

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

- 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 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.
- Pages 36 - 37 Part 7: CEP Revision Form – Use these pages only to submit second year revisions

1-30-2012



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

SCHOOL NAME	Woodhull Intermediate	DISTRICT NAME	Huntington
CONTACT NAME	Mary Stokkers	CONTACT NAME	Dr. Kenneth Card
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APPROVAL OF THIS PLAN BY THE SCHOOL SUPERINTENDENT AND BOARD OF EDUCATION IS MANDATORY. THE SIGNATURES BELOW CONFIRM APPROVAL.

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT	Mr. James Polansky		_ / _ / _
PRESIDENT, B.O.E.			
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, 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**
Mary Stokkers	Principal	
Dr. Kenneth Card	Asst. Superintendent Curriculum/Instruction	
Angela Berner	English Language Arts Coordinator	
Jarrett Stein	Assistant Principal	
Carol Ann Kinane	Special Education Teacher (6)	
Janet Myers	Special Education Teacher (12:1:1)	
Martha Reilly	6 th Grade Teacher (math)	
Paula Shivers	General Ed. Teacher (5)	
Christine Barresi	AIS Math	
Jackie Reichle	ESL	
Christopher Hender	Special Education Teacher (.5)	
Karen Swanson	AIS Reading	
Carmen Kasper	Director of ESL	
Nancy Wilson	Asst. Director of Special Education	
Vicki Mingin	Director of Special Education	
Marybeth Robinette	Director of Math	
Nancy Allard	Data/Title I Coordinator	
Julie LaBella	PTA President – parent member	

** 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				
MAJOR COMMUNITY /IHE PARTNERS				PARENT/SCHOOL SUPPORTS				
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	N/A	N/A	N/A		08-09	09-10	10-11	
Grade 1	N/A	N/A	N/A	Total Number/Percent of Total Enrollment	N/A	N/A	17	
Grade 2	N/A	N/A	N/A	Most Prevalent Places of Birth for Recent Immigrants	N/A	N/A		
Grade 3	N/A	N/A	N/A					
Grade 4	N/A	N/A	N/A	Country 1	N/A	N/A	El Salvador	
Grade 5	N/A	N/A	338	Country 2	N/A	N/A	Honduras	
Grade 6	N/A	N/A	339	Country 3	N/A	N/A	Haiti	
Grade 7	N/A	N/A	N/A	Attendance Information BEDS				
Grade 8	N/A	N/A	N/A		08-09	09-10	10-11	
Grade 9	N/A	N/A	N/A	Average daily student attendance rate			95.26	
Grade 10	N/A	N/A	N/A	Average daily teacher attendance rate				
Grade 11	N/A	N/A	N/A	Suspensions				
Grade 12	N/A	N/A	N/A	- 1 day out of school				
Ungraded	N/A	N/A	N/A	- 2-4 days out of school				
Graduation Rate	08-09	09-10	10-11	- 5+ days out of school				
				- In school suspension rate 6 - Total				
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) BEDS		Number of poverty Total 147 divided by 677	147=22%	
	08-09	09-10	10-11	FRPL Reported to NYSED			244 by June 2011	
Total number of students with IEPs	IEP DIRECT		87	English Language Learners		08-09	09-10	10-11
Total number with resource room	IEP DIRECT		15	Total number of students receiving ELL services	N/A	N/A	73	
Total number inclusion Int-co-Teach			44	Total number of ELLs graduated from ELL services FLEP	N/A	N/A	25	
Total 15:1			N/A	Number of ELLs also receiving Special Education services	N/A	N/A	20	
Total 12:1:1			23	Number of ELLs that are also SIFE (interrupted education)	N/A	N/A	?	
Total 8:1:1			N/A		08-09	09-10	10-11	
Total 6:1:1			N/A	NCLB Accountability Level			GOOD STANDING	
Total related Services			0	SURR Status			N/A	
Teach Consult-Indirect			5	SPP Status (VESID)			N/A	
Nancy Wilson			87	Carmen Kasper				

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			100%	Percent fully licensed and permanently assigned to this school			57%
Teachers teaching outside of certification area (20% rule)			0	Percent more than two years teaching in this school			
Uncertified Teachers			0	Percent more than five years teaching anywhere	99%		
Administrators			1	Percent Masters Degree or higher	100%		
Teaching Assistants (General Education)				Percent participating fully in Professional development			
Teaching Assistants (Special Education)							
Teaching Aides							
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							Title IIA
Professional Development/mentoring for Teachers and Teaching Assistants on Effective Instruction							Title IIA
Professional Development and training regarding support for students with disabilities							
Curriculum Development/Pacing							Title IIA
Use of Time (Lengthen School Day/Year)				X			
Restructuring of School Day/ Block Scheduling, etc.							
Planning and Implementation of Effective Interventions for At-Risk Students (AIS/Rtl)				X			
Development and Implementation of High Quality Instructional Units in Mathematics							
Development and Implementation of High Quality Instructional Units in ELA							
Development and Implementation of High Quality Instructional Units in Literacy Across the Content Areas							
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)							
Parent Involvement (Including CEP Planning, School-Parent Compact, etc.)		X					
Service Learning Initiatives							
Attendance Improvement							
Dropout Prevention							
Instructional Technology							
Other Priorities (Specify)							

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.*

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 (schoolwide 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:

Analysis of the May 2011 English Language Arts results shows there are performance indicators where all students tested underperformed the region. The district and school gaps are identified below for all students tested.

After analyzing ELA student achievement data, it has been found that students display difficulty in the following areas:

Grade 5 Data Review of May 2011 NYS ELA Assessment Performance Indicators

Standard 1: Use text features such as captions, charts, tables, graphs, maps, and other visuals to understand and interpret informational texts. Current gap in p-value for all tested: -0.08

Standard 2: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of event. Current gap in p-value for all tested: -0.06

Standard 2: Draw conclusions and make inferences about characters. Current gap in p-value for all tested: -0.07

Standard 3: Evaluate the content by identifying the author's purpose. Current gap in p-value for all tested: -0.08

- Story structure/elements
- Main idea /details
- Understanding directions, procedures, grade level vocabulary
- Making inferences and drawing conclusions
- Informational text
- Find supporting details in text
- Authors purpose or theme

Grade 6 Data Review of May 2011 NYS ELA Assessment Performance Indicators

Standard 1: Recognize organizational formats to assist in comprehension of informational texts. Current gap in p-value for all tested: -0.06

Standard 2: Identify literary elements such as setting, plot, and character of different genres. Current gap in p-value for all tested: -0.05

Standard 2: Recognize how the author uses literary devices such as simile, metaphor, and personification. Current gap in p-value for all tested: -0.07

Standard 1: Recognize organization formats to assist in comprehension of informational texts. Current gap in p-value for all tested: -0.08

- Formats or organization of informational text
- Text complexity
- Interpret literary text
- Literary elements
- Literary devices
- Compare and contrast characters/literature
- Read to collect and interpret data (read like a detective, write like a journalist)
- Distinguish between facts and opinion
- Identify essential details
- Grade level vocabulary

Causal Analysis Findings:

During the 2010 – 2011 school year, several factors may have contributed to the gaps in performance of all students on the NYS English Language Arts Assessment. Those factors include, but are not limited to the following:

- a.) **Due to budget reductions, staffing was reduced at the elementary level. This reduction in staffing caused the reassignment of teachers to grade level positions .8 teachers were new to their grade level teaching assignments.**
- b.) **In July of 2010, the Huntington Union Free School District was forced to close one of its elementary level buildings. This school closing caused the relocation of children and staff throughout the district in grades 4 through 6.**
- c.) **As a result of the school closing, faculty members were reassigned and Woodhull was restructured housing only grades 5 and 6. Previously, the District had 2 buildings that were intermediate schools comprised of grades 4, 5, and 6.**
- d.) **In the 2010 – 2011 school year, the Huntington Union Free School District transitioned its English Language Arts program. The District adopted the Macmillan McGraw-Hill Treasures core reading program. The staff development for the Treasures program was being initiated. Previously, the District had used the Literacy Collaborative Framework for English Language Arts instruction. Coaching had ceased since the 2008 – 2009 school year and the Literacy Collaborative model was self-sustaining without the on-going training and coaching.**
- e.) **In the 2009 – 2010 school year, the Huntington Union Free School District adopted the Macmillan McGraw-Hill Treasure Chest core reading program. This program was implemented for the first time with for the ELL students. The ESL teachers were using the program and staff development was being initiated.**

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 (schoolwide 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 (schoolwide 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.

After analyzing ELA Student Achievement Data, it has been found that students display difficulty in the following areas:

Analysis of the May 2011 English Language Arts results shows there are performance indicators where all students tested underperformed the region. The district and school gaps are identified below for English Language Learners (LEP) tested.

Grade 5

English Language Learner (LEP) Data Analysis from 2011 NYS ELA Assessment reveals significant gaps in many performance indicators including:

Standard 1: Determine the meaning of unfamiliar words by using context clues

Current gap in p-value for ELLs tested: -0.14

Standard 1: Identify a main idea and supporting details in informational texts

Current gap in p-value for ELLs tested: -0.10

Standard 2: Make predictions, draw conclusions, and make inferences about events and characters

Current gap in p-value for ELLs tested: -0.15

Standard 2: Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events

Current gap in p-value for ELLs tested: -0.14

Grade 6

English Language Learner (LEP) Data Analysis from 2011 NYS ELA Assessment reveals significant gaps in many performance indicators including:

Standard 1: Recognize how the author uses literary devices such as simile, metaphor, and personification

Current gap in p-value for ELLs tested: -0.24

Standard 1: Compare and contrast information on one topic from multiple sources

Current gap in p-value for ELLs tested: -0.16

Standard 1: Identify missing information and irrelevant information

Current gap in p-value for ELLs tested: -0.14

Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details

Current gap in p-value for ELLs tested: -0.14

- Transferring knowledge from grammar, spelling and punctuation instruction to apply in writing across all content areas.
- Using contextual clues and pre-reading strategies to gain meaning of unfamiliar words and comprehension of text.
- Finding “main idea, character, setting” through looking back into text for supportive evidence.
- Making inferences and using higher order thinking by interpreting data, facts and ideas from informational text.
- Extracting prior knowledge from experiential background to gain understanding.

English Language Learners Educational Practices Requiring Improvement

- Improve vocabulary development in each lesson by having vocabulary objectives in all content area lessons
- Include linguistic objective in all content area lessons
- Build prior knowledge – in all content area lessons
- Make connection for improving comprehension
- Differentiate to challenge each learner
- Provide more opportunities to read (comprehension and fluency)
- Teachers in all curriculum areas should teach literacy to improve grammar, spelling and punctuation
- Raise rigor by questioning techniques (Blooms Taxonomy)
- Standard based learning objectives in every lesson by every teacher and clearly articulated, written on board and assessments should show that student has met this objective
- Wait time given for processing
- Progress monitoring
- Formative and summative assessments (These are in place with Treasure Chest)
- Curriculum alignment
- Quarterly assessments (Students take Unit Tests in Treasure Chest)
- Differentiated instruction
- Constructive feedback on homework, assignments and tests
- Opportunities for students to redo or retake test for mastery of learning
- Closure to lesson

Students with Disabilities – Performance Needing Improvement

Analysis of the May 2011 English Language Arts results shows there are performance indicators where all students tested underperformed the region. The district and school gaps are identified below for Students with Disabilities:

Grade 5

Data Analysis from 2011 NYS ELA Assessment reveals significant gaps in many performance indicators for Students with Disabilities including:

Standard 1: Distinguish between fact and opinion
Current gap in p-value for SWD tested: -0.14

Standard 1: Identify information that is implicit rather than stated based on a passage read aloud
Current gap in p-value for SWD tested: -0.13

Standard 2: Recognize how the author uses literary devices such as simile, metaphor, and personification
Current gap in p-value for SWD tested: -0.13

Standard 2: Identify literary elements such as setting, plot, and character of different genres
Current gap in p-value for SWD tested: -0.13

Grade 6

Data Analysis from 2011 NYS ELA Assessment reveals significant gaps in many performance indicators for Students with Disabilities including:

Standard 1: Identifying missing information and irrelevant information
Current gap in p-value for SWD tested: -0.14

Standard 1: Compare and contrast information on one topic from multiple sources
Current gap in p-value for SWD tested: -0.16

Standard 2: Recognize how the author uses literary devices such as simile, metaphor, and personification
Current gap in p-value for SWD tested: -0.24

Standard 2: Determine the meaning of unfamiliar words by using context clues
Current gap in p-value for SWD tested: -0.10

Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details
Current gap in p-value for SWD tested: -0.14

- Objectives written on board and explained
- Vocabulary and language objective
- Improve instruction for transferring knowledge for grammar, spelling and punctuation in writing across all content areas. (6th grade students outperformed the region on constructed response items based on data analysis of 2011 Grade 5 exam results for Items 41, 42, 43, 47, 48, 49, 50, 51)
- Using contextual clues and pre-reading strategies to gain meaning of unfamiliar words and comprehension of text.
- Finding “main idea, character, setting” through looking back into text for supportive evidence.

- Making inferences and using higher order thinking by interpreting data, facts and ideas from informational text.
- Extracting prior knowledge from experiential background to gain understanding.
- Vocabulary and/or linguistic objective included in every lesson
- Make connections for meaningful learning
- Differentiate to challenge each learner
- Provide more opportunities to read to improve fluency and comprehension
- Level questioning
- Scaffold learning
- Wait time given for processing
- Progress monitor
- Formative and summative assessments (In place with Corrective Reading and Treasures)
- Curriculum alignment
- Quarterly assessments
- Constructive feedback on all homework, assignments and tests
- Opportunities for students to redo or retake test for mastery of learning
- Closure of lesson

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 (schoolwide 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:

After analyzing Math Student Achievement data, it has been found that students display difficulty in the following areas:

- Multiplication and division (fluency and steps)
- Place value
- Estimation – round to nearest 10,000 (ten thousand)
- Factorization
- Decimal (add, subtract, multiply and divide to thousand)

**Students with Disabilities: Performance Needing Improvement
Grade 5**

- Express ratios in different forms
- Identify the factors of a given number
- Justify the reasonableness of answers using estimation
- Classify quadrilaterals by properties of their angles and sides
- Identify corresponding parts of congruent triangles

Grade 6

- Read and write whole numbers to trillions
- Define and identify the commutative and associative properties of addition and multiplication
- Solve proportions using equivalent fractions
- Solve percent problems involving percent, rate, and base
- Define absolute value and determine the absolute value of rational numbers (including positive and negative)
- Locate rational numbers on a number line (including positive and negative)
- Represent fractions as terminating or repeating decimals
- Find multiple representations of rational numbers (fractions, decimals, and percents 0 to 100)
- Evaluate numerical expressions using order of operations (may include exponents of two and three)

- Use substitution to evaluate algebraic expressions (may include exponents of one, two and three)
- Evaluate formulas for given input values (circumference, area, volume, distance, temperature, interest, etc.)
- Determine the volume of rectangular prisms by counting cubes and develop the formula
- Determine the mean, mode and median for a given set of data
- Determine the range for a given set of data
- Determine the probability of dependent events

LEP and FLEP: Performance Needing Improvement

Grade 5

- Compare fractions using $<$, $>$, or $=$
- Use a variety of strategies to multiply three-digit by three-digit numbers Note: Multiplication by anything greater than a three-digit multiplier/ multiplicand should be done using technology.
- Use a variety of strategies to divide three-digit numbers by one- and two-digit numbers Note: Division by anything greater than a two-digit divisor should be done using technology.
- Simplify fractions to lowest terms
- Justify the reasonableness of answers using estimation
- Evaluate the perimeter formula for given input values
- know that the sum of the interior angles of a quadrilateral is 350 degrees
- Know that the sum of the interior angles of a triangle is 180 degrees
- Find a missing angle when given two angles of a triangle
- Identify and draw lines of symmetry of basic geometric shapes
- Calculate elapsed time in hours and minutes
- Calculate the mean for a given set of data and use to describe a set of data

Grade 6

- Define and identify the commutative and associative properties of addition and multiplication
- Define and identify the distributive property of multiplication over addition
- Solve proportions using equivalent fractions
- Verify the proportionality using the product of the means equals the product of the extremes
- Solve percent problems involving percent, rate, and base
- Define absolute value and determine the absolute value of rational numbers (including positive and negative)
- Locate rational numbers on a number line (including positive and negative)
- Add and subtract fractions with unlike denominators
- Identify the multiplicative inverse (reciprocal) of a number
- Represent fractions as terminating or repeating decimals
- Find multiple representations of rational numbers (fractions, decimals, and percents 0 to 100)
- Evaluate numerical expressions using order of operations (may include exponents of two and three)
- Use substitution to evaluate algebraic expressions (may include exponents of one, two and three)
- Translate two-step verbal sentences into algebraic equations
- Solve and explain two-step equations involving whole numbers using inverse operations
- Evaluate formulas for given input values (circumference, area, volume, distance, temperature, interest, etc.)

- Calculate the length of corresponding sides of similar triangles, using proportional reasoning
- Determine the volume of rectangular prisms by counting cubes and develop the formula
- Identify radius, diameter, chords and central angles of a circle
- Calculate the area of a sector of a circle, given the measure of a
- Identify equivalent customary units of capacity (cups to pints, pints to quarts, and quarts to gallons)
- Determine the mean, mode and median for a given set of data
- Determine the range for a given set of data

Analysis:

Curriculum and Data Analysis

- Curriculum Issues
 - The curriculum needed to be updated and aligned with the textbook being used.
 - The math curriculum for both 5th and 6th grade was reviewed during the summer of 2011 and a scope and sequence was created for teachers use.
- Data analysis
 - Needs to be on going and scheduled at regular intervals so that teacher can adjust their teaching to the students needs.
 - Quarterlies have been developed and implemented to assist in this teach, review, adjustment process

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 (schoolwide, 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:

*Not applicable for this level

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 (schoolwide, 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:

After analyzing Student Achievement Data from the NYS ELA examinations, it has been found that students display difficulty in the following areas:

- Extracting prior knowledge
- Understanding complex text and vocabulary meaning
- Comprehension skills and strategies need to be strengthened to process grade level text
- Exposure to higher level thinking strategies
- Writing essays using 5 paragraph model with correct format, punctuation, grammar, spelling and defending with factual information (details)
- Understanding directions and procedures
- Identifying, concluding and making inferences
- Locate information in text
- Authors purpose (theme)
- Formats of organizational information
- Compare and contrast
- Read to collect and interpret data
- Distinguish between fact and opinion
- Essential details
- Vocabulary development

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:

Students in subgroups (ELL and SE) have erratic attendance
Low academic school performance for subgroups (ELL, SE, Black, Hispanic, Economically Disabled)

Attendance Issues

- Current practices to improve subgroup attendance
- Parent Contact
- Connect Ed
- E-blasts

Low Academic School Performance for Subgroups (ELL, SWD, Black, Hispanic, Economically Disabled)

- RTI academic intervention to maximize instruction (Tier 1, Tier 2, Tier 3)
- More effective student engagement strategies. RTI Behavioral Intervention to improve engagement in learning (Tier 1, Tier 2, Tier 3)
- Use evidence based strategies
- Reflective questioning – wait time- choices-chunking-connect content to prior knowledge
- Elicit prior knowledge and make connections

Changes in Special Education Support that may have impacted student performance

- Realignment of supervisory personnel
- Elimination of classroom aides in integrated co-teaching setting
- Reduction of 1:1 aides; increase in the number of shared aides

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.
 - Lower scores overall – continue data analysis to drive instruction
 - Larger subgroup representation resulting in more subgroups not meeting AYP, SIOP training for general education teachers
 - Higher percentage of ESL need for more bi-lingual education
 - Attendance of students in subgroups are lower – need to communicate closer with families about importance to lower absenteeism
 - Many coming with interrupted or low academic literacy skills in their native language – intensify ESL instruction
 - Higher level in poverty – provide for basic needs and use evidence based strategies to build background knowledge and vocabulary
 - Many from single parent homes – connect to community agencies
 - Initiatives to improve student performance – Saturday Academy, tutoring and RTI
 - School wide behavioral program PBIS – continue to present and reinforce
 - Training in classroom management – Diana Browning Wright – continue to model for teachers
 - Increase consistency in program implementation (ie:pacing calendar for reading/math instructional and re-align curriculum to common core unit and quarterly assessments
 - Progress monitoring – AIMSWEB
 - Differentiated instruction and small guided reading instruction in the classrooms
 - Enrichment period directly addressing weak performance indicators to reteach remediate or enrich

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.
 - ELL – lack of academic experience, second language acquisitions and exposure to academic language
 - ELL, lack fluency in reading and mathematics
 - Exposure to academic text complexity and grade level rigor not happening

For all use the above strategies stated in number one

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.

- **Grade Level Reconfiguration (August 2010)**
- **Reduction in science and social studies academic supervisors**
- **Reduction in psychologists and support service staff**
- **Elimination of aides in ESL, dual language and inclusion classrooms**
- **Assistant Principal given this year to help with discipline of 700 students**
- **Larger class sizes**

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><u>English Language Arts</u></p> <ul style="list-style-type: none"> • Increase student engagement and level of participation by connecting to background knowledge • Increase reading comprehension skills • Increase reading fluency • Teach students to go back to text for details • Identify different genres in reading and writing • Language objectives as well as standard based objectives • Assessments that measure objective 	<p><u>English Language Arts</u></p> <ul style="list-style-type: none"> • State learning and language objectives for every lesson • Build background knowledge • Utilize visuals and higher order thinking • Practice reading more often and progress monitor through AIMSWEB for fluency • Use small group instruction to build in re-teaching and reinforcement of skills and strategy • FUN – Find, underline and number the question (look back in text) • QAR Question/Answer/Relationship • Checking for understanding • Give wait time

<p><u>Literacy Skills Across the Curriculum</u></p> <ul style="list-style-type: none"> • Increase fluency in all content areas • Build vocabulary • Increase comprehension in all content areas • Extend writing assignments in all content areas to mirror English skills taught 	<p><u>Literacy Skills Across the Curriculum</u></p> <ul style="list-style-type: none"> • QAR – Question/Answer/Relationship • Build reading stamina – increase time to read • Class reading activities in all content areas • Observe and adhere to rules of grammar, punctuation, spelling and paragraph formation in content classes • Build academic vocabulary by having language objective • Teach text complexity and content level vocabulary in each lesson • Teach author’s purpose, compare and contrast, cause and effect and sequence of events. Use close read • Building background knowledge – use visuals and make connections • Identify research base content literacy strategy such as in SIOF model
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ALL SCHOOLS SUBMIT THIS PAGE

KEY PRIORITIES	STRATEGIES
<p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Identify missing skills and concepts • Increase instruction • Monitor students’ progress 	<p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Identify missing skills and concepts through assessment • Analyze data from previous year, NYS Assessment • Guided instruction • Formative and summative assessments • Progress monitor through AIMSWEB (AIS teachers) unit, chapter and quarterly assessments • 9th period instruction to remediate and practice timing fluency
<p><u>Graduation Rate</u></p> <p>*Not applicable for this level</p>	<p><u>Graduation Rate</u></p> <p>*Not applicable for this level</p>

<p><u>Social Studies and Science</u></p> <ul style="list-style-type: none"> • Teaching of key skills and concepts for full understanding • Utilize resources to support learning (technology) • More opportunities for writing • Increase discussions to help students make connection • Build in vocabulary development • Visuals to support understanding 	<p><u>Social Studies and Science</u></p> <ul style="list-style-type: none"> • Increase writing (ie: essay, analysis, defend position) • Differentiate time assignments • Use of technology (Smartboard, video streaming) • Graphic organizers • Professional development (technology and alignment) • Utilize reading, writing, speaking strategies
<p><u>Subgroups not meeting AYP</u></p> <ul style="list-style-type: none"> • Improve attendance data by subgroup • Professional development RTI classroom strategies • More effective student engagement strategies 	<p><u>Subgroups not meeting AYP</u></p> <ul style="list-style-type: none"> • Closer communication with student, families and principal to connect to agency that can support changes (PK, TriCYA, Manor Field) • Tier 1 classroom intervention • Monthly NEWSLETTERS to encourage good habits (ie; attendance) in learning • Differentiation of instruction (use of visuals and manipulatives) • Additional time in school – Saturday Academy, tutoring, small guided groups • Translate for those families not speaking english

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 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 :	Lesson plan behavioral objectives derived from standards based performance indicators and language objectives based on the SIOP model.			
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: To improve instructional quality			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	OBJECTIVE: To increase student performance on the NYS Assessments by providing for higher rigor and relevance of instruction.			
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? <i>(Provide sufficient detail to ensure successful implementation of the activities.)</i>	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?

Restructure lesson plan format to align with common core curriculum and NYS assessments. Create a uniformed school-wide lesson format. Establish and implement the use of a school-wide lesson plan rubric.	Danielson's Framework for teaching Common Core shifts	September-June 2011-2012	Principal, Assistant Principal Teachers	Administrative walkthroughs Formal observations and conferences
Increase technology based lessons.	Smartboards Video streaming Staff development for lessons utilizing technology	September-June 2011-2012	Teachers	Administrators will monitor through classroom walkthroughs and observations
Skills practice and guided instruction in reading comprehension and fluency	9 th period skills practice Guided instruction in classroom lesson More opportunities for reading Non-fiction used 50% of time	September-June 2011-2012	Classroom teachers AIS teachers	Benchmark examinations Item analysis of results Treasures and Treasure Chest
Analyze results of uniformed tests, NYSED Assessments to identify areas of concens	Quarterly tests BARS 2010-2011 NYS ELA Compare grade level performance indicators to region	September-June 2011-2012 As reports are generated	Principal, Math Director, ELA Coordinator, Teachers, AIS Teachers	Data analysis team meetings
Professional development in sheltered instruction (SIOP)	Professional development in SIOP model provided by director of ESL	2011-2012	Principal, Classroom teachers, ESL, AIS Reading teachers, Director of ESL	Observations, walkthrough
Increase quantity and quality of writing in non-fiction	Professional Development, CCLS exemplars	2011-2012	Principal, Asst. Principal, Angela Berner	Writing portfolios
Core/Reading, ELA Program Core/Math	Treasures, Treasure Chest for ELL, professional development in implementation HSP Math – 5 th Glencoe – 6th	2011-2012	Principal, Asst. Principal, ELA Coordinator, Math Director	Weekly, quarterly, AIMSWEB benchmarking, direct instruction assessments

Test Preparation	ELA test taking strategies Math-Coach books and extended response questions	2011-2012	Director of Math, ELA Coordinator, Principal, Asst. Principal, Teachers	Walkthroughs, data analysis for unit assessment
Professional Development the area of instructional practices	HUFSD and teacher center		Building Administration, Teachers	Walkthrough

ADD ROWS AS NEEDED

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 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 :	Increase background knowledge and increase academic vocabulary			
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: Understanding of content material and retention of information			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	OBJECTIVE: Students will become more critical about content information and will be able to use it to make connections and inferences for writing.			
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
<i>What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).</i>	<i>What are existing resources that can be used? What new resources can be used?</i>	<i>When will this activity begin and end?</i>	<i>Who will take primary responsibility? Who else needs to be involved?</i>	<i>What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?</i>
Expose students to high incidence academic words to increase ability to process complex text	Professional development during the year	2011-2012	Principal, Asst. Principal, Angela Berner, ELA Coordinator	Content area unit test
Check for student use of academic vocabulary in content area	Professional development Research article on academic vocabulary	2011-2012	Principal, Asst. Principal, Angela Berner	Review of writing folders Use of Rubrics

Increase opportunities for teacher collaboration. Increase the development of and utilization of interdisciplinary lessons.	Common planning time for teachers. Workshops & professional development (ie: differentiated instruction)	September-June 2011-2012	Teachers and support staff	Data presented and discussed during team meetings
Develop uniformed midterms, quarterly and final exams	Pacing calendars Common standards and performance indicators for grade level content areas		ELA Coordinator, Math Director	Results from tests
Incorporate listening and note taking strategies	ELA, Reading and AIS teachers	September-June 2011-2012	Teachers and support staff	Administrators will monitor through classroom walkthroughs and observations

ADD ROWS AS NEEDED

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 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 :	Concept and skill based instruction			
Objectives (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE: Teachers will become more proficient in using a constructivist approach when teaching math to students			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	OBJECTIVE: Students will develop greater understanding of math concepts through use of manipulatives, mathematical vocabulary and teacher resources.			
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?
Use data to identify students weaknesses	BARS Unit Assessments, AIMSWEB, AIS Math Teachers	2011-2012	Principal, Math Director, AIS math teachers, Classroom Teachers	BARS results of state test Benchmarking through AIMSWEB Unit test, classroom tests
Analyze Scope and Sequence maps to ensure areas identified through data analysis are taught	Scope and sequence and pacing chart	2011-2012	Director of math AIS Math Teachers	Quarterly test and item analysis Curriculum calendars
SIOP training to strengthen skills and concepts in math for teachers	ESL SIOP training	2011-2012	Director of ESL, Carmen Kasper	AIMSWEB benchmarking for ELL

Develop and reinforce mathematical language/vocabulary	Textbooks, workbooks, calculators, manipulatives Use of technology	September-June 2011-2012	Teachers and support staff	Administrators will monitor through classroom walkthroughs and observations
Develop and administer unit tests and quarterlies to monitor student progress	Text resources, previously administered NYS assessments	September-June 2011-2012	Teachers, Support Staff, Director of Math	Test scores and item analysis

ADD ROWS AS NEEDED

PART 3: Action Plan (continued)

Graduation Rate NOT APPLICABLE

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 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 :				
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)

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 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 Content Acquisition			
Objectives (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE:To provide greater learning opportunities for students to examine interrelated themes and developments in science and social studies in the United States and the world.			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	OBJECTIVE:Utilizing interdisciplinary instruction and primary resources, students will explore connections, concepts, vocabulary to improve student performance on the NYS assessments.			
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?
Develop interdisciplinary lessons that focus on skills to develop student proficiency on DBQ's, constructed responses, and test-taking strategies	Globes, maps, overhead transparencies, Smartboards, field trips. Common planning sessions. Word of the Day	September-June 2011-2012	Teachers and support staff, Technology staff as needed	Administrators will monitor through classroom walkthroughs and observations
Develop and implement hands-on instructional opportunities, infusing global connected to Social Studies and Science theme	Internet, on-line resources. Common planning sessions	September-June 2011-2012	Teachers and support staff	Administrators will monitor through classroom walkthroughs and observations, Science Fair

Provide school-community related activities to promote involvement in science/social studies themes Science Fair	Student generated projects	Spring activities	Teachers, Support staff, Parents and students	Administrative scheduling and monitoring of progress
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ADD ROWS AS NEEDED

PART 3: Action Plan (continued)

Other (Specify): Attendance and behaviors in learning

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 :	Increase Overall Student Attendance			
Objectives (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE: Increased student participation in daily academic activities			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	OBJECTIVE: Ensure that students are learning			
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 (English/Spanish) Periodic letter (English/Spanish) Parent meetings/translations	Procedural practice Teacher contacts Principal contacts	2011-2012	Principal, Teachers, Directors, AIS Teachers	Improved student attendance as evidenced on report cards
Counseling of students and families	PK, social worker, Psychologist	2011-2012	Counselor, social worker, psychologist, Director of SE	Anecdotal records RTI interventions
Teacher professional development on how to engage and support students	Tier instruction Differentiated instruction	2011-2012	Principal, Asst. Principal, Angela Berner, Director of ESL, Director of Math, Asst Superintendent for Curriculum	Evidence through Danielsons observation and walk through

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 2011-12 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

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 Outside Educational Expert (OEE).

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 _____
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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					
1					
2					
3					
4					
5	44 in Tier II	45 in Tier II	44 in Tier II	44 in Tier II	73 unduplicated
6	27 in Tier I1	49 in Tier II	27 in Tier II	27 in Tier II	60 unduplicated
7					
8					
9					
10					
11					
12					

Part B: AIS PROGRAM DESCRIPTIONS

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), record- keeping and assessments used to identify students for beginning and ending services and to measure progress, method for delivery of service (e.g., small group, one-to-one, peer tutoring, etc.), size of instructional groups and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). Note: Since AIS is a mandated service, schools MUST ensure that students who cannot receive services outside of the school day receive adequate services during the academic day.
ELA:	AIS reading – pull out Saturday program Corrective and Horizons everyday Small groups (every other day) 9th period
Mathematics:	AIS Math Guided small instruction Saturday Program
Science:	AIS Science is done in conjunction with AIS Reading . The focus is reading in the content areas. Analysis of students’ results shows typically students who fail to meet proficiency in Science have difficulty with the reading aspects of the NYS Grade 4 Science test rather than the science skills and concepts.
Social Studies:	AIS Social Studies is done in conjunction with AIS Reading . The focus is reading in the content areas. Analysis of students’ results shows typically students who fail to meet proficiency in Social Studies have difficulty with the reading aspects of the content rather than the social studies skills and concepts.
At-risk Services Provided for Behavior-Related Issues (Guidance, Psychologist, Social Worker)	PBI’s – RTI intervention – Check in/contracts FBA and BIPS Tier 2 counselor, S.W., psychologist Tier 3 – special ed.
At-risk Services for Attendance-and/or Drop Out-related Issues	

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?

Title I funds are used to support targeted assisted programs in buildings. These funds support the hiring of Title I reading teachers. The Title I reading teachers are implementing scientifically-based programs. Title I funds, in collaboration with Title II-Part A funds, help to train and support the Title I teachers in the implementation of our reading programs. Students are assessed to determine which program would best meet the needs of the students. The programs include but are not limited to:

- Corrective Reading-Corrective Reading is a Direct Instruction program that focuses on decoding and comprehension skills for students in grades 3 through 8.
- AIS reading-Teachers use data to evaluate students' strengths and weaknesses. Teachers use best practices to help students improve their academic skills.
- AIMSweb-AIMSweb is a progress monitoring system that uses a universal screener to benchmark all students three times a year. Students determined to be at-risk are strategically monitored monthly. Students determined to be severely at-risk are progress monitored weekly and individualized goals are set.

2. How will the school ensure that planning for students served under this program is incorporated into existing school planning?

In 2011-2012, changes will be implemented to improve student achievement at Woodhull Intermediate School. The principal will develop an action plan based on established goals for student achievement on the New York State ELA and Math assessments. Goals will include a 10% overall improvement in student proficiency on both the New York State ELA and Math assessments. The LEA will work with teachers and administrators in order to achieve these goals. Periodic meetings will occur with teachers, administrators, and central office personnel to develop, and monitor individual student's progress toward goals set.

Additionally, greater collaboration will be a key component in improving student achievement. A focus for the 2011-2012 school year is giving teachers time during the school day to plan and develop lessons in reading, writing, and oral language development. Collaboration will include classroom teachers, AIS teachers, ESL teachers, and special education teachers all working together to facilitate students in meeting their individual goals. BOCES reports highlighting student performance on the New York State assessments will be analyzed to identify gaps in instruction and specific weaknesses. In addition to Title I/AIS Tier II programs, all teachers at Woodhull will be providers of academic intervention services (AIS) for their Tier I students. AIS will supplement, not supplant the instructional programs in both ELA and math. Teachers will receive professional development in differentiated instruction. The LEA will also train teachers in using universal and formative assessments and utilizing curriculum-based measures to ensure students are on track to achieve established goals. Students who are below average will be progress monitored and appropriate research-based practices will be implemented.

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;**

a. While AIS in Huntington UFSD occurs during the school day. Local and other grant funds are used to support students before-school/after-school, on weekends, and during the summer. In most years, summer literacy programs are available to at-risk students. At-risk students can also attend *Saturday Academy* which provides ELA and math support for students on Saturdays. Moreover, this year students will also have access to SES services. Parents will be encouraged to take advantage of these services. The District will work closely with parents and SES providers to monitor students' progress.

b. During the 2011-2012 school year, Woodhull Intermediate School will initiate several strategies to improve student achievement. The District will continue to work with administrators and teachers in implementing scientifically-based research programs through discussion and review of the findings of researchers like Marzano, Danielson, and Heidi Hayes Jacobs. Teachers and administrators will attend professional development to further support their learning. The District and Legacy Pathways will provide ongoing professional development on differentiated instruction and the use of assessments including AIMSweb to progress monitor students, as required under the Title I set-aside. Alignment of the curriculum with the Common Core standards through the use of scientifically-based research programs will be the focus of the Districtwide Curriculum Committee. The curriculum alignment developed, along with the results of the SQR and Inquiry teams will help to develop a two year academic plan that ensures all groups of students meet proficiency.

c. In order to increase program effectiveness, eliminate duplication of services, as well as the fragmentation of instructional programs; decisions about participation in programs for students will be made by the building Instructional Support Team. The Instructional Support Team, and in the case of students with IEPs, the Committee on Special Education will determine students' needs and how to address them. Available services include Title I services, ESL Part 154 services, Title III immigrant and non-immigrant programs, after-school programs, summer school programs, ERSS programs, Title X funds, and AIS programs. Parents will be informed and given the opportunity to be involved in all decisions regarding programs for their children

4. Coordinate with and support the regular educational program;

Please see question #2.

5. Provide instruction by highly qualified teachers;

All teachers at Woodhull Intermediate School are highly-qualified.

6. Provide professional development opportunities for teachers, principals and paraprofessionals including, if appropriate, pupil services personnel, parents, and other staff;

Professional development is designed to be ongoing, provide training, feedback, and follow-up. It is collaborative, focuses on student learning, and incorporates scientifically proven practices. The goal of professional development is to increase teachers' abilities to instruct students in order for students to meet the State standards.

The scope and duration of this year's professional development plan is as follows:

1. Differentiated Instruction:

Teachers can attend up to 13 hours of professional development on differentiated instruction. The district has hired *Legacy Pathways*, an educational consultant group specializing in providing training and learning opportunities for schools in best practices to provide ongoing professional development on differentiated instruction.

2. Additional Professional Development:

A. Additionally, throughout the year, different needs are identified. As these needs are identified, the District will address them. Teachers are required to attend up to 12 hours of professional development on a building level each year. Principals identify needs based on teacher input, student achievement, data analysis, etc. and provide professional development during the year to address these needs. Title IIA funds will be used to support these professional development opportunities in the core subjects through BOCES and local universities.

B. The District supports and encourages teachers to continue their education. Many of the teachers in the District have credits beyond their Master's Degree. The District requires teachers to develop a plan of focus for teachers who are pursuing credits beyond the Masters + 30 step. This ensures that there is sustained, continued professional development on a topic.

3. AIMSweb:

AIMSweb is a progress monitoring system that uses a universal screener to benchmark all students three times a year. Students determined to be at-risk are strategically monitored monthly. Students determined to be severely at-risk are progress monitored weekly and individualized goals are set. Teachers will participate in professional development during the school year.

4. Mentoring :

New teachers attend a total of 21 hours of professional development provided by the District each year. Additionally, first year teachers participate in a mentoring program. They meet weekly with their mentors to discuss curriculum, lesson plans, classroom management, etc.

5. Scientifically-Based Research:

The District will continue to work with administrators and teachers in implementing scientifically-based research programs through discussion and review of the findings of researchers like Marzano, Danielson, and Heidi Hayes Jacobs.

7. Provide strategies to increase parental involvement; and

Parental involvement is important to the success of each student. Parental involvement is planned, regularly scheduled, and in a time frame that leads to cooperative, meaningful decision making based on information presented in a form that parents can understand. In the past, Huntington School District set aside 1% of its Title I allocation to provide parental involvement. The parental involvement policy, school parent compact, and Title I programs were developed in collaboration with parents, administrators, teachers and Board/Community members through a series of meetings and a series of review sessions. Annually, the items are reviewed.

Huntington School District has developed many parental involvement programs in accordance with Section 1118. Title I parental involvement workshops occur continually throughout the year to keep parents informed of their rights, to discuss programs, and provide literacy training. These programs are open to all parents, including private school parents. Title I parents annually receive a copy of the Title I policy and school parent compact. Parents are encouraged to provide feedback on the policies, compact, and programs. Title I programs and policies are discussed both on a building level and district level. An annual meeting is convened at the start of the year to explain to parents the process of identifying students for the program, their rights as parents with students in a Title I program, and a description of the program. All parents are encouraged to participate in the Title I Parental Involvement activities, as well as other parental involvement activities offered by the District with local and grant funds throughout the year. These activities include family literacy activities, violence prevention, nutrition, housing information, technology, and adult education courses.

In addition to parental involvement meetings, parents continuously receive information about their child's progress and Title I programs through mailings, communication with teachers, articles placed in local newspapers, PTA presentations, and public Board of Education meetings. The District's school report card is publicized and disseminated. Parents are also given the Title I Coordinator's phone number and address if they have questions or complaints. If parents have complaints they are encouraged to put them in writing and send them to the Superintendent of Schools. With this information and regularly scheduled parental involvement meetings, there is cooperative and meaningful decision-making to support student and family services and programs.

8. Coordinate and integrate Federal, State and local services and programs.

Students with limited English proficiency, children with disabilities, homeless children, and immigrant children are all entitled to services provided under Title I funds. Ongoing professional development through the use of Title IIA funds provides ongoing, high-quality, and consistent professional development to all teachers in the District. This allows for the coordination and integration services.

Additionally, in order to increase program effectiveness, eliminate duplication of services, as well as the fragmentation of instructional programs; decisions about participation in programs for students will be made by the building Instructional Support Team. The Instructional Support Team, and in the case of students with IEPs, the Committee on Special Education will determine students' needs and how to address them. Available services include Title I services, ESL Part 154 services, Title III immigrant and non-immigrant programs, after-school programs, summer school programs, ERSS programs, Title X funds, and AIS programs. Parents will be informed and given the opportunity to be involved in all decisions regarding programs for their children.

FORM 3: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

SEE ATTACHED POLICY

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.

SEE ATTACHED COMPACT

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:

2011-12 anticipated Title I allocation (From the district Consolidated Application Supplement) = \$ 468,179; 10% of Title I allocation = \$46,818

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

Title I funds in combination with local funds, Title IIA funds and School Improvement Grant funds will support professional development that opportunities. Opportunities included are describe on page 42.

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

Huntington School District currently has a new teacher mentoring program in place. New teachers attend a total of 21 hours of professional development provided by the District each year. Additionally, first year teachers participate in a mentoring program. They meet weekly with their mentors to discuss curriculum, lesson plans, classroom management, etc.

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.*

In August, the Huntington School District mailed letters to all parents at Woodhull Intermediate, outlining its status for the 2011-2012 school year. Included in the letters were the reasons for its status determination and the subgroups that did not make AYP. Parents were informed that SES services would be offered. The letter was mailed home in English and Spanish.

See Attached Letter.

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. ATTACH AND SUBMIT ALL REQUIRED REVISED SECTIONS WITH THIS UPDATE FORM.

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 annually, 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.**

Previously deleted items for holding

- NYS ELA Assessments data from BARS – Item Analysis, P-Value comparison, Scale-score, Percentile Level 1,2,3,4
- AIMSWEB – Universal screening and progress monitoring
- Formative Writing Assessment (grammar instructions)

- Treasures – Core Reading Program – Mainstream and SWD– (adopted last 2 year)adopted this year for 12:1:1 special ed. students
- Treasure Chest – Core ELL (adopted 2 years ago)
- Direct Instruction – Horizon/Corrective Special Ed. and low readers in general ed.
- Fluency Practice
- Treasures – writing, grammar, vocabulary and spelling
- Evidenced based Differentiated Instructional Strategies

ELA Core Instruction Findings:

- NYS ELA Assessments 2011 – Data from BARS; P-Value comparison, scaled score, percentiles, ranking and level 1,2,3,4
- AIMSWEB – Universal screening and progress monitoring
- Formative reading and writing assessments

NYS Assessment BARS

- Last years for teacher drive instruction
- This year students for analysis
- Use pacing calendar and daily schedule to ensure daily instruction
- Retraining for teachers not implementing series with fidelity
- Build familiarity with constructive vocabulary
- Implementation of manipulatives (using resources or technology Smartboard) hands-on and manipulation to reinforce concepts
- Follow scope and sequence for 2-3 extra math periods a week in small guided groups
- Differentiated tiered instruction in math instruction
- SIOP training with Carmen Kasper