

CEP TEMPLATE FOR UPSTATE/LONG ISLAND 2010-11

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

- Pages 1- 2 Cover page and CEP Planning Team Membership Table (ALL SCHOOLS)
- Pages 3 – 4 PART 1: School Profile and other data/information used in analyzing school improvement issues (ALL SCHOOLS)
- Pages 5 – 14 PART 2: Causal Analysis - Submit only those pages required for the school's identification level
- Pages 15 - 20 PART 3: Action Plan – Submit only those pages required for the school's identification level
- Page 21 - 22 Part 4: District Corrective Action Plan – The district submits this part only for a school in Corrective Action
- Pages 23 - 28 Part 5: District Restructuring Plan – The district submits this part only for a school in Restructuring
- Pages 29 - 35 Part 6: USDOE and NYSED Required Forms –All schools must complete and submit all of the forms in this section that pertain to their status**
- Pages 36 - 37 Part 7: CEP Revision Form – Use these pages only to submit second year revisions



ALL SCHOOLS SUBMIT THIS PAGE

New York State Education Department

COMPREHENSIVE EDUCATIONAL PLAN (CEP) For Upstate/Long Island Schools 2010-2011

SCHOOL NAME	Huntington High School	DISTRICT NAME	Huntington U.F.S.D.
CONTACT NAME	Carmela Leonardi	CONTACT NAME	Kenneth Card
PHONE	(631) 673-2003	PHONE	(631) 673-2036
E-MAIL	cleonardi@hufsd.edu	E-MAIL	kcard@hufsd.edu

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 J. Finello		_ / _ / _
PRESIDENT, B.O.E.	William Dwyer		
DATE APPROVED BY B.O.E.	DATE REC'D BY NYSED - OSI	SED REVIEWER	DATE
_ / _ / _	_ / _ / _		_ / _ / _

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, 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 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**
Carmela Leonardi	Principal, Huntington High School	
Angelo Noce	Assistant Principal	
Marybeth Robinette	Director of Math and Testing	
Joseph Leavy	Director of Humanities	
Vicki Mingin	Executive Director of Special Ed.	
Ted Glass	Chairperson of Special Ed. 9 - 12	
Carmen Kasper	Director of Foreign Language, Bilingual, ESL and Dual Language	
Giovanni Mendez	Psychologist – High School	
Monica Racz	Math teacher – High School	
Roy Dumar	English teacher – High School	
Jean Czerniawski	Special Ed. teacher – High School	
Lisa Jamison	Parent	
Elaine May	Parent	
Sandra Cabrera	Parent	
Dante Allen	Student – Special Ed.	
Garciaguirre-Rivas, Julio	Student – ESL	

**** 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.**

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			
Behavioral Rtl / PBIS Universal Screening for internalizing and				Fundraising for charities A World of Difference Natural Helpers			
MAJOR COMMUNITY /IHE PARTNERS				PARENT/SCHOOL SUPPORTS			
Pederson-Krag Family Service League				PTSA, SDM, SEPTA			
Enrollment (BEDS Day)	07-08	08-09	09-10	Recent Immigrants (Students enrolled during each academic year who had immigrated to the U.S. within the past three years.)			
Kindergarten					07-08	08-09	09-10
Grade 1				Total Number/Percent of Total Enrollment	27	31	43
Grade 2				Most Prevalent Places of Birth for Recent Immigrants			
Grade 3							
Grade 4							
Grade 5				Country 2	Honduras	Dominican Republic	Guatamala
Grade 6				Country 3	Guatamala	Haiti	Haiti
Grade 7				Attendance Information			
Grade 8	15	17	17		07-08	08-09	09-10
Grade 9	312	343	379	Average daily student attendance rate	90.50	91.83	92.12
Grade 10	302	304	305	Average daily teacher attendance rate	95.0	94.0	92.0
Grade 11	273	261	263	Suspensions			
Grade 12	267	264	265	- 1 day out of school	443	161	37
Ungraded				- 2-4 days out of school	115	94	47
Graduation Rate	07-08	08-09	09-10	- 5+ days out of school	85	81	68
	88%	83%	88%	- In school suspension rate	424	283	92
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)			
					14%	31%	25%
	07-08	08-09	09-10	FRPL Reported to NYSED	14%	31%	25%
Total number of students with IEPs	209	226	246	English Language Learners			
Total number with resource room	48	46	57	Total number of students receiving ELL services	116	144	126
Total number inclusion	61	66	77	Total number of ELLs graduated from ELL services	15	20	16
Total 15:1				Number of ELLs also receiving Special Education services	3	14	23
Total 12:1:1	147	165	167	Number of ELLs that are also SIFE (interrupted education)	17	30	23
Total 8:1:1	9	10	7		07-08	08-09	09-10
Total 6:1:1				NCLB Accountability Level			
Total related Services	109	137	140	SURR Status			
				SPP Status (VESID)			

** NUMBERS INCLUDE DUPLICATION OF STUDENTS SINCE SOME RECEIVE MULTIPLE TYPES OF SERVICES.

PART I: SCHOOL PROFILE – Continued

PART I: SCHOOL PROFILE – Continued								
Number of: Staff	07-08	08-09	09-10		07-08	08-09	09-10	
Teachers with full certification in area taught	112	112	111	Percent fully licensed and permanently assigned to this school	100	100	100	
Teachers teaching outside of certification area (20% rule)	0	0	0	Percent more than two years teaching in this school	74	81	89	
Uncertified Teachers	0	0	0	Percent more than five years teaching anywhere	59	62	70	
Administrators	4	3	3	Percent Masters Degree or higher	92	94	92	
Teaching Assistants (General Education)	0	0	0	Percent participating fully in Professional development	100	100	100	
Teaching Assistants (Special Education)	5	5	5					
Teaching Aides	25	22	29					
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			
Professional Development/mentoring for Teachers and Teaching Assistants on Effective Instruction					X			
Professional Development and training regarding support for students with disabilities					X			
Curriculum Development/Pacing					X			
Use of Time (Lengthen School Day/Year)					X			
Restructuring of School Day/ Block Scheduling, etc.					X			
Planning and Implementation of Effective Interventions for At-Risk Students (AIS/Rtl)					X		X	
Development and Implementation of High Quality Instructional Units in Mathematics					X			
Development and Implementation of High Quality Instructional Units in ELA					X			
Development and Implementation of High Quality Instructional Units in Literacy Across the Content Areas					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					X			
Attendance Improvement					X			
Dropout Prevention					X			
Instructional Technology					X			
Other Priorities (Specify)					X			

This demographic data is only a small part of the data that should be analyzed. Please add the school's other important information into the CEP here. Include the latest state assessment data, school schedules, retention rates, and any other recent reports and evaluations and data that will help your team improve student instruction.

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:

- *Low functioning students and especially ELLs and classified students in self contained classes are disengaged (passive and tuned out) during instruction and inconsistent in their completion of assignments. This lack of engagement in academic work is reflected in low test scores and course grades.
We propose the integration of more student directed, independent and some team (group) relevant collaborative tasks. More student "talk" or engagement in the classroom. More frequent use of reflective questions. These strategies will increase student production and promote completion of challenging and motivational tasks. Formalized articulation among general education, Special Education, ESL and reading teachers in order to collaborate on meeting the needs of low performing students.*
- *Low functioning students and especially ELL students and classified students in self-contained classrooms are unprepared for the next grade level because of poor attendance or interrupted acquisition of necessary knowledge and skills. Many newcomer ELLs are unprepared for 9th grade; their education is equivalent to that of a 2nd or 3rd grader. Encourage more supportive mentoring relationships between adults and students (PBIS) in order to improve attendance. Utilize Positive Behavioral Intervention Strategies (PBIS). Make frequent personal contact with families to discuss the importance of attendance to achievement and successful course completion. Finalize consensus mapping for grades 9 and 10 for English Language Arts (general education, ESL, self contained classes) that reflect new core standards (curriculum development to take place in the 2011 summer, professional development to take place April 2 and 9). Use AIMSweb diagnostic tools for grade 8 and curriculum based assessments to more accurately and more frequently (monthly) gauge achievement and tailor instruction in both courses and corresponding support classes. Explore consistency in grading practices. Provide scheduled opportunities for Special Education, ESL, content area teachers and support personnel to jointly analyze all relevant data (Universal Behavioral Screening, mock Regent tests, midterms, finals, RCTs, NYSESLAT, CBM data, AIMSweb assessment, quarterly grades and attendance and suspension data). Data analysis will be used by teams of teachers, support staff and administrators to implement, evaluate and change interventions and strategies addressing needs of at risk students and inform continuation of support. The AIS procedures will include the notification of entry into AIS, provision of Skills Enhancement Reports (BARS) to parents, parental notification regarding exiting from AIS, and maintenance of documentation of AIS in all content areas in accordance with State and federal requirements. Within schedule constraints, provide for common meeting time for*

teachers in grade 9 teaming and graduation mandated courses so that Special Education, Reading, English, Math, and ESL teachers who share students can plan together and share student progress monitoring data. Develop a mechanism to provide similar support for students in grades 10 and 11.

- *Low functioning students and especially ELL students and classified students in self contained classrooms do not have strong literacy skills, which impacts achievement in all subject areas. Directors will work to align the Language Arts curriculum being implemented in the general education classes with the one of the ESL and Special Education self contained classes. Greater emphasis on practicing high frequency high stakes academic vocabulary and common instructional and assessment approaches for the development of fluency in all content areas and mastery of contents. Training of teachers on differentiated instruction.*
- *Low functioning students and especially ELL students and classified student in self contained classrooms have under-developed writing skills which impacts their ability to communicate in writing and perform well on assessments that include the writing of essays. Train English and social studies grades 9 and 10, ESL and Special Education teachers on the implementation of the Systematic Instructional Model (SIM) a research based model for writing (paragraph protocol). Continue the use of writing portfolios for all students that include common rubrics for specific courses or grade levels and monthly assessment of paragraph writing.*

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, knowledge and use of effective literacy strategies being 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:

- *Low functioning students and especially ELL students and classified students in self contained classrooms do not have strong literacy skills, which impacts achievement in all subject areas. Directly align the Language Arts curriculum being implemented in the general education classes with the one of the ESL and Special Education self contained classes. Greater emphasis on high frequency high stakes academic vocabulary development using target lists and common instructional and assessment approaches for the development of fluency in all content areas.*
- *Low functioning students and especially ELL students and classified students in self contained classrooms have under-developed writing skills which impacts their ability to communicate in writing and perform well on assessments that include the writing of essays. Train English 9 and 10, ESL and Special Education teachers on the implementation of the Systematic Instructional Model (SIM) a research based model for writing (paragraph protocol). Continue the use of writing portfolios for all students that reflect the use of a common rubrics for specific courses or grade levels and track the monthly results of SIM paragraph writing.*

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

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

SECTION A (3): MATHEMATICS

Directions:

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

- Math 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 mathematics curriculum and instruction for mathematics. 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.
- Evidence that math concepts are integrated into instruction in other content area instruction.

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.

Mathematics Findings:

- *Low functioning students and especially ELLs and classified students in self contained classes are disengaged (passive and tuned out) during instruction and inconsistent in their completion of assignments.
We propose the integration of more student directed, independent, collaborative tasks including more student “talk” and engagement in the classroom, more frequent use of alternative solutions and practical real life math applications requiring higher-order thinking skills. These strategies will increase student understanding of concepts, development of skills and promote completion of challenging and motivational tasks.*
- *Low functioning students and especially ELL students and classified students in self-contained classrooms are unprepared for the next grade level because of poor attendance or development of necessary math skills. Many newcomer ELLs are unprepared for 9th grade; many of the majority are only able to do basic addition.
Continue to develop/refine curriculum maps for the algebra content and Basic (primary level) Math skills in particular for self contained, Special Education and ESL Basic Algebra and Algebra classes that reflect state standards. Use grade 8 AIMSweb assessment and curriculum based assessments to more accurately determine needed math skills, track student progress and tailor instruction in both courses and corresponding support classes. Increase consistency in grading practices. Provide scheduled opportunities for Special Education, ESL, math teachers and support personnel to jointly analyze all relevant data (such as Universal Behavioral Screening, mock Regent tests, AIMSweb assessment, grade 8 skills enhancement reports, midterms, finals, RCTs, NYSESLAT, CBM data, quarterly grades and attendance and suspension data).*
- *Low functioning students and especially ELL students and classified students in self contained classrooms do not have strong math literacy skills, which impacts their achievement in math courses required for graduation.
More closely align the math curriculum being implemented in general education classes with the one used in ESL and Special Education self contained classes placing greater emphasis on the use of manipulatives, hands on activities, and technology to encourage the kind of alternative problem solving that increases math skills and the ability to solve number based and word problems. The AIS procedures will include the notification of entry into AIS, Skills Enhancement Reports (BARS) to parents, parental notification regarding exiting AIS, and maintenance of documentation of AIS in all content areas in accordance with State and federal requirements. Within schedule constraints, provide*

for common meeting time for teachers in line with the grade 9 Teaming so that Special Education, Reading, English, Math, and ESL teachers who share students can plan together and share data to monitor student progress. Develop a mechanism to provide similar support for students in grade 10 math courses.

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

SECTION A (4): GRADUATION RATE

Directions:

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

- Student achievement data (school-wide, and disaggregated by grade and major student subgroups) in all major State assessments;
- Data 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 curriculum and instruction in all content areas. Be sure to consider 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.
- An analysis of graduation rates, disaggregated by subpopulations.
- An in-depth analysis of histories of students who have failed to graduate.

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.

Graduation Rate Findings:

- *Low achieving students and especially ELLs and students enrolled in self contained Special Education classes do not see themselves succeeding at their goal in life and exhibit uncertainty about the trajectory of their careers and the importance of completing a high school education. Much of their focus is on career/afterschool employment.
Continue to use career inventories (such as Career Zone or Guidance Direct) and encourage career fairs to mark the different pathways students may follow.
Discuss at least twice each year with parents and students the progress students have made towards achievement of graduation requirements and report in writing outstanding courses and exams.
Guide students in their search for college or career. Mentor them in the application for financial aid.
Provide intensive Regents and RCT review sessions after school a month prior to the administration of these tests, in order to increase the likelihood of passing tests and achieving mastery.
Provide support classes in all courses needed for graduation to address the development of the content area and literacy skills students need to be able to pass courses and state exams. Continue to conduct student and parent meetings for each grade level that address graduation requirements, diploma options, promotional criteria, and future planning specific to their level. Encourage students to register for PSAT, SAT, ACT and content SAT subject exams.*
- *Implement a refined, focused action plan for raising passing rate for Global 10 Regents exam since it seems to be a stumbling block towards graduation for a good number of ELLs and Classified Students.*
- *Promote better performance in grades 9 and 10 paragraph and thematic writing in order to improve success rate on the Global 10 Regents.*

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

SECTION A (5): SOCIAL STUDIES AND SCIENCE

Directions:

Conduct a comprehensive review and causal analysis of social studies and science data using:

- Student achievement data (school-wide, and disaggregated by grade and major student subgroups) in all major State assessments;
- 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 curriculum and instruction in all content areas. Be sure to consider 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.

Social Studies and Science Findings:

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:

- *Absence rate of Special Education students in self contained classes and ELL students is disproportionate to the percentage at which they are represented in the school population. A recent review of full day absences for the first half of the 2010-2011 school year indicates that Hispanic and African American students make up 40% of the student population but are responsible for 60% of absences. Along the same lines, classified students make up 17% of the population but are responsible for 26% of full day absences. Mentoring programs by school and community members are being planned for the second half of the 2010-2011 school year and will continue through the next school year. The bilingual psychologist and guidance counselor push in to the ESL classes to support the emotional needs of ELL students. The director of ESL programs conducts parent meetings that are generally well attended because they are conducted in Spanish. At these meetings, issues of family dynamics, attendance, and academic achievement are discussed.*

PART 2: SCHOOL PROFILE – Continued

After analyzing the data, use the following questions to guide reflection on what has been learned:

- 1. Has the school seen any major changes over the past three years in the information that was analyzed? If so, please provide specific details here on these changes and how they are being addressed.**
 - *Attendance among classified students enrolled in self contained programs and ELL students has declined.*
 - **More ELL students over the age of 17 with low academic preparation and interrupted instruction have registered in our district.*
 - *Positive behavior strategies have been adopted for the whole school population and for self contained and ESL classes to provide a positive and supportive environment.*
 - *Bilingual (Spanish) classes are being offered in Native Language, algebra, and science. Global history classes are offered through ESL methodology.*
 - **All classified students are encouraged to achieve a Regents diploma which requires them to pass the required 5 Regents with 65 or better. Classified students who earn a grade of 55 on one or more Regents exams fall under the safety net guidelines to obtain a local diploma. All ELL students are required to pursue a Regents diploma. This is a challenging task for them since they cannot rely on the same variances afforded to Classified Students.*

- 2. If there are any specific categories that especially impact student performance, mark them with an asterisk and provide a more detailed explanation of the impact here.**
 - *The director of ESL, building and central office administrators are exploring state approved programs (intensive ESL instruction, bilingual GED) for those students who come to the district after their 16th birthday without equivalent academic preparation. Support classes are being proposed for all students whose performance in courses required for graduation falls within the remedial range. Support courses will address skill building and content re-teaching for general education, ELL and Classified Students.*

- 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.**
 - *Budget constraints have contributed to the elimination of support personnel, (guidance counselor and psychologist) building administrators (1 AP) and directors (guidance, math). Directors of guidance and math have been restored this year. The offices of academic directors have been moved from the High School, causing a disconnect of these administrators with High School teaching staff, compromising the supervision of their departments at this level.*

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 2010-2011

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
<ul style="list-style-type: none"> • English Language Arts • <i>Increase student engagement</i> • <i>Increase fluency in reading</i> • <i>Increase writing competency</i> 	<ul style="list-style-type: none"> • English Language Arts • <i>Utilize small, cooperative instructional groups. Practice higher order thinking skills through thoughtful questions about what students read. Use graphic organizers to analyze and summarize what is read. Train teachers in Differentiated Instruction</i> • <i>For grade 9 students print grade 8 individual LA skills enhancements reports to identify skills to be addressed in reading support classes. Monitor skills of grade 9 students using AIMS web (grade 8) assessments and CBM on a monthly basis.</i> • <i>Have student chart (self monitor) number of pages read.</i> • <i>Implement SIM research based program in the use of strategies for writing detailed paragraphs in 9th and 10th grade general education English classes, self contained and ESL classes.</i>

- Literacy Skills Across the Curriculum
- *Increase fluency and comprehension in all content areas.*

- Literacy Skills Across the Curriculum
- *Teach high frequency high stakes academic vocabulary lists.*
- *Teach outlining, note taking and summarizing in all content areas.*
- *Encourage the use of organizers.*
- *Support classes in Global 9 and 10 will emphasize paragraph/essay writing.*
- *The district will include Differentiated Instruction in the Professional Development program.*

KEY PRIORITIES	STRATEGIES
<ul style="list-style-type: none"> • Mathematics • <i>Diagnose missing skills to be addressed in support classes.</i> • <i>Update teaching of skills to reflect results of individual ongoing assessments</i> 	<ul style="list-style-type: none"> • Mathematics • <i>Use AIMSweb (grade 8) and CBM's to assess deficiencies and to monitor progress on a monthly basis.</i> • <i>Teach identified skills through interactive problem solving strategies.</i> • <i>Integrate the use of computer interactive software intended to reinforce math skills.</i>
<ul style="list-style-type: none"> • Graduation Rate • <i>Provide strategies to engage students who do not see possibilities in careers or college choices.</i> 	<ul style="list-style-type: none"> • Graduation Rate • <i>Update progress towards attainment of credits and passing of required state assessment with both students and parents.</i> • <i>Expose students to career and college choices (surveys and software).</i> • <i>Develop a plan of action for pursuing a career or college that reflects individual talents.</i> • <i>Provide multiple experiences for career exploration programs.</i> • <i>Provide intensive Regents and RCT review sessions prior to January and June scheduled testing.</i>
<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) • <i>Make grading practices reflective of mastery of content.</i> 	<ul style="list-style-type: none"> • Other (Specify) • <i>Title all grades (assignments, quizzes, tests, projects) with concept/skills assessed so that low grades are correlated to skills that need additional practice.</i> • <i>Develop grading practices that consistently prioritize assessment of mastery.</i> • <i>Enforce consistency assessing participation percentage of grades as reflected in district attendance policy.</i>

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 :	Decrease the number of students failing English courses by 3% and increase the percentage passing the ELA Regents from 82% to 88%			
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: The Language Arts program for Special Education and ELLs will parallel the rigor of Regents level mainstream classes and address skills development through a support class.			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	OBJECTIVE: The number of students writing at the proficient level will increase by 10% during the 2011 – 2012 school year.			
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?
Curriculum mapping and alignment with Special Education and ELL programs.	<ul style="list-style-type: none"> Program directors Teachers of specific programs and grades 	2011 – 2012 school year	<ul style="list-style-type: none"> Directors English teachers (ESL and Special Ed.) Special Ed. Chair Building Administrators 	Evidence of curriculum alignment in all programs and levels and quarterly monitoring of completed consensus maps (for English 9 and 10 as well as Global 9 and 10). Peer review of pacing guides and fidelity to consensus maps. Master schedule to reflect scheduled support classes.
Scheduling of support courses and monitoring of skill mastery.	Staffing provided through district budget	2011 -2012 school year	Staff assigned to support courses and respective Directors/Building Administrators.	Use of a variety of performance (AIMSweb ELA for grade 8, grade 8 Skills Enhancement Reports (BARS), CBM) indicators with corresponding student assessments to determine mastery in skills taught 9-11 grades..

<p>Writing professional development for self contained, ESL, English, and Social Studies for grades 9 and 10 (ESL, Special Education) teachers (SIM paragraph and thematic strategies). Involve teachers in follow-up coaching.</p>	<p>Funding provided through Special Education.</p>	<p>Spring of 2009 – 2011 school year.</p>	<p>Staff teaching self contained ESL and English 9 classes. Corresponding administrators and Building Administrators</p>	<p>Individual writing portfolios. Universal rubric to score writing assignments. Quantative increase in writing and qualitative increase of content as shown through rubric based scoring of pieces each quarter and the implementation of the SIM paragraph writing strategies (pre-screening and post test). SIM Paragraph Progress charts will be used to monitor individual student progress.</p>
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PART 3: Action Plan (continued)

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

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 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 :	Increase passing grades in content area courses over the course of the 4 quarters by 5%
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: Teachers will pre-teach high frequency, high stakes vocabulary that will increase comprehension of content.
	<i>How will student learning be improved/enhanced through this strategy?</i>
	OBJECTIVE: Teachers will model and teach outlining and summarizing skills that will facilitate the comprehension of text materials

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?
Teachers will pre-teach content specific vocabulary	PD hours as per teacher contract on vocabulary development.	2011 – 2012 school year.	<ul style="list-style-type: none"> • Master teachers who can provide PD in literacy in the content areas. • Content area Directors • Building administrators 	Student assessment on mastery of content specific vocabulary.
Teachers will model and teach outlining and summarizing of content as well as integrate the use of organizers when presenting new material.	PD hours as per teacher contract on outlining, summarizing and using graphic organizers.	2011 – 2012 school year.	<ul style="list-style-type: none"> • Master teachers who can provide PD in outlining, summarizing and use of graphic organizers. • Content area Directors • Building administrators 	Individual student assessment on mastery of content. Passing rates in content area classes needed for graduation.
Teachers will assess comprehension of content through quizzes, chapter and unit tests that focus on knowledge of vocabulary and mastery of content.	Department meetings and collegial team work.	2011 – 2012 school year.	<ul style="list-style-type: none"> • Master teachers who can provide PD on teaching for mastery • Content area Directors • Building administrators 	Department developed midterm assessments that will test mastery of content and help identify skills and content to be targeted in subsequent units. Passing rates in content area classes needed for graduation will be monitored.

PART 3: Action Plan (continued)

Mathematics

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 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 :	Decrease failures in algebra by 7% (from 22% to 15%) and increase the number of students passing the Algebra Regents by 8% (from 77 to 85).			
Objectives (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE: Utilizing support classes, teach skills in interactive small group settings using manipulatives and technology as well as standard math practices.			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
OBJECTIVE: Increased math skills will support comprehension of more advanced math content (geometry and algebra 2 trig).				
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?
Scheduling of algebra support classes.	District staffing and curriculum development.	2011 – 2012 school year.	Algebra teachers, teachers of support classes, Math and ESL Directors, Special Ed. Chair and Building Administrators.	Results of by-quarterly assessments in support classes.
Algebra curriculum mapping and alignment of Special Ed. and ESL algebra curriculum.	District staff and content directors/chair.	2011 – 2012 school year.	Director of math, Special Ed. Chair and Building Administrators.	Curriculum maps for mainstream, ESL, and self contained algebra courses with corresponding student assessments.
Development of quarterly algebra assessments that reflect mastery of skills and meeting of standards.	District instructional and administrative staff.	2011 – 2012 school year.	Algebra teachers, Math Director, Special Ed. Chair, ESL Director and Building Administrators.	Quarterly student performance on curriculum specific tests.

ADD ROWS AS NEEDED

PART 3: Action Plan (continued)

Graduation Rate

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.**

I think the strategy and the objectives should be switch.

Strategy :	Increase graduation rates by 2% in the all student category (88% to 90%) and meet progress targets for the following sub-groups: Hispanic (62%), Special Education (66%) and Economically Disadvantaged (77%).
Objectives (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i>
	OBJECTIVE: Yearly review of student standing and completion of courses and state exams with parents and students.
	<i>How will student learning be improved/enhanced through this strategy?</i>
	OBJECTIVE: Scheduling of extra help and Regents/RCT review session to increase course and test performance in graduation mandates.

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?
Guidance department will continue to conduct grade level evening meetings with students and parents regarding college and career activities.	Existing guidance staff.	Ongoing	Guidance director, building administrators, directors and counselors.	Data on percentage of student graduating in 4 years and attending 4 and 2 year colleges.
Provide intensive Regents and RCT review sessions.	District funding	Ongoing. 2 X per year	Content area staff, guidance and Building Administrators.	Regents and RCT passing rates.
Guidance counselors will meet yearly with parents and students to review individual progress toward graduation.	Existing guidance staff.	Ongoing. 1 X per year	Guidance staff and Building Administrators.	Review of cohort graduation rates.

District Data Coordinator will review testing requirements and AYP goals with other administrators (Principal, Guidance, Humanities, Math and APs) and will identify students not passing Regents exams.	Existing administrative staff, student management system data.	3 X per year (October, February, and July)	Principal will schedule meetings and the data coordinator will provide the data to appropriate staff.	Review of school report card and planning strategies for improvement.
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ADD ROWS AS NEEDED

PART 3: Action Plan (continued)

Social Studies and Science

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 :				
Objectives (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE:			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	OBJECTIVE:			
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?

ADD ROWS AS NEEDED

PART 3: Action Plan (*continued*)

Other (Specify): Attendance

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 :	Continue to improve attendance by 1%			
Objectives (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE: Maintain prompt and accurate parent notification of absences.			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	OBJECTIVE: Support students through counseling and mentoring to increase commitment to attendance.			
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?
Daily connect-ed messages. Periodic written notification. Parent meetings (provided in both English and Spanish).	Guidance, Building Administrators, and teachers.	Ongoing	Counselors, Building Administrators, support staff, and teachers.	Logs of connect-ed calls. Record of periodic written communication. Record of parent meetings (attendance and agendas).
Counseling of disengaged students	Mentors, support staff, counselors, and Building Administrators.	Ongoing	Mentors, support staff, counselors, and Building Administrators.	Individual and group counseling record.
Evening parent meetings related to attendance and academic performance. (provided in both English and Spanish)	Support staff, Directors, Special Ed. Chair, Guidance department, and Building Administrators.	Ongoing	Support staff, Directors, Special Ed. Chair, Guidance department and Building Administrators.	Log of attendance and copies of agendas.

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.

DISTRICTS WITH SCHOOLS IN CORRECTIVE ACTION MUST SUBMIT THIS PAGE

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

Directions: Use the action plan template provided below, indicate the **key corrective actions** to be implemented for the 2010-11 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.

DISTRICT NAME:

Corrective Action:					This strategy relates to: (Check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Staffing <input type="checkbox"/> Closing/reopening school <input type="checkbox"/> Hiring outside provider <input type="checkbox"/> Restructuring School Governance <input type="checkbox"/> Professional development <input type="checkbox"/> Leadership <input type="checkbox"/> Fiscal resources <input type="checkbox"/> Access to student data <input type="checkbox"/> Extending Instructional Time <input type="checkbox"/> Mandating change in curriculum, instruction, supervision, scheduling or other major systems <input type="checkbox"/> Mandating teams to focus on data and planning <input type="checkbox"/> School Schedule
Evidence: (Specify the data that were used to determine that this action would result in significant improvement)					
Objectives: Please write objectives as responses to the italicized guiding questions.	<i>What school practices/programs will be improved through this strategy?</i>				
	OBJECTIVE:				
	<i>How will student learning be improved/enhanced through this strategy?</i>				
				OBJECTIVE:	
Activities What actions will occur? What steps will staff take? (Provide sufficient detail so that the reader will understand the purpose of each strategy and how it will be implemented during the 09-10 school year.)	Resources What are existing resources that can be used? What new resources can be used?	Timeline When will this activity begin and end?	Who is Responsible? Who is Involved? Who will take primary responsibility? Who else needs to be involved?	Monitoring Implementation What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?	

PART 5: DISTRICT RESTRUCTURING PLAN (MANDATORY FOR ALL SCHOOLS IN RESTRUCTURING)

RESTRUCTURING Year 1 and 2:

Districts and NYSED are jointly responsible for the improvement of schools at the Restructuring Level. Unlike Corrective Actions, Restructuring requires a district to make extensive, rapid change in the school to avoid continued failure and the possibility of closure. The school must rapidly improve. NYSED will require a Joint Intervention Team (JIT) to evaluate the school's program during the first year of Restructuring and again when they reach advanced restructuring status. The district is required to perform a careful analysis of the school, and develop a major restructuring of the school based upon a careful analysis of why the school is not improving and what sanctions must be applied. Restructuring should be systemic and far-reaching and include significant district changes necessary for the school to make an immediate, major change. 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 Restructuring and provide a draft plan to NYSED by 8/31.

The district must:

- Change the governance of the school to include either the diminution of school-based management and decision making and/or increasing their monitoring and oversight of the school's operations and educational program.
- Provide technical assistance that continues to emphasize: 1) instructional strategies based on scientific research; and 2) the importance of data analysis in decision making.
- Reallocate/supplement district resources to support the implementation of the Restructured School.
- Make major, significant changes in the structure and operation of the school based on a thorough analysis of data and other evidence.

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

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

ADVANCED RESTRUCTURING SCHOOLS (YEAR 3 PLUS):

Schools that fail to make AYP during the first two years of restructuring must develop a new plan, based on the results of a new Joint Intervention Team (JIT) review, results of other interventions or audits and the decision of a Distinguished Educator (D.E.). The D.E. has the power to make a decision, with the only appeal directly to the Commissioner of Education. Based upon the D.E.'s findings, a school may be required to phase out or begin closure proceedings.

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.**

- 2. Explain, in detail, how the district will govern and support this school to ensure it makes AYP.**

- 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.**

- 4. Provide specific information on how the Regional Networks and other community partners will be able to support this Restructuring.**

- 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 _____
 School _____

SCHOOL YEAR _____

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 _____
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RESTRUCTURED COMPONENT	DETAILED DESCRIPTION OF SPECIFIC RESTRUCTURING STRATEGY	DISTRICT ROLE/PERSON RESPONSIBLE	COST AND FUNDING SOURCE	HOW IMPLEMENTATION WILL BE MONITORED

Provide additional space and rows as necessary.

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			N/A	N/A	
4					
5					
6					
7					
8	7	5	5	1	
9	105	27	30	19	30
10	44	3	1	7	8
11	9	3	2	16	4
12	4	6	0	32	7

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:	Horizon, Corrective Reading, Reading and Writing Workshops, SIM paragraph writing strategies, walk in help during lunch periods, after school help scheduled with teachers, extended (1 ½ periods) for ESL Global 9 and 10. Support classes (Foundations). Auditing (in special cases). Intensive Regents review (January and June).
Mathematics:	Tutorials (duty assignment) Walk in help during lunch periods, after school help scheduled by teachers. Support classes (Algebra). Auditing (in special cases). Intensive Regents review (January and June).
Science:	Tutorials (duty assignment) Walk in help during lunch periods, after school help scheduled by teachers. Support classes. Auditing (in special cases). Intensive Regents review (January and June).
Social Studies:	Tutorials (duty assignment) Walk in help during lunch periods, after school help scheduled by teachers. Support classes. Auditing (in special cases). Intensive Regents review (January and June).
At-risk Services Provided for Behavior-Related Issues (Guidance, Psychologist, Social Worker)	Positive Behavioral Interventions. 5 to 1 positive to negative interactions. 7 steps to de-escalation. Check in – Check out, Contracts, Specific Behavioral Intervention Program, FBA, BIP. Above services provided at Tier I by all staff members, at Tier II by counselors, psychologists and social worker and Tier III by Special Education staff.
At-risk Services for Attendance-and/or Drop Out-related Issues	Weekly meetings by the Principal with support staff and counselors to discuss support, program and scheduling changes. Counselor-administrator-student-parent meetings are scheduled as a result of these weekly meetings to plan increased attendance and academic performance and/or referral to community agencies or counseling.

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, refer to the page numbers where the response can be found.

1. How will the school implement a comprehensive needs assessment of the entire school that is based on information on the performance of students in relation to the State academic content and student academic achievement standards?

2. How will the school implement schoolwide reform strategies that:
 - a) Provide opportunities for all students 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 those that 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?

3. How will the school implement Instruction by highly qualified staff?

4. How will the school implement 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?

5. How will the school implement strategies to attract high-quality, highly qualified teachers to high-need schools?
 6. How will the school implement strategies to increase parental involvement through means such as family literacy services?
 7. How will the school implement plans for assisting preschool children in the transition from early childhood programs?
 8. How will the school implement measures to include teachers in the decisions regarding the use of academic assessments in order to provide them information and improve the achievement of individual students and the overall instructional program?
 9. How will the school implement 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 promptly and to provide sufficient information on which to base effective assistance?
 10. How will the school implement 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 that are based on scientifically based research that strengthen the core academic program of the school and that:

- 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.