	302	13	49	34	4	126	107

In the past, although we made the requirements for the entire grade, we did not reach the performance required for each subgroup.

If the school has continued this progress we will be taken off the list for restructuring and be a school in good standing.

For the past two years we have implemented a plan designed to address student performance and ensure that all students are successful. We have used a Restructuring Committee to oversee the school’s efforts to improve. It includes the following people: the Superintendent of Schools, the Assistant Superintendent of Schools, the President of the Board of Education, a parent, two teachers, four administrators, representatives of Hudson Valley School Support Center, and a representative of the State Education Department. The committee has met monthly to review progress and evaluate activities to improve student performance. The

Board of Education has received reports on a regular basis on the restructuring and reviews the progress of the school.

To implement restructuring, we have reviewed and improved the school in these ways:

- Improved **reading instruction** for all students. Our focused program has improved student learning and student test scores.
- Improved **parent involvement** in the school and communication with parents. The use of our Parent Center continues and the number of activities involving parents has increased.
- Increased **supports for students** including Summer School and After-School programs.
- Increased the **supervision** of the Middle School programs by the Superintendent and the Assistant Superintendent.

As we work to improve the school, parents should be aware of certain rights they have under the NCLB law. These include:

1. If you are a parent of an eligible student who attends the Robert J. Kaiser Middle School, you may ask about Supplemental Educational Services (SES) that may be available for your child. Supplemental Educational Services are extra academic services provided to eligible Title 1 students outside of the regular school day.
2. If you are a parent of a student who attends the Robert J. Kaiser Middle School, you may ask about School Choice options to transfer your child to another public school served by the district. (Since students in Monticello Central School District are served by one middle school, there is no option to transfer students.)

If you have any questions about restructuring, you may direct your questions to the Principal, Ms. Deborah Wood, at 794-3058. If you have questions about services available to students, you may direct your questions to the Principal or to Mr. Carl J. Solomon, Program Evaluator at 794-7700, ext. 74117. If you have a problem that has not been resolved after working with them, you may contact me at 794-7700.

I know that all of us are committed to improving the academic achievement of all students at the Robert J. Kaiser Middle School. We are focusing all of our efforts on this goal.

Sincerely,

Dr. Patrick Michel  
Superintendent of Schools

**APPENDIX 6: FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) – REVIEW TEAM RECOMMENDATIONS**

**SURR Area(s) of Identification:** \_\_\_\_\_

**Year of Identification:** \_\_\_\_\_ **Group/Phase:** \_\_\_\_\_

**Directions:** On the chart below, indicate the categorized recommendations for improvement resulting from all external review and monitoring visits since the school was first identified as a SURR. Include the most recent visits and the recommendations made for all that apply: SED Registration Review Report; region/district-initiated review or Special Education Quality Assurance Review. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

**SURR Allocation Narrative (School Allocation Memorandum #21)** – Supplementary resources have been provided for Schools Under Registration Review (SURR) to support improved student achievement in the area(s) of SURR identification.

***Provide a brief description of the program/strategies/activities you will be funding with your SURR Allocation, and how your proposed expenditures will support improved student achievement in the area(s) of SURR identification. (Note: Activities funded with this allocation must be congruent with corrective actions/ and improvement strategies indicated in Part A of this appendix.)***

1. Program Benchmarks: List 2-5 performance indicators for student achievement.
2. Budget Narrative: On the chart below, indicate what you will buy with the funds and how you will use what you budget to support implementation of the activities described above in Question #1. *(Examples: Teacher per session: 5 teachers per week for 20 weeks for 3 hours per week to offer after-school intervention services; 0.5 teacher trainer to work support teachers implementing extended school day for targeted students; Professional development with [provider name] to provide 15 hours of training in identifying specific student needs; Travel expenses for staff to participate in professional development activities; Reimbursement of travel expenses for parents attending parent involvement activities.)*

<b>Total SURR Allocation</b> (Refer to SAM #21):		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
<b>TOTAL</b> (Must equal your total allocation)		

## APPENDIX 7: BIBLIOGRAPHY

There are numerous highly respected resources that districts and schools can use as they analyze reasons for schools' difficulties and search for the best solutions for their particular schools. The following lists introduce you to some of the best.

- ❖ Annenberg Institute for School Reform – Provides a focus on urban education, with a strong research base and excellent templates for district level analyses. <http://www.ascd.org>
- ❖ ASCD (Association for Supervision and Curriculum Development) - Nearly everyone in education knows “Educational Leadership” magazine, published by ASCD. Fewer people know the depth and breadth of their support for scientifically based research: books, videos, study groups, research. Check out their website for cutting edge information. <http://www.ascd.org>
- ❖ Bernhardt, Victoria – has written several excellent books on planning for school improvement. If you need a guide to data analysis, her website is a good starting point. <http://eff.csuchico.edu/home/>
- ❖ Good Schools and Classrooms for Children Learning English is a recent publication of The Intercultural Development Research Association (IDRA). The site provides a list of 25 characteristics to schools that have shown ability to produce positive results for students who are learning English as a second language. <http://www.idra.org/Research/indicat.htm#indicators>
- ❖ Marzano, Robert. You will find several resources by Marzano at ASCD, but his website will provide additional information on his “What Works in Schools” series. Marzano’s work focuses directly on what research indicates is most effective in improving education. <http://www.marzanoandassociates.com/html/resources.htm>
- ❖ MiddleWeb Interested in education for “middle” kids (grade 4 – 8)? This website provides everything from chat rooms for ELA teachers to supports for administrators. <http://www.middleweb.com/>
- ❖ MiddleWeb’s Mathematics Resources - Here is an excellent site for a wide range of resources, from ‘Creating a Supportive Math Classroom’ through “Bringing Math to Life.” <http://www.middleweb.com/CurrMath.html>
- ❖ North Central Regional Educational Laboratory Website (NCREL). There is an excellent section titled "Pathways to School Improvement" as well as many other resources, including issues in professional development and mentoring, assessment tool kits, early childhood, school-to-work, science, etc. Check out Strategic Teaching and Learning Project (STRP), an excellent approach to professional development for reading and writing <http://www.ncrel.org> (Also look for links to other regional labs.)
- ❖ Project 2061: Improving Science, Mathematics, and Technology Education Look for the project “Improving Mathematics Learning,” which is studying best practice in improving middle level mathematics education, criteria for reviewing math textbooks and materials, and Project 2061’s online newsletter. <http://www.project2061.org/>

- ❖ TERC Science and Mathematics Learning TERC is the Northeast's link to the Eisenhower (Title II) National Center. As such, it provides a wide range of resources, from how to include parents in their youngsters' learning through research on working with special education students and mathematics education. TERC is the Northeast's link to the Eisenhower (Title II) National Center. As such, it provides a wide range of resources, from how to include parents in their youngsters' learning through research on working with special education students and mathematics education. ( <http://www.terc.edu/>)
- ❖ The Center for Research on Education, Diversity, and Excellence (CREDE) website has great links to reports of research on language learning and academic achievement. (<http://www.crede.org/research/llaa/llaa.html> )
- ❖ The Education Commission of the States website page on Closing the Achievement Gap (<http://www.ecs.org/html/IssueSection.asp?issueid=194&s=Selected+Research+%26+Readings> ) provides many links to resources, including articles from the journal *The Progress of Education Reform*, research summaries, a section on what states are doing, and links to other websites. The site also includes a PDF document on Hispanic Achievement at <http://epaa.asu.edu/epaa/v12n64/>
- ❖ The National Clearing House for Language Acquisition is the federal Department of Education website for second language acquisition resources. The site points to resources about legislation and regulation, parent/family resources, teacher quality, assessment and accountability, and "what works" (a summary of related research which will eventually house a searchable data base, but currently contains a number of links). (<http://www.ncela.gwu.edu>)
- ❖ "West Ed" The Western Educational Lab: Like NCREL, a regional educational laboratory sponsored by the USDOE, with the best in educational research in many areas. Check out their literacy supports, including their Reading Apprentice program. <http://www.wested.org/>