

CEP TEMPLATE FOR UPSTATE/LONG ISLAND

BOE Enclosure 9.1
October 28, 2010

**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 YOU HAVE ALL REQUIRED
COMPONENTS FOR YOUR PLAN.**

WE HAVE COMPLETED AND ARE SUBMITTING

- ☒ **Pages 1- 2** **Cover page and CEP Planning Team Membership Table (ALL SCHOOLS)**
- ☒ **Pages 3 – 5** **PART 1: School Profile and other data/information used in analyzing school improvement issues (ALL SCHOOLS)**
- ☒ **Pages 7 – 14** **PART 2: Causal Analysis - Submit only those pages required for your school's identification level**
- ☒ **Pages 15 – 20** **PART 3: Action Plan – Submit only those pages required for Your school's identification level**
- ☒ **Page 22** **Part 4: District Corrective Action – The district submits this part only for a school in Corrective Action**
- ☒ **Pages 26-28** **Part 5: District Restructuring/SURR – The district submits this part only for a school in restructuring or SURR status**
- ☒ **Pages 29- 37** **Part 6: USDOE and NYSED Required Forms All schools must complete and submit all of the forms in this section that pertain to their status**
- ☒ **Pages 38-39** **Part 7: CEP Revision Form – Use these pages only to submit second year revisions**



New York State Education Department

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

2010-2011

SCHOOL NAME	Gardner Road Elementary	DISTRICT NAME	Horseheads Central School
CONTACT NAME	Mary Ann Suggs	CONTACT NAME	Kim Williams
PHONE	607-739-6347	PHONE	607-739-5601 ext. 4300
E-MAIL	msuggs@horseheadsdistrict.com	E-MAIL	kwilliam@horseheadsdistrict.com

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

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT	Ralph Marino, Jr.		9/20/10
PRESIDENT, B.O.E.	Brian Lynch		9/20/10
DATE APPROVED BY B.O.E. 10/22/2009	DATE REC'D BY NYSED - OSI ___/___/___	SED REVIEW BY	

PLEASE NOTE:

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

SCHOOL LEADERSHIP TEAM MEMBERSHIP TABLE:

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

Name	Position / Constituency Represented	Signature**
Verena Rattray	Resource Room Teacher	Verena Rattray
Mary Ann Suggs	Principal	Mary A. Suggs
Kim Malone	1st Grade Teacher	Kim Malone
Jill Darmstadt	Kindergarten Teacher	Jill Darmstadt
Lorraine Packard	3 rd Grade Teacher	Lorraine Packard
Adam Vazquez	Special Education Teacher	Adam Vazquez
Laurie Pica	1 st grade teacher	Laurie Pica
Dawn Call	Parent	Dawn Call
Lynda Snyder	Parent	Lynda Snyder
Chris Bell	Art Teacher	C. Bell
Jessica Shutter	4 th grade teacher	Jessica Shutter

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

PART I: SCHOOL PROFILE

Districts should provide schools with the most up-to-date disaggregated assessment data available, including state assessment data, other 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 be provided with data on attendance (teacher and student), tardiness, behavior issues, feedback from walk-throughs and other reviews and information that the district office gathers that will be useful in improvement planning. The data required in this section may be only part of what is available.

EXTRACURRICULAR ACTIVITIES							
After school Books and Snacks program, Guys Read program, Girls Read program, and art enrichment.							
PARENT/SCHOOL SUPPORTS							
A very active PTO that offers financial support regularly. We have large number of volunteers in the school, secured through an annual Volunteer Survey of Parents. The parents also are involved with Site Base Team committee planning school initiatives. PTO helps plan monthly events to invite families into the school. Staff hold events in their classrooms to invite parents in and keep in frequent communication with parents.							
Enrollment (BEDS Day)	07-08	08-09	09-10	Recent Immigrants (Students enrolled during each academic year who had immigrated to the U.S. within the past three years)			
Kindergarten	88	85	95		07-08	08-09	09-10
Grade 1	90	93	89	Total Number/Percent of Total Enrollment	4	0	8
Grade 2	86	97	87	Most Prevalent Places of Birth for Recent Immigrants			
Grade 3	88	91	103				
Grade 4	68	83	90		Country 1 Sri Lanka	1	
Grade 5				Country 2 Mexico	1		X
Grade 6				Country 3 Pakistan	1		X
Grade 7				Attendance Information			
Grade 8					07-08	08-09	09-10
Grade 9				Average daily student attendance rate	96%	96.7%	96.7%
Grade 10				Average daily teacher attendance rate	92.29%	91.98%	92%
Grade 11				Suspensions			
Grade 12				- 1 day out of school	2	1	0
Ungraded				- 2-4 days out of school	0	0	0
Graduation Rate	07-08	08-09	09-10	- 5+ days out of school	1	0	0
				- In school suspension rate	Less than 1%	Less than 1%	Less than 1%
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)			
	07-08	08-09	09-10	FRPL Reported to NYSED	35%	28%	28%
Total number of students with IEPs	129	127	100	English Language Learners	07-08	08-09	09-10
Total number with resource room	32	24	25	Total number of students receiving ELL services	1	4	8
Total number inclusion	28	24	19	Total number of ELLs graduated from ELL services	NA	NA	0
Total 15:1	28	24	18	Number of ELLs also receiving Special Education services	0	0	0
Total 12:1:1	25	29	33	Number of ELLs that are also SIFE (interrupted education)	0	0	0
Total 8:1:1	0	0	0		07-08	08-09	09-10
Total 6:1:1	0	0	0	NCLB Accountability Level	Good standing	Good standing	Improvement year 1
Total related Services	86	91	70	SURR Status	NA	NA	na
				SPP Status (VESID)	NA	NA	na

PART I: SCHOOL PROFILE – Continued

Number of: Staff	07-08	08-09	09-10		07-08	08-09	09-10
Teachers with full certification in area taught	33	34	34	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	69%	78 %	76%
Uncertified Teachers	0	0	0	Percent more than five years teaching anywhere	85%	91%	65%
Administrators	1	1	1	Percent Masters Degree or higher	81%	91%	89%
Teaching Assistants (General Education)	3	3	3	Percent participating fully in Professional development ?	0	0	0
Teaching Assistants (Special Education)	10	9	8				
Teaching Aides	0	0	0				
Funding Sources Available for This School Building to Support School Improvement (2009-10)	Title I A		School Improvement Grant	Local Funds	C4E Funding	IDEA	Other (Specify)
Professional Development/Mentoring for Administrators on Effective Instruction				X			
Professional Development/mentoring for Teachers and Teaching Assistants on Effective Instruction				X			Title IIA
Professional Development and training regarding support for students with disabilities			X			X	
Curriculum Development/Pacing			X				Title IIA
Use of Time (Lengthen School Day/Year)				X			
Restructuring of School Day/ Block Scheduling, etc. NA							
Planning and Implementation of Effective Interventions for At-Risk Students (AIS/Rtl)	X			X			
Development and Implementation of High Quality Instructional Units in Mathematics NA			X				
Development and Implementation of High Quality Instructional Units in ELA			X				
Development and Implementation of High Quality Instructional Units in Literacy Across the Content Areas			X			X	
Staff Planning time Focused on Analysis of Student Work and Other Data and Using Those Data to Impact Student learning				X		X	
Administrative Focus on Monitoring of Effective Instruction (Professional Evaluations)				X			
Parent Involvement (Including CEP Planning, School-Parent Compact, etc.)	X						X
Service Learning Initiatives NA							
Attendance Improvement NA							
Dropout Prevention NA							
Instructional Technology							Title IID
Other Priorities (Specify)							

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

PART I: SCHOOL PROFILE – Continued

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

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

NO

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

NO

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.

NO

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

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

Analysis of Current Status of Student Achievement and Program Effectiveness

Directions:

Conduct a comprehensive review and causal analysis using

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

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

ELA Core Instruction Findings:

Data analysis

At Gardner Elementary School we examined at least 2 years of grade 3 and 4 NY assessment data, common assessment data, the Kindergarten Language Screening Test and the KTEA data for both students with disabilities and all students where appropriate. We found the following gap areas

- Making inferences and interpreting data
- Gathering information and applying it
- Predicting and drawing conclusions
- Using organizational patterns including sequencing
- Written expression
- Reading comprehension

Data from the KLST lead to the following statements

- In 07-08, 10% of the students entered Kindergarten with IEP's classified through CPSE
- In 08-09, 7% of the students entered Kindergarten with IEP's classified through CPSE
- In 09-10, 7% of students entered Kindergarten with IEP's classified through CPSE

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

Promising Strategies for Improvement:

Factors that Impact Student Performance

The CEP planning team analyzed the Factors that Impact Student Performance document and found the following gap areas

Curriculum

- There is a lack of a written Standards based ELA curriculum at Gardner Road School resulting in a lack of vertical and horizontal curriculum alignment.

Professional Development

- Professional development is offered to staff at Gardner Road School; not all staff members participate. Staff members are not held accountable for implementing learned strategies. Offerings are not based on a comprehensive student achievement needs analysis.
- The CEP planning team believes that effective professional development will be necessary to complete and implement the written curriculum. The team also believes that a strong professional development program will have a positive effect on instruction and school climate.
- Professional development should be based on the NY State professional development standards including collaborative professional learning communities.

Assessment

- Teachers do not consistently use assessment data to inform instruction.
- Gardner Road School does not have an on-going assessment system in place to measure the acquisition of language arts skills for all students K-4.

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

SECTION A (2): LITERACY ACROSS THE CONTENT AREAS

Directions:

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

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

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

Literacy Across the Content Areas Findings:

The CEP team believes the following data analysis applies to both the core ELA and literacy across the content areas.

Data analysis

At Gardner Elementary School we examined at least 2 years of grade 3 and 4 NY assessment data, common assessment data, the Kindergarten Language Screening Test and the KTEA data for both students with disabilities and all students where appropriate. We found the following gap areas

- Making inferences and interpreting data
- Gathering information and applying it
- Predicting and drawing conclusions
- Using organizational patterns including sequencing
- Written expression
- Reading comprehension

Data from the KLST lead to the following statements

- In 07-08, 10% of the students entered Kindergarten with IEP's classified through CPSE
- In 08-09, 7% of the students entered Kindergarten with IEP's classified through CPSE
- In 09-10, 7% of students entered Kindergarten with IEP's classified through CPSE

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

Promising Strategies for Improvement:

The CEP team believes the following factors that impact student performance apply both to the core ELA and literacy across content areas.

Factors that Impact Student Performance

The CEP planning team analyzed the Factors that Impact Student Performance document and found the following gap areas

Curriculum

- There is a lack of a written Standards based ELA curriculum at Gardner Road School resulting in a lack of vertical and horizontal curriculum alignment.

Professional Development

- Professional development is offered to staff at Gardner Road School; not all staff members participate. Staff members are not held accountable for implementing learned strategies. Offerings are not based on a comprehensive student achievement needs analysis.
- The CEP planning team believes that effective professional development will be necessary to complete and implement the written curriculum. The team also believes that a strong professional development program will have a positive effect on instruction and school climate.
- Professional development should be based on the NY State professional development standards including collaborative professional learning communities.

Assessment

- Teachers do not consistently use assessment data to inform instruction.
- Gardner Road School does not have an on-going assessment system in place to measure the acquisition of language arts skills for all students K-4.

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

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

SECTION B: Identify Key Priorities for School Year 2010-2011

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

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

Priorities for Improving Performance in English Language Arts

1. To implement a guaranteed and viable standard based ELA curriculum that will be written, taught and assessed and that results in horizontal and vertical alignment.
2. Create a professional development program based on student needs that promotes staff collaboration and builds a learning community focused on student achievement and improvement.
3. Implement an ongoing, consistent student assessment system used to inform instruction and guide professional development.

Priorities for Improving Performance in Mathematics

1. NA
- 2.
- 3.

Priorities for Improving Social Studies and Science

1. NA
- 2.
- 3.

Priorities for Improving Graduation Rate

1. NA
- 2.
- 3.

Priorities for Improvement in Other Big Impact Areas

1. NA
- 2.
- 3.

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

SECTION C: Identify Strategies for Improvement (Based on Your Key Priorities)

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

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

Priority: To implement a guaranteed and viable standard based ELA curriculum that will be written, taught and assessed and that results in horizontal and vertical alignment.

Strategies: To develop a standards based ELA curriculum that will be written, taught and assessed and results in horizontal and vertical alignment.

Priority: Develop a culture of research based professional development based on the NY State professional development standards.

Strategies: Create a professional development program based on student needs that promotes staff collaboration and builds a learning community focused on student achievement and improvement

Priority: Use data that reflects the literacy acquisition skills of our students K-4 to improve year-to-year reading, writing, speaking and listening for all students

Strategies: Implement an ongoing, consistent student assessment system used to inform instruction and guide professional development.

PART 3: Action Plan

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

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

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

Strategy :	To develop a standards based ELA curriculum that will be written, taught and assessed and results in horizontal and vertical alignment.
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: Instructional staff will participate in developing a scaffolded standards based ELA curriculum that results in consistency of instruction across the district. Differentiation of instruction will become more intentional and focused on student learning needs. <i>How will student learning be improved/enhanced through this strategy?</i> OBJECTIVE: Students will improve literacy skills, including • Making inferences and interpreting data • Gathering information and applying it • Predicting and drawing conclusions • Using organizational patterns including sequencing • Written expression • Reading comprehension

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?
K	Existing resources • BOCES curriculum mentor			
Grade 1-4 teams will be provided summer curriculum days to develop units based on new ELA	Existing resources • Previously developed curriculum maps New resources • Summer curriculum days • New ELA program – Treasures	Grade K-4 curriculum July 2011-August 2011	Alice, Virginia, Mary Ann	• Summaries from each session • Grade K-4 curriculum documents
Provide focused intensive interventions to strengthen specific skills needed for reading comprehension and written expression (supplemental educational services)	Existing resources • Curriculum based measures • Continue summer school program for qualified students with disabilities • Continue Tuesday and Thursday after school additional reading and math program for eligible students (SESS) • Continue afterschool program available to all students based on teacher recommendation New Resources : • New ELA program - Treasures	ESY students identified by March 2011 After school program October 2010	Kim and Mary Ann	Improved reading and literacy skills as measured by Curriculum Based Measures and NY State assessments

Examine current resources; research and pilot new resources. Identify and implement consistent supplemental program(s) to improve reading comprehension and written expression for students with disabilities	Existing resources • Current resources • Fast Forward • Corrective Reading • Reading Mastery • Language for Learning • New Resources • New ELA adoption - Treasures	Consistently apply existing supplemental programs -- September 2010 -- June 2011	Kim, Mary Ann and Special Education teachers	• Summaries of meetings • Consistent use of resources
Provide after school intervention program for all students	• Textbooks • Literature • Teacher developed materials • Computer assisted instruction	Begin March 2011 -- May 2011	Mary Ann 3 rd & 4 th Grade Teacher	• NYS ELA Assessment Results
Before school early intervention program for primary students	• Teacher developed materials • Manipulatives	September 2010 -- June 2011	Mary Ann AIS Teaching Assistant	• Student attendance • 1st grade quarterly assessments • Kindergarten end of year assessments

Strategy :		Implement an ongoing, consistent student assessment system used to inform instruction and guide professional development.			
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 staff will assess students' literacy skills using consistent measures in a comprehensive system. Instructional staff will use assessment data to progress monitor and inform instruction for at-risk readers and writers.					
<i>How will student learning be improved/enhanced through this strategy?</i>					
OBJECTIVE: Students achievement will improve as a result of data driven, targeted instruction.					
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?	
A comprehensive assessment system will be identified to assess reading skills (letter naming, initial sounds, cvc, oral reading fluency, comprehension, reading level), including benchmark tests.	Existing Resources: Reading A to Z Running Records AIMS Web (Spec. Ed. & K - 2) -- progress monitoring probe for students with disabilities Read Naturally Accelerated Reader Universal Screening, Benchmark Assessments, K-2 (AIMS Web) Writing A to Z Other new assessment systems to be determined	Summer 2010 Ongoing	Alice, Kim, Virginia and Mary Ann, Teachers, Universal screening teams	Teachers and Universal Screening Team, will report CBM/ Benchmark performance results for teacher analysis.	

Provide professional development on formative assessments including Curriculum Based Measures/ Benchmarking.	Existing Resources: Teacher trainers Student services staff New Resources: BOCES Vendor training Consultant	October 2010- Ongoing	Alice, Kim, Virginia and Mary Ann, Teachers	Teachers will effectively assess readers to determine baselines and track progress using consistent CBM/ Benchmark measures.
A reporting system will be identified and implemented.	Existing Resources: Blue/ Pink Cards Blue Writing Folders w/parent explanation Green AIS Folders Mastery Manager NYSTART Data Mentor New Resources: Universal Screening Tool (AIMS Web)	June 2010-Ongoing	Mary Ann, Reading Teacher, Alice, Teachers, Virginia Abrunzo	Teachers will use results of Universal Screening for progress monitoring.
Provide professional development on using data to inform instruction.	Existing Resources: Instructional Strategy Coaches Consultant: Lisa Kelly New Resources: BOCES Universal Screening Tool (AIMS Web)	Summer 2010- Ongoing	Alice, Mary Ann, Teachers	Teachers will adjust instruction to better meet students' individual needs and will share strategies and methods with teacher teams.

Provide a building-wide structure for teacher teams to discuss data and make instructional decisions.	Existing Resources: Site based team Gardner Road Intervention Team Faculty Meetings Grade level meetings, Vertical Team meetings	January 2010- Ongoing	Alice, Mary Ann, Teacher	Teachers will adjust instruction to better meet students' individual needs as measured through observation, lesson plans, teacher reflection and student achievement data
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BASIC AND FOCUSED SCHOOLS IDENTIFIED FOR ELA AND ALL COMPREHENSIVE SCHOOLS MUST SUBMIT THIS PAGE

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 2009-10 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

Strategy :	Create a professional development program based on student needs that promotes staff collaboration and builds a learning community focused on student achievement and improvement <i>What school practices/programs will be improved through this strategy?</i>
Objectives <i>(Please write objectives as responses to the italicized guiding questions.)</i>	OBJECTIVE: Improve professional development opportunities using NY State criteria and based on student data.
	<i>How will student learning be improved/enhanced through this strategy?</i>

3	OBJECTIVE: Professional development will result in increased student literacy skills including: • Making inferences and interpreting data • Gathering information and applying it • Predicting and drawing conclusions • Using organizational patterns including sequencing • Written expression • Reading comprehension			
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?
Dialogue with all staff members regarding the NY State professional development standards	Existing: NY State Professional Development Standards Review at a faculty meeting and discuss at grade level team meetings District Wide In-service Committee	December 2011 staff meeting	Mary Ann Suggs, Alice Learn, Gardner Road faculty	Gardner Road professional development plan aligned to state standards for Professional development

Research and adopt Professional development needs assessment that is based on staff needs and student achievement	Existing: Data from the NY State ELA tests Common assessments KLST KTEA New: Professional needs assessment- National Staff Develop Council	September 2010 Ongoing	SBT, Mary Ann, Alice Learn, In-service committee	90% instructional staff survey completion Reviewed student assessment data Identify the priority areas for professional development
Create a building wide Professional Development plan • Design collaborative learning teams focused on specific student needs • Use a traditional workshop model, when appropriate	Existing: SIP, model schools, Vertical grade level teams New: Use national consultants when necessary Continue to provide a building-wide structure for teacher teams to discuss data and make instructional decisions Grade level release time	January 2011	Mary Ann Suggs, Virginia Abrunzo, Alice Learn,	Teachers will adjust instruction to better meet students' individual needs as measured through observation, lesson plans, teacher reflection and student achievement data

Select research based instructional strategies to be implemented consistently throughout Gardner Road classrooms	Existing: Curriculum based measurements on Special Education IEP documents New: Strategies to implement Formative assessment	December 2010	Site Based Team, Curriculum Teams, Mary Ann Suggs, Virginia Abrunzo, Alice Learn	Observe strategies within the classroom, lesson plans
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ADD ROWS AS NEEDED

PART 6: REQUIRED FORMS

FORM 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Behavior Related	At-risk Services: Attendance Related	At-risk Services: Other
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	0	0	N/A	N/A			
1	1	1	N/A	N/A			
2	14	10	N/A	N/A			
3	21	23	N/A	N/A			
4	12	4					
5							
6							
7							
8							

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. Programs: Wright Group, Primary Phonics, Spier, Sundance Phonics, Pearson, Scott Foresman Reading, Remedia, Modern Curriculum Press, Short Books, Scholastic, Dolche sight words, Slosson Assessments: Botel, Coats-McGinitie, Stanford Achievement tests, Scholastic Assessment, Scott Foresman Assessment Method of delivery includes small groups of 2-6 and peer tutoring, held during the day. Programs: Evan Moor Tangram Activities; Everyday Math; Buckle Down; Carson – Della Rose: Math Engagement, Word Problems, and Multiplication/Division; Creative Teaching Craft: Math Logic and Word Problems Assessments: Everyday Math, Options Publisher – Math Achievement Predictors, Options – Comprehensive Math Assessment/Break Away, and NYS Coach materials grades 1-4 Method of delivery includes group and peer tutoring. Not applicable at Gardner Road (K-4 building) Not applicable at Gardner Road (K-4 building) One on one counseling, skills group, crisis intervention counseling, “Banana Splits” for children of divorced parents, parental support, liaisons with community services
ELA:	
Mathematics:	
Science:	
Social Studies:	
At-risk Services Provided for Behavior-Related Issues (Guidance, Psychologist, Social Worker)	
At-risk Services for Attendance-and/or Drop Out-related Issues	Principal contacts if attendance is an issue. Absenteeism is not an issue at Gardner Road.
At-Risk Health-Related Services	Occupational Therapy, Physical Therapy, Speech, Nursing Services

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

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

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Addressed in action plan #3

NA

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Addressed in action plan #1

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Addressed in action plan #3

5. Strategies to attract high-quality, highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program.

Addressed in action plan #2

9. Activities to ensure that students who experience difficulty mastering the proficient and or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Addressed in action plan #1

10. Coordination and integration of Federal, State and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.
-

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

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

1. Use program resources to help participating children meet the State standards.

Addressed in action plan #1

See Gardner Road Site Team Plan (Addendum 1)

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Addressed in action plan #1

3. 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;

Addressed in action plan #1

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;
Addressed in action plan #3
5. Provide instruction by highly qualified teachers;
Addressed in action plan #3
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
Addressed in action plan #3
7. Provide strategies to increase parental involvement; and
Addressed in Gardner Road Site Team Plan (Addendum 1)
8. Coordinate and integrate Federal, State and local services and programs.
Kim Williams, Director of Student Services – person responsible

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

NCLB requirement for all Title I schools

Part A: School Parental Involvement Policy

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

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Addendum 2

Part B: School-Parent Compact

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

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Addendum 3

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

For Title I Schools that Have Been Identified for School Improvement

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

(a) Provide the following information:

**2010-2011 anticipated Title I allocation (From the district Consolidated Application Supplement) = \$104,854;
10% of Title I allocation = \$10,485.**

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

Not Applicable

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

Yes:

**Instructional Strategy Coaches provide monthly scientifically research-based strategies
Gardner Road Shared Decision Making (Site Team) Plan Professional Development initiatives identified.
(Addendum 1)**

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.
1. Initial letter sent to all parents at Gardner Road from Mary Ann Suggs: September 14, 2010
 2. Letter sent to targeted Title Student: September

PART 7: CEP Second Year Update Form

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

DISTRICT Horseheads Central School District	SCHOOL Gardner Road
SCHOOL YEAR 2010-2011	DATE RECEIVED NYSED
I confirm that the changes in this document by this school are approved by the school superintendent Superintendent Signature: 	

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

- If the school's status changes in the school year due to the school being identified for an additional subgroup or subject area, the district/school must include an analysis of and plan for the newly required elements. (For example, if a school was originally identified for ELA for SWD, but then is identified for ELA for Hispanic students and for mathematics, that school would need to update plan to include both a focus on ELA for Hispanic students and then complete the mathematics section.
- If the school is continuing with the same subject area and subgroups, they must submit an updated Action Plan with an explanation of reasons for changes.

- Districts must review and revise the Corrective Action Plan and/or the Restructuring Plan annually, based on the progress of each school at those levels and submit the revised plan with the school updates.
- If the school made AYP in all designated areas, they may choose to continue their previous CEP with NO changes. This is the only instance where a revision is not required.

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

☐ School is identified for additional subgroup(s) within the original subject(s).

- Schools in this group must complete and attach a root cause analysis (Part 2) and Action Plan (Part 3) for additional subgroup(s).
 - If the school is at the Corrective Action or Restructuring level, the district must also complete and submit an addendum to their Part 4 or Part 5.
- ☐ School is identified for additional category (subject area).

- Schools in this group must complete and attach the sections of the CEP template required for schools identified for that category. See original directions for details.
- If the school is at the Corrective Action or Restructuring level the district must also complete and attach an addendum to their Part 4 or Part 5.

☐ School has not been identified for any additional subgroups or subjects but did not make AYP; this revision updates the previous year's plans and is based on additional evaluation of the impact of the CEP's implementation. Schools in this group must attach evidence of the evaluation of the previous year's plan and reasons for changes and an updated Action Plan (Part 3).

☒ School made AYP in all areas for which they are identified and choose to continue implementing their CEP with no revisions.

Addendums

- 1. Gardner Road Site Team Plan**
- 2. Title I Parental Involvement, Policy 1900**
- 3. Title I Parental Involvement, Regulation 1900-R**

Addendum 1

Department/Building	Gardner Road
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Year	2010-2011
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Team Members		
Name	Position	Name
Verena Ratray	Resource Teacher	
Jill Darmstadt	Kindergarten Teacher	
Kim Malone	1 st Grade Teacher	
Lorraine Packard	3 rd Grade Teacher	
Laurie Pica	1 st Grade Teacher	
Chris Bell	Art Teacher	
Adam Vazquez	15:1:1 Teacher	
Jessica Shutter	4 th Grade Teacher	
Mary Ann Suggs	Principal	
Linda Snyder	Parent Rep	
Dawn Call	Parent Rep	

Site Plans

Site Plans have two components: the District Strategic Plan and Site Specific Plans

Part I – District Strategic Plan

This connects the elements of the District Strategic Plan with Sites. Sites may be schools or departments such as Transportation, Building/Grounds or Food Services. Various items from the Strategic Plan may be assigned to Sites for implementation. This creates alignment of Strategic Intent (organizational goals) through the District-Wide Strategic Plan.

The Horseheads Strategic Plan has six areas of focus. These include:

- Character Education & Wellness (C/W)
- Community Relations & Partnerships (Community)
- Facilities and Building Use (Facilities)
- Financial Planning & Development (Fiscal)
- Professional Development & District Culture (PD/Culture)
- Student Achievement (SA)

Site Specific Success Indicators/Targets may be applicable. Specifically, the District may request that the school/department create additional measures of success which align with the District-Wide Strategic Intents (Example: Building-based student achievement targets, increase in Performance Standards from assessments, involvement of community/parents.) The District will also identify any Key Initiatives/Action Plans to be executed at the Site level.

Part II – Site Specific Plans

This section is utilized for an additional Site Goals that the school/department may wish to pursue. This gives latitude to the Site to work on any additional areas important to the Site. Describe and number the Goal, indicate the Strategic Intents that the Site Goal aligns to, and identify Strategies, as needed.

Key:

WIP (Work in Process)
C (Complete)

Part I: District Strategic Plan

Site Plan: Strategic Intent Alignment

Department/Building	Gardner Road
Strategic Intent Area/#	Site Specific Success Indicators/Targets
By 2015, our District will have seen an annual increase in the percentage of students who— (a) achieve a level 3 or 4 on all NYS assessments in grades 3-8;	1. The percentage of students who achieve 3s and 4s on the 3rd and 4th grade ELA will increase from 68.5% to 71%. 2. The percentage of students who achieve 4s on the 3rd and 4th grade ELA will increase from 34% to 36%. 3. The percentage of students who achieve 3s and 4s on the 3rd and 4th grade Math will increase from 70% to 72%. 4. The percentage of students who achieve 4s on the 3rd and 4th grade Math will increase from 58% to 60%.
By 2011, our District will have seen a 2% increase in the percentage of students who achieve a level 3 or 4 on all NYS	

assessments in grades 3-8	
By 2015, 100% of our students will show evidence of 21 st Century Learning competencies through interdisciplinary projects to be completed in grades 3, 5, 7, as well as <i>at least</i> one sometime during grades 9-12.	
By 2015, 85% of respondents in the Community Engagement Survey will Strongly Agree/Agree that the District communicates well as measured by the following: • The District communicates with them in a sufficient manner (Q 3) (76%); • The District website and mailings provide accurate, timely, and relevant information (Q 14) (77%); and • The District actively reaches out to its stakeholders (i.e., residents, parents, businesses) (Q 25) (55%).	1. We will offer and encourage professional development on www.toolboxpro.org (teacher websites). Our goal is 50% of teachers will attend the professional development and develop a classroom website. 2. In the September Gardner Road newsletter Mrs. Suggs will inform readers about how to access information pertinent to GR on the internet. 3. Our goal is to submit GR publicity to public/district newspaper once a month.
By 2015, 75% of respondents on the Community Engagement Survey will Strongly Agree/Agree that the District will provide ways for all stakeholders to be positively involved in the school community as measured by the following: • The District offers meaningful opportunities to be involved in the schools (Q 4) (66%); • I feel welcomed when on campus (Q 15) (64%); • I feel connected to the District as a member of the community (Q 26) (49%); • The District has effectively formed partnerships with various community groups and associations (Q 5) (39%); and • The District has successfully built community support, where people take interest in our schools (Q 27) (54%).	1. Community organizations will be allowed to have a table in the cafeteria during the Open House in September 2010. This information will be publicized in the GR newsletter and the district newsletter. 2. We will form a sub-committee to re-vamp the parent volunteer survey to increase parent involvement. 3. We will form a sub-committee of teachers to have a partnership with the PTO.
By 2015, the District will have established partnerships with more than 50 organizations, associations and groups,	1. We will investigate building a community partnership with the Horseheads Rotary Club.

promoting a sharing of resources, maximizing communication, and continually building a community-wide coalition.	
By 2015, 70% of parents/families will Strongly Agree/Agree that the District provides information about curricular and non-curricular opportunities and the process for involving their students.	1. This fall we will hold a parent information night to discuss the NYS tests. 2. We will hold the annual GR curriculum night in the spring of 2011. An ELA committee will be formed (Jessica, Jill, and Adam will chair this committee)
By 2015— • 75% of the residents will Strongly Agree/Agree that District facilities provide opportunities for the community to access and enjoy (Q 28) (58%) CES; • 85% of residents and District staff will Strongly Agree/Agree that the District provides a safe, secure environment which supports teaching and learning (Q 10) (80%) CES; and • 75% of students will respond positively to questions about the school environment on the Student Voice Survey	1. The 4th graders will attend a meeting which will explain what the Student Voice survey is and how the results will be used.
Intent #2: (a) By 2015, 75% of the Horseheads staff will indicate that they have a positive view of the District as measured by key questions in the District Performance Scan. Key questions will include: • Each staff member accepts responsibility for their performance (Q 5) (59%) • We trust each other (Q 7) (52%) • Communication flows openly within this organization (Q 10) (45%) • People enjoy working with each other and genuinely care about their colleagues (Q 29) (74%) • We allow staff the time and support necessary to integrate new learning's/Procedures (Q 36) (53%) • We meet on a sufficient and regular basis (Q 40) (62%)	

• We have sufficient time for professional development (Q 41) (47%) • We work to maintain the fundamentals of teamwork (Q 51) (63%); and (c) By 2015, 75% of the Horseheads Community will indicate they have a positive view of the District as measured by key questions in the Community Engagement Survey. Key questions to include: • District staff is approachable, available and courteous (Q 12) (68%) • I have had positive experiences when interacting with district staff (Q 23) (65%) • District staff contributes to a positive nurturing environment (Q 32) (63%)	
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Part I: District Strategic Plan

Site Plan: Assigned Key Initiatives/Action Plans

Department/Building	Gardner Road Elementary
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SI Area/#	Key Initiative/Action Plan	Time	Who	Progress	Status
SA 1.	Increase student results on state tests	Ongoing	SBT Staff	Ongoing	WIP
SA 1.d.	"	"	"	"	"

CR 1.1	Increase communication and involvement of parents	Ongoing	All staff	Ongoing	WIP
CR 1.2	Develop a PR network that involves all stakeholders	Ongoing	All teaching staff	Ongoing	WIP
CR 2.1	We will communicate with parents using data	Ongoing	All teaching staff	Ongoing	WIP
CR 2.3	A warm and inviting environment will be maintained	Ongoing	All staff	Ongoing	WIP
CR 2.4	Collaborate with local businesses	Ongoing	All staff	Ongoing	WIP
PD/C 2.b	4 th graders will indicate that they have a positive view of the district	Ongoing	All staff	Ongoing	WIP

Part II: Site Specific

Site Plan: Additional Goals/Strategies

Department/Building		Gardner Road					
Site Goal (#/Identify)							
The percentage of students who achieve 3s and 4s on the 3 rd and 4 th grade ELA will increase from 68.5% to 71%.							
The percentage of students who achieve 4s on the 3 rd and 4 th grade ELA will increase from 34% to 36%.							
The percentage of students who achieve 3s and 4s on the 3 rd and 4 th grade Math will increase from 70% to 72%.							
The percentage of students who achieve 4s on the 3 rd and 4 th grade Math will increase from 58% to 60%.							
Strategic Intent (Area/#)							
C/W	Fiscal	Community	PD/Culture	Facilities	SA	X	

#	Site Strategy	Time	Who	Progress	Status
1	Students will use Coach Books which emulate the NYS ELA assessment in grades 1 - 4	Sept. - June	Classroom Teachers	Ongoing	WIP
2	ELA committee will coordinate test pep-rally, after-school tutoring, curriculum night, parent information night, class adoptions (buddy readers), and Kindergarten/1 st grade AM program.	Sept. - May	Jessica, Adam, Jill, and Verena		WIP
3	Vertical Alignment Meetings	Sept. - June	All		WIP
4	Release time for data analysis	Sept. - June	All		
5	Test anxiety lessons in 3 rd and 4 th grade classrooms	April	Mikki Norton		WIP

Part II: Site Specific

Site Plan: Additional Goals/Strategies

Department/Building		Gardner Road					
Site Goal (#/Identify)							
We will offer and encourage professional development on www.toolboxpro.org (teacher websites). Our goal is 50% of teachers will attend the professional development and design a classroom website.							
Strategic Intent (Area/#)							
C/W	Fiscal	Community	X	PD/Culture	Facilities	SA	
Site Strategy							
#	Time	Who	Progress	Status			
1	At the first staff meeting, Kim will show her website and inventory the staff to see who would be interested in attending the training.	Sept.	Kim	WIP			
2	SBT will determine a training schedule based on the inventory at the staff meeting.	TBA	TBA	WIP			

Part II: Site Specific

Site Plan: Additional Goals/Strategies

Department/Building		Gardner Road						
Site Goal (#/Identify)								
Improve communication with parents								
Strategic Intent (Area/#)								
C/W	Fiscal	Community	X	PD/Culture	Facilities	SA		
#	Site Strategy	Time	Who	Progress	Status			
1	In the September Gardner Road newsletter Mrs. Suggs will inform readers about how to access information pertinent to GR on the internet.	September	Mrs. Suggs		WIP			
2	Introduce the "All Call" system to the staff	Sept. Staff meeting	Mrs. Suggs		WIP			

Part II: Site Specific

Site Plan: *Additional Goals/Strategies*

Department/Building		Gardner Road					
Site Goal (#/Identify) Our goal is to submit GR publicity to public/district newspaper once a month.							
Strategic Intent (Area/#)							
C/W	Fiscal	Community	X	PD/Culture	Facilities	SA	

#	Site Strategy	Time	Who	Progress	Status
1	Survey the staff at the first staff meeting about news-worthy activities done throughout the year.	Sept.	Jill		WIP
2	Submit the news calendar to Sue Pirozzolo.	Sept.	Jill		WIP

Part II: Site Specific

Site Plan: Additional Goals/Strategies

Department/Building		Gardner Road			
Site Goal (#/Identify) To increase partnerships with community organizations, we will offer the opportunity for organizations to have a table in the cafeteria during the Open House in September 2010. This information will be publicized in the GR newsletter and the district newsletter.					
Strategic Intent (Area/#)					
C/W	Fiscal	Community	X	PD/Culture	SA
Site Strategy		Time	Who	Progress	Status
1	Publicize this opportunity in the GR newsletter	Sept.	Mary Ann		WIP
2	Publicize this opportunity in the district newsletter	Sept.	Mary Ann		WIP
3	Solicit organizations to have an informational table at the Open House	Sept.	SBT		WIP

Part II: Site Specific

Site Plan: Additional Goals/Strategies

Department/Building	Gardner Road
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Site Goal (#/Identify)						
We will form a sub-committee to re-vamp the parent volunteer survey to increase parent involvement						
Strategic Intent (Area/#)						
C/W	Fiscal	Community	X	PD/Culture	Facilities	SA

#	Site Strategy	Time	Who	Progress	Status
1	Kim and Laurie will form a sub-committee. Dawn Call and Linda Snyder	Oct	Kim, Laurie, Dawn, Linda, and PTO		WIP

Part II: Site Specific

Site Plan: *Additional Goals/Strategies*

Department/Building	Gardner Road
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Site Goal (#/Identify)					
We will form a sub-committee of teachers to have a partnership with the PTO.					
Strategic Intent (Area/#)					
C/W	Fiscal	Community	X	PD/Culture	SA

#	Site Strategy	Time	Who	Progress	Status
1	Chris and Lorraine will form a sub-committee to arrange regular meetings and improve communication	Oct.	Chris and Lorraine		WIP

Part II: Site Specific

Site Plan: Additional Goals/Strategies

Department/Building	Gardner Road					
Site Goal (#/Identify)						
We will investigate building a community partnership with Horseheads businesses.						
Strategic Intent (Area/#)						
C/W	Fiscal	Community	X	PD/Culture	Facilities	SA
# Site Strategy Time Who Progress Status						
1	Contact Horseheads Rotary Club and inquire about a partnership	Nov.		Mary Ann		WIP

Part II: Site Specific

Site Plan: Additional Goals/Strategies

Department/Building		Gardner Road					
Site Goal (#/Identify)							
This fall we will hold a parent information night to discuss NYS tests, AIS, etc.							
Strategic Intent (Area/#)							
C/W	Fiscal	Community	PD/Culture	Facilities	SA	X	

#	Site Strategy	Time	Who	Progress	Status
1	The meeting will be an informational meeting on NYS tests and AIS. We will discuss a time and date for the meeting when the NYS report card is released.	TBA	SBT		WIP

Part II: Site Specific

Site Plan: Additional Goals/Strategies

Department/Building		Gardner Road					
Site Goal (#/Identify)							
To enhance the relationship between school and home							
Strategic Intent (Area/#)							
C/W	Fiscal	Community	PD/Culture	Facilities	SA	X	
#	Site Strategy	Time	Who	Progress	Status		
1	An ELA sub-committee will be formed to plan the event.	Oct.	Jessica, Jill, Adam, and Verena				WIP
2	ELA Curriculum Night will be held on Wednesday, March 16, 2011.	6:30-7:30	All Staff				WIP
3	Put Book Talk Questions and GR Reading for Success Stars bookmark in the back of the parent/teacher folders	August	Chris				WIP

Part II: Site Specific

Site Plan: Additional Goals/Strategies

Department/Building	Gardner Road
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Site Goal (#/Identify)						
75% of students will respond positively to questions about the school environment on the Student Voice Survey						
Strategic Intent (Area/#)						
C/W	Fiscal	Community	PD/Culture	X	Facilities	SA

Site Strategy			Time	Who	Progress	Status
#						
1	The 4th graders will attend a meeting which will explain what the Student Voice survey is and how the results will be used.		TBD	TBD		WIP

Addendum 2

1900

TITLE I PARENTAL INVOLVEMENT

The Board of Education of the Horseheads Central School District recognizes and endorses the right of parents and those in parental relationships, (hereafter to be referred to as simply "parents") to be made fully aware of all information relevant to their children who participate in programs and projects funded under the goals of ESEA Title I of the federal No Child Left Behind Act of 2001 (NCLB). The District shall ensure parental involvement in these programs and projects by:

- Convening an annual meeting to which all parents of participating children shall be invited.
- Providing support for parental involvement activities and training to help parents understand state assessments and state academic content.
- Involving parents in the planning, design, and implementation of the Title I program.
- Providing opportunities for regular meetings of parents with teachers.
- Striving to obtain the full participation of parents who are non-English speaking or who lack literacy skills.

The Board directs that each district school with a program served with Title I funds jointly develop with, and distribute to, parents of participating children a written parental involvement policy. The policy must be agreed on by such parents and describe the means for carrying out NCLB parental involvement requirements.

Each Title I school must notify parents of its parental involvement policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. In addition, Title I schools must make their parental involvement policy available to the local community and update it periodically to meet the changing needs of parents and the school.

Ref.: Education Law 2892(7)(b); 3209(1), (2), (4); 33635(1)(a)

Approved: September 22, 2003

TITLE I PARENTAL INVOLVEMENT

The principal of the Title I school is required to implement the regulations of NCLB and will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Activities in this area include providing information and, to the extent practicable, school reports in a format and language that parents will be able to understand.

To ensure effective involvement by parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, both the district and each of its Title I schools will:

1. assist parents in understanding such topics as the state's academic content and student achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and the use of technology, as appropriate to foster parental involvement;
3. educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of parent contributions, and how to reach out, communicate with and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
4. to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teacher Program, and public preschool and other programs. They will also conduct other activities, such as parent resource centers, that encourage and support parents participating more fully in the education of their children.

The district and its schools may also consider other activities that further build the capacity of parents to become involved, to the extent those activities are feasible and appropriate. In accordance with the NCLB, these additional optional activities may include, for example, the establishment of a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs, and training parents to enhance the involvement of other parents.

Ref. Education Law 2893(7)(b); 3209(1), (2), (4); 33635(1)(a)

Approved: October 6, 2003

Rachel Keller

From: Casey Jakubowski [CJAKUBOW@MAIL.NYSED.GOV]
Sent: Wednesday, September 22, 2010 9:42 AM
To: Rachel Keller
Subject: Re: HHDS CEP 2010-2011

Thank you!

Casey Jakubowski
Associate, Educational Improvement
Office of Accountability
Albany NY

>>> Rachel Keller <RKELLER@horseheadsdistrict.com> 9/21/2010 3:15 PM >>>

Good Afternoon,

Attached you will find our 2010-2011 Comprehensive Educational Plan for Gardner Road.
In addition the original will be sent certified mail no later than tomorrow, September 22, 2010.

Thank you,
Rachel

Rachel Keller-Bradley
Secretary to the Assistant Superintendent One Raider Lane Horseheads, NY 14845
607-739-5601 8 ext. 4263
607-795-2435

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-----Original Message-----

From: scan@gstboces.org [mailto:scan@gstboces.org]
Sent: Tuesday, September 21, 2010 12:36 PM
To: Rachel Keller
Subject: Scan from copier

Scan from copier