



COMPREHENSIVE EDUCATIONAL PLAN (CEP) For Upstate/Long Island Schools 2009-2010

SCHOOL NAME	Hudson Intermediate School	DISTRICT NAME	Hudson City School District
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APPROVAL OF THIS PLAN BY THE SCHOOL SUPERINTENDENT AND BOARD OF EDUCATION IS MANDATORY. THE SIGNATURES BELOW CONFIRM APPROVAL.

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT	John F. Howe		
PRESIDENT, B.O.E.	Emil Meister		
DATE APPROVED BY B.O.E. ____/____/____	DATE REC'D BY NYSED - OSI ____/____/____	SED REVIEW BY	

PLEASE NOTE:

- DURING THE TRANSITION YEAR OF 2009-10, SCHOOLS IDENTIFIED IN 2008-09 AND EARLIER MAY USE SCHOOL IMPROVEMENT FORMATS PREVIOUSLY PERMITTED AS LONG AS ALL USDOE REQUIRED COMPONENTS ARE INCLUDED IN THAT FORMAT.
- ONLY SCHOOLS NEWLY IDENTIFIED FOR 2009-10 WILL BE REQUIRED TO USE THIS TEMPLATE IMMEDIATELY; SCHOOLS MOVING TO A NEW PHASE WILL BE REQUIRED TO USE THIS TEMPLATE WHEN THEY MAKE REVISIONS AFTER NYSED INTERVENTIONS ARE COMPLETED.
- BEGINNING IN 2010, ALL NYSED IDENTIFIED SCHOOLS/DISTRICTS MUST USE THIS TEMPLATE TO PREPARE THEIR CEP. CHECK REQUIREMENTS FOR YOUR PHASE AND CATEGORY TO VERIFY WHICH COMPONENTS OF THIS PLAN ARE REQUIRED FOR YOUR SCHOOL.
- ALL IDENTIFIED SCHOOLS MUST COMPLETE AND SUBMIT TWO COPIES (ONE HARD COPY AND ONE ELECTRONIC) OF THEIR CEP TO SED. FOR YEAR TWO, SCHOOLS MUST REVISE THEIR CEP AND SUBMIT THE UPDATE TEMPLATE (PART 7).
 1. SUBMIT WRITTEN COPY WITH ORIGINAL SIGNATURE IN BLUE INK TO: REGIONAL SCHOOL SERVICES, NYS EDUCATION DEPARTMENT, 465 EBA, ALBANY NY 12234.
 2. SUBMIT ELECTRONIC COPY TO RSS@MAIL.NYSED.GOV.
- SCHOOL IMPROVEMENT PLANS ARE PUBLIC DOCUMENTS AND WILL BE SHARED WITH OTHER SED OFFICES, AND REGIONAL NETWORKS AND PARTNERS.
- THE PLAN MUST BE IMPLEMENTED BY THE BEGINNING OF THE SCHOOL YEAR DURING WHICH IT IS SUBMITTED OR, FOR NEWLY IDENTIFIED SCHOOLS, WITHIN 90 DAYS OF IDENTIFICATION

SCHOOL LEADERSHIP TEAM MEMBERSHIP TABLE:

Each school should have a single School Leadership Team (SLT) and a single improvement plan. For example, if the school must also complete a VESID plan (QIP), the action steps in that plan must be incorporated into this plan. Plan development must include all constituencies in the school community, consistent with Part 100.11 of the Commissioner’s Regulations. Parents must be a part of developing this plan. You may also choose to include other participants who are regularly involved in your school improvement initiatives, such as community organizations and institutes of higher education. You may also invite regional school improvement partners (e.g., Regional School Support Center) and your NYSED Regional School Services (RSS) Liaison to consult with you through part or all of the planning process.

Name	Position / Constituency Represented	Signature**
Mark Brenneman	Principal / Administrator	
Antonio Abitabile	Associate Principal / Administrator	
Lisa Dolan	Literacy Coach / Teachers	
Diane Kreig	Literacy Teacher / Teachers	
Kristin Plaia	Psychologist / Student Services	
Cindy Van Alphen	Special Education Teacher / Student Services	
Florence Berth	Parent	
Theresa Moran	Music Teacher / Specials	
Jill Hanley	Teacher / Teachers Union	
Maria Suttmeier	Assistant Superintendent / Administrator	
Jane DeGennaro	Parent	
Marlene Parmentier	Teacher/Teachers Union	

**** Signature of constituent indicates participation in the development of the Comprehensive Educational Plan. Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.**

PART I: SCHOOL PROFILE – Continued

Number of: Staff							
	06-07	07-08	08-09		06-07	07-08	08-09
Teachers with full certification in area taught	31	31	31	Percent fully licensed and permanently assigned to this school	100	99.6	99.6
Teachers teaching outside of certification area (20% rule)	0	0	0	Percent more than two years teaching in this school	88.4	81.6	73.4
Uncertified Teachers	0	0	0	Percent more than five years teaching anywhere	82.6	83.1	77.7
Administrators	1	1	1	Percent Masters Degree or higher	89.9	93.3	89.2
Teaching Assistants (General Education)	0	0	0	Percent participating fully in Professional development	100	100	100
Teaching Assistants (Special Education)	0	1	1				
Teaching Aides							
Funding Sources Available for This School Building to Support School Improvement (2009-10)		Title I A	School Improvement Grant	Local Funds	C4E Funding	IDEA	Other (Specify)
Professional Development/Mentoring for Administrators on Effective Instruction		x	x				
Professional Development/mentoring for Teachers and Teaching Assistants on Effective Instruction		x	x				
Professional Development and training regarding support for students with disabilities						x	
Curriculum Development/Pacing				x			
Use of Time (Lengthen School Day/Year)		x	x				
Restructuring of School Day/ Block Scheduling, etc.				x			
Planning and Implementation of Effective Interventions for At-Risk Students (AIS/RtI)		x	x	x			
Development and Implementation of High Quality Instructional Units in Mathematics		x		x			
Development and Implementation of High Quality Instructional Units in ELA		x		x			
Development and Implementation of High Quality Instructional Units in Literacy Across the Content Areas		x		x			
Staff Planning time Focused on Analysis of Student Work and Other Data and Using Those Data to Impact Student learning				x			
Administrative Focus on Monitoring of Effective Instruction (Professional Evaluations)				x			
Parent Involvement (Including CEP Planning, School-Parent Compact, etc.)		x					
Service Learning Initiatives							
Attendance Improvement							
Dropout Prevention							
Instructional Technology		x	x				
Other Priorities (Specify)							

Please add the school's other important information into your packet here. Include the latest state assessment data, sample schedules, any other recent reports and evaluations, and so forth that the planning team will find useful.

PART I: SCHOOL PROFILE – Continued

Answer the following questions based on the information provided in the Part I School Profile and on any other relevant data:

- 1. Have you seen any major changes over the past three years in the information you analyzed? If so, please provide specific details here on how you are addressing them.**

The performance of the special education students has flat lined over the last few years at the third and fourth grade building while 5th and 6th have made adequate progress. The 3rd and 4th grade scored a performance index of 82 while 5th and 6th grade had a PI around 130. The performance index has hovered below 90 for 3rd and 4th grade SWD's. There was success taking place in grades 5-8 when the building was in that configuration. Strategies that were previously used such as embedded professional development and the use of a building wide literacy coach are being embraced in the new building. The push-in AIS services delivered in the 3rd and 4th grade building do not appear to have affected all subgroups across the school. This is being addressed through the addition of a period of instruction in which the students are regrouped and instructed at their level. This additional period was created by adjusting period length by approximately five minutes and moving to a ten period day.

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

Students are regrouped into small group or individualized instruction using the triangulation of data as well skill and strand analysis to allow teachers to have homogenously grouped students. This instruction is skill based to meet the specific needs of the individual students as evidenced by performance on assessments. These groups are changed throughout the year to address progress and the need to address different skills. AIS services are also able to be delivered in this arena and students can receive those pull out services without missing regular instruction in the classroom.

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

The local community has seen the closing of many factories over the past few years which has led to an increase in unemployment which has resulted in an increase of students receiving free or reduced meals. This impacts education in many different ways as is documented in numerous studies. Some of the effects would be a lack of exposure to literature for the students, a lack of focus due to domestic concerns and a variety of other issues.

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

SECTION A (1): FIRST INSTRUCTION IN ENGLISH LANGUAGE ARTS

Analysis of Current Status of Student Achievement and Program Effectiveness

Directions:

Conduct a comprehensive review and causal analysis using

- ELA student achievement data (school-wide and disaggregated by grade and major student subgroups);
- Data analysis based upon your work in Part I of this document, the FACTORS worksheet in Appendix 1 and/or other findings from your causal analysis;
- An analysis of the effectiveness of your school's delivery of the ELA curriculum and instruction for English Language Arts. Be sure to consider ESL and Special Education Instruction, the provision of Academic Intervention Services and Response to Intervention supports, the use of technology, library media services, and professional development.

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

ELA Core Instruction Findings:

Due to a reconfiguration of the HCSD campuses, the Montgomery C. Smith Intermediate School has been newly designed to house grades 3-6 for the 2009-10 school year. ELA performance has steadily increased over the previous three years while the building was designed as a Middle School housing grades 5-8. There has been growth in the areas other than special education in grades three and four which indicates a need for more specific programs targeted to special education students. The steady increase at all grade levels has been hampered by the student's inability to manipulate nonfiction text as has been found through a skill and strand analysis of the testing results. There has also been consistent poor performance on SPI 3. This skill deficiency was more profound in grades three and four, but is a concern across all four grade levels. Grades three and four have seen a seven percentage point rise in proficiency over the last three years while grades five and six have seen a twenty one percentage point rise in that same three year period. Fifth and sixth grade special education students have a proficiency level of approximately forty percent while third and fourth grade are around twelve percent proficient in the last school year. ELL has proven to be extremely effective with an average PI of 160 for those students. The implementation of AIS services has varied across buildings with a strict push-in model in grades three and four with grades five and six embracing push-in as well as pull out services. Students at level one have shown more than double the likelihood to move above that in grades five and six. This indicates the model used in grades five and six has been more effective for those students than the interventions being implemented in grades three and four. Students have been receiving instruction in intervention programs such as Leveled Literacy Intervention (LLI) and Wilson Reading System over the past year but data is not available to evaluate the effectiveness of these programs. Technology has been implemented aggressively for the 09-10 school year so this data will be closely analyzed at the end of the school year. Professional development has not had a clear focus in the past with workshops hitting many different targets without a clear goal. One that was embraced is the use of DIBELS to evaluate fluency and this has created an overall increase in averages at each grade level in the past year. It is difficult to determine if this rise is due to the training in DIBELS or if it is a trend that occurs year to year. More data will be looked at when the year has been completed to establish trends. One of the other areas that is being examined is the effect of third grade students' lack of exposure to high stakes testing and instructional time taken to prepare students for this testing.

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

Promising Strategies for Improvement:

Embedded professional development is learning that occurs as educators engage in their daily work activities without removing them from the classroom. It can be both formal and informal and includes but is not limited to discussion with others, peer coaching, mentoring, and study groups. This type of PD has proven quite effective to improve student performance in ELA over the past few years at the M. C. Smith Middle School prior to the reconfiguration of grade levels. The use of The Center for English Learning and Achievement (CELA) research-based best practices with all teachers in the building led to dramatic gains on the ELA test and provided consistency of instruction across all grade levels. The use of the CELA facilitator, Literacy Coach, Special Education Training and Resource Center (SETRC) Trainers, Positive Behavior Intervention Support (PBIS) Trainers, and support from the Regional Support Services Center (RSSC) has been embraced this year to provide differing levels of embedded professional development. Additionally, grade level and ELA team meetings allow time for teachers to work with the curriculum, study the data and problem solve as a group. Embedded professional development is clearly documented in educational research as an effective strategy to improve student performance. The use of regrouping to provide skills instruction has also demonstrated the ability to improve student performance. Student data is closely examined to determine regrouping which allows teachers to work explicitly on the skills students lack. This has proven effective with this population when it was implemented in grades five through eight.

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

SECTION A (2): LITERACY ACROSS THE CONTENT AREAS

Directions:

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

- ELA student achievement data (school-wide and disaggregated by grade and major student subgroups);
- Data analysis based upon your work in Part I of this document, the FACTORS worksheet in Appendix 1 and/or other findings from your causal analysis;
- An analysis of the effectiveness of your school's delivery of the ELA curriculum and instruction for English Language Arts. Be sure to consider ESL Special Education Instruction, the provision of Academic Intervention Services and Response to Intervention supports, the use of technology, library media services, and professional development.
- Student achievement data (school-wide, and disaggregated by grade and major student subgroups) in all other major State assessments;

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

Literacy Across the Content Areas Findings:

Grades three and four did not have a strong focus on literacy across the content areas while this was a regular conversation in grades five and six at weekly ELA meetings with the Literacy Coach. Data has indicated that this may have contributed to the higher levels of performance in grades five and six. There has appeared to be consistent improvement on the NYS Science test with a three year rise in PI of eleven points. The numbers on NYS Social Studies have stayed relatively consistent so it is tough to draw clear conclusions from this assessment. There appear to be steady improvement trends in grades five through eight in performance on NYS assessment. There has been steady improvement in math with over 70% proficient and this seems to indicate positive strategies in this curricular area.

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

Promising Strategies for Improvement:

All content areas are involved in embedded professional development (see description on page 7) and on-going professional conversations with the Literacy Coach and CELA facilitator as well as guidance from a math specialist contracted through Questar III. These forums provide a learning environment where teachers can work to integrate the curriculum. For example, a math specialist works with teachers of math to discuss math literacy and vocabulary that all students must learn in order to master math concepts. This type of training appears to be effective in raising student performance by aligning the curriculum and instruction to the needs of the population. Additionally, this year transitional grades have been given time to discuss the curriculum in their grades so we can begin to work at tightening the curriculum and meet the standards required by each level.

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

NOTE: SECTION B AND C (this page and the following one) summarize the previous pages and support your transition into your Action Plan (Part 3). Review the earlier section of this document to complete these pages.

SECTION B: Identify Key Priorities for School Year 2009-2010

Consider the findings and implications of your needs assessment and identify your school's educational priorities in support of improved student achievement in English language arts, Mathematics, graduation rate and/or "other" for the 2009-2010 school year. These priorities should be focused and realistic. They are the "big picture" needs that have been identified as **key areas** for improvement and/or causal factors that must be addressed. Establishing priorities for improvement will assist your school in the identification of annual (short-term) goals, and the development of specific, measurable objectives for improving student outcomes.

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

Priorities for Improving Performance in English Language Arts

1. Identify and address the disparity between regular education and special education student scores through on-going data analysis and implementation of best practices.

2. Implementing interventions to address individual student needs.

3. Continuing embedded professional development across curricula on research based interventions.

Priorities for Improving Performance in Mathematics

1.

2.

3.

Priorities for Improving Social Studies and Science

1.

2.

3.

**PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT (continued)
SECTION C: Identify Strategies for Improvement (Based on Your Key Priorities)**

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

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

Priority: Identify and address the disparity between regular ed and sped student scores through on-going data analysis and implementation of best practices.

Strategies:

- Use of multiple data points (NYSSA, DIBELS (measures fluency), SRI (measures comprehension), Formative assessment) to identify student need, strengthen curricular weaknesses as evidenced by results and works to inform and drive instruction toward improvements.

Priority Implementing interventions to address individual student need.

Strategies:

- The extended content period provided at times throughout the schedule in addition to regular classroom instruction provides a structure for regrouping students into small, competency based groups for direct instruction based on student need using intense reading interventions such as Wilson, Leveled Literacy Interventions (LLI), and other best practices.

Priority: Continuing embedded professional development across curricula on research based interventions

Strategies:

- Literacy Coach, CELA and RSSC facilitators work to support best practices, utilize data to direct instruction, insure consistency of teaching methods, improve teacher effectiveness, improve student achievement, and strengthen the curriculum and reading program.

PART 3: Action Plan

BASIC AND FOCUSED SCHOOLS IDENTIFIED FOR ELA AND ALL COMPREHENSIVE SCHOOLS SUBMIT THIS PAGE

See Appendix 2 for a completed sample to use as a guide for this section

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

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2009-10 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. **For schools in corrective action or restructuring, the action plan must be consistent with the district plan.**

<p>Strategy :</p> <p>Objectives <i>(Please write objectives as responses to the italicized guiding questions.)</i></p>	<p>Use of multiple data points (NYSA, DIBELS (fluency), SRI (comprehension), Formative assessment) to indentify student need, strengthen curricular weaknesses and drive instruction.</p> <p><i>What school practices/programs will be improved through this strategy?</i></p> <p>OBJECTIVE: ELA instruction will improve in all classrooms across all settings.</p> <p><i>How will student learning be improved/enhanced through this strategy?</i></p> <p>OBJECTIVE: Student performance on ELA assessment will improve for all students.</p>			<p>Monitoring Implementation</p>
<p>What actions will occur?</p> <p>What steps will staff take? <i>(Provide sufficient detail to ensure successful implementation of the activities).</i></p>	<p>Resources</p> <p>What are existing resources that can be used?</p> <p>What new resources can be used?</p>	<p>Timeline</p> <p>When will this activity begin and end?</p>	<p>Who is Responsible? Who is Involved?</p> <p>Who will take primary responsibility? Who else needs to be involved?</p>	<p>What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p>
<p>Utilization of BOCES Data Analyst to disaggregate data and present areas of specific strengths and weaknesses in student ELA performance.</p>	<ul style="list-style-type: none"> Data reports Assessment results 	<p>9/09 – 6/10</p>	<p>Principal Data Analyst Literacy Coach Instructional Support Team All staff involved</p>	<p>Benchmarks, progress monitoring, assessments, formative assessment will all be monitored, analyzed and discussed in professional learning communities.</p>

Grade level, team, faculty, professional study group and co-planning meetings will examine curriculum to strengthen instruction.	<ul style="list-style-type: none"> • Assessment data • Curriculum • MClass reports • SRI reports • Rubicon Atlas 	9/09 – 6/10	Principal Literacy Coach Assistant Supt. Grade Level Chairs Teachers	Monitor student performance throughout the year to determine improvement. Attendance at conference days to develop and align curriculum. Notes from meetings.
Collection of data through 3 benchmarks per year in ELA and Math, DIBELS three times a year and SRI quarterly for all students with increased monitoring for those at-risk.	<ul style="list-style-type: none"> • SRI • DIBELS (Palm Pilots, Software, etc.) • Past New York State Assessments • Fountas and Pinnell Benchmarks • Teacher Made Benchmarks • RtI paperwork • Standardized assessments based on IEP needs 	9/09 – 6/10	Principal Literacy Coach Assistant Supt. Grade Level Chairs Teachers Data Analyst	Student performance will be kept in spreadsheet format to ensure that data exists for each student.
Audit, examine and modify ELA curriculum as deemed necessary.	<ul style="list-style-type: none"> • Curriculum audit • ELA K-12 Curriculum document • Rubicon Atlas • NYS Standards • NYS ELA Curriculum guide 	9/09 – 6/10	Independent Auditor Principal Literacy Coach Assistant Supt. Grade Level Chairs Teachers Data Analyst	Curriculum will be posted and used in meetings to discuss its efficacy within and across grade levels K-8. Review auditors report and implement recommendations. Cross grade level meetings to examine the comprehensive nature of the current curriculum.

ADD ROWS AS NEEDED

PART 3: Action Plan
See Appendix 2 for a completed sample to use as a guide for this section
English Language Arts (*First instruction in reading, writing, and literacy strategies*)

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2009-10 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. **For schools in corrective action or restructuring, the action plan must be consistent with the district plan.**

Strategy :	Extended content regrouping to provide direct instruction based on student need and reading interventions (Wilson, LLI, and other best practices) in small, competency based groups provided at times throughout the schedule in addition to regular classroom instruction.			
Objectives (<i>Please write objectives as responses to the italicized guiding questions.</i>)	<i>What school practices/programs will be improved through this strategy?</i> OBJECTIVE: Intensive intervention at student instructional level will improve the performance of students at-risk in ELA.			
	<i>How will student learning be improved/enhanced through this strategy?</i> OBJECTIVE: Academic engagement and performance will improve through small, competency based groups.			
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?

<p>Students will be regrouped based on instructional level to receive targeted intervention service in small groups.</p>	<ul style="list-style-type: none"> • Assessment data • Teacher input • Curriculum • Technology • Intervention Strategies • Student data folders 	<p>9/09 – 6/10</p>	<p>Principal Literacy Coach Assistant Supt. Grade Level Chairs Teachers Data Analyst</p>	<p>Achievement will be closely examined through assessment including benchmarks, SRI, DIBELS, and progress monitoring (Frequency will be based upon student level and intensity of services)</p>
<p>Specific interventions and best practice based instruction will occur in small groups as well as across curricular areas.</p>	<ul style="list-style-type: none"> • CELA Training and practices • Wilson Level I Training and curriculum • LLI curriculum and practices • ELA team meetings • Student and aggregate data 	<p>9/09 – 6/10</p>	<p>Principal Literacy Coach Assistant Supt. Grade Level Chairs Teachers Data Analyst</p>	<p>Achievement will be closely examined through assessment including benchmarks, SRI, DIBELS, and progress monitoring (Frequency will be based upon student level and intensity of services)</p>

ADD ROWS AS NEEDED

PART 3: Action Plan
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English Language Arts (*First instruction in reading, writing, and literacy strategies*)

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2009-10 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. **For schools in corrective action or restructuring, the action plan must be consistent with the district plan.**

<p>Strategy :</p>	<p>Ongoing, embedded professional development focused on best practices to improve teacher effectiveness and student achievement.</p>			
<p>Objectives (<i>Please write objectives as responses to the italicized guiding questions.</i>)</p>	<p><i>What school practices/programs will be improved through this strategy?</i> OBJECTIVE: Consistent, data driven teacher practices that incorporates research strategies and interventions into the daily instruction for all students will improve effectiveness of instruction. <i>How will student learning be improved/enhanced through this strategy?</i> OBJECTIVE: Student achievement will improve through the systematic implementation of research based ELA strategies and interventions.</p>			
<p>Activities</p>	<p>Resources</p>	<p>Timeline</p>	<p>Who is Responsible? Who is Involved?</p>	<p>Monitoring Implementation</p>
<p>What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities). Training in CELA techniques, Wilson, PBIS, and external professional development opportunities.</p>	<p>What are existing resources that can be used? What new resources can be used?</p> <ul style="list-style-type: none"> • CELA and Wilson coaches • PBIS conferences • BOCES trainings • Program reference materials 	<p>When will this activity begin and end? 9/09 – 6/10</p>	<p>Who will take primary responsibility? Who else needs to be involved?</p> <p>Principal Literacy Coach Assistant Supt. Grade Level Chairs Teachers PBIS team</p>	<p>What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan? Feedback from embedded coaches will be utilized. Participation records will be cross referenced with achievement results.</p>

<p>Professional learning communities across the school to engage teachers in dialogue related to research based best practices.</p>	<ul style="list-style-type: none"> • ELA meetings • Professional book group • Grade-level and Faculty meetings • IST 	<p>9/09 – 6/10</p>	<p>Principal Literacy Coach Assistant Supt. Grade Level Chairs Teachers</p>	<p>Meeting minutes and notes. IST referral data. Participation in book group. Examination of benchmark data to insure student needs are being met.</p>
<p>Co-teaching professional development embedded into all integrated classroom throughout the school</p>	<ul style="list-style-type: none"> • SETRIC coach and materials • Outside conferences 	<p>9/09 – 6/10</p>	<p>Principal Literacy Coach Assistant Supt. Grade Level Chairs Teachers SETRIC Trainer</p>	<p>Scheduled meetings to determine teacher effectiveness through data analysis, discussion and feedback.</p>

ADD ROWS AS NEEDED

DISTRICTS WITH SCHOOLS IN CORRECTIVE ACTION MUST SUBMIT THIS PAGE

DISTRICT CORRECTIVE ACTION (MANDATORY FOR SCHOOLS IN CORRECTIVE ACTION 1 AND 2 SCHOOLS (continued)

Directions: Use the action plan template provided below, indicate the **key corrective actions** to be implemented for the 2009-10 school year to support improvement in the Priority Area. Create a separate page for each major corrective action. Copy this page for additional actions, as needed. Expand the boxes to provide sufficient space to provide complete responses.

<p>Corrective Action:</p>	<p>Changes in the schedule allow students to receive increased instructional time with direct small group instruction incorporated into the school day.</p>			<p>This strategy relates to: (Check all that apply)</p> <p><input type="checkbox"/> Staffing</p> <p><input type="checkbox"/> Closing/reopening school</p> <p><input type="checkbox"/> Hiring outside provider</p> <p><input type="checkbox"/> Restructuring School Governance</p> <p><input type="checkbox"/> Professional development</p> <p><input type="checkbox"/> Leadership</p> <p><input type="checkbox"/> Fiscal resources</p> <p><input type="checkbox"/> Access to student data</p> <p><input type="checkbox"/> Extending Instructional Time</p> <p><input type="checkbox"/> Mandating change in curriculum,</p> <p><input type="checkbox"/> Instruction, supervision, scheduling or other major systems</p> <p><input type="checkbox"/> Mandating teams to focus on data and planning</p> <p><input type="checkbox"/> X_School Schedule</p>
<p>Evidence: (Specify the data that were used to determine that this action would result in significant improvement)</p>	<p>Prior successes in the district that resulted from similar changes in the schedule.</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: Literacy instruction will improve across grade levels due to increased instructional time and changes in delivery.</p>	<p><i>How will student learning be improved/enhanced through this strategy?</i></p>	
<p>Activities</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 09-10 school year.)</p>	<p>Resources</p> <p>What are existing resources that can be used? What new resources can be used?</p> <ul style="list-style-type: none"> • Quick Reads, LLI & Wilson • Intervention resource guide • Leveled literature 	<p>Timeline</p> <p>When will this activity begin and end?</p> <p>9/09 – 6/10</p>	<p>Who is Responsible? Who is Involved?</p> <p>Who will take primary responsibility? Who else needs to be involved?</p> <p>Principal Assistant Principal Literacy Coach Assistant Supt. Grade Level Chairs Teachers</p>	
<p>Monitoring Implementation</p> <p>What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p>	<p>Consistent assessment of students (Ex: Running records, benchmarks, DIBELS, SRI)</p>			

Increased ELA instruction time.	<ul style="list-style-type: none"> • Creative Scheduling • Weekly grade level ELA meetings 	9/09 – 6/10	Principal Assistant Principal Literacy Coach Assistant Supt. Grade Level Chairs Teachers	Consistent assessment of students (Ex. Running records, benchmarks, DIBELS, SRI)
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DISTRICTS WITH SCHOOLS IN CORRECTIVE ACTION MUST SUBMIT THIS PAGE

DISTRICT CORRECTIVE ACTION (MANDATORY FOR SCHOOLS IN CORRECTIVE ACTION 1 AND 2 SCHOOLS (continued))

Directions: Use the action plan template provided below, indicate the **key corrective actions** to be implemented for the 2009-10 school year to support improvement in the Priority Area. Create a separate page for each major corrective action. Copy this page for additional actions, as needed. Expand the boxes to provide sufficient space to provide complete responses.

<p>Corrective Action:</p> <p>Evidence: (Specify the data that were used to determine that this action would result in significant improvement)</p> <p>Objectives: Please write objectives as responses to the italicized guiding questions.</p>	<p>Changes in the delivery of instruction through utilization of best practices in ELA.</p> <p>Current ELA scores indicate a need for increased training in best practices in reading and writing.</p> <p><i>What school practices/programs will be improved through this strategy?</i></p> <p>OBJECTIVE: Reading and writing instruction will incorporate new instructional strategies and practices.</p> <p><i>How will student learning be improved/enhanced through this strategy?</i></p> <p>OBJECTIVE: Students will demonstrate increased understanding of text and an ability to respond with accuracy in written format.</p>	<p>This strategy relates to: (Check all that apply)</p> <p><input type="checkbox"/> Staffing</p> <p><input type="checkbox"/> Closing/reopening school</p> <p><input type="checkbox"/> Hiring outside provider</p> <p><input type="checkbox"/> Restructuring School Governance</p> <p><input checked="" type="checkbox"/> Professional development</p> <p><input type="checkbox"/> Leadership</p> <p><input type="checkbox"/> Fiscal resources</p> <p><input type="checkbox"/> Access to student data</p> <p><input type="checkbox"/> Extending Instructional Time</p> <p><input type="checkbox"/> Mandating change in curriculum, instruction, supervision, scheduling or other major systems</p> <p><input type="checkbox"/> Mandating teams to focus on data and planning</p> <p><input type="checkbox"/> School Schedule</p>
<p>Activities</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 09-10 school year.)</p> <p>Staff will participate in embedded professional development that will enable them to utilize diversified strategies in the classroom.</p>	<p>Resources</p> <p>What are existing resources that can be used? What new resources can be used?</p> <ul style="list-style-type: none"> • CELA • RSSC • SETRC 	<p>Who is Responsible? Who is Involved?</p> <p>Who will take primary responsibility? Who else needs to be involved?</p> <p>Principal Assistant Principal Literacy Coach Assistant Supt. Grade Level Chairs Teachers</p>
		<p>Monitoring Implementation</p> <p>What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p> <p>Teacher participation, feedback and teacher observation will indicate the level of implementation.</p>

<p>Professional learning communities will be utilized to share strategies and ideas among faculty.</p>	<ul style="list-style-type: none"> • Curriculum • State Standards • Professional resources 	<p>9/09 – 6/10</p>	<p>Principal Assistant Principal Literacy Coach Assistant Supt. Grade Level Chairs Teachers</p>	<p>Meeting notes and sign in sheets as well as faculty survey forms.</p>
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PART 6: REQUIRED FORMS

FORM 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Behavior Related	At-risk Services: Attendance Related	At-risk Services: Other
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A			
1			N/A	N/A			
2			N/A	N/A			
3	45	42	N/A	N/A			
4	60	32					
5	35	22					
6	13	21					
7							
8							
9							
10							
11							
12							

Part B: AIS PROGRAM DESCRIPTIONS

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), record-keeping and assessments used to identify students for beginning and ending services and to measure progress, method for delivery of service (e.g., small group, one-to-one, peer tutoring, etc.), size of instructional groups and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). Note: Since AIS is a mandated service, schools MUST ensure that students who cannot receive services outside of the school day receive adequate services during the academic day.
ELA:	Push In and Pull Out remediation by certified Reading Specialists for eligible students identified by State exam results. Services include but are not limited to Wilson reading methods, Leveled Literacy Intervention (LLI), Center for English Learning and Achievement (CELA) best practices, Guided Reading. Elementary Ed, ESL, and SPED teachers also provide varied levels of intense instruction according to student need. Progress is monitored throughout the year using DIBELS (fluency), SRI (comprehension), benchmark results, and NYSSA results.
Mathematics:	
Science:	
Social Studies:	
At-risk Services Provided for Behavior-Related Issues (Guidance, Psychologist, Social Worker)	
At-risk Services for Attendance-and/or Drop Out-related Issues	
At-Risk Health-Related Services	

FORM 2: NCLB REQUIREMENTS FOR TITLE I SCHOOLWIDE PROGRAM SCHOOLS AND TARGETED ASSISTANCE SCHOOLS

All Title I Schoolwide Program (SWP) schools must complete this section of the form.

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.

The M. C. Smith Intermediate School has been newly configured to house grades 3-6 in the 09/10 school year. Data analysis of results from past NYS ELA exams, benchmarks, and progress monitoring has pointed to deficiencies in ELA for SWD's. The school has implemented strategies and programs such as Wilson Reading and Leveled Literacy Interventions (LLI) to meet the needs of these students. Benchmarks, DIBELS and Scholastic Reading Inventory (SRI) will be used to monitor this progress throughout the year.

2. Schoolwide 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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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 Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Please see action plans above for information on increased learning, enrichment, underserved population, at-risk student assistance, and other information.

3. Instruction by highly qualified staff.

All staff meet the requirements of highly qualified as indicated on the BEDS report.

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 Schoolwide Program to meet the State's student academic standards.

See CELA, reading programs, co-teaching, PBIS, PLC's, curriculum mapping and various other training in the action plan above.

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5. **Strategies to attract high-quality, highly qualified teachers to high-need schools.**
Teachers of tomorrow grant, New Employee Mentoring Opportunity program (NEMO), advertising on state-wide job database and aggressive retention policy.
6. **Strategies to increase parental involvement through means such as family literacy services.**
Open house for parents, agenda books as mode of school/home communication, Hudson Organization of Parents and Educators works diligently to get parents into school, newsletters and the district website.
7. **Plans for assisting preschool children in the transition from early childhood programs.**
N/A
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.**
Teachers have been extensively involved in the design and implementation of the benchmarking system currently used. Teachers and administrators meet weekly in ELA meetings to discuss trends and instructional methods and monthly in grade level, faculty, School Improvement Team, and Instructional Support Team meetings. On-going professional development in assessments is embedded throughout the year.
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.**
Extended content is implemented to meet individual student needs. Assessments are given continually throughout the year to monitor student progress and analysis of the results is used to redirect the instructional focus.
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.**

N/A

FORM 3: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

NCLB requirement for all Title I schools

Part A: School Parental Involvement Policy

ATTACH A COPY OF YOUR SCHOOL'S PARENT INVOLVEMENT POLICY, PER THE FOLLOWING REGULATION.

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.

Part B: School-Parent Compact

ATTACH A COPY OF YOUR SCHOOL PARENT COMPACT, PER THE FOLLOWING REGULATION.

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.

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Required

Local

Notice

PARENTAL INVOLVEMENT

The Board of Education believes that positive parental involvement is essential to student achievement, and thus encourages such involvement in school educational planning and operations. Parental involvement may take place either in the classroom or during extra-curricular activities. However, the Board also encourages parental involvement at home (e.g., planned home reading time, informal learning activities, and/or homework "contracts" between parents and children). The Board directs the Superintendent of Schools to develop a home school communications program in an effort to encourage all forms of parental involvement.

Title I Parental Involvement - District Level Policy

Consistent with the parent involvement goals of Title I, Part A of the federal No Child Left Behind Act of 2001 (NCLB), the Board of Education will develop and implement programs, activities and procedures that encourage and support the participation of parents of students eligible for Title I services in all aspects of their child's education. The Board also will ensure that all of its schools receiving Title I, Part A funds develop and implement school level parental involvement policies, as further required by the NCLB. For purposes of this policy, parental involvement refers to the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. At a minimum, parental involvement programs, activities and procedures at both the district and individual school level must ensure that parents:

- Play an integral role in assisting their child's learning;
- Are encouraged to be actively involved in their child's education at school
- Are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

District and school level Title I parental involvement programs, activities and procedures will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

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As further required by the NCLB, parents of students eligible for Title I services will be provided an opportunity to participate in the development of the district's Title I plan, and to submit comments regarding any aspect of the plan that is not satisfactory to them. Their comments will be forwarded with the plan to the State Education Department. Parents also will participate in the process for developing a school improvement plan when the school their child attends fails to make adequate yearly progress for two consecutive years and is identified as a school in need of improvement. Parent participation in development of district wide parental involvement plan The Board, along with its superintendent of schools and other appropriate district staff will undertake the following actions to ensure parent involvement in the development of the district wide parental involvement plan:

List specific actions you will take such as holding meetings at flexible times and/or in highly accessible places such as public housing projects, or surveying parents by phone, mail, or e-mail.

Review of district wide parental involvement plan The Board, along with its superintendent of schools and other appropriate staff will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement plan in improving the academic quality of Title I schools, including the identification of barriers to greater participation by parents in activities under this policy, and the revision of parent involvement policies necessary for more effective involvement. To facilitate this review, the district will conduct the following activities:

List specific activities including explaining to parents when, where and how the review will be conducted, who will be responsible for coordinating the review, and their role in the review process. Also indicate whether a bilingual teacher or other translator will be available.

Development of school level parental involvement plans The superintendent of schools will ensure that all district schools receiving federal financial assistance under Title I, Part A are provided technical assistance and all other support necessary to assist them in planning and implementing effective parental involvement programs and activities that improve student achievement and school performance. As appropriate to meet individual local needs, the superintendent will:

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List specific actions take such as holding meetings at flexible times and/or in highly accessible places such as public housing projects, or surveying parents by phone, mail, or e-mail.

Building capacity for parental involvement to build parent capacity for strong parental involvement to improve their child's academic achievement, the district and its Title I, Part A schools will, at a minimum:

1. Assist parents in understanding such topics as the state's academic content and student achievement standards, state and local academic assessments, Title I requirements, how to monitor their child's progress and how to work with educators to improve the achievement of their child. To achieve this objective, the district and its Title I schools will:

List activities such as workshops, conferences, distribution of training materials, and/or training parents to help other parents understand the role they can play in helping their child.

2. Provide materials and training to help parents work with their child's academic achievement. To achieve this objective, the district and its Title I schools will:

List additional activities such as providing literacy programs that bond families around reading and using the public library, providing information about the essential components of reading or math instruction to enable parents to support the instructional practices used by the teacher, or training parents in the use of the Internet to enable them to access their children's homework; communicate with teachers; and review information posted about schools in improvement, supplemental educational services, public school choice, and other opportunities to promote student achievement.

3. Educate its teachers, pupil services personnel, principals, and other staff in understanding the value and utility of a parent's contributions and on how to:

- reach out to, communicate with, and work with parents as equal partners;
- implement and coordinate parent programs; and
- build ties between parents and the schools.

To achieve this objective, the district and its Title I schools will:

As part of their activities in this area, schools and districts may wish to involve parents in developing this training, in order to improve its effectiveness.

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4. Ensure that information related to school and parent-related programs, meetings and other activities is sent to the parents of children participating in Title I programs in an understandable and uniform format, including alternative formats, upon request, and to the extent practicable, in a language the parents can understand. Coordination of parental involvements with parental involvement strategies adopted in connection with any of the following applicable programs: Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State operated preschool programs. It will do this by:

List activities such as who will be responsible for coordinating programs and strategies, and identify what monitoring or follow up procedures will be conducted.

Ref: §1118 of the Elementary and Secondary Education Act

8 NYCRR §§100.3(b)(3); 100.4(f); 100.5(d)(4); 149.3(16)

U.S. Department of Education, Parental Involvement, Title I, Part A,

Non-Regulatory Guidance, April 23, 2004

Adoption date: July 9, 2007

Hudson City School District
Montgomery C. Smith Intermediate School
School-Parent Compact 2009-2010

School Responsibilities

Montgomery C. Smith Intermediate School will:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Hold Parent-Teacher Conferences at least annually.
- Provide parents with frequent reports of their child's progress.
- Provide parents reasonable access to staff.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parent Responsibilities

We, as parents, will support our children's learning by:

- Ensuring regular attendance.
- Making sure that homework is completed.
- Attending parent conferences, and events at school in which my child is a participant.
- Completing parent surveys and providing recommendations as to how communication between home and school can be more effective.
- Staying informed about my child's education and communicating with the school by reading all notices and responding, as appropriate.
- Becoming involved in committees as appropriate, and as they are developed.

Name of Student _____ School _____ Grade _____

Home Address _____ Home Phone _____

Signature of Parent/Guardian _____ Date _____

*Please be advised that a School-Parent Compact is a requirement for all students receiving Title I services, or benefiting from Title I funding. Montgomery C. Smith Intermediate School is a "School-wide Program School," meaning that a plan was created to utilize Title I, and other resources for the benefit of all students in the building, rather than only those requiring additional academic support.

FORM 4: PROFESSIONAL DEVELOPMENT SET-ASIDE FOR ALL NCLB/SED SCHOOLS IDENTIFIED FOR SCHOOL IMPROVEMENT

For Title I Schools that Have Been Identified for School Improvement

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

(a) Provide the following information:

2009-10 anticipated Title I allocation (From the district Consolidated Application Supplement) = \$852,249; 10% of Title I allocation = \$85,225.

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

- Embedded professional development provided by The Center for English Learning and Achievement (CELA) will work with teachers to support and strengthen literacy best practices among teachers.
- ELA conferences for staff sponsored by NYS and Questar III
- Wilson Level I Certification for ten teachers spanning grades 3-12
- Professional Learning Community where K-12 teachers meet to discuss current research and ways to improve student academic achievement
- Summer ELA Workshops for teachers K-12 to foster a sense of unity and provide a venue where teachers can share best practices
- Curriculum Mapping workshops for K-12 teachers

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

NEMO – This program offers information and assistance to new teachers by veteran teachers for at least the first year Teacher of Tomorrow – This grant offers financial incentives for teachers in shortage areas to work in our district.

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

Letter and forms are mailed home to each family and are available on our Website at www.hudsoncityschooldistrict.com
Available in translated form by request