

Enclosure 12.2
BOE Meeting Date: 10/27/11

Horseheads Central School District
Student Services Center

TO: Board of Education

FROM: Kimberly G. Williams

DATE: October 27, 2011

RE: 12.2 GARDNER ROAD REVISED COMPREHENSIVE EDUCATION PLAN

Attached is an update for the Gardner Road Comprehensive Educational Plan (CEP).



ALL SCHOOLS SUBMIT THIS PAGE

New York State Education Department

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

SCHOOL NAME	Gardner Road Elementary	DISTRICT NAME	Horseheads Central School
CONTACT NAME	Ron Holloway	CONTACT NAME	Kim Williams
PHONE	607-795-2541	PHONE	607-739-5601 ext. 4300
E-MAIL	rholloway@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.		
PRESIDENT, B.O.E.	Brian Lynch		
DATE APPROVED BY B.O.E. 10/27/11	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.

CEP TEMPLATE FOR UPSTATE/LONG ISLAND

**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**

- **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**
Stephanie Garner	Special Education Teacher	
Ron Holloway	Interim Principal	
Betsy Scanlon	Kindergarten Teacher	
Jill Darmstadt	Kindergarten Teacher	
Heather Swartwood	3 rd Grade Teacher	
Stephanie Boyle	Special Education Teacher	
Laurie Pica	1 st grade teacher	
Stephanie Printup	Parent	
Lynda Snyder	Parent	
Kristy Shutter	4 th Grade Teacher	
Jessica Shutter	4 th grade teacher	

**** 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)	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	85	95	72		08-09	09-10	10-11
Grade 1	93	89	92	Total Number/Percent of Total Enrollment	0	8	0
Grade 2	97	87	92	Most Prevalent Places of Birth for Recent Immigrants			
Grade 3	91	103	84				
Grade 4	83	90	113	Country 1 Sri Lanka			
Grade 5				Country 2 Mexico		X	
Grade 6				Country 3 Pakistan		X	
Grade 7				Attendance Information			
Grade 8					08-09	09-10	10-11
Grade 9				Average daily student attendance rate	96.7%	96.7%	95.6%
Grade 10				Average daily teacher attendance rate	91.98%	92%	88%
Grade 11				Suspensions			
Grade 12				- 1 day out of school	1	0	2
Ungraded				- 2-4 days out of school	0	0	0
Graduation Rate	07-08	08-09	09-10	- 5+ days out of school	0	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)			
	08-09	09-10	10-11	FRPL Reported to NYSED	28%	28%	39%
Total number of students with IEPs	127	100	91	English Language Learners	08-09	09-10	10-11
Total number with resource room	24	25	21	Total number of students receiving ELL services	4	8	3
Total number inclusion	24	19	16	Total number of ELLs graduated from ELL services	NA	0	0
Total 15:1	24	18	16	Number of ELLs also receiving Special Education services	0	0	0
Total 12:1:1	29	33	31	Number of ELLs that are also SIFE (interrupted education)	0	0	0
Total 8:1:1	0	0	0		08-09	09-10	
Total 6:1:1	0	0	0	NCLB Accountability Level	Good standing	Improvement year 1	Improvement year 2

Total related Services	91	70	55	SURR Status	ALL SCHOOLS SUBMIT THIS PAGE
				SPP Status (VESID)	

PART I: SCHOOL PROFILE – Continued

Number of: Staff	08-09	09-10	10-11		08-09	09-10	10-11	
Teachers with full certification in area taught	34	34	30	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	78 %	76%	75%	
Uncertified Teachers	0	0	0	Percent more than five years teaching anywhere	91%	65%	75%	
Administrators	1	1	1	Percent Masters Degree or higher	91%	89%	96%	
Teaching Assistants (General Education)	3	3	3	Percent participating fully in Professional development ?	0	0	38%	
Teaching Assistants (Special Education)	9	8	7					
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.**

Our AIMS Web screening has been expanded to include all grades K-4. We utilize the data from our three annual screenings to discuss student needs and instructional intervention strategies to meet those needs.

We are holding grade level data meetings to discuss district benchmark assessments. Instructional methodologies and curriculum supplements have been developed as a result of these meetings.

FastForward, Corrective Reading, and Curriculum Based Measurements are provided for students with an Individualized Education Plan and instruction is modified according to the individual needs of the student.

Regular education students as well as special education students have access to Read Naturally, Renaissance Place, and Razz Kids. All of these programs supplement the regular curriculum.

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

Our students struggle with reading comprehension across all genres, with a special focus being informational texts. Students also struggle with making inferences, interpreting data, gathering and applying information, predicting and drawing conclusions, using organizational patterns including sequencing, and written expression.

- 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.**

Our District, as well as, our school has experienced staffing reductions in response to the difficult budget restraints. We have also seen an increase in student enrollment from states other than New York and Districts other than Horseheads.

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>)	What school practices/programs will be improved through this strategy? 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.
1	How will student learning be improved/enhanced through this strategy? 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 K-4	Existing resources • BOCES curriculum mentor • Chris McGinnis (Boces curriculum mentor) will be involved in reviewing data from AIMS Web screening.	September, January, May	Ron Holloway Universal Screening Team	These meetings will assist in the appropriate placement for intervention services (AIS).
Grade 1-4 teams will be provided summer curriculum days to develop units based on new ELA Remove due to budget	Existing resources • Previously developed curriculum maps New resources • Summer curriculum days • New ELA program – Treasures Remove due to funding	Grade K-4 curriculum July 2011-August 2011 Remove due to funding	Alice, Virginia, Mary Ann Remove due to funding	• Summaries from each session • Grade K-4 curriculum documents • Remove due to funding

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 after school additional reading and math program for eligible students (SES) - Continue afterschool program available to all students based on teacher recommendation (Remove due to funding) - Writing A-Z - NYS Exams - District Assessments - Coach Review Books - New ELA program – Treasures Training to begin in November	ESY students identified by March 2011 After school program October 2010 November, January, March	Kim and Mary Ann (Remove) Ron Holloway Virginia Abrunzo	Improved reading and literacy skills as measured by Curriculum Based Measures and NY State assessments
Grade level meetings to develop targeted reading and writing lessons				
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 (Completed- this can be removed and replaced with: Continue with existing resources as appropriate for individual student needs).	Existing resources - Current resources - Fast Forward - Corrective Reading - Reading Mastery - Language for Learning - New Resources - New ELA adoption – Treasures - Treasures Training - AIMS Web expanded to 3rd and 4th grade	Consistently apply existing supplemental programs – September 2010 – June 2011 September-June	Kim, Mary Ann and Special Education teachers Ron Holloway Universal Screening Team Special Education Teachers	- Summaries of meetings - Consistent use of resources - Curriculum Based Measurements - Grade level data meetings with Chris McGinnis - Vertical Team discussion at staff meetings.

Provide after school intervention program for all students (remove due to funding)	• 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 Change to read: Before school intervention program for grades 3 and 4.	• Teacher developed materials • Manipulatives • PTO volunteers to provide supplemental support to teachers.	September 2010 – June 2011 November – June	Mary Ann AIS Teaching Assistant Ron Holloway AIS personnel	• Student attendance • 1st grade quarterly assessments (remove due to change in grade level) • Kindergarten end of year assessments (remove due to change in grade level) • Classroom performance • District assessments • AIMS Web data
2 nd and 3 rd grade students will be piloting a FOSS Science Program.	• FOSS Kits • BOCES Support • Professional Development	Monthly Meetings	Ron Holloway 2 nd grade teachers 3 rd grade teachers	• Student lab reports. (teachers last year reported an increase in student ability to think critically and write using specific evidence).

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.			
2	<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 (remove – programs have been identified) . AIMS Web screening and progress monitoring grades K-4.	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 Razz Kids Other new assessment systems to be determined	Summer 2010 Ongoing September – June Benchmarks: September, January, and May	Alice, Kim, Virginia and Mary Ann, Teachers, Universal screening teams Ron Holloway Virginia Abrunzo Special Education Teachers Universal Screening Team	Teachers and Universal Screening Team, will report CBM/ Benchmark performance results for teacher analysis.
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Provide professional development on formative assessments including Curriculum Based Measures/ Benchmarking. (remove- work completed)	Existing Resources: Teacher trainers Student services staff 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 Razz Kids BOCES Vendor training Consultant New Resources: BOCES Vendor training Consultant	October 2010-Ongoing Monthly beginning in November	Alice, Kim, Virginia and Mary Ann, Teachers Ron Holloway Site Team	Teachers will effectively assess readers to determine baselines and track progress using consistent CBM/ Benchmark measures. Increased use of existing resources.
A reporting system for student information 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 (remove new) Universal Screening Tool (AIMS Web) K-4	June 2010-Ongoing Regular progress monitoring on identified students. Benchmarks in September, January, and May	Mary Ann, Reading Teacher, Alice, Teachers, Virginia Abrunzo Ron Holloway Universal Screening Team Virginia Abrunzo	Teachers will use results of Universal Screening for progress monitoring.

Provide professional development on using data to inform instruction. Provide information related to the Common Core Standards in ELA.	Existing Resources: Instructional Strategy Coaches Consultant: Lisa Kelly New Resources: BOCES Universal Screening Tool (AIMS Web) Engageny.org	Summer 2010- Ongoing Weekly in Friday News Monthly at Staff Meetings	Alice, Mary Ann, Teachers Ron Holloway	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 CIM Staff Meetings/Vertical Team Meetings Grade Level Meetings	January 2010- Ongoing Monthly November-June	Alice, Mary Ann, Teacher Ron Holloway CIM All Staff	Teachers will adjust instruction to better meet students' individual needs as measured through observation, lesson plans, teacher reflection and student achievement data

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			
Objectives (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i> OBJECTIVE: Improve professional development opportunities using NY State criteria and based on student data.			
3	<i>How will student learning be improved/enhanced through this strategy?</i> 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 (targeted instruction related to informational texts)			
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 (remove- item has been addressed and we are moving forward with implementation)	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 (remove- item has been addressed and we are moving forward with implementation)	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 • 3rd and 4th grade release time to focus in targeted reading and writing lesson plans. • K-4 Universal Screening professional development.	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 Monthly November – June	Mary Ann Suggs, Virginia Abrunzo, Alice Learn, Ron Holloway Chris McGinnis UST	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 (remove- item has been addressed and we are moving forward with implementation)	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

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.
ELA:	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-McGinnee, Stanford Achievement tests, Scholastic Assessment, Scott Foresman Assessment Method of delivery includes small groups of 2-6 and peer tutoring, held during the day.
Mathematics:	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.
Science:	Not applicable at Gardner Road (K-4 building)
Social Studies:	Not applicable at Gardner Road (K-4 building)
At-risk Services Provided for Behavior-Related Issues (Guidance, Psychologist, Social Worker)	One on one counseling, skills group, crisis intervention counseling, “Banana Splits” for children of divorced parents, parental support, liaisons with community services
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:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

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.

Justification for Changes

1. AIMS Web Screening: Gardner Road will continue with benchmark screening and progress monitoring for students in grades K-2. However, we will expand this screening to include grades 3-4. Data meetings will continue following all screenings with our BOCES Curriculum Mentor. The data will be used to assist in determining both level and type of Academic Intervention required.

2. Professional Development: Gardner Road will continue with a focus on professional development related to data analysis curriculum improvement, and instructional methodologies. We will also focus on targeted intervention for specific skill deficiencies. Professional development will occur during grade level meetings, vertical team meetings, staff meetings, and optional professional learning communities. Information will be shared related to the Common Core State Standards in ELA as well as the 21st Century Learning Fluencies developed by Ina Jukes et. al. We will also highlight the existing computer based programs available to supplement the ELA curriculum.

3. Intervention Programs: Early morning intervention will be developed for our highest needs students. The focus will be reading comprehension and writing specific to the identified deficiencies of making inferences and interpreting data, gathering information and applying it, predicting and drawing conclusions, and using organizational patterns including sequencing. There will also be a focus on reading and responding to informational texts.

4. FOSS Science – We piloted this program with 3rd grade students last school year. This program will continue in 3rd grade and will be expanded to grade 2. Teachers report that students reading and writing skills have improved during the use of this program.

5. Items relating to research and identify were removed. We feel that we have researched and identified the most effective tools to improve our ELA instruction and are ready for the implementation phase.

Addendums

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

Part II: Site Specific

Site Plan: Additional Goals/Strategies

Department/Building	Gardner Road Elementary School
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Site Goal (#/Identify)						
Develop a character education program that aligns with the District's Ten Year Strategic Plan, while maintaining the culture and climate of the Gardner Road Community.						
Strategic Intent (Area/#)						
C/W	X	Fiscal	Community	PD/Culture	Facilities	SA
	X			x		X

#	Site Strategy	Time	Who	Progress	Status
	Golden Star Student of the Month	October-June	All Staff CEC: Stephanie Boyle, Stephanie Garner	Teacher nominations aligned with the character trait for that month. A site base team member will introduce to staff at the second faculty meeting.	WIP
	Sharing of Resources	September - June	All Staff CEC	Shared library will be set up in faculty room to support trait of the month.	WIP
	Character Trait Song	September - June	All Staff CEC: Stephanie Boyle, Stephanie Garner	The trait song will be played as part of morning warm up. Sub-Committee formed to develop activities and materials.	WIP

Bulletin Board	September- June	All Staff CEC: Stephanie Boyle, Stephanie Garner	Grade levels will display student work aligned with the trait of the month.	WIP
Student Council	September -- June	Jill Darmstadt/ Linda Snyder/ Stephanie Printup Ron Holloway	A student council will be created with the purpose of involving students in school based decisions and work.	WIP

Site Goal (#/Identify)

Create a culture of financial awareness and fiscal responsibility.

Strategic Intent (Area/#)						
C/W	Fiscal	X	Community	PD/Culture	Facilities	SA

#	Site Strategy		Time		Who		Progress		Status
	Paper Reduction		September-June		All Staff		Encourage staff to send information electronically when possible. Send information home with only 1 student per household.		WIP
	Tips For Saving Paper		September-June		Site Team/All Staff		Create a list of paper reduction methods.		WIP
	Budget Updates		September-June		Ron Holloway		Update staff at monthly faculty meetings.		WIP

Site Goal (#/Identify)						
Foster the development of community partnerships and PTO collaboration.						
Strategic Intent (Area#)						
C/W	Fiscal	Community	X	PD/Culture	Facilities	SA

#	Site Strategy	Time	Who	Progress	Status
	PTO Sign-Up Sheet	September-June	All Staff	A sign-up sheet will be placed in the office for staff to attend monthly PTO meetings.	WIP
	Community Partnerships	September/Open House	All Staff Community Service Team	Organizations will have informational tables set up in cafeteria before Open House.	WIP

Site Goal (#/Identify)						
Incorporate 21 st Century Fluencies and Common Core Standards into existing teaching and learning practices.						
Strategic Intent (Area/#)						
C/W	Fiscal	Community	PD/Culture	Facilities	SA	X

#	Site Strategy	Time	Who	Progress	Status
	Introduction of the Fluencies and Common Core Standards	September-June	Ron Holloway	Ron will give a 15 min. overview at each staff meeting.	WIP
	Creation of Vertical Teams	September-June	All Staff Site Team	Staff will work together as vertical teams to discuss fluencies and common core standards.	WIP
	Professional Discussion Groups	September-June	All Staff Ron Holloway Site Team	Ron/any staff member will facilitate optional professional learning discussion groups related to 21 st Century Learning and Common Core Standards.	WIP
	Updates from District 21 st Century Committee	September-June	Ron Holloway	Ron will update staff at monthly staff meetings.	WIP
	Develop time for teachers to meet to discuss student achievement data (AIMS Web, District Grade Level Assessments, AIS Information, Curriculum Based Measurements)	October-June	Ron/Site Team	This will align with the CEP	WIP

Site Goal (#/Identify)

Investigate and implement a school wide recycling program.

Strategic Intent (Area/#)

C/W	Fiscal	x	Community	PD/Culture	Facilities	X	SA
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Site Strategy		Time	Who	Progress	Status
#	Recycling	September-June	All Staff Student Council (Jill Darmstadt/ Linda Snyder/ Stephanie Printup) Ron Holloway	Student council will collect recyclable paper and separate into three containers. Kaplan's will empty the containers and pay Gardner Road per pound of recyclables.	WIP
	Cafeteria Recycling	September - June	Café Staff, Cleaners, Ron	Students are emptying trays by table and separating garbage, liquids, and recyclables.	1 st week of school we went from 10-12 bags of garbage last year down to 1.5 this year.

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

Addendum 3

1900-R

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