

Mission Statement

The mission of the Monticello Central School District is to nurture and enrich the lives of all of its members by providing them with the opportunities, skills and knowledge to become contributing and responsible citizens. We will create and maintain a learning environment that prepares students for a changing, diverse, global society. This will be accomplished through a close partnership with family and community members with an uncompromising commitment to

COMPREHENSIVE **D**ISTRICT **E**ducational **P**LAN **P**ROFESSIONAL **D**EVELOPMENT **P**LAN



2009 - 2010

**Monticello Central School
District**

excellence. The District will provide a network of support to ensure successful outcomes for every student.

Motto

**Pursuing Excellence
through Body, Mind,
and Spirit**

Monticello, New York 12701

Monticello Central School District

COMPREHENSIVE DISTRICT EDUCATIONAL & PROFESSIONAL DEVELOPMENT PLAN (CDEP-PD)

2009-2010 SCHOOL YEAR

CONTACT NAME	<i>Ms. Kathleen Pagano-Fuller, Assistant Superintendent for Student Learning</i>
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APPROVAL OF THIS CDEP BY THE SCHOOL SUPERINTENDENT AND BOARD OF EDUCATION IS REQUIRED. THE SIGNATURES BELOW CONFIRM APPROVAL.

BOE Approved: _____

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT	<i>Dr. Patrick Michel</i>		
PRESIDENT, B.O.E.	<i>Mr. Robert Stewart</i>		
DATE PRESENTED TO B.O.E. 6 / 4 / 09		DATE APPROVED BY B.O.E. 6 / 18 / 09	

DISTRICT CDEP-PD TEAM MEMBERS: 2008-2009

Name	Position / Constituency Represented	Signature**
Bausenwein, Deb	Teacher – Special Education RJK Middle School	
Berger, Dan	High School Science Teacher; Monticello Teachers’ Association Representative	
Buffa Kunis, Judy	Teacher – Speech/Language Pathologist Chase & KL Rutherford Elementary Schools	
Chesser, Margaret	Education Coordinator, Hudson Valley RSSC	
Escobar, Ph.D., Edward	Director of Pupil Personnel Services	
Furman, Gary	Director of Math, Science, & Technology	
Gottlieb, Susan	Principal, Chase Elementary School	
Holmes, Linda	IB/PYP Coordinator, Chase Elementary School; Parent of a student with an I. E. P.	

Jessup, Jen	Teacher – Grade 3 KL Rutherford Elementary School	
Kavleski, Petrina	Teacher – Grade 3 KL Rutherford Elementary School	
Koch, Jen	Teacher – AIS/Reading & Math Duggan Elementary School	
Knowlton, Michelle	Teacher – Grade 7 RJK Middle School	
Kusulas, Ted	Director of ELA, Social Studies, & Library Education & MASA Representative	
Levinson, Wendy	Teacher – Business & Family & Consumer Science Head Teacher, High School	
Nicoletti, Liz	Teacher – Grade 2 Duggan Elementary School	

DISTRICT CDEP-PD TEAM MEMBERS: 2008 - 2009

(continued)

Name	Position / Constituency Represented	Signature **
Pagano-Fuller, Kathleen	Assistant Superintendent for Student Learning; CDEP-PD Team Co-Facilitator	
Perkins, Barbara	Coordinator of ELL Program, K-12 Assistant Principal, Cooke Elementary School	
Potts, Tim	Teacher – Grade 6 RJK Middle School	
Romano, Roe	Teacher – Grade 1 Cooke Elementary School	
Rossitto, Shelley	Executive Director, Instructional Technology & Professional Development	
Ruglis, Kirsten	District C4E Consultant & Distinguished Educator CDEP-PD Team Co-Facilitator	
Shaffer, Denise	Director of SETRC SC-BOCES	

Solomon, Carl J.	Program Evaluator District-wide	
Wood, Deb	Principal RJK Middle School	
Wylie, Christine	Literacy Coach RJK Middle School	

**** Indicates participation in the development of the Comprehensive District Education –Professional Development Plan**

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

Acknowledgements

In addition to the CDEP-PD Team,
we would like to acknowledge and thank the following staff and
parents
who contributed to the development of the
***Comprehensive District Education and Professional Development
Plan***
during the 2008 - 2009 school year:

Shari Biro, PPS Coordinator
Sherri Blais, MS Math Head Teacher
Judy Buffa Kunis, Speech/Language Pathologist
Doreen Cappello, HS Math Head Teacher
Scott Dorn, Counselor
Tanya England, Counselor
Debbie Galley Eiken, Literacy Coach
Jackie Harris, Literacy Coach
Dara Kaplan, Literacy Coach
AnnMarie Kurthy, Literacy Coach
Robin LaFountain, Parent
Rosemarie Romano, Math Liaison
Karen Simon, Asst. Director of PPS

Ryan Speer, MS Math Teacher
Jennifer Unverzagt, Teacher

Introduction

School districts in New York State engage in a type of strategic or comprehensive planning. This is increasingly more important with the new higher **learning standards** and **graduation requirements**. Planning is critical if students are to meet or exceed these standards. This planning is a collaborative process, the outcome from which is a comprehensive document that provides direction for continuous improvement for the District and schools. While the initial process will develop a document, it is important to remember that the District is committing to an on-going, collaborative process for continually evaluating the plan's progress in meeting our stated goals. The plan is not an end in and of itself. Instead, it is a living document that informs all school decisions that focus on student achievement, including professional development initiatives. The multi-step planning process involves: evaluating key indicators of student success, analyzing data, identifying root causes for areas of need, setting specific improvement goals, creating strategies and interventions for improvement, developing an action plan, and monitoring and evaluating progress in each of the areas. The Comprehensive District Educational Plan (CDEP) is the overarching framework which focuses school district time, energy and resources to improve student achievement for all of its students.

During the District's process to develop meaningful comprehensive planning, we have learned:

- ✦ Comprehensive planning is an effective way of doing business.
- ✦ Comprehensive planning is hard work.
- ✦ Leadership commitment is critical to meaningful, comprehensive planning.
- ✦ Comprehensive planning provides: (1) a process to improve student achievement and (2) the tool to change school culture.
- ✦ The comprehensive planning process is a continuous improvement process, not a one-time product, and should be monitored regularly.
- ✦ Comprehensive planning is a systematic way to examine data and use it to drive decision-making and to establish priorities.
- ✦ Using data correctly is a powerful planning tool.
- ✦ Planning focuses District resources on student learning.
- ✦ Comprehensive planning makes districts more effective.
- ✦ Planning increases collaboration and coordination.
- ✦ Utilizing an outside facilitator for guidance through the plan development process can be very helpful.

Currently school districts must develop and implement many separate education plans to comply with State and Federal statutes. A comprehensive planning process will integrate some of the plans districts previously produced to create one plan focused on improving student achievement. The process uses a school improvement team that is representative of the District to engage the public in a discussion focused on results and moves the District towards aligning all funding streams and other resources toward the resolution of specific needs as identified by the data and root cause analysis. **Beginning in the 2008-2009 school year, we combined the "Professional Development Team" and the CDEP**

team to ensure the alignment of the processes and outcomes. This decision was based on the commendations of the State Education Dept. for our 2007-2008 CDEP process and the need to update our “Professional Development Plan.”

For long-term growth in student achievement, it is important that the Board of Education, Superintendent, and entire school community support comprehensive planning and remain committed to systemic change in the District by embracing data-driven decision-making and a continuous improvement model that provides for ongoing review, evaluation, and revision of the CDEP-PD Plan.

CDEP- PD PLAN - ADDENDUM OF DISTRICT PLANS

X	Academic Intervention Services (AIS)
X	Annual Professional Performance Review (APPR)
X	NYSED required District/School Improvement Plans: CEP, Restructuring
X	Mentoring Program Plan
X	Shared Decision-Making Plan (100.11)
X	Special Education: Quality Improvement Plan (QIP)
X	Contract for Excellence (C4E)
X	Special Education Focused Review Process of the SED: Quality Improvement Plan
X	Guidance
X	Technology

BOE Approved: _____

PLANNING FACILITATION

The district used a facilitator: **Yes** **No**

If Yes: Name: **Ms. Kirsten Ruglis**

Title: ***C4E Distinguished Educator***

Organization Name: KMR Administrative Consultants, LTD

Phone Number: (845) 338-2018

Organization Address: 39 Twin Ponds Drive, Kingston, NY 12401

COMMUNICATION

Communications Process for the CDEP-PD Team:

The CDEP-PD Team has met on a regular basis to review the current CDEP plan and develop the new one. We have utilized a formal agenda process which outlined the following: Topic, Purpose and Goals, Timeframe and Process, and Facilitator(s). Each meeting was immediately followed up (within 48 hours) with Action Steps/Summary Notes specifying the following: Topic, Action Item, by Whom, Timeline, and Notes. Additional time was spent this past year in discussing the “Data Infrastructure” components of each stakeholder. [From here, the staff will work with the Superintendent and the BOE to develop a “Data DashBoard” for the BOE to use on a regular basis throughout the school year to monitor progress on the district’s progress toward meeting its established goals.](#)

Communication Process to Inform All Constituencies in the Community:

To accomplish our tasks and involve more stakeholders, team members were asked to be the liaisons with their respective constituencies During the CDEP-PD development phase they were also asked to meet with small sub-group writing teams to review data and update their Action Plans. The committee discussed the feedback and ideas from the at-large community and revised the documents accordingly

BOE Approved: _____

District's Vision, Mission, and Core Values and Beliefs

<p>Vision</p>	<p>The Monticello Central School District is committed to developing students who achieve academic success, practice lifelong learning and become productive citizens through the development of inquiring minds, compassionate hearts, creative expression, healthy bodies, and service to the community.</p>
<p>Mission Statement</p>	<p>The mission of the Monticello Central School District is to nurture and enrich the lives of all of its members by providing them with the opportunities, skills and knowledge to become contributing and responsible citizens. We will create and maintain a learning environment that prepares students for a changing, diverse, global society. This will be accomplished through a close partnership with family and community members with an uncompromising commitment to excellence. The District will provide a network of support to ensure successful outcomes for every student.</p>

Statement of Core Values and Beliefs

Decisions will be made and priorities will be set based on the following core values and beliefs which are held by every member of the Monticello Central School District community:

**High Expectations for All Students
Relevant and Rigorous Academic Programs
Skills and Strategies for Lifelong Learning
Reciprocal Responsibility and Accountability
Productivity and Success
Flexibility and Adaptability
Personal Ethics and Integrity
Dignity and Respect
Safety and Security**

PROFESSIONAL LEARNING COMMUNITIES

Our teachers and administrators will consciously work to create and maintain a Professional Learning Community at the school and District levels.

“...instructional improvement is most likely when teachers and supervisors are afforded structured learning opportunities and when they take collective responsibility for using their newly acquired knowledge to accomplish shared educational goals.”*

In order to do this, there must be a commitment to on-going reflection about one’s practices, reading and discussion of current educational literature, and action steps to implement better ways of doing business. And that business is to ensure that all of our students are prepared to take their places as citizens in a global society. We must model what we expect of our students – that is, lifelong learning.

* Roberts, S. M. and Pruitt, E. Z., Schools as Professional Learning Communities. Corwin Press, 2003.

Narrative Description of the District

Nestled in the southern tip of the Catskill Mountains, the Monticello Central School District is the largest of eight school districts in Sullivan County. Encompassing 191 square miles, it stretches east on Route 17 to the village of Wurtsboro, west to White Lake, south through the town of Forestburgh, and north toward the village of Hurleyville. The residents of the towns of Thompson, Forestburgh, Bethel, Fallsburg, and Mamakating are served by the district. The school district's student population was approximately 3,370 students for the 2008-2009 school year. (Source: NYS B.E.D.S. Data).

The District has a very diverse **socio-economic base**; all information is based on the 2000 census. The area is predominately rural and has been a resort area. The dominant employment area, constituting 65.1% of all employment, is the service field. This includes retail sales, finance, insurance-real estate and rental services; educational/health/social services, arts entertainment, recreation, accommodation and food services. Manufacturing is nearly nonexistent with only 5.8% of the residents employed in that area. There is a large second home population and many of the county's residents are retired and have fixed incomes; 22.7% of the county residents are over 65.

The school district reflects the cultural diversity of the community and serves a minority population of 45% ~ the largest groups are Afro-Americans/Black (22%) and Hispanic-Americans (20%). Fourteen percent of all households speak a language other than English at home. There is a significant population which is at the lower end of the economic spectrum. The per capita median income of the county was \$36,998 and 16.2% of the population lives below the poverty level; 25.6% of all children live below poverty level. 23.8% of the population above 25 has not completed high school.

A review of **free lunch information**, one of the best internal sources of socio-economic data, reveals that approximately 51% of the total school population participated in 2007-2008. For 2008-2009 school year approximately 52% has participated. It should be noted that generally the MHS participation numbers are lower than anticipated owing to social factors that keep high school students from submitting the appropriate paperwork. We expect that this rate of participation should more closely align with that of the middle school. The distribution of eligibility by school was as follows:

Free/Reduced Lunch Statistics for the School Years 2007-2008 & 2008-2009						
School	Total # Eligible 2007-2008	Total # Students 2007-2008	% Eligible 2007-2008	Total # Eligible 2008-2009	Total # Students 2008-2009	% Eligible 2008-2009
ECC-ES	92	260	35%	75	239	31%
GLC-ES	344	528	65%	346	504	69%
CD-ES	116	226	51%	137	235	58%
KLR-ES	324	510	64%	318	543	59%
RJK-MS	408	786	52%	413	750	55%
MHS	428	1069	40%	434	1017	43%
MCSD Totals	1712	3379	51%	1723	3288	52%

Student **mobility** continues to figure as an important factor in our district. This is calculated as follows: (# of Students In + # of Students Out)/Total Population. Mobility is a major concern because it is a significant factor which impacts the continuity of instruction, socialization of students into the district culture, and the constant assessment of new student skills. The chart below details the trend in mobility for the last three years.

Factors	7-1-06 - 6-30-07	7-1-07 - 6-30-08	7-1-08 - 6-30-09
Students In	556	794	682
Student Out	652	378	488
Total In/Out	1208	1172	1170
Total Population	3379	3468	3288
Mobility	36%	34%	36%

The Monticello Central School District serves a student population that may be termed **at risk**. According to the Office of Alcoholism and Substance Abuse Services (Prevention Risk Indicator Needs Assessment, 2005), Sullivan County, and thereby, the Monticello Central School District, serves a student population which is coping with a variety of problems including: families in poverty; family dysfunction; alcohol and drug abuse problems; delinquency; and at-risk sexual behavior. With a wide variety of needs and a diversity of backgrounds, the Monticello Central School District has endeavored to provide a myriad of programs which foster the educational and social development of all of its students.

SOURCES FOR DATA ANALYSIS

Data are used to determine the District's needs and areas for improvement.
Multiple data sources must be analyzed in a variety of ways and by various teams throughout the District.

1.	School District Report Cards, three-year trend
2.	Student Achievement on Outcome Assessments
3.	District Basic Educational Data System (BEDS) Information
4.	Attendance Rates- of Students in Comparison to Similar Schools (from State Aid Reporting), and of Staff
5.	School Report Card Performance Data for Student subgroups: race/ethnicity, gender, disability status, English proficiency status, income level, and migrant status
6.	Qualifications of Staff as Defined by NCLB (Highly Qualified)
7.	Analysis of ELA Assessments- 3 – 8th Grade and HS Regents (including item analysis)
8.	Local Assessment of Student Work – ELA
9.	Analysis of Math Assessments- 3 – 8th Grade and HS Regents (including item analysis)
10.	Local Assessment of Student Work- Math
11.	U.S. Census 2000
12.	Enrollment by sub group population
13.	Special Education – Focused Review “Quality Improvement Plan” (from the NYS Education Dept.)
14.	
15.	
16.	

PART 1 – DISTRICT PROFILE

PLEASE NOTE: IF BLANK; NO DATA AVAILABLE.

MAJOR DISTRICT INITIATIVES	EXTRACURRICULAR ACTIVITIES
H.S.: Smaller Learning Community & College in the Classroom Development	Music & Drama Performances Interscholastic Athletics Variety of Clubs
MS: Looping; Grade 6 Re-organization	
ES: International Baccalaureate-Primary Years Program (2 schools)	
PreK-8: Balanced Literacy Framework implementation'	
K-12: Literacy Across the Content Areas	
K-12: Special Education Improvements	
MAJOR COMMUNITY/ IHE PARTNERS	PARENT/DISTRICT SUPPORTS
Boys and Girls Club	Parent Teacher Association
YMCA	Parent Teacher Organization
Footings, Inc. (after-school program)	Special Education Parent Teacher Student Association
	Every Person Influences Children (E.P.I.C.)

STUDENTS														
Enrollment							Recent Immigrants*							
(BEDS day)	03-04	04-05	05-06	06-07	07-08	08-09	(Percent of Enrollment)	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Kindergarten	264	229	281	250	233	278	Number/Percent				69 - 2%		109 – 3%	
Grade 1	240	280	240	285	264	214								
Grade 2	236	245	267	236	282	253	*Students enrolled as of October 31, 2005 who immigrated to the U.S. within the last three years.							
Grade 3	277	258	238	265	238	267								
Grade 4	261	274	247	238	261	243								
Grade 5	269	277	276	252	232	249	Recent Immigrants' Place of Birth*** See Appendix 6A							
Grade 6	291	269	276	283	258	221	(Percent of Enrollment)							
Grade 7	291	304	271	264	255	262	Country: _____							
Grade 8	298	299	292	263	269	248	Country: _____							
Grade 9	365	365	373	331	291	315	Attendance							
Grade 10	286	308	289	302	299	225	(Percent of days students attended)	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Grade 11	231	207	242	232	283	260	Number	92%	93%	92%	92%	92%	TBD	
Grade 12	177	224	199	229	214	241								
Ungraded (Elementary ONLY)	37	0	0	0	0	0								
Total	3523	3529	3491	3470	3468	3370	Student Mobility	(Source: BEDS data)						
Special Education Enrollment	03-04	04-05	05-06	06-07	07-08	08-09	(Percent of enrollment)	03-04	04-05	05-06	06-07	07-08	08-09	
Self-contained*					36		Number				35%	34%	36%	
All others					492									
* These students are included in the enrollment information above.														

BOE Approved: _____

English Language Learners (ELLs) Enrollment (Source: Part 154) These students are included in the General and Special Education enrollment information above						Eligible for Free Lunch (Percent of enrollment)	03-04	04-05	05-06	06-07	07-08	08-09	09-10
	03-04	04-05	05-06	06-07	07-08								
	182	210	174	160	156		36%	35%	33%	45%	39%		
Ethnicity and Gender (current academic year)						Suspensions							
All Students						(Number per 1,000 students*)	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Students with Disabilities			749	766	704	1-5 Days (out of school)					461		
						6 + Days (out of school)					45		
Black	732	779	781	847	783	In School Suspension					1206		
Hispanic	674	702	702	718	696	*Includes multiple occurrences for the same students							
Asian	64	73	64	64	66	Total Number of Suspensions							
Native American	8	6	8	13	14	Male				255	275		
White	2045	1979	1936	1900	1816	Female				115	218		
Limited English Proficient	187	212	185	188	174								
Economically Disadvantaged	1601	1621	1508	1945	1713								

DISTRICT CHARACTERISTICS										
Number of Staff						District Expenditures (Direct Services Only)				
	03-04	04-05	05-06	06-07	07-08	Average Spending Per Student				
						03-04	04-05	05-06	06-07	
Teachers	308	307	293	317	317					
Teachers teaching within certification area					317	This district			8,609	
						Other districts				
Teachers teaching outside of certification area	8	4	10		0					
Uncertified Teachers	1	0	7		0	How money was spent in this district in 2006-2007				
Administrators and other profess.	53	50	27	36	53	Classroom instruction	18,007,970		61.6%	
Educational paraprofessionals	102	110	107	96	87	Instructional support	5,926,417		20.3%	
Includes all full-time and part-time staff						Supervisory support	1,318,391		4.5%	
						Other support services	1,879,354		6.4%	
						District services	20,087,306		7.2%	
Teachers		04-05	05-06	06-07	07-08					
Percent fully licensed and permanently assigned to schools					304 96%					
Percent more than two years teaching in schools					285 90%					
Percent more than five years teaching anywhere					224 71%					
Percent Master's Degree or higher					337- 100%					
Average days absent/school year					9 days					

PART 1 - DISTRICT PROFILE – Continued

- 1. Has the District seen any major changes over the past two/three years in the information provided above? If so, specific details should be provided here.**

Based on information in our latest district data reports, we have seen the following changes over the past 2-3 years in our district:

- The number of **English Language Learners** (ELLs) is increasing across the district. *
- The Poverty rate is increasing as seen from 2004-2008.
- The Minority populations are increasing while the White population appears to be in decline. And, overall there is a decline in population district wide and across the county.
- The students who receive Free and Reduced Meal rates has been increasing from 33% in 2003-2004 to 52% in 2008-2009

- 2. If there are any categories listed above that especially impact student performance, they should be marked with an asterisk * and a more detailed explanation should be provided in this section.**

As the number of **English Language Learners** expands in our district, they have become a larger subgroup and deserve our attention to ensure they are receiving the supports and interventions needed for them to be successful in meeting the NYS Learning Standards.

The MCSD experiences a rather high rate of **mobility**, estimated to be approximately 36% per year.

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

The community and region has held some full-day workshops on “**gang awareness**.” District staff attended along with many organizations and community members. With increased awareness and knowledge, we have been able to curtail gang activity in our schools, thereby decreasing student violence and increasing student safety. In the last year, we have been able to focus more time and attention on instructional issues, rather than discipline and safety issues. These steps have been significant factors in allowing the District to better educate its students.

District Summary Data

NYS – English Language Arts (Gr. 3-8): 2007-2008, 2006-2007, and 2005-2006

ELA 2007-2008	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		District Summary 3-8	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
3 & 4	165	68%	211	83%	200	87%	144	56%	152	56%	142	53%	1014	67%
4	12	5%	18	7%	9	4%	5	2%	3	1%	8	3%	55	4%
3	153	63%	193	76%	191	83%	139	54%	150	55%	134	50%	959	63%
2	63	26%	38	15%	30	13%	108	42%	109	40%	117	44%	465	31%
1	15	6%	5	2%	0	0%	5	2%	11	4%	8	3%	44	3%
Total Tested	243		254		230		257		272		267		1523	

ELA 2006-2007	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		District Summary 3-8	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
3 & 4	178	67%	156	65%	184	73%	159	56%	149	55%	139	52%	965	61%
4	16	6%	12	5%	15	6%	23	8%	5	2%	8	3%	79	5%
3	162	61%	144	60%	169	67%	136	48%	143	53%	131	49%	885	56%
2	67	25%	70	29%	55	22%	119	42%	108	40%	107	40%	526	33%
1	21	8%	14	6%	13	5%	6	2%	14	5%	21	8%	89	6%
Total Tested	266		240		252		284		270		267		1579	

NYS – English Language Arts (Gr. 3-8): 2007-2008, 2006-2007, and 2005-2006
- Continued -

ELA 2005-2006	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		District Summary 3-8	
	Level	#	%	#	%	#	%	#	%	#	%	#	%	#
3 & 4	138	61%	141	60%	159	59%	124	46%	125	46%	114	38%	801	51%
4	9	4%	16	7%	24	9%	19	7%	14	5%	12	4%	94	6%
3	129	57%	125	53%	135	50%	105	39%	111	41%	102	34%	707	45%
2	59	26%	71	30%	84	31%	121	45%	111	41%	144	48%	589	37%
1	30	13%	24	10%	27	10%	24	9%	35	13%	42	14%	181	12%
Total Tested	227		235		270		269		271		299		1571	

District Summary Data

NYS – Mathematics (Gr. 3-8): 2007-2008 and 2006-2007 and 2005-2006

Math 2007-2008	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		District Summary 3-8	
	Level	#	%	#	%	#	%	#	%	#	%	#	%	
3 & 4	221	91%	230	91%	196	86%	200	78%	196	73%	161	61%	1205	80%
4	44	18%	83	33%	50	22%	49	19%	38	14%	16	6%	280	18%
3	177	73%	147	58%	146	64%	151	59%	159	59%	145	55%	925	61%
2	17	7%	23	9%	30	13%	41	16%	54	20%	82	31%	246	16%
1	5	2%	0	0%	2	1%	15	6%	19	7%	21	8%	62	4%
Total Tested	243		253		228		256		269		264		1513	

Math 2006-2007	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		District Summary 3-8	
	Level	#	%	#	%	#	%	#	%	#	%	#	%	
3 & 4	245	91%	209	87%	223	88%	179	63%	162	59%	139	52%	1157	73%
4	86	32%	70	29%	63	25%	40	14%	22	8%	11	4%	291	18%
3	159	59%	139	58%	159	63%	139	49%	140	51%	129	48%	865	54%
2	22	8%	22	9%	25	10%	74	26%	99	36%	96	36%	338	21%
1	3	1%	10	4%	5	2%	31	11%	14	5%	32	12%	95	6%
Total Tested	269		240		253		284		275		268		1589	

NYS – English Language Arts (Gr. 3-8): 2007-2008, 2006-2007, and 2005-2006
- Continued -

Math 2005-2006	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		District Summary 3-8	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
3 & 4	194	81%	200	81%	185	66%	138	52%	123	45%	145	48%	986	61%
4	43	18%	49	20%	53	19%	13	5%	25	9%	12	4%	196	12%
3	151	63%	151	61%	132	47%	125	47%	99	36%	133	44%	790	49%
2	34	14%	35	14%	70	25%	96	36%	118	43%	112	37%	464	29%
1	12	5%	12	5%	25	9%	32	12%	33	12%	45	15%	160	10%
Total Tested	240		247		280		266		274		303		1610	

Results by Student Sub-Groups: ELA

Meeting or Exceeding State Standards: Levels 3 or 4

Notes: Percentages may not total 100 due to rounding. To ensure student confidentiality, the NYSED does not publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students in a group tested. Percentages of tested students scoring at various levels are suppressed for that group and for the next smallest group, as indicated by an (S). However, the performance of tested students in these groups is aggregated and is shown in the Small Group Total row.

ELA	Grade 3						Grade 4						Grade 5					
	2005-2006		2006-2007		2007-2008		2005-2006		2006-2007		2007-2008		2005-2006		2006-2007		2007-2008	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	227	61%	266	67%	243	68%	235	60%	241	65%	254	83%	270	59%	252	73%	230	87%
Female	97	72%	133	71%	123	71%	118	60%	103	71%	124	89%	134	61%	128	73%	100	90%
Male	130	52%	133	64%	120	65%	117	61%	138	61%	130	78%	136	56%	124	74%	130	85%
Native American	1		1								1		1		1			
Black	58	52%	70	53%	61	56%	57	51%	62	58%	65	83%	62	45%	60	62%	59	86%
Hispanic	44		53		48	69%	39	51%	59		48	92%	57	44%	50	68%	51	
Asian	1		2		5		5	80%	3		3		7		5		3	
White	123	65%	140	75%	128	73%	134	66%	117	73%	136	80%	143	69%	136	79%	117	92%
Multi Racial					1						1							
Small Group Totals	46	61%	56	66%	6	67%			62	58%	5	80%	8	75%	6	100%	54	78%
General Ed	200	67%	240	74%	200	78%	206	68%	201	75%	223	89%	223	69%	216	80%	188	93%
SWD	27	15%	26	8%	43	23%	29	3%	40	18%	31	42%	47	9%	36	33%	42	64%
English Proficient	227	61%	255	67%	226	67%	235	60%	234	66%	250		262	60%	243	74%	222	88%
LEP			11	64%	17	76%			7	43%	4		8	13%	9	44%	8	75%
Economically Disadvantaged	121	54%	139	80%	92	58%	115	50%	133	56%	136	79%	144	43%	133	65%	127	84%
Not Eco Dis	105	69%	127	80%	98	82%	120	71%	108	76%	118	87%	126	76%	119	83%	103	91%
Migrant	2		5	100%	83	83%	1		2		4		4		5	20%	2	
Not Migrant	225		261	67%	95	68%	234		239		250		266		247	74%	228	

Meeting or Exceeding State Standards: Levels 3 or 4

- Continued -

ELA	Grade 6						Grade 7						Grade 8					
	2005-2006		2006-2007		2007-2008		2005-2006		2006-2007		2007-2008		2005-2006		2006-2007		2007-2008	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	270	46%	284	56%	257	56%	273	47%	271	55%	272	56%	300	38%	269	52%	267	53%
Female	134	53%	138	64%	126	56%	137	45%	140	58%	136	65%	140	44%	136	55%	139	61%
Male	136	40%	146	48%	131	56%	136	49%	131	51%	136	47%	160	32%	133	49%	128	44%
Native American	1		1		1		2		2		3		1		1		2	
Black	50	42%	65	52%	60	52%	65	31%	57	46%	58	48%	69	19%	69	35%	56	41%
Hispanic	53	32%	69	35%	52	48%	55	45%	54	46%	66	44%	57	23%	53	40%	50	40%
Asian	4		9		5		4		4		10		4		4		5	
White	162	52%	140	67%	139	60%	147	54%	154	60%	134	63%	169	50%	142	63%	154	61%
Multi Racial											1							
Small Group Totals	5	60%	10	70%	6	83%	6	67%	6	67%	14	79%	5	40%	5	100%	7	57%
General Ed	224	54%	230	66%	213	65%	228	55%	230	60%	211	68%	241	47%	219	61%	223	60%
SWD	46	9%	54	13%	44	11%	45	7%	41	22%	61	16%	59	0%	50	12%	44	18%
English Proficient	256	48%	273	58%	248	57%	265	48%	260	57%	263	58%	294	38%	265		259	54%
LEP	14	7%	11	0%	9	22%	8	25%	11	9%	9	11%	6	0%	4		8	
Economically Disadvantaged	127	35%	159	46%	142	46%	137	32%	133	44%	138	44%	129	19%	138	36%	129	36%
Not Eco Dis	143	57%	125	69%	115	68%	136	62%	138	64%	134	69%	171	51%	131	69%	138	68%
Migrant			2		4		2				2		8	63%	2			
Not Migrant	270	46%	282		253		271		271	55%	270		292	37%	267		267	53%

Results by Student Sub-Groups: Mathematics

Meeting or Exceeding State Standards: Levels 3 or 4

Notes: Percentages may not total 100 due to rounding. To ensure student confidentiality, the NYSED does not publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students in a group tested. Percentages of tested students scoring at various levels are suppressed for that group and for the next smallest group, as indicated by an (S). However, the performance of tested students in these groups is aggregated and is shown in the Small Group Total row.

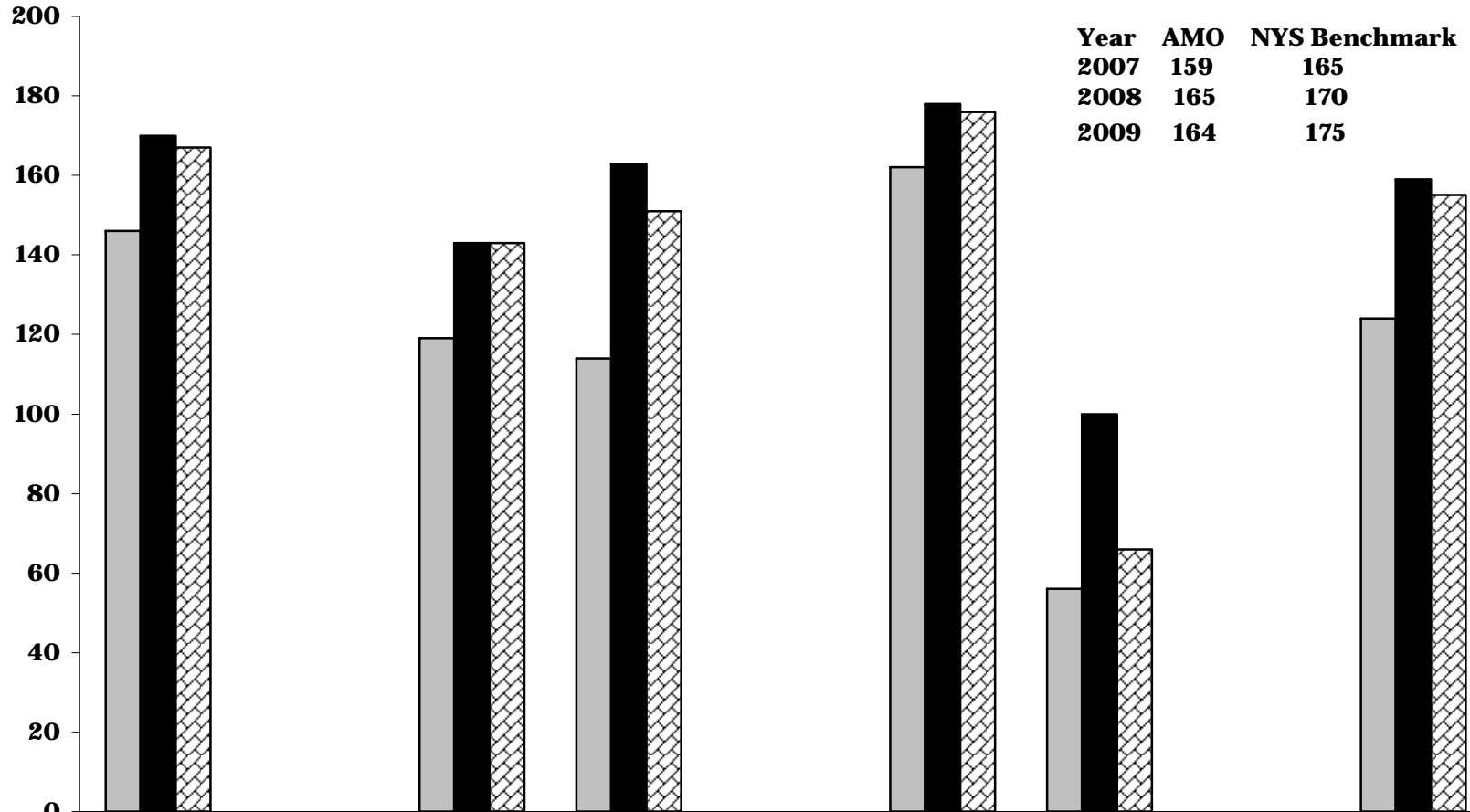
Math	Grade 3						Grade 4						Grade 5					
	2005-2006		2006-2007		2007-2008		2005-2006		2006-2007		2007-2008		2005-2006		2006-2007		2007-2008	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	240	81%	269	91%	243	91%	247	81%	238	87%	253	91%	280	66%	253	88%	228	86%
Female	102	75%	134	91%	125	91%	123	77%	99	90%	124	89%	137	68%	127	83%	98	89%
Male	138	86%	135	90%	118	90%	124	84%	139	85%	129	93%	143	64%	126	92%	130	85%
Native American	1		1								1		1		1			
Black	60	73%	72	86%	60	83%	57	77%	60	85%	64	91%	61	57%	59	80%	58	81%
Hispanic	51		53		48	96%	48	79%	59		48	94%	64	58%	52	90%	52	
Asian	3		2		6		5	100%	3		3		8		5		3	
White	125	88%	141	94%	127	91%	137	82%	116	91%	136	92%	146	73%	136	90%	115	92%
Multiracial					2						1							
Small Group Totals	55	75%	56	89%	8	100%			62	81%	5	40%	9	67%	6	100%	55	80%
General Ed	209	84%	241	93%	202	94%	212	89%	196	93%	223	95%	229	74%	216	94%	187	83%
SWD	31	61%	28	68%	41	73%	35	29%	42	57%	30	63%	51	29%	37	49%	41	56%
English Proficient	231	82%	258	91%	224	90%	238	82%	228	87%	249		264	69%	243	88%	220	86%
LEP	9	67%	11	91%	19	95%	8	25%	10	80%	4		13	23%	10	90%	8	88%
Economically Disadvantaged	130	77%	141	87%	142	88%	125	78%	132	83%	134	89%	154	53%	135	86%	126	80%
Not Eco Dis	110	86%	128	95%	101	94%	122	83%	106	92%	119	93%	126	82%	118	90%	102	94%
Migrant	3		5	100%	6	100%	3		2		4		4		5	100%	2	
Not Migrant	237		264	91	237	90%	244		236		249		276		248	88%	226	

Meeting or Exceeding State Standards: Levels 3 or 4

- Continued -

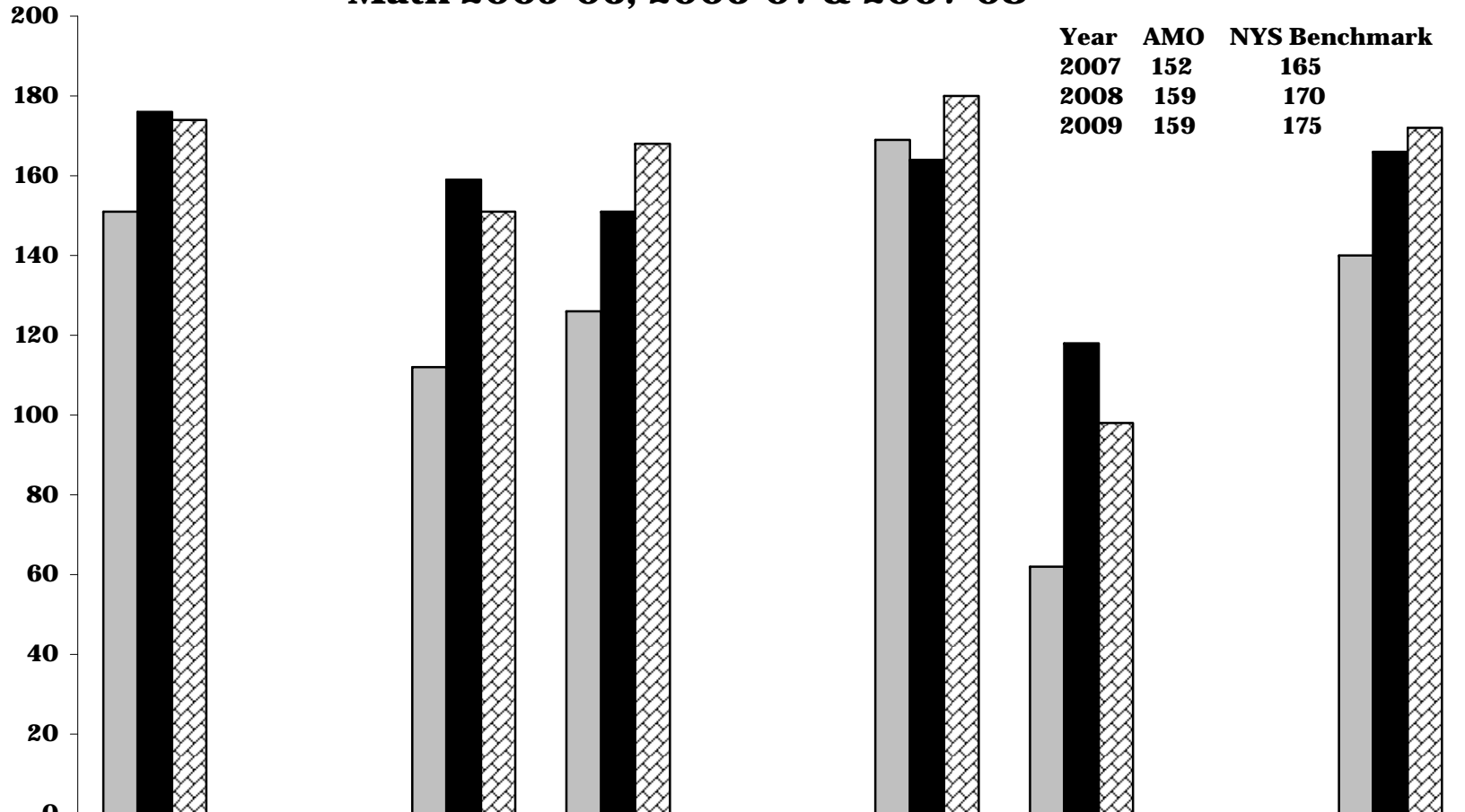
Math	Grade 6						Grade 7						Grade 8					
	2005-2006		2006-2007		2007-2008		2005-2006		2006-2007		2007-2008		2005-2006		2006-2007		2007-2008	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	269	52%	285	63%	256	78%	276	45%	277	59%	269	77%	304	48%	269	52%	264	61%
Female	135	54%	139	66%	126	79%	137	43%	143	59%	133	77%	143	53%	133	56%	137	62%
Male	134	50%	146	60%	130	77%	139	47%	134	58%	136	68%	161	43%	136	49%	127	61%
Native American	1		2		1		2		2		3		1		1		2	
Black	48	40%	65	58%	58	72%	68	29%	58	41%	57	74%	71	32%	70	34%	54	52%
Hispanic	53	40%	70	47%	54	70%	55	42%	54	44%	66	61%	58	36%	52	50%	49	57%
Asian	4		9		5		4		5		10		5		4		5	
White	163	59%	139	73%	138	83%	147	52%	158	70%	132	78%	169	57%	142	61%	154	65%
Multiracial											1							
Small Group Totals	5	80%	11	73%	6	83%	6	67%	7	71%	14	79%	6	67%	5	100%	7	86%
General Ed	222	59%	227	75%	211	85%	229	52%	236	67%	209	88%	245	58%	221	57%	220	69%
SWD	47	17%	58	16%	45	44%	47	13%	41	12%	60	22%	59	5%	48	29%	44	25%
English Proficient	255	54%	274	65%	245	79%	267	45%	263	60%	260	74%	294	48%	265		256	62%
LEP	13	23%	11	27%	11	55%	8	38%	14	36%	9	44%	8	38%	4		8	38%
Economically Disadvantaged	127	43%	158	54%	144	71%	135	30%	140	47%	136	65%	65	32%	136	39%	15	55%
Not Eco Dis	142	61%	127	74%	112	88%	141	60%	137	71%	133	80%	173	60%	133	66%	139	67%
Migrant			2		4		2				2		7	86%	2			
Not Migrant	269	52	283		252		274		277	59%	267		297	47%	267		264	61%

3 Year Trend Data: MCSD Secondary Level ELA 2005-06, 2006-07 & 2007-08



	All	AI	Black	Hisp	Asian	White	SWD	LEP	EcoDis
2005-06 PI	146	0	119	114	0	162	56	0	124
2006-07 PI	170	0	143	163	0	178	100	0	159
2007-08 PI	167		143	151		176	66		155

3 Year Trend Data: MCSD Secondary Level Math 2005-06, 2006-07 & 2007-08

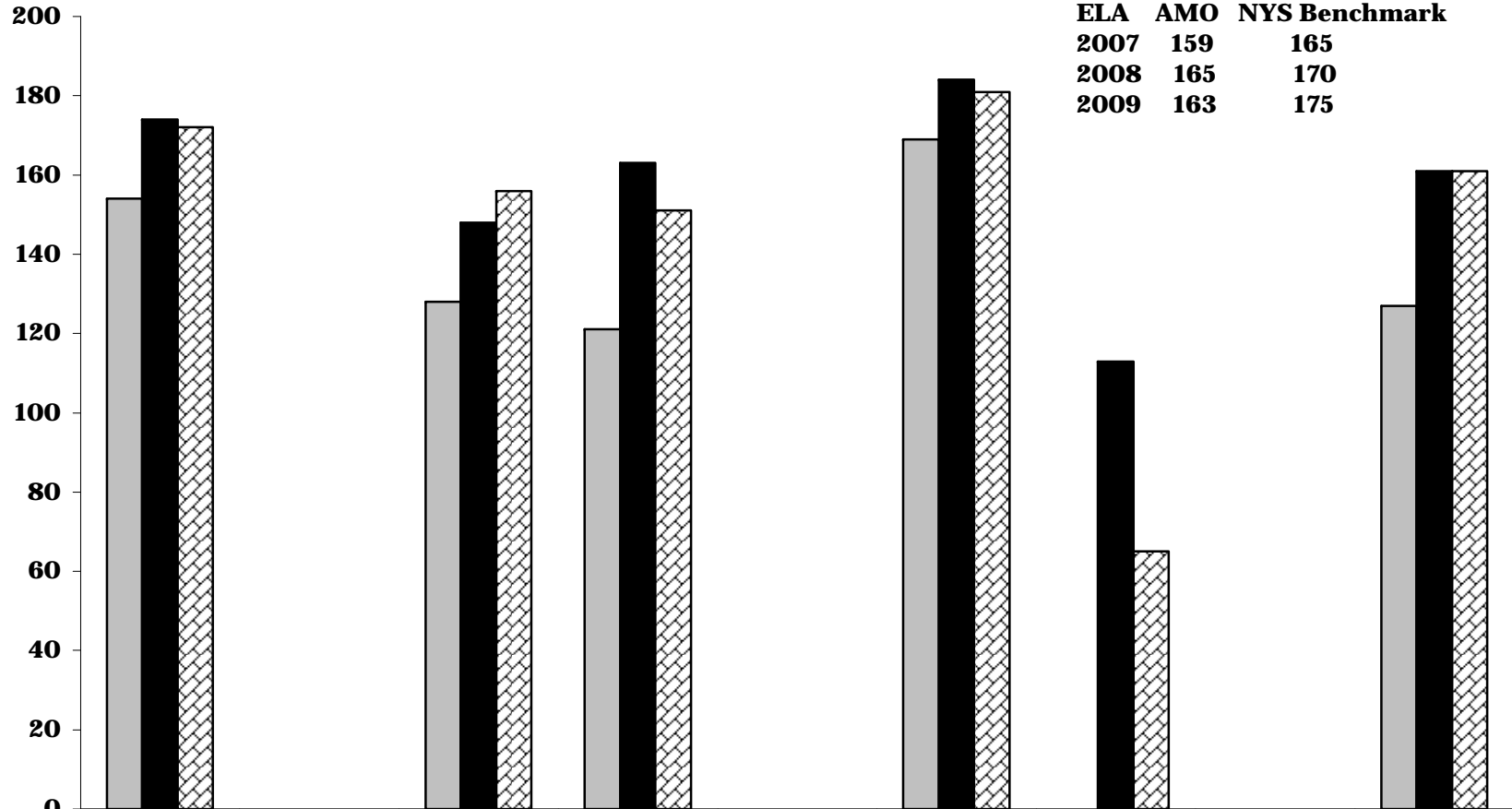


Year	AMO	NYS Benchmark
2007	152	165
2008	159	170
2009	159	175

	All	AI	Black	Hisp	Asian	White	SWD	LEP	EcoDis
□ 2005-06 PI	151	0	112	126		169	62		140
■ 2006-07 PI	176	0	159	151		164	118		166
▨ 2007-08 PI	174		151	168		180	98		172

3 Year Trend Data: MHS ELA 2005-06, 2006-07 & 2007-08

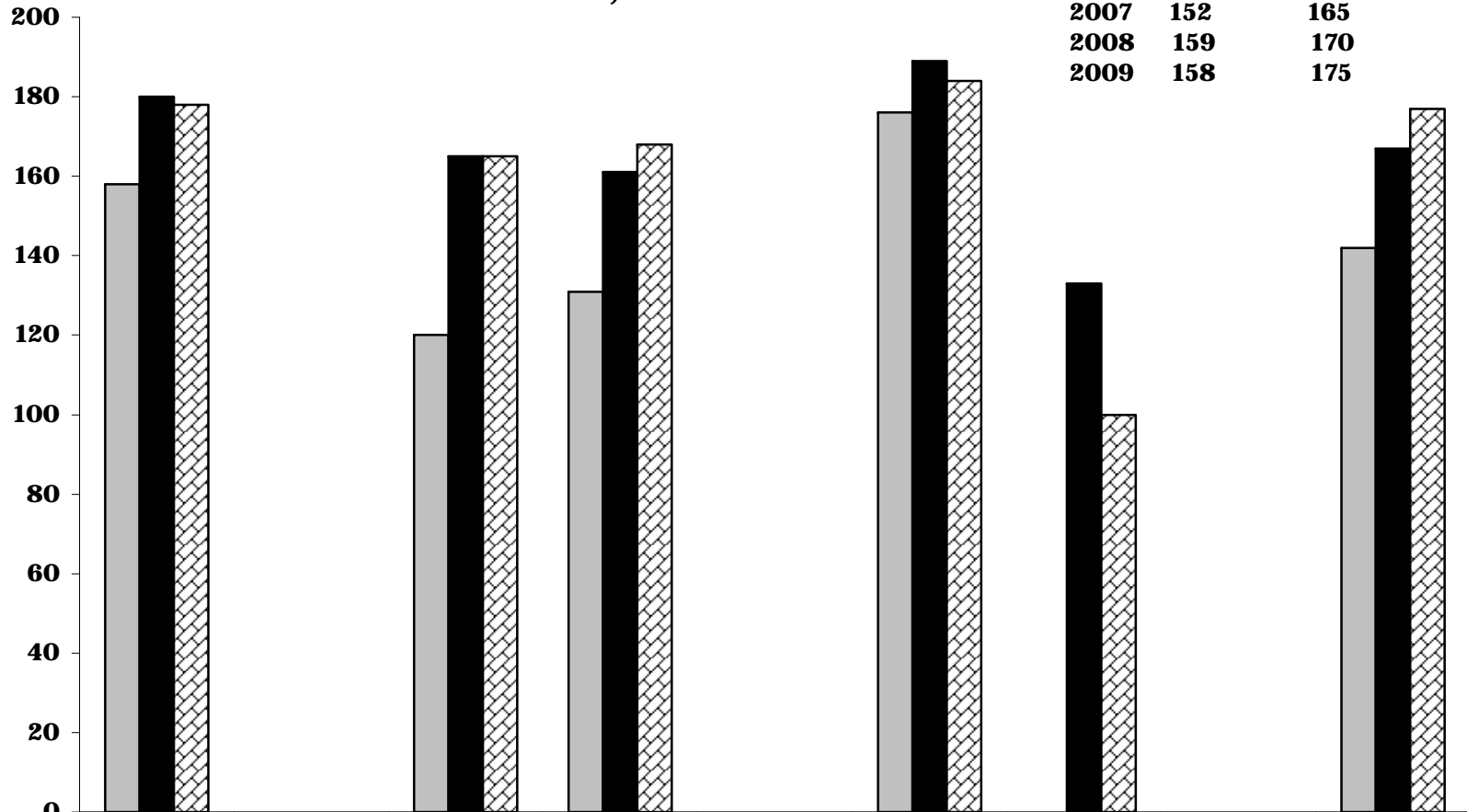
ELA	AMO	NYS Benchmark
2007	159	165
2008	165	170
2009	163	175



	All	AI	Black	Hisp	Asian	White	SWD	LEP	EcoDis
2005-06 PI	154		128	121		169			127
2006-07 PI	174		148	163		184	113		161
2007-2008 PI	172		156	151		181	65		161

3 Year Trend Data: MHS Math 2005-06, 2006-07 & 2007-08

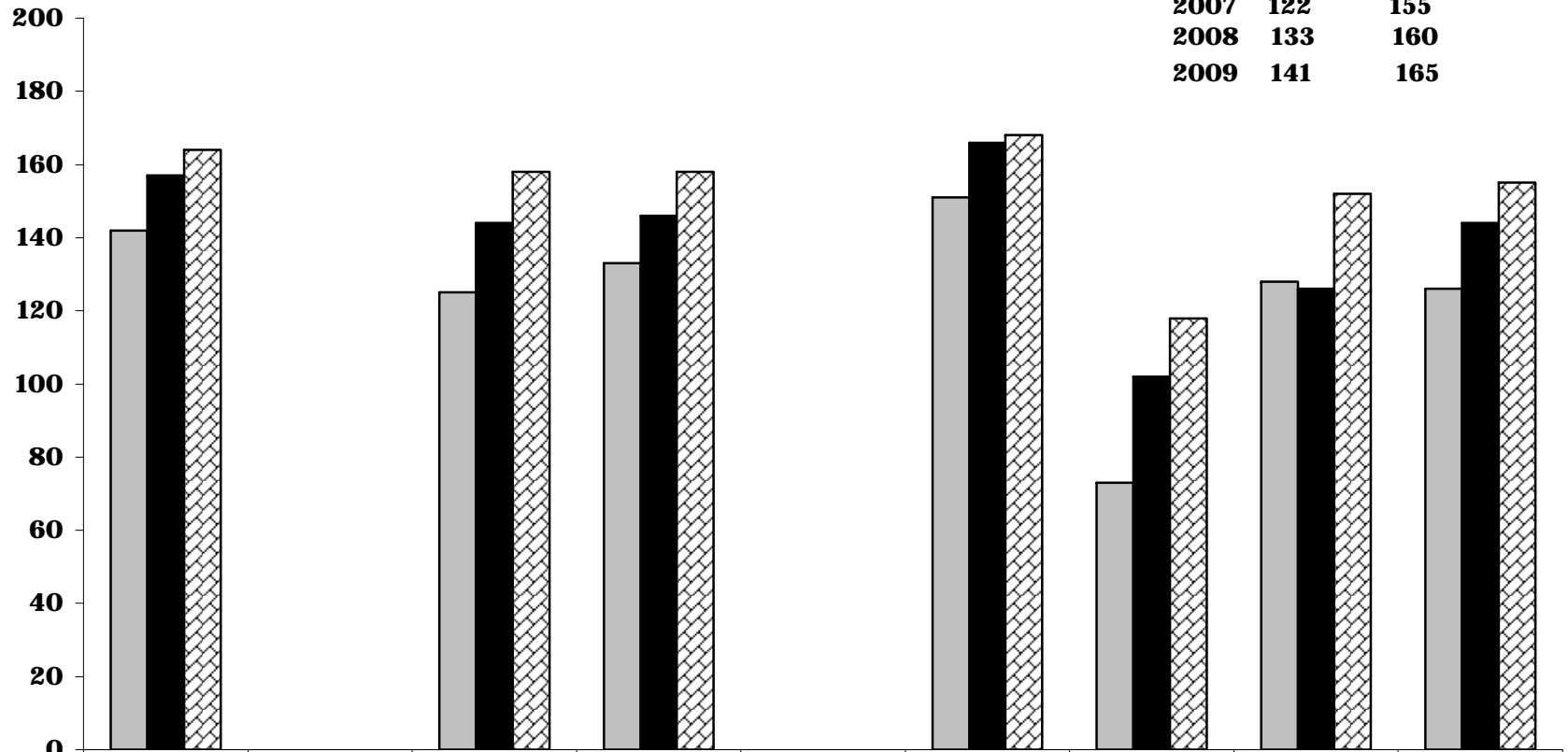
Year	AMO	NYS Benchmark
2007	152	165
2008	159	170
2009	158	175



	All	AI	Black	Hisp	Asian	White	SWD	LEP	EcoDis
2005-06 PI	158		120	131		176	0		142
2006-07 PI	180		165	161		189	133		167
2007-2008 PI	178		165	168		184	100		177

3 Year Trend Data: MCSD Grades 3-8 ELA 2005-06, 2006-07 & 2007-08

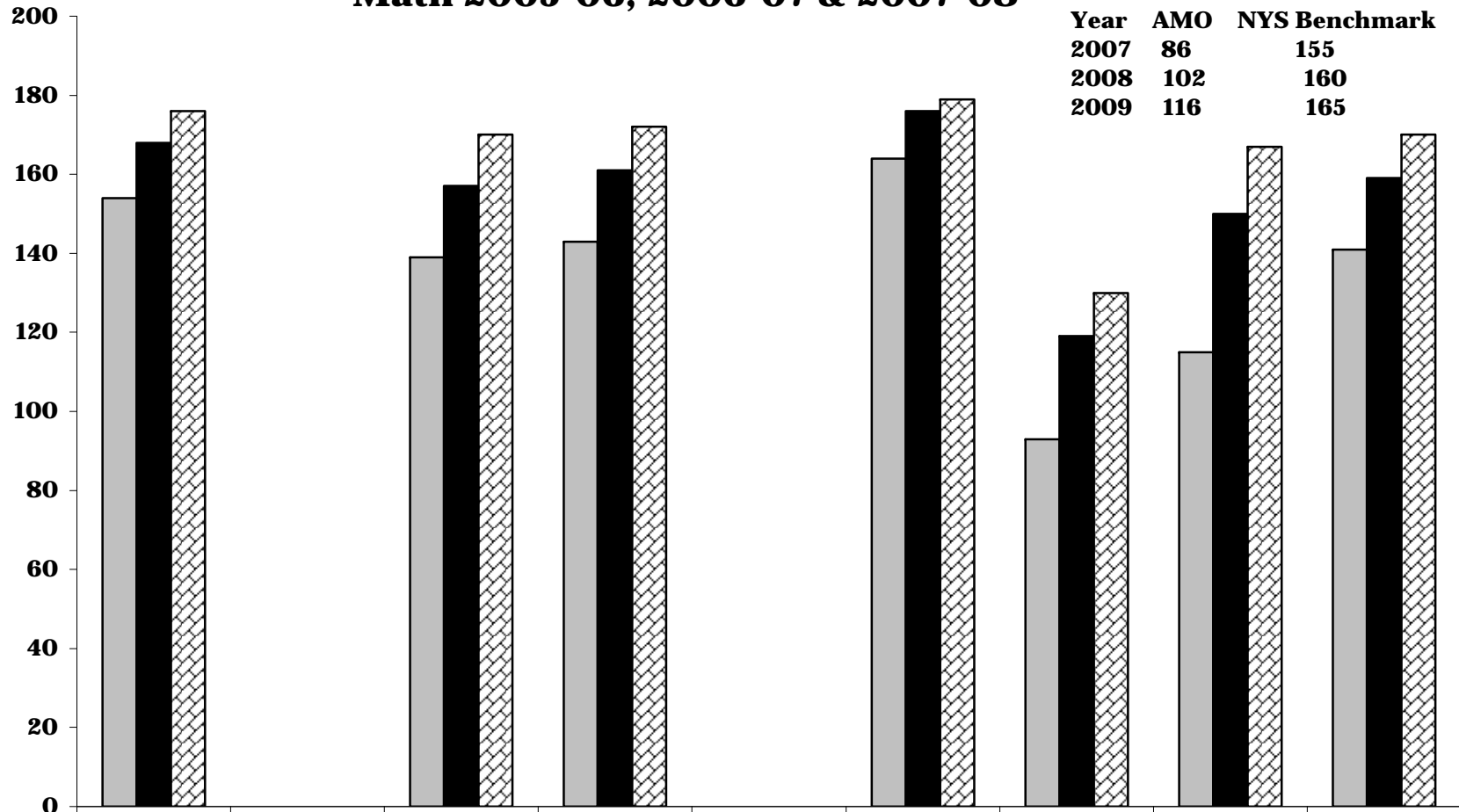
Year	AMO	NYS Benchmark
2007	122	155
2008	133	160
2009	141	165



	All	AI	Black	Hisp	Asian	White	SWD	LEP	EcoDis
□ 2005-06 PI	142		125	133		151	73	128	126
■ 2006-07 PI	157		144	146		166	102	126	144
▨ 2007-08 PI	164		158	158		168	118	152	155

3 Year Trend Data: MCSD Grades 3-8 Math 2005-06, 2006-07 & 2007-08

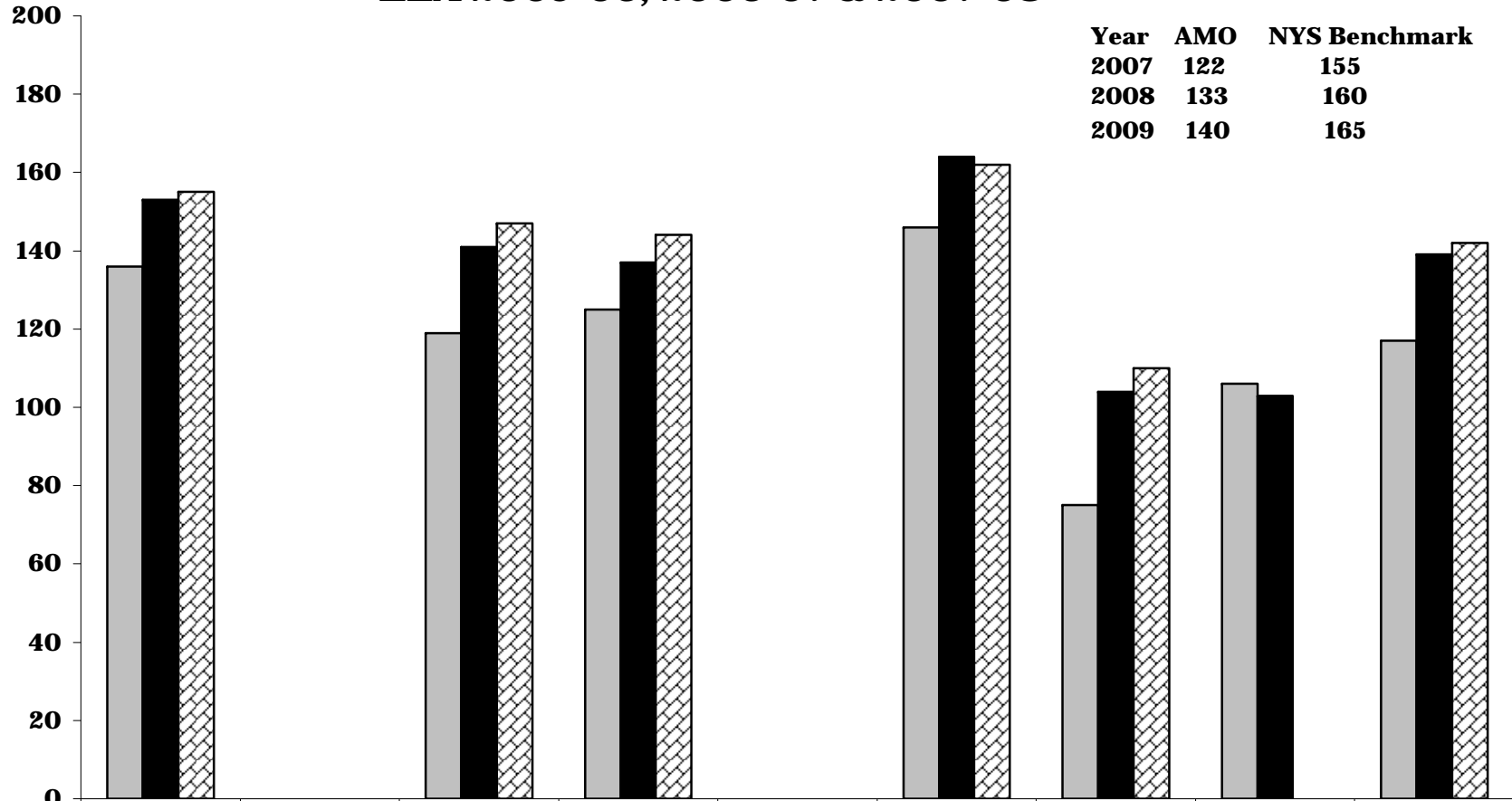
Year	AMO	NYS Benchmark
2007	86	155
2008	102	160
2009	116	165



	All	AI	Black	Hisp	Asian	White	SWD	LEP	EcoDis
2005-06 PI	154		139	143		164	93	115	141
2006-07 PI	168		157	161		176	119	150	159
2007-08 PI	176		170	172		179	130	167	170

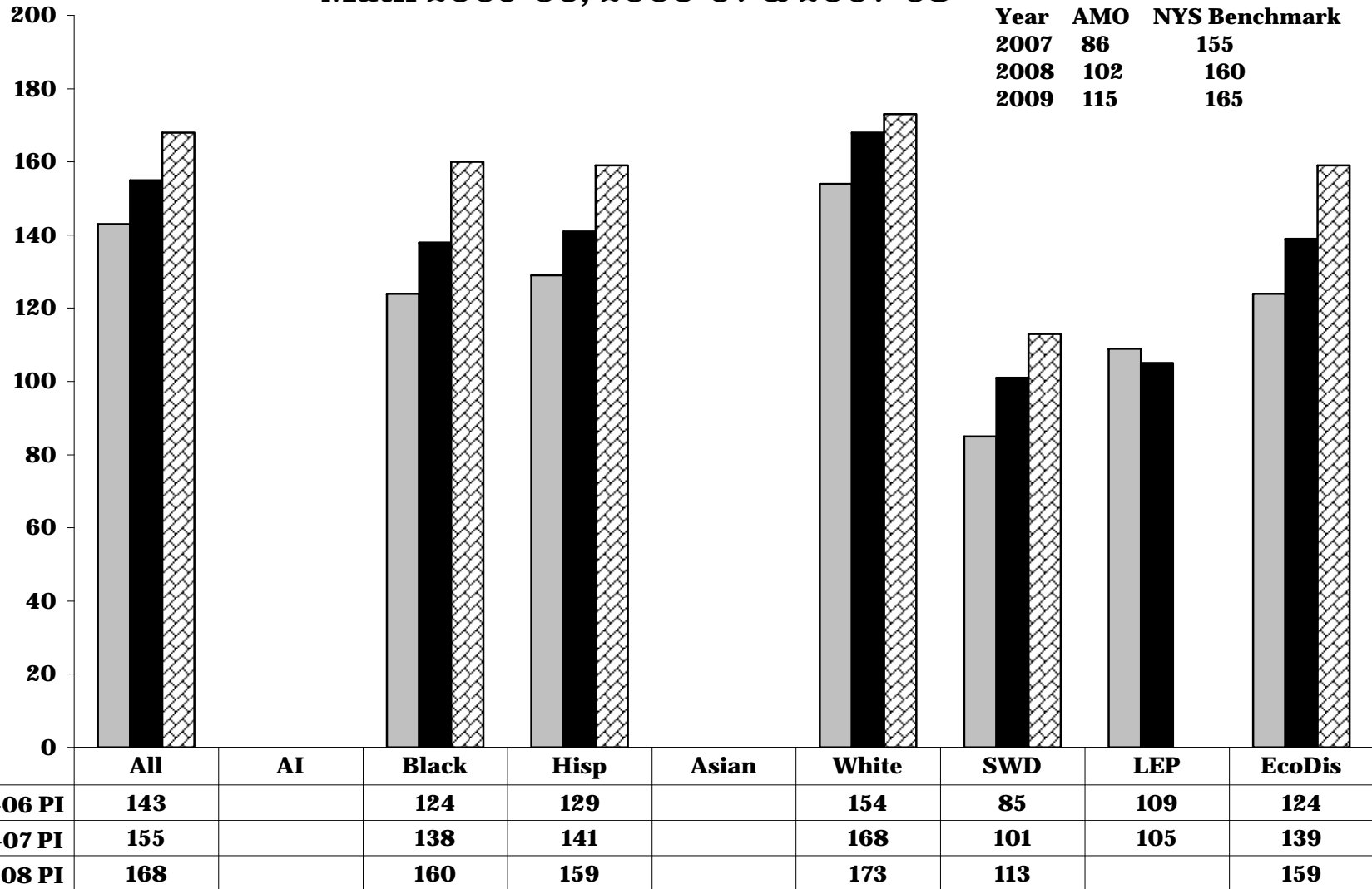
3 Year Trend Data: RJK MS Grades 6-8 ELA 2005-06, 2006-07 & 2007-08

Year	AMO	NYS Benchmark
2007	122	155
2008	133	160
2009	140	165



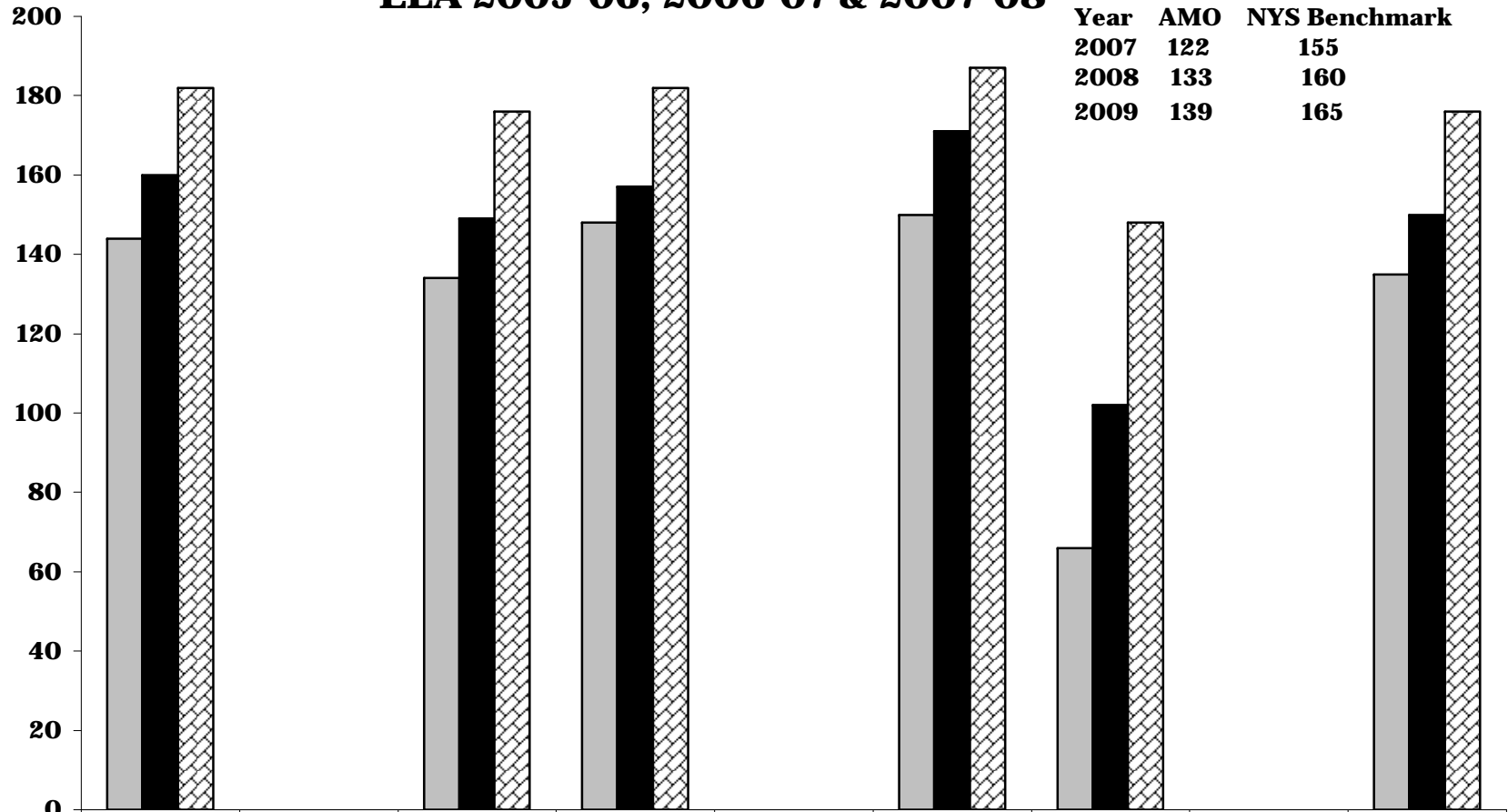
	All	AI	Black	Hisp	Asian	White	SWD	LEP	EcoDis
□ 2005-06 PI	136		119	125		146	75	106	117
■ 2006-07 PI	153		141	137		164	104	103	139
▨ 2007-08 PI	155		147	144		162	110		142

3 Year Trend Data: RJK MS Grades 6-8 Math 2005-06, 2006-07 & 2007-08



3 Year Trend Data: KLR ES ELA 2005-06, 2006-07 & 2007-08

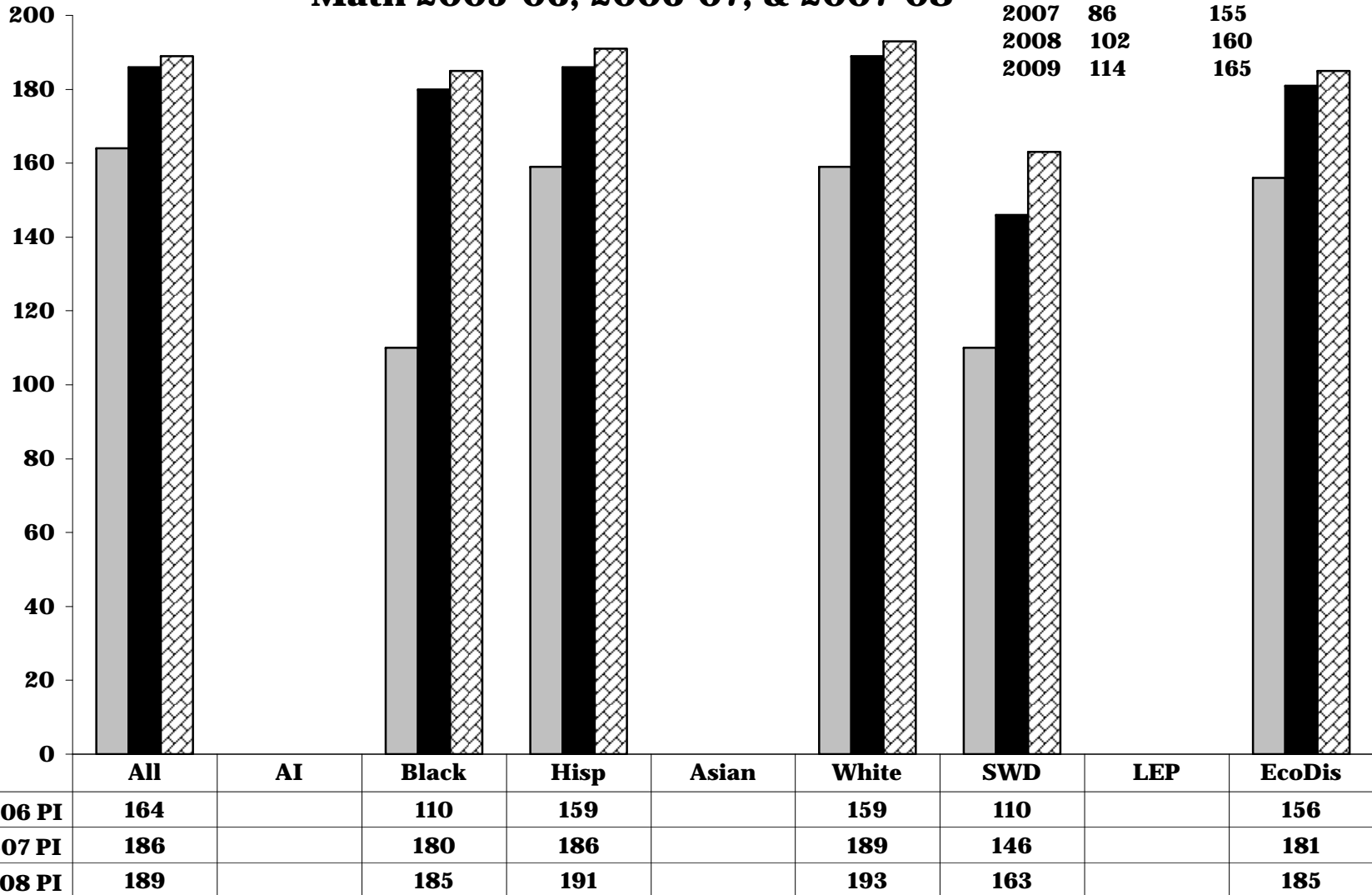
Year	AMO	NYS Benchmark
2007	122	155
2008	133	160
2009	139	165



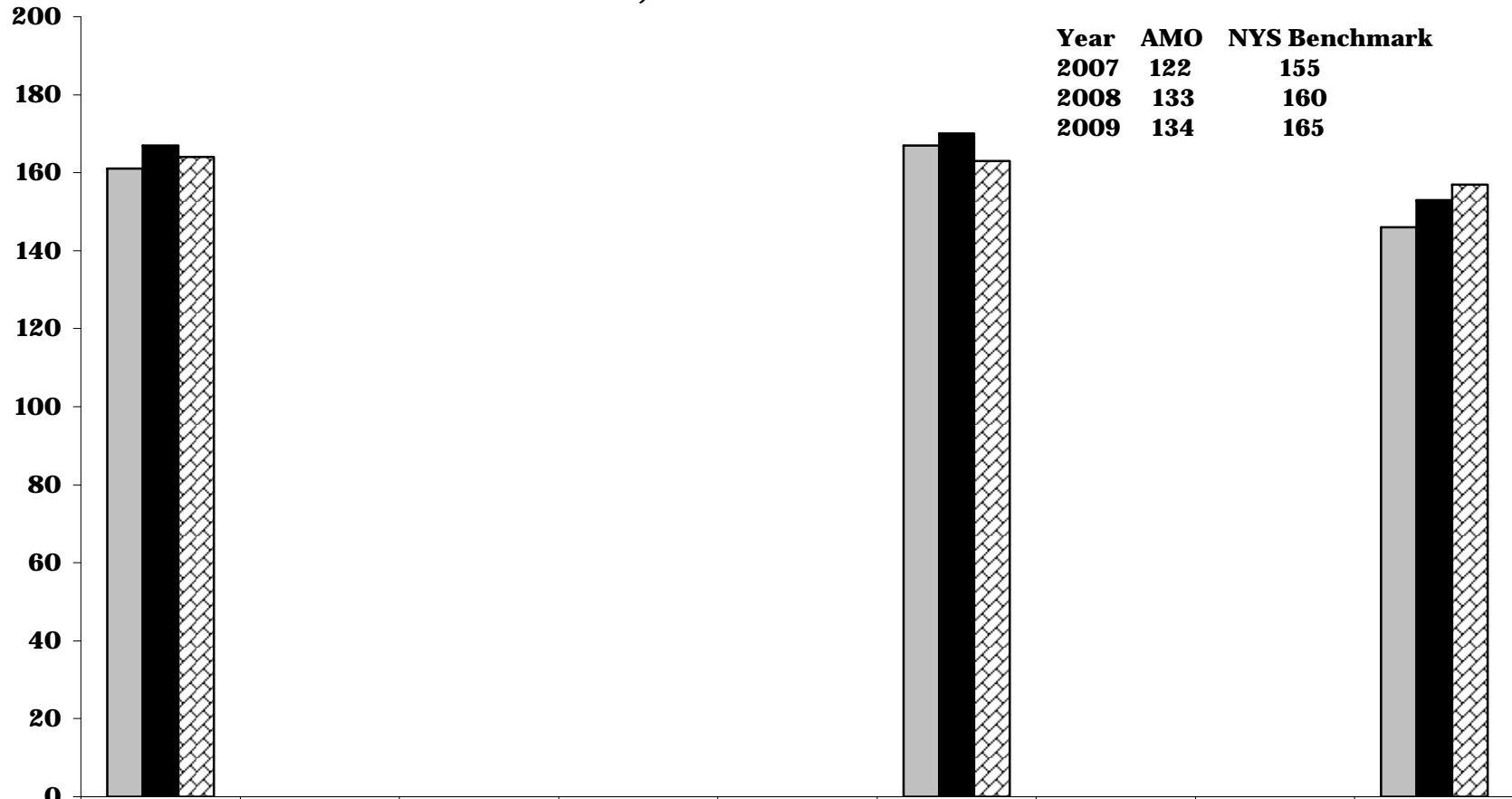
	All	AI	Black	Hisp	Asian	White	SWD	LEP	EcoDis
□ 2005-06 PI	144		134	148		150	66		135
■ 2006-07 PI	160		149	157		171	102		150
▨ 2007-08 PI	182		176	182		187	148		176

3 Year Trend Data: KLR ES Math 2005-06, 2006-07, & 2007-08

Year	AMO	NYS Benchmark
2007	86	155
2008	102	160
2009	114	165



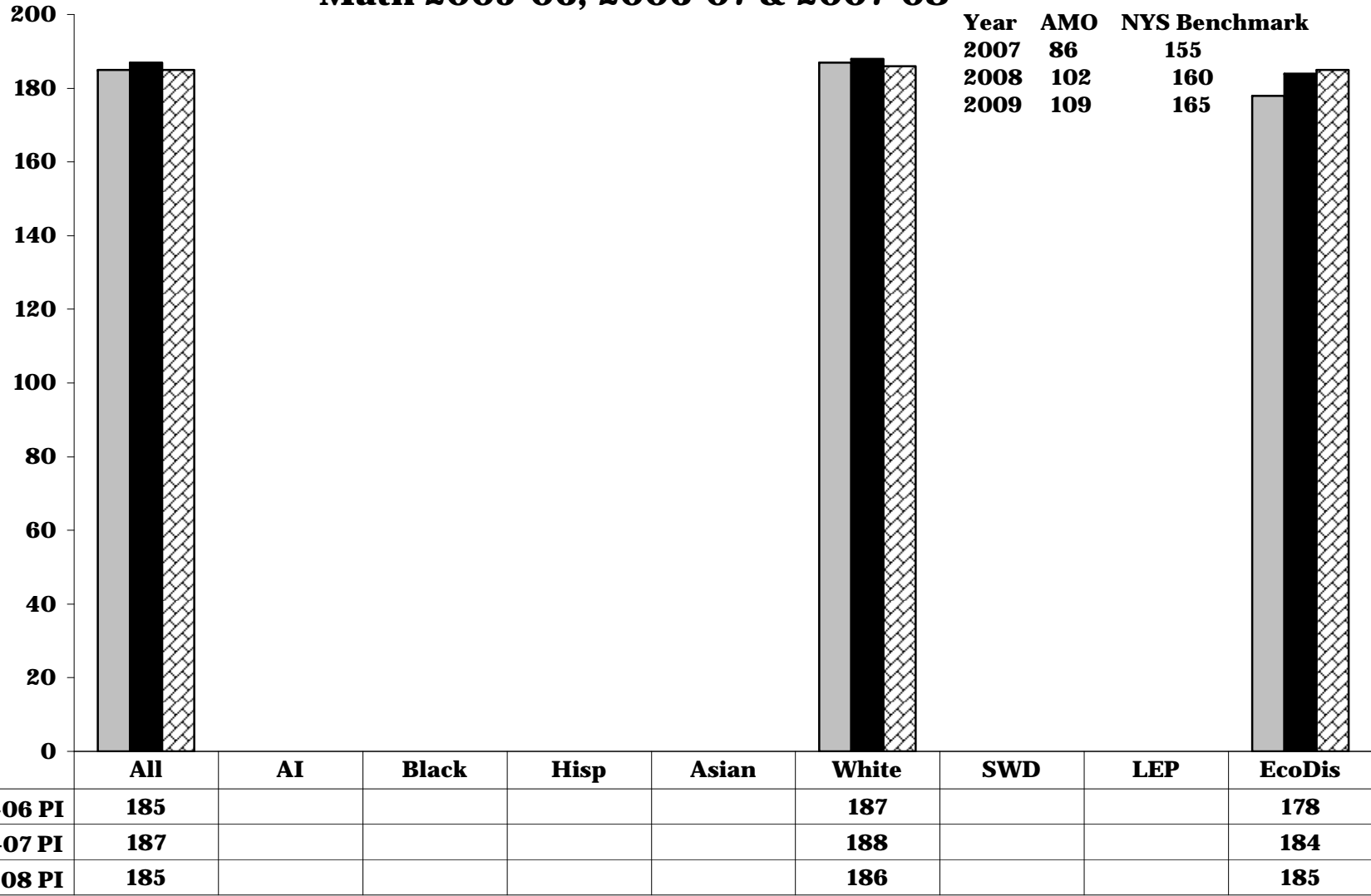
3 Year Trend Data: CD ES ELA 2005-06, 2006-07 & 2007-08



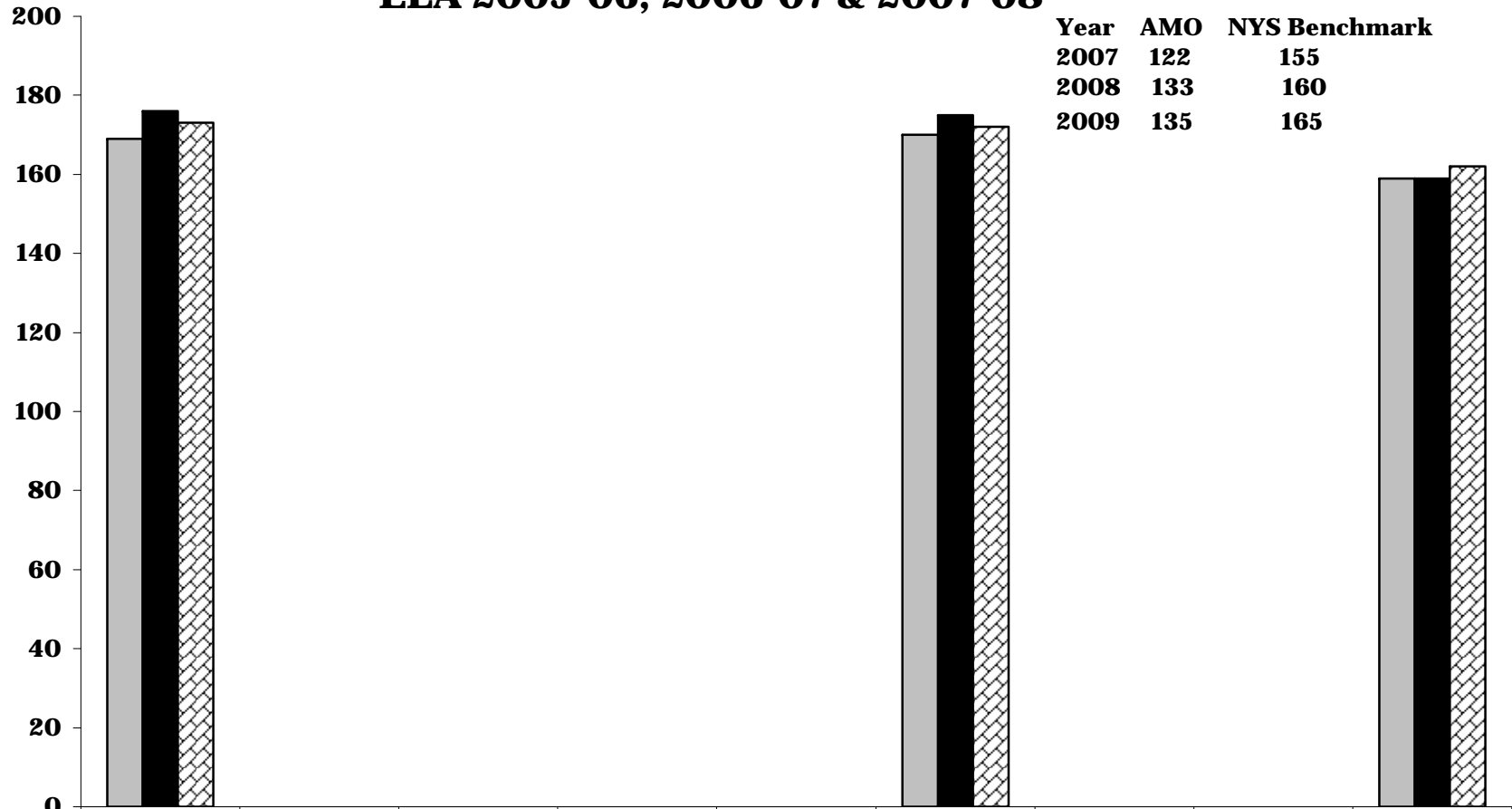
Year	AMO	NYS Benchmark
2007	122	155
2008	133	160
2009	134	165

	All	AI	Black	Hisp	Asian	White	SWD	LEP	EcoDis
2005-06 PI	161					167			146
2006-07 PI	167					170			153
2007-08 PI	164					163			157

3 Year Trend Data: CD ES Math 2005-06, 2006-07 & 2007-08



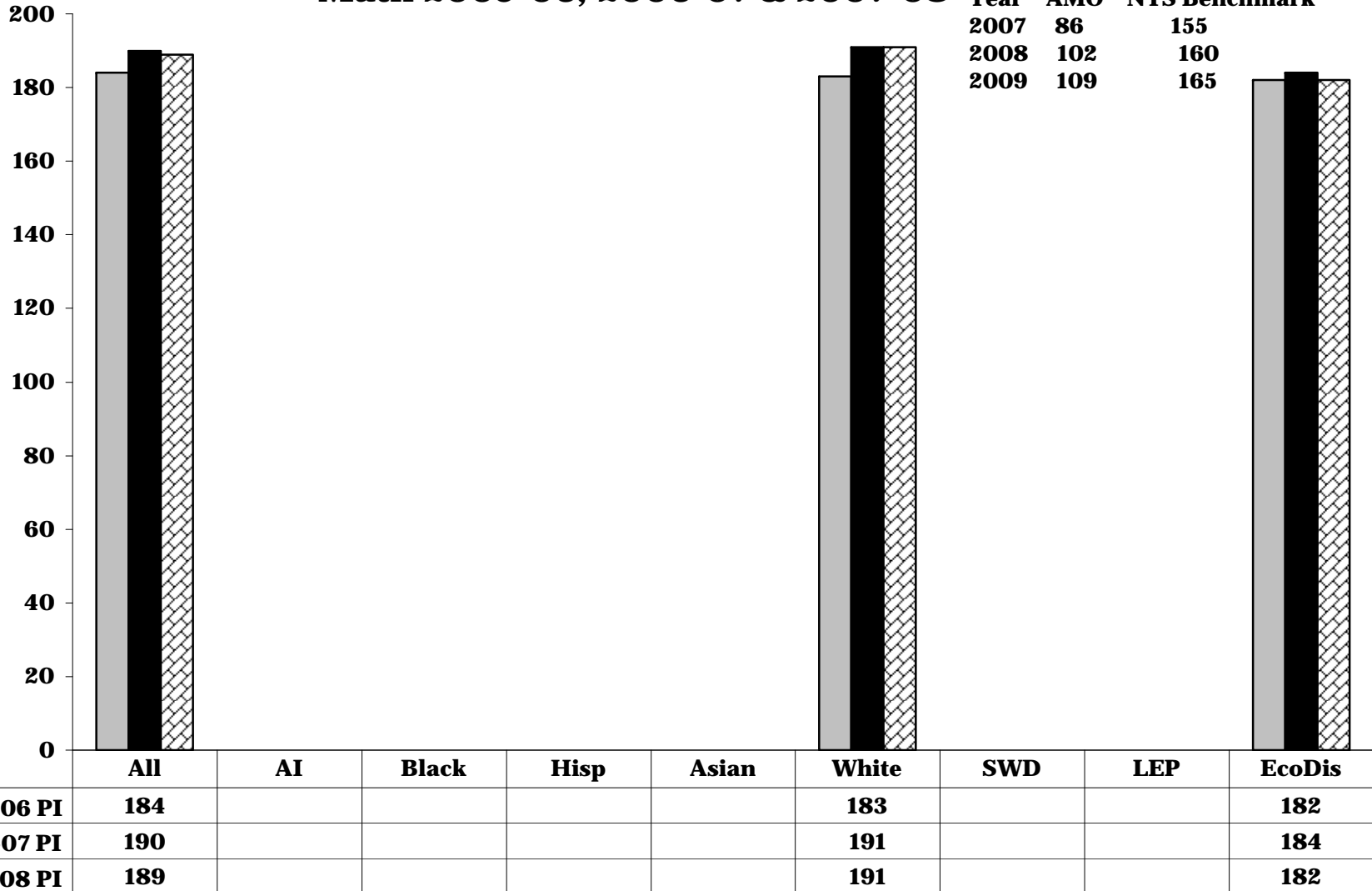
3 Year Trend Data: ECC ES ELA 2005-06, 2006-07 & 2007-08



	All	AI	Black	Hisp	Asian	White	SWD	LEP	EcoDis
2005-06 PI	169					170			159
2006-07 PI	176					175			159
2007-08 PI	173					172			162

3 Year Trend Data: ECC ES Math 2005-06, 2006-07 & 2007-08

Year	AMO	NYS Benchmark
2007	86	155
2008	102	160
2009	109	165



PART 2 - CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT

INITIAL INSTRUCTION IN ENGLISH LANGUAGE ARTS

Analysis of Current Status of Student Achievement and Program Effectiveness

Summary of Causal Analysis Findings:

We have summarized the major findings of our analysis of student achievement data and effectiveness of current educational practices.

➤ ELA Core Instruction Findings

■ Elementary Level (3-5)

- There has been an increase in the number of students meeting/exceeding standards (levels 3-4) in grades 3-5.
- Students with disabilities (SWD) improved in grades 4 and 5, but decreased in performance at Grade 3.
- Economically disadvantaged and other sub-groups improved in student performance in grades 3-5.

■ Middle School Level (6-8)

- There has been an increase in student performance in meeting/exceeding standards (levels $\frac{3}{4}$) in grades 6-8.
- There has been a decrease in the number of students scoring at level 1.
- 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 SWD (06 –Performance Index = 75; 07 Performance Index = 98).

■ High School Level

- The ELA results for the 2000 to 2002 cohorts shows an increase for 2001 and then a decrease for 2002.
- SWD, Black, Economically Disadvantaged subgroups did *not* meet the Annual Measurable Objectives (AMO).
- The 2001 cohort met the AMO in all accountability groups.
- The Hispanic and Economically Disadvantaged subgroups did *not* meet the AMO or Safe Harbor (SH).
- The Black subgroup did not meet the AMO, but did achieve Safe Harbor, thereby meeting AYP.
- A majority of students read below grade level (e.g., 70% of 8th grades are reading below grade level).
- Reading comprehension and writing in the non-fiction texts and genres is particularly difficult for many students.

Summary of Promising Strategies for Improvement:

We have summarized key promising strategies that may increase student performance in our district as follows:

Identification of Promising Strategies in English Language Arts: Initial Instruction

■ Elementary School

- The **Balanced Literacy Framework** is being structured to include the implementation of a 150-minute literacy block and daily writing activities for students with disabilities.
- The implementation of a school-wide ***inclusion* program** for all **Academic Intervention** students and students with disabilities. In an inclusion classroom students receive 45 minutes of daily Academic Intervention in English Language Arts and Math. Teachers co-teach using small group instructional strategies.
- Continued provision of intensive **Academic Intervention Services** to all students who are not meeting State standards.
- Students with disabilities will be placed in ***full day inclusion classrooms*** with two teachers (one special education and one general education). Students receive 45 minutes of A.I.S. instruction each day.
- **Intensive professional development** in the understanding and use of specialized instructional techniques and methodologies to meet the needs of students based on their unique learning styles.
- Grade 3 students will receive daily instruction in **word study**. Detailed word study review will sharpen phonics, vocabulary, and spelling skills for all students, accelerating the process of fluency.
- Special Education teachers will be trained to use **multi-sensory literacy approaches**. Students having difficulties with phonics will receive instruction using the techniques that will address their weaknesses in word attack/comprehension strategies through a strength-based approach.
- Special Education students and struggling learners have been administered the ***Reading Styles Inventory***®. Results are being used to select methodologies and design lessons which support the strength-based learning style of the identified students.
- **Explicit instruction** involving modeling, guided practice, immediate feedback and reinforcement, and independent practice using leveled books will be provided for students who continue to have difficulties with decoding and comprehension.
- Teachers will use **data from multiple assessments** to provide instructional emphasis on both students' strengths and weaknesses and to assist in the grouping of students.
- Teachers will reinforce literacy strategies during **content area instruction**.
- Specific test preparation materials will be used to help students learn the **format of the state assessments**.
- Teachers will focus on **vocabulary development** skills.

■ Middle School:

- Guided Reading Instruction (Fountas & Pinnell model), Grades 6, 7, and 8 in ELA and Social Studies
- Looping between Grades 7 & 8
- Data Walls (of instructional reading levels)
- Special Education team in 6th 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

■ High School

- Leadership of the newly hired Director of English Language Arts, Social Studies, and Library Education
- Addition of two full-time AIS-English teachers (i.e., English certified) to support English classes and writing skills
- After-school tutorials in reading and writing
- Adjusting teaching techniques to include ways to address reading comprehension, especially for our sub-groups of Blacks, Hispanic, economically disadvantaged, and SWD.
- Inclusion ELA classes led by certified English and Special Education teachers
- Common planning time provided for co-teachers
- Professional development held jointly for English and Special Education department teachers
- Raising the expectations of teachers for all students
- Looking at Student Work (LASW) - to analyze their strengths as well as weaknesses in reading and writing
- Professional Development as part of the regular structure of Faculty Meetings and Seminars each month
- Developing Teacher Leadership through the formation of new Head Teacher positions in the ELA department

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

LITERACY ACROSS THE CONTENT AREAS

Analysis of Current Status of Student Achievement and Program Effectiveness

Directions:

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

- Student achievement data (district-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 7;
- Analysis of the effectiveness of the delivery of the district's current program for ensuring that students receive direct instruction in text structure, problem solving strategies, organization strategies, metacognition and other major learning strategies. Include in the analysis how these are taught in ESL and Special Education Instruction, the provision of Academic Intervention Services, the use of technology, library media services, and professional development.

Summary of Causal Analysis Findings:

We have summarized the major findings of the analysis of student achievement data and effectiveness of current educational practices as follows.

➤ Literacy across the Content Areas: Findings

■ ELEMENTARY

Students are exposed to content reading during reading workshop. Reading and writing strategy talk are embedded within math, science, and social studies. Providing demonstrations and guidance on how to navigate social studies and math textbooks, how to write up science experiment and decipher explanations for math story problems are integral components of science, social studies, and math.

Our data supports this model. 91% of our fourth graders scored a level 3 or higher on the Science state assessment. 89% of our fifth graders scored a level 3 or higher on the Social Studies state assessment. Students at grades 3, 4, and 5 continue to improve on the math state assessment.

■ MIDDLE SCHOOL

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

■ HIGH SCHOOL

- The ELA results for the 2000 to 2002 cohorts shows an increase for 2001 and then a decrease for 2002.
- SWD, Black, Economically disadvantaged subgroups did *not* meet the Annual Measurable Objectives (AMO).
- The 2001 cohort met the AMO in all accountability groups.
- The Hispanic and Economically Disadvantaged subgroups did *not* meet the AMO or Safe Harbor (SH).
- The Black subgroup did not meet the AMO, but did achieve Safe Harbor, thereby meeting AYP.
- A majority of students read below grade level (e.g., 70% of 8th grades are reading below grade level).
- Reading comprehension and writing in the non-fiction texts and genres is particularly difficult for many students.

Summary of Promising Strategies: We have summarized key promising strategies that should increase student performance in the district as follows.

➤ **Identification of Promising Strategies for Improvement:**

■ **ELEMENTARY SCHOOL**

- Content area literacy is supported within specific content area blocks and across reading and writing literacy blocks.
- Content area literacy is supported through multiple approaches: small group text previews, interactive read-alouds, specialized vocabulary instruction, guided reading groups, writing research, and test genre instruction.
- Learners may work in small groups to preview content area texts with the teacher prior to content area class sessions. Concepts, vocabulary, and familiarity with text features or challenges are supported by this guided preview of text.
- The content area texts that learners will read have become more accessible for struggling readers.
- Interactive read alouds of nonfiction texts are conducted to support learners with content area topics, concepts, and specialized vocabulary in a shared whole group setting. Nonfiction read aloud experiences build rich language, historic or scientific concepts, and background knowledge for learners in content areas.
- Specialized content –specific vocabulary may also be a part of language and word study. Teachers may introduce unfamiliar language and vocabulary using graphic organizers or semantic webs as the means to familiarize learners with vocabulary containing language structures such as roots and affixes
- Guided reading groups may explore content area topics as part of homogenous leveled texts. Text sets on content area topics are selected by teachers to support reading skills and present complex content area topics at an instructional reading level within a close, supportive small group setting. Opportunities to explore thinking, raise questions, share discussion, and engage in revisiting text help to provide content area learners with a manageable amount of text on a specified topic of study.
- Learners explore content area topics of study as part of a research study project of a nonfiction topic in social studies. Library media resources and internet technology serve as resources to student research and note taking skills. Learners engage in selecting and reading multiple sources to record understandings, new learning, and important details that will become part of their research project.
- Learners in grade 5 have rigorous practice in reading and responding to data based questions as part of test genre instruction and practice. Learners examine a variety of print documents related to historical events and social issues. Learners engage in writing and discussions focused on meaning and message to gain experience with DBQ test content and format.

■ MIDDLE SCHOOL

- Content Area Literacy Team (CALT) formed
- 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

■ HIGH SCHOOL

- AIS courses support content area literacy
- "Repeater Classes" support content area literacy
- Academic Focus sessions in the Freshman Academy address content area literacy
- Differentiated instruction techniques are being used in all Content Areas
- Critical Reading and Writing Strategies are becoming a part of daily instruction in the content areas
- The Content Area Literacy Team (CALT) has continued to share instructional techniques learned in their professional development sessions with Dr. Rachel Billmeyer over the 2007-2008 school year.
- The strength-based assessment tool, the *Reading Styles Inventory*® has begun to be used with our high school students who struggle with reading and overall literacy skills and strategies.
- Writing is being stressed
- "Guided Reading" (Fountas and Pinnell model) is being implemented as an intervention strategy
- Coordination of the ELA, Special Education, and ELL Departments (SpELLA) has begun in terms of curriculum, instruction, assessment and professional development activities.

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

MATHEMATICS

Analysis of Current Status of Student Achievement and Program Effectiveness

Directions:

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

- Student achievement data (district-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 7;
- Analysis of the effectiveness of the delivery of the district's mathematics curriculum and instruction based on the March 2005 New York State Mathematics Curriculum Guide. Include in the analysis how these are taught in ESL and Special Education Instruction, the provision of Academic Intervention Services, the use of technology, library media services, and professional development.

Summary of Causal Analysis Findings:

We have summarized the major findings of the analysis of student achievement data and effectiveness of current educational practices as follows.

Mathematics Findings

■ ELEMENTARY SCHOOL

The mathematics data show that the student achievement results in each of the student subgroups have been increasing for the past five years.

■ MIDDLE SCHOOL

There was a lack of:

- 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.

■ HIGH SCHOOL

- The 1999 cohort through the 2003 cohort show that mathematics test scores for each accountability group have significantly increased.
- In 2002, cohorts for the Black and Economically Disadvantaged subgroups did not achieve the designated AMO and participation rate, respectively.
- Initial information for the 2003 cohort shows that all subgroups have achieved the AMO.
- The overall performance of students on the Math A exam has continued to increase slightly each year.
- Many of the students who enter the GED program or drop out of school have either failed or not taken the Math A regents.
- There is a high percentage of students who are reading below grade level
- Item analysis of state assessment results by the department staff have yielded the following:
 - students perform better on the multiple-choice sections
 - students were weak in using the information in each problem
 - students who either failed the exam or scored below a 70% had the tendency to show now written work
 - SWD had the tendency to write only the minimal conception of answers
 - The number of points awarded to students decreased as the point value of the problem increased
 - There was a significant increase in the number of student papers who received 0 points on the 3 and 4-point questions

Summary of Promising Strategies: We summarized key promising strategies that may increase student performance in the district.

Identification of *Promising Strategies* for Improvement: MATHEMATICS

■ **DISTRICT-WIDE**

- Creation of a new position of K-12 Director of Math, Science, and Technology for improved articulation across the grades and MST.

■ **ELEMENTARY SCHOOL**

We believe that the improved student performance on the NYS Math exams are linked to the curriculum work that has been completed and professional development provided to teachers based on a longitudinal study of data from the NYS Math 4 exam and item analyses from quarterly benchmark assessments. Additional changes to the curriculum have been made based partly on the results of the 2006 and 2007 NYS Grades 3-5 testing information that we had gathered.

- **Curriculum:**
 - ◆ The revised NYS Mathematics standards allowed the scope of mathematical concepts to be narrowed at each grade level to provide opportunities for students to learn concepts in depth.
 - ◆ This is the fourth year for the math curriculum day map to be implemented in grades K-8. The day map of the curriculum/lessons is revised each summer to provide teachers a guideline for teaching math concepts and promote discussion of mathematics. In addition, for each lesson the summer curriculum committee provided supplemental materials to provide enrichment, remediation, and alternative lessons. Teachers are encouraged to share activities that can be added to the curriculum on a regular basis.
 - ◆ Each lesson in the curriculum map is aligned to NYS Math Performance Indicators. We have delineated the curricula in grades 3-5 to incorporate the pre and post March performance indicators to provide students with the mathematical knowledge necessary for the NYS Math assessments.
 - ◆ AIS math instruction is mainly push-in which allows basic mathematics operation skills to be reinforced on a continuous basis while small group instruction increases opportunities to meet student needs.
 - ◆ Teachers of students with disabilities are provided the same curriculum materials as the other teachers in the district. Special education teachers modify lesson materials to teach students with disabilities the mathematical concepts that they are required to learn at their grade level.
 - ◆ The KL Rutherford Elementary school, as well as the other elementary schools, implemented an accelerated mathematics program for third, fourth, and fifth grade students. There are two classes of accelerated students at each grade level which have a combined total of approximately 150 students.

- **Professional Development:**

- ◆ In grades K-5, development of the consistent problem solving approach QDPAC (Question, Data, Plan – show the work, Answer, Check) was implemented. Students underline the important information (data) and circle the question. Teachers, including special education, were supplied with two colored posters on the QDPAC method so that students can always refer to the method. One poster has a hand with one letter and appropriate symbolic reminders for each finger. The other is a chart with each letter and its meaning listed. Teachers refer to the chart when solving mathematical problems.
- ◆ Teachers received professional development in aspects of Technical Literacy which helps students to read and write more effectively in mathematics. This program also supports the ELA initiatives.
- ◆ Teachers were given instruction in the use of various activities to improve student basic math skills. The elementary math coaches have provided a number of activities to teachers that reinforce the development of number sense. This allowed for the sharing of activities that we have begun to place in a shared folder on the district's computer network so that all teachers can have access and add to these activities.
- ◆ Teachers have been given articles to read and share their most important ideas in the article with their peers in order to facilitate the sharing of best practices.
- ◆ Data analysis feedback from quarterly benchmark and state exams are shared and discussed with teachers. The item analysis data lists each question and the corresponding performance indicator. Teachers identify the strengths and weaknesses of students. Based on the conclusions that are reached, teachers brainstorm activities that can reinforce the concepts that students have not done well and suggestions are made for modifying the curriculum maps for successive years. This provides teachers with the opportunity to share best practices with each other.
- ◆ Teachers have been given time to analyze, discuss, and summarize the Number Sense and Operation Content performance indicators so that teachers will develop greater understanding of the curriculum for their grade level. This content strand comprises nearly 50% of all performance indicators at each grade level in K-5. Teachers are given time at each math meeting to discuss articles, activities/games, lessons, etc. that develop their knowledge of number sense and operations which will lead to more effective instruction for students.
- ◆ At each monthly elementary math meetings, teachers score sample test questions based on the NYS two and three point holistic rubrics. Teachers have been given the NYS Math Scoring Procedures. These fourteen scoring rules and the nine scoring policies are continuously referred to during meetings. This allows teachers to reinforce the scoring concepts with their students which will help students prepare for the NYS Math assessments and develop a greater mathematical understanding.
- ◆ During the year, teachers will collaboratively analyze each unit, list the most important math concept(s) that need to be taught for each lesson, identify activities to be incorporated for the lesson, identify the most related performance indicators, and list the main math concepts from the unit. This information will be compiled and shared with all teachers, including AIS and special education.

- ◆ Academic intervention will continue to be delivered in an inclusion setting. Small group instruction, using differentiated instructional strategies, will continue daily for 45 minutes in each classroom. The focus of the instruction is two-fold: skill reinforcement and development of math concepts.
- ◆ Students will be given quarterly assessments that parallel the NYS Math exams in both format and concepts. Teachers will continuously assess students informally to monitor progress and conduct periodic formal assessments during each unit.
- ◆ The Director of Mathematics, Science, and Technology and principals will monitor the mathematics program and completion of the mathematics curriculum as well as student results from quarterly assessments.
- ◆ Teachers have reviewed student work from the 2006 and 2007 NYS math exams and quarterly assessments. From our analysis, teachers have identified areas of concern for students such as multi-step problem solving. Teachers have begun to regularly introduce multi-step problems to students. Students will need to continue to use the QDPAC problem solving approach in finding the solution.

- **Regional School Support Center's Math Initiative:**

Four teachers have become turnkey trainers through the **Regional School Support Center's Math Initiative**. The training that the teachers received has helped students develop greater mathematical knowledge and develop better reading, writing, and problem solving strategies. These skills will transfer to ELA. During the elementary math meetings, the math coaches share information learned at the workshops, lead professional development, and provide activities for teachers to use in their classrooms. The Math Initiative will focus on the following:

- ◆ Identifying What Students Need to Know and Be Able to Do - Understanding the declarative and procedural knowledge students are expected to master in New York State.
- ◆ Conceptual Development - Concept development is critical to student success in mathematics. This explores the relationship between conceptual teaching and conceptual learning.
- ◆ Problem Solving - To review the steps in the problem solving process and to develop strategies for improving student problem solving skills.
- ◆ Classroom-based Assessment - To understand the importance of ongoing classroom-based assessment strategies and how to link expectations with measures of performance.
- ◆ Technical Literacy - To describe the technical literacy skills students need to be successful and strategies for teaching reading comprehension and written responses in mathematics. Technical literacy approaches, such as QDPAC, will continue to be integrated into instruction to improve student reading comprehension, written communication, and problem solving skills in mathematics. In addition, technical literacy will be combined with teaching for conceptual understanding of mathematics to enhance mathematical understanding for students.

■ MIDDLE SCHOOL

- 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.

■ HIGH SCHOOL

- Incorporation of the Q-TiPS strategy in all Math classes – to extract data from each problem asked to solve
- Semestering of Math Courses, including the Math A course
- AIS courses support content area literacy
- “Repeater Classes” support content area literacy
- Academic Focus sessions in the Freshman Academy address content area literacy for Math
- Differentiated instruction techniques are being used in all Content Areas, including Math
- Critical Reading and Writing Strategies are becoming a part of daily instruction in the content areas, including Math
- The Content Area Literacy Team (CALT) has begun to share instructional techniques learned in their professional development sessions with Dr. Rachel Billmeyer over the 2007-2008 school year.
- The strength-based assessment tool, *the Reading Styles Inventory*® has begun to be used with our high school students who struggle with reading and overall literacy skills and strategies.

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

School Climate & Culture

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

- Student data (attendance, behavior, referrals, VESID SPP indicators, staffing, etc.);
- Data collected based upon the analysis of the FACTORS worksheet in Appendix 7;
- Analysis of the effectiveness of the district's current practices. We included in the analysis how these impact ESL, Special Education instruction, and the provision of *Academic Intervention Services*, the use of technology, library media services, and professional development.

Findings for School Climate & Culture

■ **MIDDLE SCHOOL: SCHOOL CULTURE AND 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

■ **HIGH SCHOOL**

- Discipline referrals decreased
- The number of “fights” decreased
- Superintendent’s 3214 Hearings decreased
- Student Attendance increased

Identification of Promising Strategies for Improvement:

SCHOOL CULTURE & CLIMATE

■ ELEMENTARY SCHOOL: SCHOOL CULTURE AND CLIMATE

- Positive Behavioral Interventions and Supports (PBIS) initiative (K-12)

■ MIDDLE SCHOOL

- 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)

■ HIGH SCHOOL

- Positive Behavioral Interventions and Supports (PBIS)
 - Smaller Learning Communities and Freshman Experience
 - Attendance policy revised
 - Parents and Children Together Program (PACT)
 - Supportive Learning Environment (SLE) initiative (HVSSSC)
 - Numerous extra-curricular activities
 - Alternative High School Program
-

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

GRADUATION RATE / HIGH SCHOOL COMPLETION

(HIGH SCHOOL LEVEL ONLY, CONSIDER FOR MS)

Directions:

We conducted a comprehensive review and analysis of graduation rate data using:

Student achievement data (district-wide, and disaggregated by grade and major student subgroups) in all major State assessments;

We included in the analysis how these are taught in ESOL and Special Education Instruction, the provision of *Academic Intervention Services*, the use of technology, library media services, and professional development.

Summary of Causal Analysis Findings:

We summarized the major findings of the analysis of student achievement data and effectiveness of current educational practices as follows.

Graduation Rate Findings

HIGH SCHOOL

Black and Hispanic subgroups have seen an increase in the percent of students graduating.
Black and Hispanic subgroups did *not* make AYP in Graduation Rate in 06-07
Blacks did *not* qualify for Safe Harbor in ELA in 06-07
The White subgroup has seen a decrease in the percent of student graduating.

Summary of Promising Strategies for Improvement: GRADUATION RATE

HIGH SCHOOL

Positive Behavioral Interventions and Supports (PBIS)
Smaller Learning Communities and Freshman Experience
Attendance policy revised
Parents and Children Together Program (PACT)
Special Education Focused Review: Quality Improvement Plan (QIP)
Alternative High School Program

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

Identify Priorities for School Years: 2009-2010

We considered the findings and implications of the data study/needs assessment and identified the district's educational priorities in support of improved student achievement in English Language Arts, Literacy Across the Content Areas, Mathematics, Graduation Rate and "School Culture and Climate" for the 2009-2010 school year. These priorities should be focused and doable and 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 us in the identification of annual (short-term) goals, and the development of specific, measurable objectives for improving student outcomes.

A list of the improvement priorities and major activities to achieve the student goals follows.

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

1. Implement the Philosophy, and Guiding Principles for Literacy Instruction based on current research
2. Implement the articulated ELA Curriculum K-12, based on the revised NYS ELA Learning Standards
3. Implement the “*Balanced Literacy Framework*” K-8 (Reading, Writing, Vocabulary/Word Study)
4. Align district-wide Assessment practices with our Balanced Literacy Framework and Philosophy
5. Create standard ELA/Literacy Professional Development sessions that are implemented across all the schools
6. Develop teacher leadership through the Literacy Coaches and District level Literacy Leadership Teams
7. Develop and ensure the implementation of Rubrics in all ELA classes
8. Increase the “writing” component in ELA/literacy classes
9. Begin to use rubrics in rating writing pieces and with students as an instructional tool

➤ **Priorities for Improving Literacy across the Curriculum**

1. Continue to embed Literacy instruction in the Content Areas- to improve the appropriate use of reading and writing (i.e., literacy) skills and strategies using a variety of texts
2. Utilize the Content Area Literacy Teams (CALTs) in the Middle School and High School to learn research-based literacy techniques, try them in their classrooms, and then turn-key them with colleagues in the secondary schools.

➤ **Priorities for Improving Performance in Mathematics**

1. Incorporate rubrics as a means for students to analyze and reflect on math processes and concepts
2. Develop course organizers and unit organizers to be shared with students to provide focus on course content and standards
3. Provide students a problem solving process to answer mathematical problems.
4. Provide more direct instructional time for students to learn mathematical concepts
5. Continue the professional development through the HVRSSC Math Initiative and the development of the teacher portfolio for reflection and to drive instruction

➤ **Priorities for Improvement in School Climate & Culture**

1. Enhance the PBIS initiative K-12 to improve and/or maintain a positive school climate in each school.
2. Improve communication with all constituents - to continue to build the support of the community, and increase parent involvement.

➤ **Priorities for Improving Graduation Rate / High School Completion**

1. Improve Attendance
2. Build student-teacher-school relationships
3. Implement the Special Ed. Focused Review “Quality Improvement Plan” and recommendations of the **2009 Special Education Audit**

PART 3: ACTION PLANS

1. English Language Arts

Goal statement:

Students’ abilities to read, write, listen and speak are the fundamental building blocks to their learning and achievement. Students will learn and demonstrate the necessary English Language Arts Learning Standards in terms of content, skills and strategies.

Annual Goal:	Student ELA growth will be demonstrated through individual progress using formative and summative assessments including the NYS Assessments and local assessments (i.e., Early Literacy Profile components, running records, quarterly exams, chapter/unit exams, progress monitoring, final exams, benchmarks, student literacy work and daily assessments)	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 _____
Strategy :	To develop an articulated K-12 ELA instructional and assessment program that provides formative and summative student information and feedback to staff to inform their instruction.	
Objectives: <small>(Please write objectives as responses to the italicized guiding questions.)</small>	<i>What school practices/programs will be improved through this strategy?</i>	
	OBJECTIVE: There will be a consistent assessment and grading policies and practices throughout the district in ELA and literacy.	
	<i>How will student learning be improved/enhanced through this strategy?</i>	
	OBJECTIVE: A common set of literacy expectations and outcomes will be identified for students.	

<p align="center"><u>Activities</u></p> <p>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 school year.)</p>	<p align="center"><u>Resources</u></p> <p>What are existing resources that can be used? What new resources can be used?</p>	<p align="center"><u>Timeline</u></p> <p>When will this activity begin and end?</p>	<p align="center"><u>Who is Responsible?</u></p> <p>Who is Involved? Who will take primary responsibility? Who else needs to be involved?</p>	<p align="center"><u>Monitoring Implementation</u></p> <p>What <u>evidence</u> will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p>
<p>A comprehensive Balanced Literacy Framework will be articulated to the Faculty (K-12), correlating curriculum instruction and assessment with SED Standards & Performance Indicators</p>	<p>Faculty meetings, department meetings ***** Funding: Title I, SIG, MCSD</p>	<p align="center">2008-2009</p>	<p>Director of ELA, SS, & Library Education, Directors, School Administrators; Head Teachers, Literacy Coaches</p>	<p>Implementation of the <i>Continuum of Literacy Learning</i> -K-8 (Fountas & Pinnell) (Document a comprehensive and coordinated literacy program)</p> <p>Monitor and support fidelity of BLF with continuous professional development.</p>
<p>Teachers and administrators will routinely examine student work – using a shared rubric whenever possible - to address the needs of every student.</p>	<p>District Directors, dept. meetings and conference days ***** Funding: MCSD</p>	<p align="center">2008-2010</p>	<p>Director of ELA, SS, & Library Education, Directors, School Administrators; Head Teachers, Literacy Coaches</p>	<p>Standardization of grading policy; rubrics utilized as instructional tools; protocols established for examining student work.</p>
<p>Faculty (K-8) will use explicit instruction techniques for students to learn literacy strategies in the Reading, Writing and Word Study components of the Balanced Literacy Framework.</p>	<p>Fountas and Pinnell research and texts ***** Funding: Title I, MCSD</p>	<p align="center">2007-2010</p>	<p>Director of ELA, SS, & Library Education, Directors, School Administrators; Head Teachers, Literacy Coaches</p>	<p>Lesson Plans; Focused observations; and Walk-throughs</p> <p>Embedded professional development by Literacy Coaches (agendas/ workshop tasks/ action notes).</p>
<p>Students will construct meaning through explicit comprehension instruction.</p>	<p>Literacy Coaches; Content Area Literacy Teams (CALT); Team Meetings; Grade level Meetings</p>	<p align="center">2007-2010</p>	<p>Director of ELA, SS, & Library Education, Directors, School Administrators; Head Teachers, Literacy Coaches</p>	<p>Focused observations; “critical lens” essay reviews; Part 1- SED data analysis; Developmental Reading Assessments (DRAs); Informal Reading Inventories (IRIs); review of student work.</p>

<p align="center"><u>Activities</u></p> <p>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 school year.)</p>	<p align="center"><u>Resources</u></p> <p>What are existing resources that can be used? What new resources can be used?</p>	<p align="center"><u>Timeline</u></p> <p>When will this activity begin and end?</p>	<p align="center"><u>Who is Responsible?</u> Who is Involved?</p> <p>Who will take primary responsibility? Who else needs to be involved?</p>	<p align="center"><u>Monitoring Implementation</u></p> <p>What <u>evidence</u> will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p>
<p>The District will investigate and create student portfolios containing reading levels, writing samples, benchmark data and other info. to monitor s student progress in literacy development.</p>	<ul style="list-style-type: none"> - American Assoc. of Innovative Schools (AAIS); - International Baccalaureate (IB) – Primary Years Program - Fountas & Pinnell texts <p>*****</p> <p>Funding: Title I, MCSD</p>	<p align="center">2008-2010</p>	<p>Director of ELA, SS, & Library Education, Directors, School Administrators; Head Teachers, Literacy Coaches</p>	<p>Implementation of the <i>Continuum of Literacy Learning</i> (K-8), Fountas & Pinnell; monitored with Benchmark Systems 1 & 2; writing outcomes & expectations established.</p>
<p>The High School will conduct a Quality Indicator Review for Literacy, included in the Special Education Audit.</p>	<p>HVRSSC as well as High School Planning for Restructuring Committee</p>	<p align="center">2008-2010</p>	<p>Superintendent of Schools, Director of PPS, HS Principal, Director of ELA, and Director of MST.</p>	<p>Observable change in instructional practices as reflected in the recommendations of QIR.</p>
<p>Design and implement an intensive literacy program for students with disabilities.</p>	<p>HVRSSC as well as High School Planning for Restructuring Committee</p>	<p align="center">2009-2010</p>	<p>Superintendent of Schools, Director of PPS, HS Principal, Director of ELA, and Director of MST.</p>	<p>Scheduling and instructional organization will reflect approaches to meeting students' needs, (i.e. reverse inclusion). Meeting AYP in ELA, Math, and improving Graduation Rate.</p>
<p>The district will provide continuous professional development in <i>strength-based assessment</i> and the use of multi-sensory literacy strategies to match both the literacy needs as well as the learning style of every student.</p>	<ul style="list-style-type: none"> - National Reading Styles Institute (NRSI) (and RSI) - Response to Intervention (RTI) (Training with Jim Wright's company) <p>*****</p> <p>Funding: Title I, MCSD</p>	<p align="center">2007-2010</p>	<p>Director of ELA, SS, & Library Education, Directors, School Administrators; Head Teachers, Literacy Coaches</p>	<ul style="list-style-type: none"> - An Early Literacy Profile (ELP) will be formalized; - Reading Style Inventory (RSI) impact on strategies for struggling readers; - Benchmark System 1 & 2 data analysis; - Early Interventions, i.e., Reading Recovery® effectiveness analyzed

<p><u>Activities</u> 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 school year.)</p>	<p><u>Resources</u> What are existing resources that can be used? What new resources can be used?</p>	<p><u>Timeline</u> When will this activity begin and end?</p>	<p><u>Who is Responsible?</u> Who is Involved? Who will take primary responsibility? Who else needs to be involved?</p>	<p><u>Monitoring Implementation</u> What <u>evidence</u> will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p>
<p>Criteria for entering and exiting Academic Intervention Services (AIS) will be reviewed and consistency in AIS will be implemented.</p>	<p>District AIS Plan Funding: Title I, MCSD</p>	<p>2008-2010</p>	<p>Director of ELA, SS, & Library Education, Directors, School Administrators; Head Teachers, Literacy Coaches</p>	<p>Utilization of RTIm-Direct and review of Service Log. Standardization of pre-referral interventions.</p>
<p>Students will have daily experiences in <u>authentic</u> reading, writing and thinking.</p>	<p>Instructional Strategy Checklist, Reading First Resources, District Balanced Literacy Framework</p>	<p>2007-2010</p>	<p>Director of ELA, SS, & Library Education, Directors, School Administrators; Head Teachers, Literacy Coaches</p>	<p>Extended time for literacy; intensive focus on writing; observable reading and writing strategies in content area instruction through the examination of student work. Fidelity to program is reflected in observations and walk-throughs.</p>
<p>Identify Tier 1 Universal Interventions and articulate to professional staff.</p>	<p><u>www.interventioncentral.org</u></p>	<p>2008-2010</p>	<p>RTI District Steering Committee, Directors, School Administrators; Head Teachers, Literacy Coaches</p>	<p>Observe school-wide strategies for managing reading, writing, and study skills and organization.</p>

2. Literacy - Across the Content Areas

Goal statement:

Literacy skills & strategies are necessary to prepare every student to meet the demands of a global society.
Students will attain the necessary literacy skills and strategies and apply them across all the content areas.

Annual Goal:	Literacy skills and strategies are embedded <i>in instruction across all content areas.</i>	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 _____
Strategy :	Literacy instruction is the responsibility of all educators.	
Objectives: (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i>	
	OBJECTIVE: There will be a common set of higher-order thinking skills and instructional techniques and strategies embedded in daily practice by all teachers.	
	<i>How will student learning be improved/enhanced through this strategy?</i>	
	OBJECTIVE: There will be consistency in the instructional language used by teachers. The teaching and learning of literacy will be well articulated, developmentally appropriate and spiraled K-12. Students will be able to successfully use literacy strategies to construct meaning, problem-solve and make decisions in all of the content areas.	

<p align="center"><u>Activities</u></p> <p>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 school year.)</p>	<p align="center"><u>Resources</u></p> <p>What are existing resources that can be used? What new resources can be used?</p>	<p align="center"><u>Timeline</u></p> <p>When will this activity begin and end?</p>	<p align="center"><u>Who is Responsible?</u></p> <p>Who is Involved? Who will take primary responsibility? Who else needs to be involved?</p>	<p align="center"><u>Monitoring Implementation</u></p> <p>What <u>evidence</u> will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p>
<p>Literacy Leadership Teams (LLTs) will be formed in each school, and discuss on-going literacy concerns and strategies for differentiated instruction. PD: Reading Styles Model; Balanced Literacy Framework; Strength-based Assessments, Response to Interventions; AIS, Instructional Support Teams</p>	<p>SETRC; BETAC</p> <p>*****</p> <p>Funding: Title I, CoSers, maybe Title III MCSD</p>	<p>2007-2010</p>	<p>School Admin.;; Director of ELA, SS, & Library Education, School; Director of PPS; Assistant Supt.,</p>	<ul style="list-style-type: none"> - Crosswalk & sharing with staff of Literacy (ELA) Expectations with expectations for Special Education & English Language Learners - LLTs meet monthly; some common K-12 agenda items - Summary & Action items produced - Observations and walkthroughs - LASW reveals strategies used
<p>The literacy leadership capacities of Principals and Head Teacher will be maximized.</p>	<p>SC BOCES, HVRSSC, Lesley College</p>	<p>2007-2010</p>	<p>Directors, School Administrators; Head Teachers, Literacy Coaches, Administrative Leadership Team</p>	<p>Turn-key training of faculty by teacher leaders. (Dates, training materials <u>reviewed and tracked</u> by Director of ELA, SS, and Library Education). ALT articulation workshops, CIAC presentations</p>
<p>Evolving RTI Teams (Response to Intervention) will review student progress and discuss on-going literacy concerns of targeted students.</p>	<p>HVRSSC</p> <p>*****</p> <p>Funding: Title I, MCSD</p> <p>1) <u>Response to Intervention Toolkit</u>, Jim Wright; 2) <u>What Really Matters in Response to Intervention</u>, and 3) <u>What Really Matters for Struggling Readers</u>, Richard Allington.</p>	<p>2007-2010</p>	<p>RTI District Steering Committee, Directors, School Administrators; Head Teachers, Literacy Coaches</p>	<p>Pre-referral interventions, RTI meetings, Agendas and RTIm-Direct Service Logs</p>

<p align="center"><u>Activities</u></p> <p>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 school year.)</p>	<p align="center"><u>Resources</u></p> <p>What are existing resources that can be used? What new resources can be used?</p>	<p align="center"><u>Timeline</u></p> <p>When will this activity begin and end?</p>	<p align="center"><u>Who is Responsible?</u></p> <p>Who is Involved? Who will take primary responsibility? Who else needs to be involved?</p>	<p align="center"><u>Monitoring Implementation</u></p> <p>What <u>evidence</u> will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p>
<p>The design and implementation of research based programs to meet the needs of struggling students,</p>	<p><u>Response to Intervention Toolkit</u>, Jim Wright; <u>What Really Matters in Response to Intervention</u>, and <u>What Really Matters for Struggling Readers</u>, Richard Allington.</p>	<p align="center">2008-2010</p>	<p>RTI District Steering Committee, Director of PPS, and Directors of ELA...MST and School Administrators</p>	<p>Lesson Plans will reflect individualized instruction: Differentiation will be observed during walk-throughs; Utilization of RTIm-Direct and IEP-Direct.</p>
<p>Secondary Content Areas Literacy Teams (CALT) will focus on the implementation of vocabulary development and the use of graphic organizers in all classrooms.</p> <p>Use of evidence-based instructional strategies (i.e., Billmeyer, Tilton, Marzano, Fountas/Pinnell, Hayes-Jacobs)</p>	<p align="center">HVRSSC's Literacy Initiative ***** Funding: Title I, MCSD</p>	<p align="center">2007-2010</p>	<p>Director of ELA, SS, & Library Education, Directors, School Administrators; CALT teams, Content Area Head-teachers, Instructional Technology Staff-developers.</p>	<p>Classroom observations of specific strategies; focused walkthroughs; student work reviews; Lesson plans reflect embedded use of literacy strategies Improved student performance on NYS & local assessments.</p>
<p>A <i>Resource Guide</i> for Content Area Literacy Strategies is developed and distributed to staff.</p>	<p align="center">MS CALT</p>	<p align="center">2008-2009</p>	<p>Director of ELA, SS, & Library Education, Directors, School Administrators; CALT teams, Content Area Head-teachers, Instructional Technology Staff-developers.</p>	<p>Classroom observations of specific strategies; focused walkthroughs; student work reviews; Lesson plans reflect embedded use of literacy strategies Improved student performance on NYS & local assessments.</p>

<p align="center"><u>Activities</u></p> <p>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 school year.)</p>	<p align="center"><u>Resources</u></p> <p>What are existing resources that can be used? What new resources can be used?</p>	<p align="center"><u>Timeline</u></p> <p>When will this activity begin and end?</p>	<p align="center"><u>Who is Responsible?</u></p> <p>Who is Involved? Who will take primary responsibility? Who else needs to be involved?</p>	<p align="center"><u>Monitoring Implementation</u></p> <p>What <u>evidence</u> will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p>
<p><i>Literacy Coaches</i> will embed Professional Development at the school level, integrating literacy strategies across the curriculum.</p>	<p>Lesley University, Sullivan County BOCES, Teachers' College, Funding: Title I, MCSD (C4E)</p>	<p>2007-2010</p>	<p>Assistant Supt., Director of ELA, SS, & Library Education, Principals, Literacy Coaches.</p>	<ul style="list-style-type: none"> - Scheduling of Literacy Professional Development, by schools and/or department; <u>Monitored</u> by Director of ELA, SS, & Library Education; - Observations & walkthroughs; - Lesson Plan Reviews; LASW; - Student Performance
<p>Faculty and staff will receive Professional Development in the use of comprehension & word study (vocabulary) strategies. Use of evidence-based instructional strategies (i.e., Billmeyer, Tilton, Marzano, Fountas/Pinnell, Hayes-Jacobs)</p>	<p>Funding: MCSD (C4E)</p>	<p>2008-2010</p>	<p>Director of ELA, SS, & Library Education, Directors, School Administrators; Literacy Coaches, CALT teams, all faculty and staff</p>	<ul style="list-style-type: none"> - Lesson plans & Observations reflect the Use of <u>Strategies that Work</u> (Harvey/Goudvis) and <u>Tools for Teaching Content Area Literacy</u> (Allen) - LASW reveals strategies used
<p>Infrastructure improvements will be made such as extended time for literacy instruction; team teaching, Smaller Learning Communities, interdisciplinary "project-based" approaches and looping will be researched and implemented as appropriate to improve content area literacy.</p>	<p>AAIS HVRSSC ***** Funding: Title I, SLC grant, MCSD</p>	<p>2007-2010</p>	<p>Director of ELA, SS. & Library Education, School Administrators, Content Area Head-teachers, PPS Administration.</p>	<ul style="list-style-type: none"> - Reorganization and alternative structures will be monitored and evaluated. - Lesson plans, observations, and walkthroughs indicate inter-disciplinary & project-based approaches - Student Achievement improves - Student surveys indicate more positive attitudes and increased involvement in their learning. - Self-assessment of SLC and looping initiative.

<p align="center"><u>Activities</u></p> <p>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 school year.)</p>	<p align="center"><u>Resources</u></p> <p>What are existing resources that can be used? What new resources can be used?</p>	<p align="center"><u>Timeline</u></p> <p>When will this activity begin and end?</p>	<p align="center"><u>Who is Responsible?</u></p> <p><u>Who is Involved?</u> Who will take primary responsibility? Who else needs to be involved?</p>	<p align="center"><u>Monitoring Implementation</u></p> <p>What <u>evidence</u> will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p>
<p>The Elementary Level Lesson Design will use the IB/Primary Years Program “trans-disciplinary” model by teaching an issue, question, or theme.</p>	<p>International Baccalaureate Organization Staff www.IBO.org ***** Funding: MCSD (C4E)</p>	<p>2007-2010</p>	<p>School Administrators, IB Coordinators, Directors</p>	<p>- Self-evaluation and I.B. application process and feedback from the IBO. Lessons and Planners of Inquiry will meet IB requirements. - Lesson plans, observations, and walk-throughs indicate trans-disciplinary approaches.</p>
<p>Expand IBO affiliation with Middle Years Program</p>	<p>Funding: MCSD (C4E)</p>	<p>2009-2010</p>	<p>Superintendent, Assistant Supt., Middle School Administrators, IB Coordinators, Directors</p>	<p>Participation in Level 1 training for IB/Middle Years Program</p>
<p>- Create a document of “<i>Information Literacy</i>” and technology fluency (Information Literacy emphasizes the ability of students to access, evaluate and use information resources. The integration of technology creates new opportunities to use all available resources, and to meet students’ different learning styles and needs. (3-03: Federal Grant Application – “<i>Improving Literacy Through Libraries</i>”)</p>	<p>- “Big 6,” Capital District BOCES, - Lynn Miller, SC BOCES ***** Funding: Title 1, MCSD (Outcome pending on grant)</p>	<p>2007-2010</p>	<p>Directors of Instructional Technology; ELA, SS and Library Ed; Library-media Specialists, instructional technology staff developer</p>	<p>Document will be used by teachers & observed in classroom visits and walkthroughs. LASW reveals the integration of Information literacy and technology. Increase in non-fiction collections and access to multi-level text is evident in classrooms and schools.</p>

Activities 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 school year.)	Resources What are existing resources that can be used? What new resources can be used?	Timeline When will this activity begin and end?	Who is Responsible? Who is Involved? Who will take primary responsibility? Who else needs to be involved?	Monitoring Implementation What <u>evidence</u> will be gathered on an ongoing basis to document successful implementation of this activity/plan?
Departments and grade-levels will: <ul style="list-style-type: none"> - employ interactive group dialogue techniques ("Data-driven Dialogue" techniques by Bruce Wellman, Laura Lipton) - initiate a longitudinal review of the existing data - identify any gaps in curriculum and instruction - modify and adjust curriculum to improve student achievement based upon data analysis. 	Funding: MCS D	2007-2010	Directors, School Administrators, & Program Evaluator	<ul style="list-style-type: none"> - School Tools implementation; - Dialogue at these meetings uses techniques shared by administrators - Agenda items & Summary Notes include the review of quantitative data - Agenda items & Summary Notes include LASW - Assessment drives curricular, instructional and fiscal decision-making (e.g., schedules, IST, AIS, SLE supports, and individual needs of students. - Assessment Informs and helps drive Professional Development programs.

3. Mathematics

Goal statement:

Students' ability to think and communicate mathematically, problem-solve, and compute are the fundamental building blocks to student achievement. Students will learn and demonstrate the necessary content and process skills.

<p>Annual Goal:</p>	<p>Improve student achievement on the NYS math assessment in all subgroups by 10% of the difference in the current AMO and the 2013 level. Student growth will be demonstrated through individual progress using formative and summative assessments including the NYS Assessments and local assessments (i.e., chapter/unit exams, progress monitoring, final exams, student work and daily assessments)</p>	<p>This strategy relates to: (Check all that apply)</p> <ul style="list-style-type: none"> <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 _____
<p>Strategy :</p>	<p>To continue to develop the capacity of the faculty to meet the instructional needs of every student. Provide the strategies, rigor, and support in mathematics for students to effectively learn mathematics.</p>	
<p>Objectives: (Please write objectives as responses to the italicized guiding questions.)</p>	<p><i>What school practices/programs will be improved through this strategy?</i></p> <p>OBJECTIVE: Teachers will provide differentiated instruction, use integrated technology, and introduce performance-based models of instruction.</p>	
	<p><i>How will student learning be improved/enhanced through this strategy?</i></p> <p>OBJECTIVE: There will be a range of instructional program opportunities for students to apply mathematical content and process skills.</p>	

<p align="center"><u>Activities</u></p> <p>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 school year.)</p>	<p align="center"><u>Resources</u></p> <p>What are existing resources that can be used? What new resources can be used?</p>	<p align="center"><u>Timeline</u></p> <p>When will this activity begin and end?</p>	<p align="center"><u>Who is Responsible?</u></p> <p>Who is Involved? Who will take primary responsibility? Who else needs to be involved?</p>	<p align="center"><u>Monitoring Implementation</u></p> <p>What <u>evidence</u> will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p>
<p>- Implement a common math problem-solving approach K-12.</p> <p>- Process Posters are in each classroom.</p> <p>- Teachers have been given professional development in implementation of the problem solving process approach</p> <p>(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).</p>	<p>Posters have been given to elementary teachers. Middle and high school teachers have made posters.</p> <p align="center">*****</p> <p>Funding: MCSD</p>	<p align="center">2006-2010</p>	<p>Director of MST, Director of PPS, Math Liaisons, Teachers, Head Teachers, School Administrators, Asst. Supt. of Student Learning</p>	<ul style="list-style-type: none"> - Teachers bring student work using the math problem-solving process approach to math meetings. - Students have greater success answering constructed and extended response questions on state exams. - Administrators monitor the process during classroom observations and walkthroughs. - Lessons include problem-solving activities - Observations & walkthroughs reveal the use of problem-solving techniques
<p>Review and discuss item analysis data from quarterly assessments, unit exams, and state math exams at monthly Math meetings.</p>	<p align="center">*****</p> <p>Funding: MCSD</p>	<p align="center">2006-2010</p>	<p>Director of MST, Director of PPS, Math Liaisons, Teachers, Head Teachers, School Administrators, Assistant Supt. of Student Learning</p>	<ul style="list-style-type: none"> - Feedback from teachers on strengths and weakness of students. - Recommended instructional activities to improve student understanding. - Sharing of best practices. - Review becomes standard agenda item during math meetings and other collaborative sessions.
<p>- Math Liaisons are in the elementary schools, middle school, and high school. These teachers facilitate math meetings in each of the schools and provide professional development to teachers at monthly meetings.</p> <p>- Continued professional development through the RSSC's Math Coaches initiative, and state and local math conferences</p>	<p align="center">*****</p> <p>Funding: Title I; MCSD</p>	<p align="center">2006-2010</p>	<p>Director of MST, math liaisons, head teachers, school administrators, Asst. Supt. for Student Learning</p>	<ul style="list-style-type: none"> - Teachers will keep an electronic portfolio of the professional development techniques, item analysis data, and samples of student work - Teachers use data routinely to make instructional decisions as evidenced by conversations, observations and walkthroughs.

<p align="center"><u>Activities</u></p> <p>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 school year.)</p>	<p align="center"><u>Resources</u></p> <p>What are existing resources that can be used? What new resources can be used?</p>	<p align="center"><u>Timeline</u></p> <p>When will this activity begin and end?</p>	<p align="center"><u>Who is Responsible?</u></p> <p><u>Who is Involved?</u> Who will take primary responsibility? Who else needs to be involved?</p>	<p align="center"><u>Monitoring Implementation</u></p> <p>What <u>evidence</u> will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p>
<ul style="list-style-type: none"> - Begin the transfer of lesson plans, instructional activities, and curriculum guides from the shared drive to Global Village. - Teachers will be shown the process for accessing information from Global Village during math meetings 	<p>Lesson, curriculum guides, instructional materials and activities on the shared drive </p> <p>Funding: Title 1, MCSD</p>	<p>Summer 2009-2010</p>	<p>Director of MST, math liaisons, head teachers, K-12 teachers</p>	<ul style="list-style-type: none"> - The district will take steps to facilitate the transfer of lesson plans and instructional activities to Global Village. This would include the scanning of non-electronic instructional activities for transfer to Global Village. - Instructional materials and curriculum guides will be found on Global Village. - After providing professional development to teachers for the use of Global Village, a survey will be given to teachers to determine the extent of their use of Global Village and input for further professional development in their use of Global Village. - The district will record the number of “hits” that the Global Village math site has.
<p>Identify Tier 1 Universal Interventions and articulate these to the professional staff</p>	<p>www.interventioncentral.org</p>	<p>2009-10</p>	<p>RTI District Steering Committee, Director of MST, math liaisons, head teachers, school administrators</p>	<p>Observable practices in the classroom via instruction and lesson plans</p>

4. School Climate and Culture

Goal statement:

Providing a safe, orderly, engaging and supportive learning environment is essential for student success.

Annual Goal:	To improve student engagement, behavior and attendance, reduce drop out and suspension rates, and actively involve the School community.	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 _____
Strategy :	We will create a positive learning environment that fosters academic success by implementing researched-based and data-driven programs.	
Objectives: (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i>	
	OBJECTIVE: Using positive behavioral supports, a student-centered environment will be fostered to enhance citizenship and academic success. The BOE, administration, faculty, staff, students, families and the community will be actively involved in the schools.	
	<i>How will student learning be improved/enhanced through this strategy?</i>	
	OBJECTIVE: Students will have an active role and take responsibility for their learning.	

<p align="center"><u>Activities</u></p> <p>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 school year.)</p>	<p align="center"><u>Resources</u></p> <p>What are existing resources that can be used? What new resources can be used?</p>	<p align="center"><u>Timeline</u></p> <p>When will this activity begin and end?</p>	<p align="center"><u>Who is Responsible?</u> <u>Who is Involved?</u></p> <p>Who will take primary responsibility? Who else needs to be involved?</p>	<p align="center"><u>Monitoring Implementation</u></p> <p>What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p>
<p>➤ Supportive Learning Environment</p> <ul style="list-style-type: none"> - District Leadership Team will be further developed in order to assess and explore the environmental SLE status and needs of the district. - To promote understanding, participation and adoption of principles in the SLE endeavors. - To disaggregate and disseminate findings of the survey to BOE, ALT, faculty and student groups - Groups of community members, students and parents will have sub-groups of the SLE (litter, planting, graduate gallery. 	<p>NYSED HVSSSC</p> <p>*****</p> <p>Funding: MCSD</p>	<p>2008-2010</p>	<p>Director of PPS, ALT and SLE Team</p>	<ul style="list-style-type: none"> - Increased membership of key stakeholders - Parent involvement and increased attendance at parent workshops -development of action plan-Spring '09 - Activities are designed to focus physical dimension of school environment: 3 groups being established, planting/ gardening, trash pick up, graduate gallery, implementation Spring '09-Spring '10 - Student participation in SLE team/attendance in training and increased membership
<p>➤ Every Person Influences Children (EPIC)</p> <p>-continue to implement parent training/facilitator training in order to promote greater parent and community involvement</p>	<p>*****</p> <p>Funding: Title I; MCSD</p>	<p>2008-2010</p>	<p>School Administrators, Superintendent, EPIC Liaisons (MS; Cooke Elem.)</p>	<ul style="list-style-type: none"> - Attendance at EPIC Parent workshop and Open Forums -Participation in: Activities Night, Bagel Breakfast, "Dad's" Groups - EPIC submits ongoing data to Principals and the Superintendent to evaluate the program

<p align="center"><u>Activities</u></p> <p>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 school year.)</p>	<p align="center"><u>Resources</u></p> <p>What are existing resources that can be used? What new resources can be used?</p>	<p align="center"><u>Timeline</u></p> <p>When will this activity begin and end?</p>	<p align="center"><u>Who is Responsible?</u> <u>Who is Involved?</u></p> <p>Who will take primary responsibility? Who else needs to be involved?</p>	<p align="center"><u>Monitoring Implementation</u></p> <p>What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p>
<p>➤ PBIS initiative</p> <ul style="list-style-type: none"> - each school continues to promote PBIS in order to create a positive learning environment in such ways as: <ul style="list-style-type: none"> ~ Parent Education Programs ~ Community Involvement Programs 	<p>HVSSSC</p> <p>*****</p> <p>Funding: MCSD</p>	<p>2009-2010</p>	<p>School Administrators, PBIS Coaches and team</p>	<ul style="list-style-type: none"> - Each school: <ul style="list-style-type: none"> ~ collects data, ~ promotes specific activities, ~ shares at district level - Program modifications are informed by data.
<p>➤ PBIS District-wide team</p> <ul style="list-style-type: none"> - The district will provide an external coach who will oversee the district-wide team & its coordination - to establish district-wide guidelines and goals - quarterly district-wide PBIS meetings will be held to evaluate goals, data, continuity, and consistency 	<p>*****</p> <p>Funding: HVSSSC, MCSD, SC BOCES</p>	<p>2009-2010</p>	<p>Principals, District Team, External Coach</p>	<ul style="list-style-type: none"> - Team Goals will be given to all stakeholders grades K-12 - The external coach will compile K-12 attendance and behavioral data and present findings to district
<p>➤ District will continue to partner with community organizations</p> <ul style="list-style-type: none"> - to promote positive after-school programs. These organizations will include: YMCA, Girls and Boys Club, Creative Think Tank, Teen Link to Community, Recovery Center, Club Rec, Communities that Care, Easter Seals, and Community Unity 	<p>*****</p> <p>Funding: MCSD, competitive grants (21st CCLC Grant – is pending)</p>	<p>2009-2010</p>	<p>Superintendent, School Administrators,, YMCA, Girls and Boys Club, <i>The Creative Think Tank</i>, Teen Link to Community, Recovery Center, Club Rec, Communities that Care, Community Unity, Easter Seals</p>	<ul style="list-style-type: none"> - Enrollment and membership data are monitored and evaluated by Principals and Superintendent - Survey & Focus Group data from Communities that Care inform success of specific partnership agreements

5. High School Completion / Graduation Rate

Goal statement:

In order to insure that every student will be prepared to meet the expectations required for post-secondary education or the demands of the global workforce, they must complete a rigorous and relevant K-12 educational program.

Annual Goal:	Every student will complete the K-12 graduation requirements.	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 _____
Strategy :	We will provide a rigorous, relevant and challenging K-12 instructional program for every student.	
Objectives: <small>(Please write objectives as responses to the italicized guiding questions.)</small>	<i>What school practices/programs will be improved through this strategy?</i>	
	OBJECTIVE: We will provide differentiated instruction and program opportunities to meet the needs of every K-12 student.	
	<i>How will student learning be improved/enhanced through this strategy?</i>	
	OBJECTIVE: Programs and teacher practice will be student-centered. Instructional practices will be seamless between schools and articulated K-12. There will be a range of rigorous and challenging programs for every student.	

<p align="center"><u>Activities</u></p> <p>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 school year.)</p>	<p align="center"><u>Resources</u></p> <p>What are existing resources that can be used? What new resources can be used?</p>	<p align="center"><u>Timeline</u></p> <p>When will this activity begin and end?</p>	<p align="center"><u>Who is Responsible? Who is Involved?</u></p> <p>Who will take primary responsibility? Who else needs to be involved?</p>	<p align="center"><u>Monitoring Implementation</u></p> <p>What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p>
<p>➤ Smaller Learning Communities (SLC) Initiative:</p> <ul style="list-style-type: none"> - Extend SLC into senior year - Professional Development will be ongoing - Redesign 10th grade as freshman model - Redesign junior and senior years as "pathways". 	<p>AAIS (American Alliance of Innovative Schools) consultation (National SLC) Director of Special Education Training & Resource Center (SETRC) Private Consultant Consultant from Hudson Valley Regional School Support Center, EPIC liaison, External evaluator ***** Funding: MCSD, SLC grant</p>	<p align="center">2007-2010</p>	<p>SLC Director and Coordinator, HS Principal, Leadership team, Directors, HS teachers, Program Evaluator, Restructuring Committee</p>	<ul style="list-style-type: none"> - A plan will exist for grade 12 to be implemented in Sept. 2009. - Grade 11 and 12 students will be scheduled into "Pathways". - Quarterly grades, attendance records, and behavior reports will be collected, analyzed and used to inform instructional decisions. - 10th grade "core" teachers will be organized into 3 teams - SLC Grant Writers report - APR (Annual Performance Review) Documents filed
<p>➤ Articulation of K-12 student data</p> <ul style="list-style-type: none"> - Staff will be made aware of and given access to appropriate data - Staff will receive professional development to interpret current and relevant data 	<p>MCSD C4E grant</p>	<p align="center">2008-2010</p>	<p>Program Evaluator, School Administrators, Faculty and staff</p>	<ul style="list-style-type: none"> - Staff will analyze data (i.e., student work, NYS assessment reports, report cards, F and P reading levels, learning style inventories) to inform instruction and effectiveness of programs - Surveys - Focus Group (departments, grade level teams, faculty, etc.) agendas and summaries will reflect discussion and be reviewed

<p align="center"><u>Activities</u></p> <p>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 school year.)</p>	<p align="center"><u>Resources</u></p> <p>What are existing resources that can be used? What new resources can be used?</p>	<p align="center"><u>Timeline</u></p> <p>When will this activity begin and end?</p>	<p align="center"><u>Who is Responsible?</u> <u>Who is Involved?</u></p> <p>Who will take primary responsibility? Who else needs to be involved?</p>	<p align="center"><u>Monitoring Implementation</u></p> <p>What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p>
<p>➤ ELL Initiative</p> <ul style="list-style-type: none"> - Implement the ELL plan to address the identified needs of English Language Learners (ELLs) within the K-12 instructional program - Develop and implement Professional Development for all staff on: <ul style="list-style-type: none"> ~ELL Instructional strategies will be applied in teaching ELL students to understand and apply strategies ~ Differentiating instruction for ELL students -Writing samples will be collected every two months as part of data collection in the high school and evaluated using the NYS standard ELA rubric -F& P Benchmarks, Running records, and Guided Reading levels will be shared with all transition grades 2, 3, 5, 6, 8, & 9. -RBM (Recorded Book Method) will be implemented for eligible students or SIFE (students with interrupted formal education) students K-12 -NYSESLAT K-12, grade 3-8 New York State assessments, HS Regents -All documents for the district have been translated and shared with all administrators, teachers, and parents (All on the shared drive) 	<p>HS Administrators, BETAC</p> <p>*****</p> <p>Funding: Title III- Part 154 MCSD</p>	<p align="center">2008-2010</p>	<p>ELL Coordinator and ESOL Teachers, EPIC liaison, Executive Director of IT and PD, School Administrators, Program Evaluator, All Teachers</p>	<ul style="list-style-type: none"> - ESOL Teachers will work closely with the SLC Director and LEP Students to ensure they understand and participate in the SLC processes -Lesson plans, classroom walkthroughs and observations indicate use of strategies and differentiate instruction

<p><u>Activities</u> 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 school year.)</p>	<p><u>Resources</u> What are existing resources that can be used? What new resources can be used?</p>	<p><u>Timeline</u> When will this activity begin and end?</p>	<p><u>Who is Responsible?</u> <u>Who is Involved?</u> Who will take primary responsibility? Who else needs to be involved?</p>	<p><u>Monitoring Implementation</u> What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p>
<p>➤ Special Education: “Quality Improvement Plan” (QIP)</p> <ul style="list-style-type: none"> - Train SE-ELA secondary staff on Balanced Literacy Framework - SETRC will develop a Drop-out study on MCSD students - Work with parents and teachers on NYSSPP Indicator 13 transitional planning review 	<p>O/U BOCES SC BOCES</p> <p>*****</p> <p>Funding:</p> <p>SETRC MCSD</p>	<p>2007-2010</p>	<p>Director of PPS, SETRC Director, Assistant Director of PPS, Coordinator of PPS, School Administrators, Special Ed. Teachers, Guidance, Clinical Staff, Literacy Coaches, Director of ELA, SS & Library Education, SLC Director, ELL Coordinator and ESL Teachers</p>	<ul style="list-style-type: none"> -Results of <i>Reading Style Inventories</i>® are documented in the Present Levels of Performance section of students’ IEPs - Classroom observations and walkthroughs reveal the use of strength-based assessment and instructional practices - Data from the drop-out study will identify the needs and inform the plan to address them. - Results for Indicator 13 audit will be compiled and submitted to State Ed. Dept. by August 1, 2009 - Graduation rate for SWD will increase
<p>➤ Transition Activities</p> <ul style="list-style-type: none"> - Students from 2nd to 3rd - Students from 5th to 6th - Students from 8th to 9th - Students from HS to Post-Secondary - Students with Disabilities (age 14 & up) 	<p>C4E grant SLC grant</p> <p>*****</p> <p>Funding:</p> <p>MCSD</p>	<p>2007-2010</p>	<p>School Administrators SLC Director & Coordinator, SETRC Director, Director of PPS, Assistant Director of PPS, Coordinator of PPS, Clinical Staff, Guidance Staff, Literacy Coaches, Grade Level Teachers</p>	<ul style="list-style-type: none"> - Quarterly and final grades, attendance, behavior reports will be reviewed - Parent/teacher communication records, surveys, and Focus Group summaries will be reviewed. - Increased student successes and achievement, attitudes, and behavior at the “transitional gates” - Survey students where appropriate

<p align="center"><u>Activities</u></p> <p>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 school year.)</p>	<p align="center"><u>Resources</u></p> <p>What are existing resources that can be used? What new resources can be used?</p>	<p align="center"><u>Timeline</u></p> <p>When will this activity begin and end?</p>	<p align="center"><u>Who is Responsible? Who is Involved?</u></p> <p>Who will take primary responsibility? Who else needs to be involved?</p>	<p align="center"><u>Monitoring Implementation</u></p> <p>What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p>
<p>➤ International Baccalaureate (IB):</p> <ul style="list-style-type: none"> - Primary Years Program (PYP) development (Elementary Level) Chase Elementary will submit Application B for Authorization Duggan Elementary will submit Application A for Candidacy Rutherford Elementary and Cooke Elementary will begin Feasibility Study and resource development - IB Training for elementary teachers and administrators - Scheduled regular time for ongoing collaborative planning and reflection for all PYP teachers - School-based in-service in effective teaching practices of <i>inquiry, constructivism and assessment</i> 	<p>International Baccalaureate of North America PYP Workshops</p> <p>Private Consultant/ IB Consultant</p> <p>Current literature & research</p> <p>*****</p> <p>Funding: MCSD (C4E)</p>	<p align="center">2008-2010</p>	<p>Superintendent, Asst. Superintendent for Student Learning, Principals, PYP Coaches, Teachers</p>	<ul style="list-style-type: none"> -International Baccalaureate Applications and Correspondences, Reports from Consultants, and records of Workshop attendance. - <i>Program Of Inquiry (POI)</i> documents for K-5 concept-based curriculum are implemented and observed in lesson design and in observations and walkthroughs - Teacher scheduling accommodates collaborative planning time - <i>Trans-disciplinary Themed Unit Planners</i> reflect refinement and revision in teaching practices and assessment strategies. - Students are observed actively engaged in inquiry and learning.

<p align="center"><u>Activities</u></p> <p>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 school year.)</p>	<p align="center"><u>Resources</u></p> <p>What are existing resources that can be used? What new resources can be used?</p>	<p align="center"><u>Timeline</u></p> <p>When will this activity begin and end?</p>	<p align="center"><u>Who is Responsible?</u> <u>Who is Involved?</u></p> <p>Who will take primary responsibility? Who else needs to be involved?</p>	<p align="center"><u>Monitoring Implementation</u></p> <p>What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p>
<p>➤ College in the Classroom:</p> <p>- HS students in grades 10, 11 & 12 will have the opportunity to earn college credits from SCCC, RIT or Syracuse University</p> <p>- A system is created to provide students with the varied support they will need to be successful in college level courses</p>	<p>Current literature & research Project Advance SCCC Project Lead the Way *****</p> <p>Funding: MCSD Private Foundations</p>	<p>2008-2010</p>	<p>CIC Program Coordinator Superintendent, Asst. Supt. of Student Learning, School Administrators, Directors, Guidance, SLC Director & Coordinator, Head Teachers, CIC Teachers, Student Support Specialist</p>	<p>- Students are successful as demonstrated by an analysis and review of the following data:</p> <ul style="list-style-type: none"> ~ Enrollment numbers ~ Semester grades ~ Student support center Data ~ College course evaluations ~ Alumni follow up ~ Survey students ~ Student log

CDEP APPENDICES

- APPENDIX 1: Executive Summaries**
 - a. CDEP-PD Plan Goals: 2009-2010**
 - b. Measurement of CDEP-PD Goals**
 - c. Funding of CDEP-PD Plan Initiatives**

- APPENDIX 2: Academic Intervention Services (AIS) Description: Summary Chart**

- APPENDIX 3: Comprehensive Education Plans for Non-NCLB - designated Schools**

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

- APPENDIX 5: NYS “Contract for Excellence” - (C4E)**

- APPENDIX 6: Recent Immigrant Data**

- APPENDIX 7: Research-Based Factors That Impact Student Performance**

- APPENDIX 8: Bibliography**

APPENDIX 1: EXECUTIVE SUMMARIES

COMPREHENSIVE DISTRICT EDUCATION PLAN

Goals for 2009 – 2010

1. **English Language Arts**: Students’ abilities to read, write, listen and speak are the fundamental building blocks to their learning and achievement. Students will learn and demonstrate the necessary English Language Arts Learning Standards, content, skills and strategies.
2. **Literacy Across the Content Areas**: Literacy skills & strategies are necessary to prepare every student to meet the demands of a global society. Students will learn the necessary literacy skills & strategies to apply across all content areas.
3. **Mathematics**: Students’ ability to think and communicate mathematically, problem-solve, and compute are the fundamental building blocks to student achievement. Students will learn and demonstrate the necessary content and process skills.
4. **School Culture and Climate**: Providing a safe, orderly, engaging and supportive learning environment is essential for student success.
5. **High School Completion**: In order to insure that every student will be prepared to meet the expectations required for post-secondary education or the demands of the global workforce, they must complete a rigorous and relevant K-12 educational program.

MEASUREMENT	GOAL #1:	GOAL #2:	GOAL #3:	GOAL #4:	GOAL #5:
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of CDEP-PD Plan Goals	English Language Arts	Literacy Across Content Areas	Mathematics	School Culture & Climate	High School Grad. Rate
Daily Teacher Observation of Student Performance	X	X	X		
Informal (formative) assessments (e.g., Early Literacy Tools, Running Records, Informal Reading Inventories)	X	X			
Use of Rubrics – for Teaching & Assessment	X	X	X		X
Examining Student Work Samples	X	X	X		X
Classroom Quizzes and Assessments	X	X	X		X
Grades: 5-week; Quarterly; Semester	X	X	X		X
District Benchmark Assessments	X	X	X		X
Informal Walkthroughs of Classrooms	X	X	X	X	
Supervision Process with Teachers & Teaching Assistants (i.e., Lesson & Unit Plan Reviews, Classroom Observation Rpts., Summative Evaluation Rpts.)	X	X	X	X	
NYS Exams Grades 3-8 & Regents Exams: 8-12	X	X	X		
Attendance Records				X	X
Discipline Referrals & Reports				X	X
Out of School Suspensions				X	X
Superintendent’s Hearings				X	X
Parent & Student Participation in School & District Activities (e.g., extra-curricular activities, PBIS, EPIC & SLE)				X	X
Graduation & College-in - H.S. Statistics				X	X
Staff Participation in Professional Development (College, Regional, District, School, Embedded Coaching)	X	X	X	X	X
Surveys – Student, Staff and Parents					

CDEP-PD GOALS: '09-'10	INITIATIVES – To support CDEP-PD Plan Goals	FUNDING SOURCES for Initiatives
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		District (Local)	Federal Gov't.	Other Sources	State C4E
Goal # 1: English Language Arts	K-8: Balanced Literacy Framework	X	X		
	K-12: Reading Styles Model	X	X		
	Strength-based Assessments (including the use of the <i>Reading Styles Inventory</i>®)	X	X		
	Comprehension & Vocabulary Strategies	X	X		
	Multi-Sensory Instructional Methods	X	X		
	District-wide Literacy Leadership Team (Directors and Literacy Coaches)	X	X		X
	Response to Intervention /Academic Intervention Services	X	X		
Goal # 2: Literacy Across the Content Areas SLC = Smaller Learning Communities	K-8: Balanced Literacy Framework	X	X		
	Alignment of Literacy (ELA) expectations with our Program for English Language Learners (ELLs)		X		
	Assessment: Systematic examination of Student Work	X	X		
	Comprehension & Vocabulary Strategies	X	X		
	Multi-Sensory Instructional Methods	X	X		
	Development of Student Portfolios		X (SLC)		
	District-wide Literacy Leadership Team (Directors and Literacy Coaches)	X	X		X
	Content Area Literacy Teams: MS & HS		X		
	Literacy Coaches embed Professional Development: K-8	X	X		X
	Interdisciplinary & Project-based Learning Studied		X (SLC)		X
	Int'l. Baccalaureate – develop Trans-disciplinary Themes		X		X
	Information Literacy Curriculum (developed by Librarians/Technology PD Teachers)	X	X	X	
	Infusion of Technology across the Content Areas	X	X		
	Review & Revision of Curricula to ensure Alignment with NYS Learning Standards & Assessments	X	X		
Response to Intervention /Academic Intervention Services for Instructional Support Teams (ISTs)	X	X			
CDEP-PD GOALS: '09-'10	INITIATIVES – To support CDEP Goals	FUNDING SOURCES for Initiatives			
		District	Federal	Other	State

		(Local)	Gov't.	Sources	C4E
Goal # 3: Mathematics	Multi-Sensory Instructional Methods		X		
	Development of Teacher Portfolios	X	X		
	District-wide Literacy Leadership Team (Directors and Math Coaches)		X		X
	Project Lead the Way (PLTW)		X	X (Excel)	X
	Response to Intervention /Academic Intervention Services for Instructional Support Teams (ISTs)	X	X		
	Review & Revision of Curricula to ensure Alignment with NYS Learning Standards & Assessments	X	X		
Goal # 4: School Culture and Climate	K-12: Positive Behavioral Interventions & Supports (PBIS)	X			
	K-12: Every Person Influences Children (EPIC)		X		
	6-12: Supportive Learning Environments (SLE) (from the Hudson Valley Student Support Services Center)			GV-BOCES	
Goal # 5: High School Completion (Graduation Rates)	<u>Implementation of the Smaller Learning Community (SLC): Freshman Academy; Vertical Academies, College-in-Classroom</u>	X	X	X (SLC)	
	Implementation of the Special Education initiatives in the “Quality Improvement Plan” (QIP)			NYS & SC-BOCES	
	Implementation of Transition Activities: 2nd to 3rd; 5th to 6th; ;8th to 9th; 12th to Post-Secondary	X			
	K-12: Development of Int’l. Baccalaureate Programs	X	X		X
	Partnership with Sullivan Co. Community College (Students receive College Credit)		X	X	
	Middle School Restructuring Activities	X	X		
	<u>New Teacher Induction Program:</u> (New Teacher Orientation, Seminars, Classroom Mgt. Strategies)	X	X		
	<u>Administrative Professional Development:</u> (Summer Leadership Retreat; School Year Conferences)	X			

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 CDEP.) 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	40	0	N/A	N/A	0	0	2
1	65	4	N/A	N/A	0	0	56
2	38	29	N/A	N/A	0	0	53
3	68	43	N/A	N/A	0	0	0
4	59	46	0	0	0	0	0
5	49	46	1	0	0	0	0
6	0	46	0	0	0	0	0
7	0	39	0	0	0	0	0
8	0	57	0	0	0	0	0
9	99	7	0	0	0	0	0
10	0	5	0	0	0	0	0
11	0	4	0	0	0	0	0
12	0	0	0	0	0	0	0

APPENDIX 3: NCLB REQUIREMENTS FOR TITLE I SCHOOLWIDE PROGRAM SCHOOLS (SWP)

All Title I School-wide Program (SWP) schools must complete this appendix.

Directions: Describe how the school will implement the following components of a Schoolwide 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.

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.

3. Instruction by highly qualified staff.

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.

BOE Approved: _____

5. **Strategies to attract high-quality, highly qualified teachers to high-need schools.**

6. **Strategies to increase parental involvement through means such as family literacy services.**

7. **Plans for assisting preschool children in the transition from early childhood programs.**

8. **Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program.**

9. **Activities to ensure that students who experience difficulty mastering the proficient and or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

10. **Coordination and integration of Federal, State and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.**

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
Title 1 Program
Parental Involvement Policy

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.

SCHOOL PARENT COMPACT

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

**Monticello Central School District's
Contract for Excellence (C4E)
with the New York State Education Department**

{INSERT FOLLOWING THIS PAGE}

APPENDIX 6: Recent Immigrant Data from District Profile

Country of Origin	# of Students 2008-2009		
Argentina	1	Ireland	1
Brazil	4	Israel	2
Canada	1	Jamaica	14
Colombia	11	Kuwait	2
Costa Rica	1	Lesser Antilles	1
Cuba	1	Mexico	23
Dominican Republic	3	Netherlands	1
Ecuador	2	Peru	3
Egypt	1	Philippines	1
England	4	Poland	6
Georgia	1	Russia	3
Ghana	1	Sri Lanka	1
Guyana	2	Trinidad	2
Honduras	5	Ukraine	2
India	8	Total	108

APPENDIX 7: 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.

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APPENDIX 7: FACTORS THAT IMPACT STUDENT PERFORMANCE (continued)

5. Lesson plans/instruction reflects Scientifically Based Research/best practices, and the culture and languages of the student populations.
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, meta-cognitive 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.

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APPENDIX 7: FACTORS THAT IMPACT STUDENT PERFORMANCE (continued)

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.
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.

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APPENDIX 7: FACTORS THAT IMPACT STUDENT PERFORMANCE (continued)

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.

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.

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APPENDIX 7: 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.

APPENDIX 7: FACTORS THAT IMPACT STUDENT PERFORMANCE (continued)

20. School staff, students, and parents are aware of the district Code of Conduct and have opportunities for input into any developments.

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 are 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 are 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.

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3. The school regularly analyzes and uses disaggregated assessment data to support school improvement.
Teachers use assessment data to inform instruction

APPENDIX 8: 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 list introduces 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/>
- ❖ Middle Web’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/>