

CEP TEMPLATE FOR UPSTATE/LONG ISLAND AND CHARTER SCHOOLS 2011-12

**COMPLETE THOSE SECTIONS OF THIS PLAN
REQUIRED FOR YOUR HIGHEST LEVEL OF
IDENTIFICATION, AS DESCRIBED
IN THE GUIDANCE MANUAL.**

**USE THIS CHECKLIST TO ENSURE THAT ALL REQUIRED COMPONENTS FOR THE
CEP ARE SUBMITTED**

WE HAVE COMPLETED AND ARE SUBMITTING

- | | | |
|-------------------------------------|---------------|---|
| <input checked="" type="checkbox"/> | Pages 1- 2 | <u>Cover page and CEP Planning Team Membership Table (ALL SCHOOLS)</u> |
| <input checked="" type="checkbox"/> | Pages 3 – 4 | <u>PART 1: School Profile</u> and other data/information used in analyzing school improvement issues (ALL SCHOOLS) |
| <input checked="" type="checkbox"/> | Pages 5 – 14 | <u>PART 2: Causal Analysis</u> - Submit only those pages required for the school's identification level |
| <input checked="" type="checkbox"/> | Pages 15 - 20 | <u>PART 3: Action Plan</u> – Submit only those pages required for the school's identification level |
| <input checked="" type="checkbox"/> | Page 21 - 22 | <u>Part 4: District Corrective Action Plan</u> – The district submits this part only for a school in Corrective Action |
| <input type="checkbox"/> | Pages 23 - 28 | <u>Part 5: District Restructuring Plan</u> – The district submits this part only for a school in Restructuring |
| <input checked="" type="checkbox"/> | Pages 29 - 35 | <u>Part 6: USDOE and NYSED Required Forms</u> –All schools must complete and submit the forms in this section that pertain to their status. Non-Title I do not have to complete the federally required forms, and charter schools do not have to complete the AIS forms. |
| <input checked="" type="checkbox"/> | Pages 36 - 37 | Part 7: CEP Revision Form – Use these pages only to submit second year revisions |



New York State Education Department

COMPREHENSIVE EDUCATIONAL PLAN (CEP) For Upstate/Long Island Schools and All Charter Schools 2011-2012

| | | | |
|--------------|---|---------------|--|
| SCHOOL NAME | M C Smith Intermediate School | DISTRICT NAME | Hudson City School District |
| CONTACT NAME | Mark Brenneman | CONTACT NAME | Maria Suttmeier |
| PHONE | (518) 828-4360 ext.1111 | PHONE | (518) 828-4360 |
| E-MAIL | brennemanm@hudsoncityschooldistrict.com | E-MAIL | suttmeiermj@hudsoncityschooldistrict.com |

APPROVAL OF THIS PLAN BY THE SCHOOL SUPERINTENDENT AND BOARD OF EDUCATION IS MANDATORY. THE SIGNATURES BELOW CONFIRM APPROVAL.









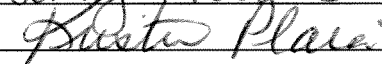
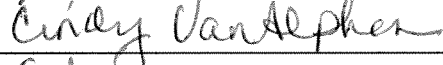



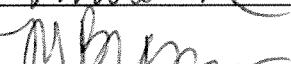
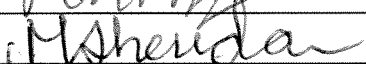




| POSITION | PRINT NAME | SIGNATURE | DATE |
|-------------------------|---------------------------|--------------------------------|---------|
| SUPERINTENDENT | Jack Howe | <i>[Handwritten Signature]</i> | 1/23/12 |
| PRESIDENT, B.O.E. | Peter Merante | <i>[Handwritten Signature]</i> | |
| DATE APPROVED BY B.O.E. | DATE REC'D BY NYSED - OSI | SED REVIEWER | DATE |
| 1/23/12 | 1/1/12 | | 1/1/12 |

PLEASE NOTE:

- BEGINNING WITH THE 2010 -11 PLAN, ALL NYSED IDENTIFIED SCHOOLS/DISTRICTS MUST USE THIS TEMPLATE TO PREPARE THEIR CEP. CHECK REQUIREMENTS FOR THE SCHOOL'S PHASE AND CATEGORY TO VERIFY WHICH COMPONENTS OF THIS PLAN ARE REQUIRED.
- 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, 381 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 Quality Improvement 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, including parents who are NOT employed by the district or school. Other participants who are regularly involved in your school improvement initiatives, such as community organizations, institutes of higher education and the NYSED Regional School Services (RSS) Liaison as consultants through part or all of the planning process.

| Name | Position / Constituency Represented | Signature** |
|---------------------------|-------------------------------------|---|
| Mark Brenneman | Principal |  |
| Maria Suttmeier | Assistant Superintendent |  |
| Marlene Parmentier | Teacher / Union Rep |  |
| Tobi Farley | Parent |  |
| Toni Quinion | Teacher / Union Rep |  |
| Susan Hungerford | Special Education Teacher |  |
| Lisa Dolan | Literacy Coach |  |
| Amy Fiorino | Reading Teacher |  |
| Kristin Plaia | Psychologist |  |
| Cindy Van Alphen | Special Education Teacher |  |
| Angela Spanakos | Special Education Teacher |  |
| Kim Delprincipe | Computer Teacher |  |
| Rebecca Weaver | Teacher |  |
| Melissa Brown | Teacher |  |
| Maureen Sheridan | Special Education Teacher |  |
| Jennifer Merwin-Domkowski | Special Education Teacher |  |
| Elizabeth Rolfe | Special Education Teacher |  |
| Gordon Pratt | Teacher |  |
| Kim Lybolt | Director of Student Services |  |

**** Signature of constituent only indicates participation in the development of the Comprehensive Educational Plan, not approval. 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.**

Additional parent involvement on the SLT is an ongoing effort by the MCSIS through recruitment at parent events and notice in school publications

PART I: SCHOOL PROFILE: COLLECT YOUR DATA

Districts should provide schools with the most up-to-date disaggregated assessment data available, including state assessment data, other local assessments, and demographic data for use in analyzing school improvement needs. These data may include internal use of scores not yet released by NYSED. In addition, schools should access data on attendance (teacher and student), tardiness, behavior issues, feedback from walk-throughs and other reviews and information that will be useful in improvement planning. Please feel free to modify this section to make it meaningful for your specific school.

| MAJOR BUILDING INITIATIVES | | | | EXTRACURRICULAR ACTIVITIES | | | |
|---|-------|-------|-------|---|-----------|------------|------------|
| PBIS RtI | | | | After School Tutoring, Afterschool Program | | | |
| PLC's Student Engagement | | | | Intramurals | | | |
| MAJOR COMMUNITY /IHE PARTNERS | | | | PARENT/SCHOOL SUPPORTS | | | |
| | | | | Hudson Organization of Parents and Teachers | | | |
| | | | | | | | |
| | | | | | | | |
| Enrollment (BEDS Day) | 08-09 | 09-10 | 10-11 | Recent Immigrants (Students enrolled during each academic year who had immigrated to the U.S. within the past three years.) | | | |
| Kindergarten | | | | | 08-09 | 09-10 | 10-11 |
| Grade 1 | | | | Total Number/Percent of Total Enrollment | 9 / 2% | 6 / <1% | 1 / <1% |
| Grade 2 | | | | Most Prevalent Places of Birth for Recent Immigrants | | | |
| Grade 3 | 173 | 135 | 151 | | | | |
| Grade 4 | 143 | 170 | 134 | | Country 1 | Bangladesh | Bangladesh |
| Grade 5 | 132 | 137 | 159 | Country 2 | Mexico | Mexico | Mexico |
| Grade 6 | 138 | 126 | 140 | Country 3 | Haiti | Haiti | Haiti |
| Grade 7 | | | | Attendance Information | | | |
| Grade 8 | | | | | 08-09 | 09-10 | 10-11 |
| Grade 9 | | | | Average daily student attendance rate | 95.9% | 96.5% | 93.8 |
| Grade 10 | | | | Average daily teacher attendance rate | 94.3% | 93.8% | |
| Grade 11 | | | | Suspensions | | | |
| Grade 12 | | | | - 1 day out of school | 11 | 6 | 7 |
| Ungraded | | | | - 2-4 days out of school | 14 | 46 | 37 |
| Graduation Rate | 08-09 | 09-10 | 10-11 | - 5+ days out of school | 4 | 26 | 36 |
| | 63% | | | - In school suspension rate | 6 | 37 | 68 |
| Special Education Enrollment (Students are also included in the total number of enrolled students, so this is a double count.) | | | | Poverty Rate (Free and Reduced Lunch) | | | |
| | 08-09 | 09-10 | 10-11 | FRPL Reported to NYSED | 67% | 65% | 68 |
| Total number of students with IEPs | 122 | 99 | 105 | English Language Learners | | | |
| Total number with resource room | 0 | 0 | 0 | Total number of students receiving ELL services | 38 | 69 | 55 |
| Total number inclusion | 57 | 69 | 71 | Total number of ELLs graduated from ELL services | 2 | 10 | |
| Total 15:1 | 0 | 0 | 0 | Number of ELLs also receiving Special Education services | 8 | 7 | 9 |
| Total 12:1:1 | 25 | 24 | 24 | Number of ELLs that are also SIFE (interrupted education) | - | - | - |
| Total 8:1:1 | 4 | 6 | 8 | | 08-09 | 09-10 | 10-11 |
| Total 6:1:1 | | 0 | 0 | NCLB Accountability Level | Sini 2 | CA 1 | CA 2 |
| Total related Services | 67 | 181 | 90 | SURR Status | | | |
| | | | | SPP Status (VESID) | | | |

PART I: SCHOOL PROFILE – Continued

| Number of: Staff | 08-09 | 09-10 | 10-11 | | 08-09 | 09-10 | 10-11 |
|--|-------|------------------|---------------------------------|--|--------------------|-------------|--------------------------------|
| Teachers with full certification in area taught | 31 | 58.6 | | Percent fully licensed and permanently assigned to this school | 99.6 | 99.1 | |
| Teachers teaching outside of certification area (20% rule) | 0 | 2 | | Percent more than two years teaching in this school | 73.4 | 81.9 | |
| Uncertified Teachers | 0 | 0 | | Percent more than five years teaching anywhere | 77.7 | 70 | |
| Administrators | 1 | 1.5 | 1 | Percent Masters Degree or higher | 89.2 | 90.4 | |
| Teaching Assistants (General Education) | 1 | 0 | 0 | Percent participating fully in Professional development | 100 | 100 | |
| Teaching Assistants (Special Education) | 1 | 2 | 2 | | | | |
| Teaching Aides | 34 | 22 | 20 | | | | |
| Funding Sources Available for This School Building to Support School Improvement (2010-11) | | 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 | | X | |
| Professional Development and training regarding support for students with disabilities | | X | X | X | | X | |
| Curriculum Development/Pacing | | X | | X | | | |
| Use of Time (Lengthen School Day/Year) | | | X | | | | 21 ST Century Grant |
| Restructuring of School Day/ Block Scheduling, etc. | | | | X | | | |
| Planning and Implementation of Effective Interventions for At-Risk Students (AIS/RTI) | | X | | | | | S3TAIR (RTI) Grant |
| 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 | 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 | X | | | | |
| Service Learning Initiatives | | | | | | | |
| Attendance Improvement | | | | X | | | |
| Dropout Prevention | | | | | | | |
| Instructional Technology | | | | | | | EETT Grant |
| Other Priorities (Specify) | | | | | | | |
| | | | | | | | |
| | | | | | | | |

PART 2: ANALYZE!! (CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT)

There are TWO SECTIONS in Part 2 ANALYZE!! The directions for these parts are included here rather than in the Guidance document to make it easier to refer to them.

Directions for Section A:

Section A will guide you through an analysis of the quantitative and qualitative data collected in Part 1 and the *possible causes* of the school's achievement gap and potential best practices that will support school improvement. The leadership team should plan to meet several times over an extended period of time to analyze data and information and to research and evaluate promising improvement strategies. Refer to the Guidance Manual to determine which sections of the CEP must be completed. The Appendices in the Guidance Manual also provide additional resources.

- Complete at least the section(s) for which the school was targeted (e.g. math and/or ELA), **and** the Literacy Across the Curriculum section.
- Only high schools are accountable for the "graduation rate" section.
- Also identify critical schoolwide issues that are not strictly ELA, Math or Graduation Rate, (e.g. school safety or attendance) that impact student achievement. Use the "Other" section to analyze those factors.

District and school administrators should assist the school in determining what data the Leadership Team will analyze. This should be done by considering all the factors already described in Part 1 of this document including:

- An evaluation of school processes and procedures,
- Parent and student surveys,
- School Quality Review (SQR) Reports, External School Curriculum Audits (ESCA) and Joint Intervention Team (JIT) Reports if appropriate,
- Any other information that is critical in the school such as:
 - *Student performance in feeder schools.*
 - *Specific areas of strength and weakness (including major findings of item skills analyses)*
 - *Analysis of effectiveness of intervention programs.*

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

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 the review of data in Part I of this document, the FACTORS worksheet in Appendix 1 and/or other findings from the causal analysis;
- An analysis of the effectiveness of the 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* in **bullets** the major findings of the analysis of student achievement data and effectiveness of current educational practices.

ELA Core Instruction Findings:

- Achievement for both students with disabilities and Black/African American students do not vary by gender according to to NYS Assessments
- Students with disabilities consistently achieved at level 2 (Meets Basic Standard) in grades 4-6 but struggled to reach level 3 (Meets Proficiency Standard). Seventy-two percent of students with disabilities in grade 3 were at a level 1.
- Growth for students with disabilities who are continuously enrolled at the school is approximately 20 Scale Score points per year. This improvement is promising but students are not closing the gap quickly enough to meet the rising state standards.
- Subgroup, Black/African American, students consistently struggle with the writing portion of the assessment.
- The district examined the ELA content and instruction being used K-6. It was determined that a core reading program that provides consistency and a scope and sequence was essential to student success. Journeys by Houghton-Mifflin-Harcourt has been selected and is being implemented in the 2010-11 school year.
- An external curriculum audit conducted in the 2010-11 school year recommended that repetitive and consistent skills be taught to allow the students to be successful. The audit also suggests a clear standards-based written, taught and tested K-6 curriculum be implemented for the district.

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 and content area student achievement data (school-wide and disaggregated by grade and major student subgroups);
- Data analysis based upon the review of data in Part I of this document, the FACTORS worksheet in Appendix 1 and/or other findings from the causal analysis;
- Evidence of effective literacy strategies taught and assessed across all content area classes in the school; 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* in **bullets** the major findings of the analysis of student achievement data and effectiveness of current educational practices.

Literacy Across the Content Areas Findings:

- Teachers review research-tested strategy lessons that will help build lessons in content areas. Lesson design reviews include active, relevant, and collaborative learning experiences to help engage all students. (Laura Robb, 2009).
- ALL grades have ongoing conversations about literacy across the content areas. These conversations focus on ELA skills that are covered in content areas and effective instructional methods to teach these skills.
- There appears to be consistent improvement on the NYS Science test with a three year rise in PI of fifteen points.
- Two-thirds of the newly implemented Journeys reading program focuses on non-fiction text and makes grade level curricular connections to science and social studies. These cross curricular lessons are discussed and expanded upon.

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

SECTION A (6): Other “Big Impact” Factors Impacting Student Performance

Directions:

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

- Student data (attendance, behavior, referrals, VESID indicators, student-teacher ratio, support staff available for student support, etc.);
- Data collected based upon the analysis of the FACTORS worksheet in Appendix 1;
- Analysis of the effectiveness of the school’s current practices. Include in the analysis how these impact ESL: Special Education Instruction, the provision of support services including 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* in **bullets** the major findings of the analysis of student achievement data and effectiveness of current educational practices.

Findings for Other:

- Student suspensions saw a drop of eight percent from the previous year. There was drop in hands on referrals which predominantly have occurred on the playground and in the cafeteria. This is seen as a direct result of the institution of Positive Behavioral Interventions and Supports (PBIS) being put in place on the playground and in the cafeteria. This has led to increased student attendance and students in classrooms which should lead to increased student performance.
- The tracking on AIS services and student has led to the finding that some students are requiring more intensive services. This has led to increased time of intensive interventions with reading specialists. Intensive reading services has been shown to increase students reading performance over time in the district. Research-based programs include Wilson Reading System, Leveled Literacy Interventions (LLI), and Journeys interventions.

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 students with disabilities flat lined over the last year in all grades. This is a change from the previous years where progress was seen at grades five and six but not three and four. AIS services do not appear to be addressing these issues in the way they have been delivered. These students have not been receiving intensive AIS services inside and outside of the classroom.

African American students did not meet the goal set by the State for the 2009-2010 school year or 2010-2011 school year. The students remain on the same trajectory as in years past and growth was evident but with the change in proficiency levels, students did not rise to the level expected by the State. African American students struggled on sections of the assessments that used non-fiction text. The implementation of the new reading program which incorporates quality non-fiction texts that spiral through the grade levels, has helped these students to demonstrate improvement in the analysis of non-fiction text but has not risen to the level of proficiency.

- 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 using information from triangulated data as well skill and strand analysis to allow teachers to have homogenously grouped students. This instruction is skill based to meet the needs of the individual students. AIS services are also able to be delivered in this arena and students can receive required 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 the poverty level of the families and students. Poverty has been shown to have a negative effect on student educational gains.

PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT

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

SECTION B: Identify Key Priorities for School Year 2011-12

Once Part 2 A has been completed, the school has an organized needs assessment. The next step is to consider the findings and implications of that needs assessment and identify the school's educational priorities. These priorities should be focused and realistic. They are the "big picture" needs that have been identified as key areas for improvement. Establishing priorities for improvement will assist in the identification of annual (short-term) goals and the development of specific, measurable objectives for improving student outcomes.

After key priorities have been identified, **identify the research-based strategies the school will implement to address each of the priorities**. Indicate how selected strategies reflect research on teaching and learning and high functioning of schools. Emphasize strategies/activities that enhance instructional practices and build capacity of administration, teachers and other instructional staff.

| KEY PRIORITIES | STRATEGIES |
|--|--|
| <p>English Language Arts</p> <ul style="list-style-type: none"> • Implementation of Journeys, a research based reading series, across grades K-6. • Emphasis on writing processes and methods across content areas to increase proficiency. • Continuation/completion of grades 3-6 curriculum maps in Rubicon Atlas as outlined in the curriculum audit conducted by Orion Educational Consulting in July, 2010. • Incorporation of Common Core Learning Standards into all ELA lessons and units. | <p>English Language Arts</p> <ul style="list-style-type: none"> • Extensive, embedded professional development activities to support implementation of the reading series • ELA meetings to discuss effective strategies linked to the reading series and provide supplemental literature as needed. • Grade level discussions about specific issues pertaining to the implementation of Journeys • Embedded professional development focusing on the writing process including narratives, analysis, persuasion. • Use of Ruth Culham's 6+1 Traits of Writing. This writing method is also part of the Journey's writing component • Grade level teams of teachers will map ELA curriculum using Rubicon Atlas with direction from building and district leadership. |

Literacy Skills Across the Curriculum
 •Emphasis is on literacy skills in all content areas
 •Implementation of Response to Intervention (RTI) model

Literacy Skills Across the Curriculum
 •Use of research (Laura Robb, Marzano & Pickering) on content area literacy at weekly ELA meetings where all teachers meet.
 •Through the RTI model, staff will take part in a multi-tier approach to early identification and support of students with learning/behavior needs.

ALL SCHOOLS SUBMIT THIS PAGE

| KEY PRIORITIES | STRATEGIES |
|--|--|
| <ul style="list-style-type: none"> • Mathematics | <ul style="list-style-type: none"> • Mathematics |
| <ul style="list-style-type: none"> • Graduation Rate | <ul style="list-style-type: none"> • Graduation Rate |
| <ul style="list-style-type: none"> • Social Studies and Science | <ul style="list-style-type: none"> • Social Studies and Science |
| <ul style="list-style-type: none"> • Other (Specify) | <ul style="list-style-type: none"> • Other (Specify) |

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

PART 3: Action Plan

**See Appendix 2 (In Guidance Document) 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 2010-11 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 : | Use of multiple data points (NYSA, SRI, Formative assessment) to identify student need, strengthen curricular weaknesses and drive instruction. | | | |
| Objectives (Please write objectives as responses to the italicized guiding questions.) | <p><i>What school practices/programs will be improved through this strategy?</i></p> <p>OBJECTIVE: ELA instructional practices 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: A 20_% reduction in the achievement gap between White population and SWD, B/AA, Hispanic subgroups over next two years.</p> | | | |
| 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? |
| Questar Data Analyst will provide disaggregated data and present areas of specific strengths/weaknesses in student ELA performance to drive instruction. | <ul style="list-style-type: none"> • Data reports • Assessment results | 9/11 | Principal Data Analyst Literacy Coach Instructional Support Team All staff involved | Benchmarks, progress monitoring assessments, formative assessments will all be monitored, analyzed and discussed in professional learning groups. |
| | <ul style="list-style-type: none"> • | | | |

| | | | | |
|--|---|--------------------|--|--|
| <p>Grade level, team, faculty, professional study group and co-planning meetings will examine curriculum to strengthen instruction.</p> | <ul style="list-style-type: none"> • Assessment data • Curriculum Maps/Rubicon Atlas • SRI reports • Weekly Reading Assessments • Data sheets | <p>9/11</p> | <p>Principal Literacy Coach Assistant Supt. Grade Level Chairs Teachers</p> | <p>Monitor student performance throughout the year to determine improvement and areas in need of improvement. Attendance at conference days to develop and align curriculum. Notes from meetings. Student performance will be kept in data sheet format to ensure that data exists for each student (Blue Data Sheets).</p> |
| <p>Collection of data through 3 benchmarks per year in ELA and Math, SRI quarterly for all students with increased monitoring for those at-risk, and weekly reading assessments.</p> | <ul style="list-style-type: none"> • SRI • Past NYS Assessments • Fountas and Pinnell Benchmarks – all 3rd & 4th, 5th & 6th AIS/SPED • Teacher Made Benchmarks • RtI data sheets • Standardized assessments based on IEP needs • Weekly Reading Assessments provided by District reading program | <p>9/11</p> | <p>Principal Literacy Coach Assistant Supt. Grade Level Chairs Teachers Data Analyst</p> | |
| <p>Audit, examine and modify ELA curriculum as deemed necessary.</p> | <ul style="list-style-type: none"> • Curriculum audit –Review and implement recommendations • ELA K-12 Curriculum document • Curriculum Maps/Rubicon Atlas • NYS Standards • NYS ELA Curriculum guide • Implement Common Core Standards for ELA • Use Outside Educational Expert (OEE) as part of the State required Joint Intervention Team (JIT). | <p>9/11</p> | <p>Independent Auditor Principal Literacy Coach Assistant Supt. Grade Level Chairs Teachers Data Analyst</p> | <p>Curriculum will be analyzed 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. Data will be disaggregated to look at performance of subgroups to ensure continual ... ???</p> |
| <p>Students will be provided with intensive instruction both afterschool and during holiday breaks.</p> | <ul style="list-style-type: none"> • School Improvement funds • Specialized school personal with exceptional training in ELA | <p>3/12 – 5/12</p> | <p>Principal Assistant Superintendent</p> | <p>Student progress will be monitored utilizing initial and exit assessments as well as NYS test data analysis</p> |

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| Professional development will address RtI strategies and student engagement | <ul style="list-style-type: none"> • S3TAIR grant • School Improvement Funds • Dr. Stone and Hunt | 9/11 | Principal Assistant Superintendent | Meetings will regularly occur between providers and school utilizing teacher evaluation sheets and observations to plan future topics. |
|---|--|------|--|--|

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.**

| | | | | |
|--|---|---|--|---|
| <p>Strategy :</p> <p>Objectives <i>(Please write objectives as responses to the italicized guiding questions.)</i></p> | <p>Regrouping of students to provide direct instruction with reading interventions (Wilson, LLI, etc.) in small, competency based groups provided at times throughout the schedule in addition to regular classroom instruction.</p> <p><i>What school practices/programs will be improved through this strategy?</i></p> <p>OBJECTIVE: Provide intensive intervention for students at-risk in ELA at their instructional level.</p> <p><i>How will student learning be improved/enhanced through this strategy?</i></p> <p>OBJECTIVE: To increase Fountas and Pinnell reading level by two levels or corresponding lexile scores each year through small, competency based groups.</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).</p> <p>Students will be regrouped based on instructional level to receive targeted intervention service in small groups.</p> <p>Benchmarking all 3rd & 4th Grade students, 5th & 6th Grade AIS/SPED</p> | <p>What are existing resources that can be used? What new resources can be used?</p> <ul style="list-style-type: none"> • SRI • Assessment data • Journey's Reading Program • Teacher Observation • Curriculum – Integration of subjects/content • Technology – Smart Board, Elmo, EETT • Student data folders – ELA Binders | <p>When will this activity begin and end?</p> <p>9/11</p> | <p>Who will take primary responsibility? Who else needs to be involved?</p> <p>Principal Literacy Coach Assistant Supt. Grade Level Chairs Teachers Data Analyst</p> | <p>What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?</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> |

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| <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"> • Intervention Strategies – RTI pull out • Wilson Level I curriculum and practices • LLI curriculum and practices • ELA team meetings • Student and aggregate data • Weekly Journey's Testing • Grade Level planning – Curriculum mapping • Write-in readers • Daily pages • Writing lab | <p>9/11</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
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>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: To incorporate research strategies and interventions into the daily instruction for all students based on the Common Core State Standards for college and career readiness. <i>How will student learning be improved/enhanced through this strategy?</i> OBJECTIVE: Increase student achievement 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).</p> | <p>What are existing resources that can be used? What new resources can be used?</p> <ul style="list-style-type: none"> • S3TAIR Consultants • PBIS conferences • Questar trainings • Program reference materials • Dr. Jean Ann Hunt, Independent Literacy Consultant • Dr. David Stone, Independent Student Engagement Consultant | <p>When will this activity begin and end?</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>Training in RtI techniques, PBIS, and professional development opportunities.</p> | <p>• S3TAIR Consultants • PBIS conferences • Questar trainings • Program reference materials • Dr. Jean Ann Hunt, Independent Literacy Consultant • Dr. David Stone, Independent Student Engagement Consultant</p> | <p>9/11</p> | <p>Principal Literacy Coach Assistant Supt. Grade Level Chairs Teachers PBIS team</p> | <p>Feedback from embedded coaches will be utilized. Participation records will be cross referenced with achievement results.</p> |

| | | | | |
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| <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>9/11</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 ensure student needs are being met.</p> |
| <p>Teacher professional development embedded into all integrated classroom throughout the school</p> | <ul style="list-style-type: none"> • Outside conferences • Rubicon Atlas • Classroom Visitation • Teacher to teacher conferencing | <p>9/11</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> |
| <p>Common Core State Standards Training</p> | <ul style="list-style-type: none"> • ELA meetings • Grade Level Meetings • Faculty Meetings • Conference Days | <p>6/11</p> | <p>Principal Literacy Coach Assistant Supt. Grade Level Chairs Teachers</p> | <p>Evaluation forms Discussion and Feedback Examine benchmark exams as they relate to the Common Core State Standards</p> |
| <p>Professional Development for Support staff as it relates to the ELA curriculum and Common Core State Standards</p> | <ul style="list-style-type: none"> • On-Site professions • ELA meetings • Faculty meetings • Conference Days | <p>6/11</p> | <p>Literacy Coach Principal Teachers</p> | <p>Evaluation Forms Discussion and Feedback</p> |

ADD ROWS AS NEEDED

PART 3: Action Plan

English Language Arts:

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 2011-12 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 : | Improve student writing across grade levels. | | | |
| Objectives (Please write objectives as responses to the italicized guiding questions.) | <i>What school practices/programs will be improved through this strategy?</i> | | | |
| | OBJECTIVE: Integration of best practices of writing strategies across content areas. | | | |
| Activities | <i>How will student learning be improved/enhanced through this strategy?</i> | | | |
| | OBJECTIVE: Improve student achievement through exposure to a broad range of writing experiences based on research and Common Core State Standards for college and career readiness. | | | |
| | 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? |
| Conferencing | <ul style="list-style-type: none"> • Teachers, peers • Six Plus One Program | 9/09 | Teachers Principal Literacy Coach | Writing Samples Rubrics |
| Engaging writing lessons | <ul style="list-style-type: none"> • ELA Program • Six Plus One/Ruth Culham | 9/09 | Teachers Literacy Coach Grade Level Chairs | Weekly ELA meetings |

| | | | | |
|-----------------------------------|--|------|---|---|
| Writing using a variety of genres | <ul style="list-style-type: none"> • Argumentative • Persuasive • Expository • Narrative • Letter Writing • Structured Note-taking | 9/09 | Teachers Literacy Coach Grade Level Chairs | Scheduled meetings to determine teacher effectiveness through data analysis, discussion and feedback. |
|-----------------------------------|--|------|---|---|

ADD ROWS AS NEEDED

PART 3: Action Plan

English Language Arts:

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 2011-12 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 : | Utilizing various researched based instructional resources in accordance with State Standards and the Common Core Standards implementation will occur. | | | |
| Objectives (Please write objectives as responses to the italicized guiding questions.) | <i>What school practices/programs will be improved through this strategy?</i> | | | |
| | OBJECTIVE: Reading instruction will increase student proficiency levels as evidenced by State exam results | | | |
| Activities | <i>How will student learning be improved/enhanced through this strategy?</i> | | | |
| | OBJECTIVE: Student performance on the ELA assessment will improve by 10 percent over each year | | | |
| | 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? |
| ELA meetings with all teachers and professional staff collaborating as a team | <ul style="list-style-type: none"> • Data Sheets • Journey's Program | 9/11 | Teachers Principal Literacy Coach | Attendance/participation at meetings Data discussions |
| STAIR Grant will provide collaboration & targeted PD on strategies to improve learning | <ul style="list-style-type: none"> • Dr. Jean Ann Hunt (Independent Consultant) | 9/11 | Teachers Literacy Coach Grade Level Chairs | Attendance at meetings Feedback from participants Monitoring of strategies implemented |

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| <p>90 minutes of reading Grade 5 & 6</p> <p>120 minutes of reading instruction Grades 3 & 4</p> | <ul style="list-style-type: none"> • Teachers • Support Staff | <p>9/11</p> | <p>Teachers Principal</p> | |
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ADD ROWS AS NEEDED



PART 4: DISTRICT CORRECTIVE ACTION PLAN (MANDATORY FOR SCHOOLS IN CORRECTIVE ACTION 1 AND 2)

Corrective Action level schools have not made AYP for at least five years, despite developing and implementing school improvement plans in previous years. At the Corrective Action level the DISTRICT and STATE exert more control of the school and make changes necessary to enable the school to improve. NYSED requires a thorough school level audit of enacted curriculum during the first year of Corrective Action. The district is required to perform a careful analysis of the school as well and to develop specific corrective actions based upon a careful analysis of why the school is not improving and what sanctions must be applied. The Corrective Actions chosen should be those that will ensure that the school meets AYP. The district and school should begin analyzing the reasons for lack of progress and begin planning as soon as possible, definitely by the summer before the school enters Corrective Action and provide a draft Corrective Action Plan to NYSED by 8/31. NYSED will facilitate the External School Curriculum Audit (ESCA) as early in the first year of Corrective Action as possible. The plan will be reviewed, adjustments made based on Audit results and resubmitted.

The USDOE identifies as possible Corrective Actions:

- Identifying and removing those staff members that are part of the school's failure to improve (consistent with existing contractual provisions).
- Closing the school and reopening it as a charter school or as a new public school.
- Hiring an outside provider to administer the school.
- Implementing any other major restructuring of the school's governance that is consistent with the principles of restructuring, which might include:
 - Significant and increased professional development focused on best practices (for staff and administrators),
 - Consistent educational leadership, with administrators in classrooms on a daily basis,
 - Restructuring how district fiscal resources are allocated to ensure that schools with high numbers of high-risk students receive additional funding to support the extraordinary needs of those students,
 - Ensuring staff members have rapid, easy to understand access to student data and training and time to develop data-based decision making,
 - Significantly extending instructional time,
 - Mandating a major change in curriculum, instructional strategies, supervision, scheduling or any other major systems change,
 - Ensuring staff members have regular team planning time to focus on analyzing data and planning for instruction,
 - Changing the structure of the school's scheduling.

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| <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, 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>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>OBJECTIVE: Students will receive instruction that targets their individual needs within small homogeneous groups.</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 and Wilson • Intervention resource guide • Leveled literature | <p>Timeline</p> <p>When will this activity begin and end?</p> <p>9/09</p> | <p>Who is Responsible?</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 (Running records, benchmarks, DIBELS, SRI, etc.)</p> | |
| <p>Small group, intensive literacy instruction targeted to individual student need.</p> | | | | | |

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| Increased ELA instruction time. | <ul style="list-style-type: none"> • Creative Scheduling • Weekly grade level ELA meetings | 9/09 | Principal Assistant Principal Literacy Coach Assistant Supt. Grade Level Chairs Teachers | Consistent assessment of students (Running records, benchmarks, DIBELS, SRI, etc.) |
|---------------------------------|--|------|---|--|

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.

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| <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 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>Timeline</p> <p>When will this activity begin and end?</p> <p>9/09</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> |

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| <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</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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MANDATORY DISTRICT RESTRUCTURING PLAN

DIRECTIONS: Answer the following questions fully, providing specific details, funding amounts and sources, and evaluation processes.

1. Describe in detail how the school will be Restructured, how the district will report and evaluate progress, and how this will ensure that the school is able to make its AYP.
 - Increased monitoring and oversight of the school's operations and educational program
 - School Leadership Team (Administrator, Teachers, Parents, other Professional Staff) will develop measurable corrective actions
 - Assistant Superintendent will work with school to improve curriculum in all content areas and review/monitor corrective strategies
 - Joint Intervention Team (JIT) review and monitoring by Outside Educational Expert (OEE)
 - Title I School Improvement grant funds
 - Data analysis, in easy to understand terms, used for instructional decision making
 - Questar III Data Analyst will provide district with NYS exam results in a timely manner
 - Questar III Co-Ser; Local Funds
 - Assistant Superintendent will analyze & provide useful data to Building Administrator to focus improvement efforts
 - Building Administrator will inform faculty of the direction and make instructional changes based on the data & focus provided
 - (i.e. Re-grouping of students based on performance indicator deficits)
 - Literacy Coach will support and assist teachers to improve in areas identified as in need of improvement
 - Increased professional development focused on research based best practices for staff and administrators
 - Funding provided through Title, STAIR, and Sped grants as well as local funds as required
 - Building Administrator will report and evaluate progress through the use of multiple data points
 - ELA Benchmarks, progress monitoring tools, NYS exams, classroom observations
2. Explain, in detail, how the district will govern and support this school to ensure it makes AYP.
 - Resources to improve curriculum content and instructional strategies
 - Title I School Improvement grant and Local Funds
3. Detail what additional resources (support from personnel, additional funding, staffing, etc.) the district will provide to ensure this school is able to make AYP.
 - Literacy Coach will facilitate professional learning meetings to support curriculum and instruction practices across content areas
 - Retain Reading Specialist to support implementation of restructuring strategies
 - Title VI funds
4. Provide specific information on how the Regional Networks and other community partners will be able to support this Restructuring.
 - Embedded and targeted district professional development
 - Questar III
 - CASDA
 - SUNY Plattsburgh

5. Describe the supports needed from NYSED.

6. Using the forms provided on the next page, develop a two year District Restructuring Action Plan. After the District completes this plan the school should develop the school plan using the Action Plan templates in Part 3 to develop school level plans based upon the District Action Plan. Also, work closely with the school as they develop their school-based plan to ensure it matches the district plan. The final plans (District and School) submitted to NYSED will be based upon a similar causal analysis and must include the templates in Part 3 in addition to the forms below. The District actions, however, must reflect a serious restructuring of the entire school and focused district supervision and support. Separate the years and indicate "Year 1," "Year 2, etc. on the Action Plan templates.

DISTRICTS WITH SCHOOLS IN RESTRUCTURING MUST SUBMIT THIS PAGE

RESTRUCTURING PLAN

District: Hudson City School District
 School: Montgomery C. Smith Intermediate School

SCHOOL YEAR: 2011-12

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

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

| RESTRUCTURED COMPONENT | DETAILED DESCRIPTION OF SPECIFIC RESTRUCTURING STRATEGY | DISTRICT ROLE/PERSON RESPONSIBLE | COST AND FUNDING SOURCE | HOW IMPLEMENTATION WILL BE MONITORED |
|-------------------------|--|--|--|--|
| Curriculum | MCSIS will map its curriculum into Rubicon Atlas. Administrators and teachers will work to insure alignment to NYS and CC standards, as well as across grade levels and content areas. | Superintendent Assistant Superintendent Building Principal Literacy Coach Grade level chairpersons Teachers | \$8,000 annual fee for RATLAS software Title I School Improvement & Local funds | Curriculum maps will be reviewed by all staff involved to insure adequate progress. |
| Instruction | A greater emphasis will be placed on reading for information and the writing process, including but not limited to grammar, vocabulary, punctuation, spelling | Superintendent Assistant Superintendent Building Principal Literacy Coach | Varies. District must expend 10% of Title I allocation (\$90,000) on PD 2010 expenditure from building textbook budgets | Building Principal will monitor implementation of learned best practices during classroom visits. |
| Instructional Resources | The district approved and implemented a K-6 Reading program, <i>Journeys</i> by Houghton-Mifflin-Harcourt to provide structure, scope and sequence between the K-2 and 3-6 buildings. This program also provides extensive non-fiction material that allows for cross-curricular activities in Social Studies and Science. | Superintendent Assistant Superintendent Director of Student Services Building Principal Literacy Coach | | Assistant Superintendent will work closely with building administrators to insure proper implementation. |

DISTRICTS WITH SCHOOLS IN RESTRUCTURING MUST SUBMIT THIS PAGE

RESTRUCTURING PLAN

SCHOOL YEAR: 2011-12

District: Hudson City School District
 School: Montgomery C. Smith Intermediate School

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

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

| RESTRUCTURED COMPONENT | DETAILED DESCRIPTION OF SPECIFIC RESTRUCTURING STRATEGY | DISTRICT ROLE/PERSON RESPONSIBLE | COST AND FUNDING SOURCE | HOW IMPLEMENTATION WILL BE MONITORED |
|---|--|--|--|---|
| Instructional Time | -The MCSIS schedule provides for 90 minutes of uninterrupted ELA instruction which includes non-fiction material and cross-curricular activities in Social Studies and Science. -The district will require MCSIS to discontinue the looping practice in grades 5 & 6 and work toward departmentalizing grade 6 to meet the challenges of CCSS, transition to JHS, and future exams in Social Studies & Science. | Building Principal | N/A | Classroom observations |
| Cultural Competence; Behavior Management/School Safety | The district will provide training in topics like diversity sensitivity and the frameworks of poverty to assist school personnel to understand the mindset of those from a variety of backgrounds and those who are living below and at the poverty level. | Assistant Superintendent Building Principal | Varies. District must expend 10% of Title I allocation (\$90,000) on PD | Building Principal will monitor implementation of learned best practices during classroom visits. |
| Parent Involvement | The district has appropriated parent involvement funding from Title I to conduct new parent informational sessions, Parents In Education (PIE), within the community setting monthly to help alleviate angst of parents who do not want to engage on school property. | Building Principal PIE Organizers | \$2,000 est. from Title I grant | Attendance at PIE sessions, feedback from participants |

DISTRICTS WITH SCHOOLS IN RESTRUCTURING MUST SUBMIT THIS PAGE

RESTRUCTURING PLAN

SCHOOL YEAR: 2011-12

District: Hudson City School District
 School: Montgomery C. Smith Intermediate School

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

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

| RESTRUCTURED COMPONENT | DETAILED DESCRIPTION OF SPECIFIC RESTRUCTURING STRATEGY | DISTRICT ROLE/PERSON RESPONSIBLE | COST AND FUNDING SOURCE | HOW IMPLEMENTATION WILL BE MONITORED |
|--|---|--|--|--|
| Professional Development | Professional development activities will focus on research-based best practices to improve curriculum delivery in the areas identified. | Superintendent Assistant Superintendent Building Principal Literacy Coach Grade Level Chairpersons | Varies. District must expend 10% of Title I allocation (\$90,000) on PD | Building Principal will monitor implementation of learned best practices during classroom visits. |
| Assessment | MCSIS will benchmark all students upon their arrival to grades 3 & 4 and monitor student progress throughout the year using Fountas & Pinell as well as assessments provided within the <i>Journeys reading program</i> and Scholastic Reading Inventory. | Building Principal with district oversight | N/A | Building Principal will schedule the benchmark & monitoring assessments. Meetings will be held to discuss results and plan for targeted instruction. |
| Data Management/Analysis/ Interpretation/Use | The district will provide data to MCSIS that creates a laser-like focus on the skills students must master in order to be successful with any content being taught. | Assistant Superintendent | N/A | Assistant Supt. will meet regularly with building admini. to insure focused attention to identified areas |

ALL SCHOOLS SUBMIT THIS PAGE

PART 6: USDE/NYSED 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: | |
|-------|-----------------------------|--|-----------------------------|--|-----------------------------|--|-----------------------------|--|-----------------------------|--|
| | # 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 | 44 | | 13 | | N/A | | N/A | | | |
| 4 | 62 | | 26 | | | | | | | |
| 5 | 35 | | 19 | | | | | | | |
| 6 | 23 | | 13 | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 10 | | | | | | | | | | |

Part B: AIS PROGRAM DESCRIPTIONS

| | |
|--|--|
| Name of Academic Intervention Services (AIS) | <p>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.</p> |
| ELA: | <p>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.</p> |
| Mathematics: | <p>Push In and Pull Out remediation by certified Elementary Teachers specializing in Math for eligible students identified by State exam results. Services include but are not limited to intense instruction of skill strands needing improvement based on analysis of test results. ESL and SPED teachers also provide ELA instruction.</p> |
| 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.**

Data analysis has pointed to deficiencies in ELA for SWD's. The school has implemented strategies and programs such as Wilson Reading to meet the needs of these students. Benchmarks, DIBELS and 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:**
 - 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 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.
 - **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 are highly qualified.

4. **High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the 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.

5. **Strategies to attract high-quality, highly qualified teachers to high-need schools.**
Teachers of tomorrow grant, 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, 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.**
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. On going professional development in assessment 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.
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.**

All Targeted Assistance schools must complete this section of the form.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, refer to the page numbers where the response can be found.

1. How will the school use program resources to help participating students meet the State standards?
2. How will the school ensure that planning for students served under this program is incorporated into existing school planning?

3. How will the school use effective methods and instructional strategies to strengthen the core academic program of the school and that:

ALL TITLE I FUNDED SCHOOLS SUBMIT THIS PAGE

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
 5. Provide instruction by highly qualified teachers;
 6. Provide professional development opportunities for teachers, principals and paraprofessionals including, if appropriate, pupil services personnel, parents, and other staff;
 7. Provide strategies to increase parental involvement; and
 8. Coordinate and integrate Federal, State and local services and programs.

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 THIS SCHOOL'S SCHOOL PARENT INVOLVEMENT POLICY, PER THE FOLLOWING REGULATION.

Each school that receives Title I, Part A funds must develop a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). This policy must be developed jointly with parents of Title I students and distributed to all parents. The policy must establish the school's expectations for parental involvement and describe how the school will implement 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 THIS SCHOOL'S 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 as those 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.

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:

2010-11 anticipated Title I allocation (From the district Consolidated Application Supplement) = \$ _____; 10% of Title I allocation = \$ _____.

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

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

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.

See NOTE (below) to determine whether school is eligible for this part

PART 7: CEP Second Year Update Form

NOTE: Only schools that submitted a new CEP the prior year AND are entering Year 2 of their phase (Improvement 2, Corrective Action 2, Restructuring Year 2) OR made AYP are eligible to submit this form. Other schools must submit the full CEP based on their status.

| | |
|---|---------------------|
| DISTRICT | SCHOOL |
| SCHOOL YEAR | DATE RECEIVED NYSED |
| I confirm that the changes in this document by this school are approved by the school superintendent Superintendent Signature: | |

CEPs are initially written as 2-year plans. Schools must revise their CEP at the end of the plan's first year of implementation, based on an evaluation of evidence of improvement and submit a record of changes to NYSED by 8/31 for the next school year.

- If the school's status changes in the school year due to the school being identified for an additional subgroup or subject area, the district/school must include an analysis of and plan for the newly required elements. (For example, if a school was originally identified for ELA for SWD, but then is identified for ELA for Hispanic students and for mathematics, that school would need to update plan to include both a focus on ELA for Hispanic students and then complete the mathematics section.
- If the school is continuing with the same subject area and subgroups, they must submit an updated Action Plan with an explanation of reasons for changes.
- Districts must review and revise the Corrective Action Plan and/or the Restructuring Plan annually, based on the progress of each school at those levels and submit the revised plan with the school updates.
- If the school made AYP in all designated areas, they may choose to continue their previous CEP with NO changes. This is the only instance where a revision is not required.

I. Please check all of the following that apply for this school:

- School is identified for additional subgroup(s) within the original subject(s).
- Schools in this group must complete and attach a root cause analysis (Part 2) and Action Plan (Part 3) for additional subgroup(s).
 - If the school is at the Corrective Action or Restructuring level, the district must also complete and submit an addendum to their Part 4 or Part 5.
- School is identified for additional category (subject area).
- Schools in this group must complete and attach the sections of the CEP template required for schools identified for that category. See original directions for details.
 - If the school is at the Corrective Action or Restructuring level the district must also complete and attach an addendum to their Part 4 or Part 5.
- School has not been identified for any additional subgroups or subjects but did not make AYP; this revision updates the previous year's plans and is based on additional evaluation of the impact of the CEP's implementation. Schools in this group must attach evidence of the evaluation of the previous year's plan and reasons for changes and an updated Action Plan (Part 3).
- School made AYP in all areas for which they are identified and choose to continue implementing their CEP with no revisions.