

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

BoE approved 1/24/12



New York State Education Department

ALL SCHOOLS SUBMIT THIS PAGE

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

| | | | |
|---------------------|-----------------------------|----------------------|-------------------------------|
| SCHOOL NAME | Robert Frost Middle School | DISTRICT NAME | Deer Park Union Free Schools |
| CONTACT NAME | Eliana Levey | CONTACT NAME | Kimberly Skillen |
| PHONE | (631)274-4210 | PHONE | (631)274-4030 |
| E-MAIL | Levey.e@deerparkschools.org | E-MAIL | Skillen.k@deerparkschools.org |

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

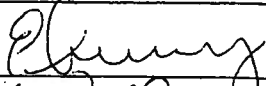

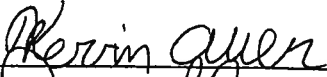
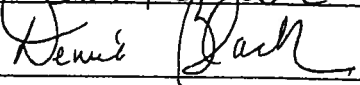


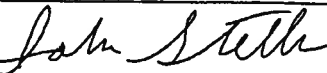
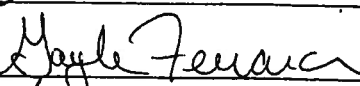
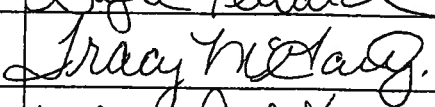

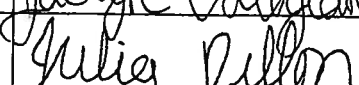
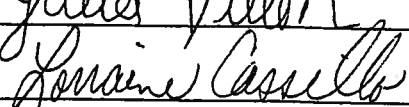
| POSITION | PRINT NAME | SIGNATURE | DATE |
|--------------------------------|----------------------------------|---------------------|-------------|
| SUPERINTENDENT | Eva Demyen | <i>Eva Demyen</i> | 1/13/12 |
| PRESIDENT, B.O.E. | John Gouskos | <i>John Gouskos</i> | |
| DATE APPROVED BY B.O.E. | DATE REC'D BY NYSED - OSI | SED REVIEWER | DATE |
| 1/24/2012 | ___/___/___ | | ___/___/___ |

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** |
|-------------------|-------------------------------------|---|
| Eliana Levey | Principal |  |
| Kimberly Skillen | District Administrator |  |
| Kevin Auer | Teacher |  |
| Denise Black | Teacher |  |
| Dawn Ferro | Teacher |  |
| Debra Rios | Secretary |  |
| John Stellan | Parent |  |
| Gayle Ferrara | Parent |  |
| Tracy McGarty | Parent |  |
| Jaclyn Calogianes | Student |  |
| Julia Dillon | Student |  |
| Lorraine Cassillo | |  |
| | | |
| | | |

**** 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 | | | |
|---|-------|-------|-------|--|---|------------|--------------------|
| Teaching students to be lifelong learners, skills and concepts for success, 21 st century skills, literacy across the discipline | | | | Student Council, Co-Curricular Sports, National Junior Honor Society, Art Innovators, Chamber Orchestra, Mindblasters Club, Drama Club, Step Squad, Variety Show, Math Team, Lego League, Technology Club, Writers Club, Chamber Choir, Fashion Club, Kickline, Golf Club, Jazz Band, Intramural Club, Yearbook Club | | | |
| MAJOR COMMUNITY/PIE PARTNERS | | | | PARENT/SCHOOL SUPPORTS | | | |
| Girl Scouts | | | | Parent Faculty Committee (PFC), Special Education Parent Faculty Committee (SEPFPC), SITE Based Team | | | |
| Enrollment (BEDS Day) | | 08-09 | 09-10 | 10-11 | Recent Immigrants (Students enrolled during each academic year who had immigrated to the U.S. within the past three years.) | | |
| Kindergarten | | | | | 08-09 | 09-10 | 10-11 |
| Grade 1 | | | | Total Number/Percent of Total Enrollment | 21/2% | 22/2.2% | 23/2.3% |
| Grade 2 | | | | Most Prevalent Places of Birth for Recent Immigrants | | | |
| Grade 3 | | | | | | | |
| Grade 4 | | | | | Country 1 | Haiti | Haiti |
| Grade 5 | | | | Country 2 | Pakistan | Argentina | Pakistan |
| Grade 6 | 350 | 336 | 309 | Country 3 | Turkey | Bangladesh | Dominican Republic |
| Grade 7 | 321 | 351 | 341 | Attendance Information | | | |
| Grade 8 | 348 | 323 | 357 | | 08-09 | 09-10 | 10-11 |
| Grade 9 | | | | Average daily student attendance rate | 96.2 | 96.1 | 96.29 |
| Grade 10 | | | | Average daily teacher attendance rate | 92.6 | 94.3 | 92.8 |
| Grade 11 | | | | Suspensions | | | |
| Grade 12 | | | | - 1 day out of school | 3 | 28 | 7 |
| Ungraded | 0 | 0 | 2 | - 2-4 days out of school | 25 | 17 | 16 |
| Graduation Rate | 08-09 | 09-10 | 10-11 | - 5+ days out of school | 12 | 13 | 13 |
| | n/a | n/a | n/a | - In school suspension rate | 6% | 6% | 7% |
| Special Education Enrollment (Students are also included in the total number of enrolled students, so this is a double count.) | | | | Poverty Rate (Free and Reduced Lunch) | | | |
| | 08-09 | 09-10 | 10-11 | FRPL Reported to NYSED | 288 | 278 | 268 |
| Total number of students with IEPs | 94 | 105 | 112 | English Language Learners | | | |
| Total number with resource room | 15 | 17 | 23 | Total number of students receiving ELL services | 21 | 22 | 23 |
| Total number inclusion | 35 | 42 | 43 | Total number of ELLs graduated from ELL services | 3 | 11 | 7 |
| Total 15:1 | 38 | 45 | 40 | Number of ELLs also receiving Special Education services | 4 | 4 | 7 |
| Total 12:1:1 | 0 | 0 | 0 | Number of ELLs that are also SIFE (interrupted education) | 1 | 2 | 2 |
| Total 8:1:1 | 5 | 0 | 3 | | 08-09 | 09-10 | 10-11 |
| Total 6:1:1 | 0 | 0 | 0 | NCLB Accountability Level | Yes | Yes | No |
| Total related Services | 41 | 53 | 54 | SURR Status | n/a | n/a | n/a |

| | | | | | | | |
|--|--|--|--|--------------------|-----|-----|-----|
| | | | | SPP Status (VESID) | n/a | n/a | n/a |
|--|--|--|--|--------------------|-----|-----|-----|

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 | 98 | 98 | 93 | Percent fully licensed and permanently assigned to this school | 100 | 100 | 100 |
| Teachers teaching outside of certification area (20% rule) | 0 | 0 | 0 | Percent more than two years teaching in this school | 88 | 90 | 94 |
| Uncertified Teachers | 0 | 0 | 0 | Percent more than five years teaching anywhere | 90 | 91 | 94 |
| Administrators | 3 | 3 | 4 | Percent Masters Degree or higher | 95 | 95 | 96 |
| Teaching Assistants (General Education) | 2 | 2 | 2 | Percent participating fully in Professional development | 100 | 100 | 100 |
| Teaching Assistants (Special Education) | 16 | 17 | 20 | | | | |
| Teaching Aides | 1 | 3 | 2 | | | | |
| Funding Sources Available for This School Building to Support School Improvement (2010-11) | Title I/A | School Improvement Grants | Local Funds | CES Funding | IDEA | Other (Specify) | |
| Professional Development/Mentoring for Administrators on Effective Instruction | | | X | | X | SPDG | |
| Professional Development/mentoring for Teachers and Teaching Assistants on Effective Instruction | | | X | | X | Title II A, SPDG | |
| Professional Development and training regarding support for students with disabilities | | | X | | x | SPDG | |
| Curriculum Development/Pacing | | | X | | X | Title II A | |
| Use of Time (Lengthen School Day/Year) | | | X | | | | |
| Restructuring of School Day/ Block Scheduling, etc. | | | X | | | | |
| Planning and Implementation of Effective Interventions for At-Risk Students (AIS/RtI) | | | X | | X | | |
| Development and Implementation of High Quality Instructional Units in Mathematics | | | X | | | | |
| Development and Implementation of High Quality Instructional Units in ELA | | | X | | X | Title II A | |
| Development and Implementation of High Quality Instructional Units in Literacy Across the Content Areas | | | X | | X | Title II A | |
| Staff Planning time Focused on Analysis of Student Work and Other Data and Using Those Data to Impact Student learning | | | X | | | | |
| Administrative Focus on Monitoring of Effective Instruction (Professional Evaluations) | | | X | | X | | |
| Parent Involvement (Including CEP Planning, School-Parent Compact, etc.) | | | X | | | | |
| Service Learning Initiatives | | | X | | | | |
| Attendance Improvement | | | X | | | | |
| Dropout Prevention | | | X | | | | |
| Instructional Technology | | | X | | | | |
| Other Priorities (Specify) | | | | | X | | |
| | | | | | | | |
| | | | | | | | |

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

PART 2: 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:

- The district and building have created and implemented an RtI plan.
- Administration has developed and provided staff development on the Common Core State Standards.
- Teachers have begun to implement the CCSS into lessons.
- There is evidence of differentiated instruction in some teacher created lesson plans.
- Teacher lesson plans are in line with New York State Curriculum for ELA.
- Student work reflects rigor.
- The school has various methods in which to work as a team to support student learning.
- There is a uniform grading policy for ELA teachers.
- There is curriculum mapping software available for teachers to utilize.
- There is evidence that a high percentage of special education students enter the high school prepared to take and be successful in credit bearing courses.
- The teachers are all highly qualified.
- The school has developed comprehensive behavior/conduct policies.
- There is evidence that the school and teachers have developed clear and high expectations for the student body.
- The behavior expectations are clearly communicated to students, faculty and parents.
- There are various school wide collaborative teams that cultivate staff, student and parent involvement.

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.

Literacy Across the Content Areas Findings:

- Internet reading and navigation
- Podcast in Business/Technology/Social Studies
- Math journals
- Letters written in Social studies to historical characters
- Current articles in Home and Careers
- Internet research in Business
- Reading/Writing based on primary source documents
- Students in all content areas have access to diverse text.
- Informational research in science
- Building wide academic vocabulary
- Reports in science
- Response Notebooks
- Current Events
- Non-fiction close reading in Social Studies, Science, Technology, Business and ELA

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.**

Yes, there has been an increase of students with scores below a 3 on the New York State ELA Assessment.

The following has been done to address this issue:

- Increase in AIS services*
- Level Reading for all 6th grade students
- Wilson Reading Program instituted for appropriate students.
- NWEA instituted for all students
- RtI Plan created and implemented
- Evaluation of Special Education Programs

- 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.**

AIS services.

In an effort to make this service more effective the following improvements have been made.

- Smaller class size
- Skill based lessons have been developed
- Curriculum Associate looking for assessment skills in lesson plans and offers feedback to teachers
- Quarterly progress reports have been created and implemented to provide parents with more specific feedback.
- Formal/Informal observations of classes for optimal feedback and supervision.

- 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.**

None

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 |
|---|---|
| <ul style="list-style-type: none"> • English Language Arts <p>Progress monitor student achievement utilizing research based methods for data analysis.</p> | <ul style="list-style-type: none"> • English Language Arts <p>NWEA Wilson Program Fountas & Pannel</p> |
| <ul style="list-style-type: none"> • Literacy Skills Across the Curriculum <p>Integrate literacy into all facets of curriculum implementation</p> | <ul style="list-style-type: none"> • Literacy Skills Across the Curriculum <p>New York Common Core State Standards for ELA</p> |

ALL SCHOOLS SUBMIT THIS PAGE

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

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

PART 3: Action Plan

See Appendix 2 (In Guidance Document) for a completed sample to use as a guide for this section English Language Arts (First instruction in reading, writing, and literacy strategies)

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

| | | | | |
|--|---|--|--|--|
| <p>Strategy :</p> <p>Objectives (Please write objectives as responses to the italicized guiding questions.)</p> | <p>The school community will progress monitor, chart and analyze skills related to effective reading comprehension strategies.</p> <p><i>What school practices/programs will be improved through this strategy?</i></p> <p>OBJECTIVE: Instructional teams will meet regularly with teachers to analyze student strengths and weaknesses. Each teacher will modify classroom instruction based on individual student performance through small group differentiation</p> <p><i>How will student learning be improved/enhanced through this strategy?</i></p> <p>OBJECTIVE: Students will self assess growth for the purpose of improving their reading comprehension strategies.</p> | | | |
| <p>Activities</p> <p>What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities)</p> | <p>Resources</p> <p>What are existing resources that can be used? What new resources can be used?</p> | <p>Timeline</p> <p>When will this activity begin and end?</p> | <p>Who is Responsible? Who is Involved?</p> <p>Who will take primary responsibility? Who else needs to be involved?</p> | <p>Monitoring Implementation</p> <p>What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p> |

| | | | | |
|---|--|-------------|---|--|
| NWEA Introductory Training. ELA and Math Teachers became familiar with the NWEA and the benefits the MAP test will have in improving instruction. | NWEA Published Professional Development Technology Based Materials | Spring 2011 | Building Principal ELA and Math Teachers | Attendance will be taken. Follow up meetings were scheduled to discuss material in more detail |
| NWEA Testing Training ELA and Math Teachers. Teachers were introduced to the testing procedures and reports generated from the test. | NWEA Published Professional Development Materials | Fall 2011 | Building Principal, CA's ELA and Math Teachers | Attendance will be taken. Follow up meetings were scheduled to discuss material in more detail. Materials will be kept on hand by the CA's |
| Open School Night ELA and Math Teachers and Parents. Teachers exposed parents to the MAP test. | NWEA Published Materials | Fall 2011 | Teachers and Parents | Attendance will be taken. Materials will be kept on hand by the teachers. |
| PFC Meeting discussion. The building administration discussed the MAP test with parents and discussed the benefits of this test. | NWEA Published Materials | Fall 2011 | Teachers and Parents | Attendance will be taken. Materials will be kept on hand by the principal |
| Team Meetings. CA's met with each team of teachers to discuss the MAP test and the benefits of using this exam | NWEA Published Materials | Fall 2011 | CA's and Teachers | Attendance will be taken. Follow up meetings were scheduled to discuss material in more detail. Materials will be kept on hand by the CA's |
| Student Training. Teachers exposed students to the MAP test and reviewed testing procedures. | NWEA Published Materials | Fall 2011 | Teachers and Students | Attendance will be taken. Materials will be kept on hand by the teachers. |

| | | | | |
|---|---|-----------------------------------|---|---|
| Department Meetings to discuss reports and scores. Math and ELA teachers met with CAs after the first round of testing to discuss the reports and scores. | NWEA Published Materials Student Test Scores NWEA Reports | Fall 2011/Winter 2012/Spring 2012 | CA's and Math and ELA Teachers | Attendance will be taken. Follow up meetings were scheduled to discuss material in more detail. Materials will be kept on hand by the CA's |
| Data Dialog Meetings. CA's held meetings with each individual Math and ELA Teacher to discuss individual student performance. Meetings will be scheduled with each teacher after each testing window has closed in Fall, Winter and Spring. | NWEA Reports Student Scores | Fall 2011/Winter 2012/Spring 2012 | CA's and Math and ELA Teachers | Follow up meetings were scheduled, if necessary to discuss material in more detail. Materials will be kept on hand by the CA's |
| Growth Meetings. CA's will meet with departments to discuss overall student growth and targets. | NWEA Published Materials Student Test Scores NWEA Reports NWEA Reports Student Scores | Winter 2011/Spring 2011 | CA's and Math and ELA Teachers | Attendance will be taken. Follow up meetings will be scheduled to discuss material in more detail. Materials will be kept on hand by the CA's |
| Administrative Assessment Meeting. Administrative staff will meet to discuss student growth and goals. | | Winter 2011/Spring 2011 | Principal, AP's, CA's and District Administrator for Secondary Curriculum | Principal will track student growth. As a team decisions will be made in regards to curriculum and instruction as well as intervention needs of students. |

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 : The school community will learn, read, write and integrate the New York Common Core State Standards for ELA. | | 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? | |
| Objectives (Please write objectives as responses to the italicized guiding questions.) <i>What school practices/programs will be improved through this strategy?</i> OBJECTIVE: Instructional teams will create and teach units of study that integrate the New York Common Core State Standards for ELA. <i>How will student learning be improved/enhanced through this strategy?</i> OBJECTIVE: Students will learn build knowledge in the disciplines, develop text based answers, write from sources and build an academic vocabulary. | | Resources What are existing resources that can be used? What new resources can be used? NYSED Engage NY resources. NY Common Core State Standards ELA District created materials | | Timeline When will this activity begin and end? Superintendent's Conference Day November 2011 | |
| Activities What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities). Superintendent's Conference Day. One session for ELA, SS and ESL teachers. Two additional sessions for ELA teachers on the basic shifts in instruction. | | | | | |

| | | | | |
|--|---|---|---|---|
| <p>Department Team Planning Meetings. To become more familiar with the CCS and create units of study</p> | <p>Engage NY resources. NY Common Core State Standards ELA District created materials Columbia Teacher's College Units of Study.</p> | <p>Periodically throughout the school year.</p> | <p>District Administrator for Secondary Curriculum and Instruction & Curriculum Testing Curriculum Associate for Math ELA Teachers ESL Teachers SS Teachers Science Teacher</p> | <p>Teachers will sign an attendance sheet. Agendas and professional development materials will be kept in the CA professional development file as well as the DA of Curriculum's professional development files. Units of study will be created and taught in various classes. Building administration will look for CCS initiatives during formal and informal observations as well as in reviewing teacher lesson plans.</p> |
| <p>New York State Common Core Workshops</p> | <p>NYSED Engage NY resources. NY Common Core State Standards ELA District created materials</p> | <p>Full day and half day workshops</p> | <p>District Administrator for Secondary Curriculum and Instruction, Curriculum Testing and Curriculum Associate for Math ELA Teachers ESL Teachers SS Teachers Math Teachers Science Teacher</p> | <p>Teachers will sign an attendance sheet. Agendas and professional development materials will be kept in the CA of professional development file as well as the DA of Curriculum's professional development files. Units of study will be created and taught in various classes. Building administration will look for CCS initiatives during formal and informal observations as well as in reviewing teacher lesson plans.</p> |
| <p>Team Meetings Teachers grouped by like students</p> | <p>NYSED Engage NY resources. NY Common Core State Standards ELA District created materials</p> | <p>40 minute sessions during the school day</p> | <p>District Administrator for Secondary Curriculum and Instruction for ELA and K-8 Testing and Curriculum Associate for Math ELA Teachers ESL Teachers SS Teachers Math Teachers Science Teacher</p> | <p>Teachers will sign an attendance sheet. Agendas and professional development materials will be kept in the CA of professional development file as well as the DA of Curriculum's professional development files. Units of study will be reviewed and adjusted to meet the needs of the students.</p> |

ALL SCHOOLS EXCEPT CHARTERS MUST SUBMIT THIS PAGE

PART 6: USDE/NYSED REQUIRED FORMS

FORM 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

| Grade | Reading | Math | Science | Social Studies | Total Services |
|-------|---------|------|---------|----------------|----------------|
| K | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | 81 | | | | |
| 7 | 123 | | | | |
| 8 | 156 | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |

**At-risk Services for
Attendance-and/or Drop
Out-related Issues**