CEP TEMPLATE FOR UPSTATE/LONG ISLAND 2011-12
COMPLETE THOSE SECTIONS OF THIS PLAN REQUIRED FOR YOUR HIGHEST LEVEL OF IDENTIFICATION, AS DESCRIBED IN THE GUIDANCE MANUAL.

USE THIS CHECKLIST TO ENSURE THAT ALL REQUIRED COMPONENTS FOR THE CEP ARE SUBMITTED

WE HAVE COMPLETED AND ARE SUBMITTING

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

New York State Education Department

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

SCHOOL NAME	Horseheads Intermediate School	DISTRICT NAME	Horseheads Central School District
CONTACT NAME	Robin Doubrava	CONTACT NAME	Alice Learn
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APPROVAL OF THIS PLAN BY THE SCHOOL SUPERINTENDENT AND BOARD OF EDUCATION IS MANDATORY. THE SIGNATURES BELOW CONFIRM APPROVAL.

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT			___/___/___
PRESIDENT, B.O.E.			
DATE APPROVED BY B.O.E. ____/____/____	DATE REC'D BY NYSED - OSI ____/____/____	SED REVIEWER	DATE ___/___/___

PLEASE NOTE:

- BEGINNING WITH THE 2010 -11 PLAN, <u>ALL</u> NYSED IDENTIFIED SCHOOLS/DISTRICTS MUST USE THIS TEMPLATE TO PREPARE THEIR CEP. CHECK REQUIREMENTS FOR THE SCHOOL'S PHASE AND CATEGORY TO VERIFY WHICH COMPONENTS OF THIS PLAN ARE REQUIRED.

- *ALL* IDENTIFED 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 <u>WRITTEN COPY WITH ORIGINAL SIGNATURE IN BLUE INK</u> TO: REGIONAL SCHOOL SERVICES, NYS EDUCATION DEPARTMENT, 381 EBA, ALBANY NY 12234.
    2. SUBMIT <u>ELECTRONIC COPY</u> TO <u>RSS@MAIL.NYSED.GOV</u>.

- SCHOOL IMPROVEMENT PLANS ARE PUBLIC DOCUMENTS AND WILL BE SHARED WITH OTHER SED OFFICES, AND REGIONAL NETWORKS AND PARTNERS.

- THE PLAN MUST BE IMPLEMENTED BY THE BEGINNING OF THE SCHOOL YEAR DURING WHICH IT IS SUBMITTED OR, FOR NEWLY IDENTIFIED SCHOOLS, WITHIN 90 DAYS OF IDENTIFICATION

SCHOOL LEADERSHIP TEAM MEMBERSHIP TABLE:

Each school should have a single School Leadership Team (SLT) and a single improvement plan. For example, if the school must also complete a VESID Quality Improvement Plan (QIP), the action steps in that plan must be incorporated into this plan. Plan development must include all constituencies in the school community, consistent with Part 100.11 of the Commissioner's Regulations. Parents must be a part of developing this plan, including parents who are NOT employed by the district or school. Other participants who are regularly involved in your school improvement initiatives, such as community organizations, institutes of higher education and the NYSED Regional School Services (RSS) Liaison as consultants through part or all of the planning process.

Name	Position / Constituency Represented	Signature**
Lori Ramich	School Psychologist	
Mary Ann Callahan	Special Education	
Abby Fluman	Special Education	
John Imbt	Grade 6 Teacher	
Kim Malone	Grade 6 Teacher	
Lisa O'Connell	Grade 6 Teacher	
Carly Tremblay	Grade 5 Teacher	
Stephanie May	Grade 5 Teacher	
Chris Bell	Art Teacher	
Jan Przybylski	Reading Teacher	
Dawn Griffin	Parent Representative	
Shawn McDonough	Assistant Director/Student Services ~ Interim Assistant Principal	
Robin Doubrava	Interim Principal	
Bobbi Brock	Principal/Middle School	

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

PART I: SCHOOL PROFILE: COLLECT YOUR DATA

Districts should provide schools with the most up-to-date disaggregated assessment data available, including state assessment data, other local assessments, and demographic data for use in analyzing school improvement needs. These data may include internal use of scores not yet released by NYSED. In addition, schools should access data on attendance (teacher and student), tardiness, behavior issues, feedback from walk-throughs and other reviews and information that will be useful in improvement planning. Please feel free to modify this section to make it meaningful for your specific school.

MAJOR BUILDING INITIATIVES		EXTRACURRICULAR ACTIVITIES
Habits of Mind, Treasures Reading Series Implementation, Castle Learning Benchmarks, FOSS Science, Challenger Space Mission Program, BOCES ABL		Odyssey of the Mind, Junior Achievement, Anti-Bully Squad, WISH TV News Station, Sci Fair
MAJOR COMMUNITY /IHE PARTNERS		**PARENT/SCHOOL SUPPORTS**
Horseheads Youth Bureau, Elmira College, Keuka College, New Visions, RSVP, Trinity of Chemung County, Chemung County Summer Cohesions, Food Bank of Chemung County, Make A Wish Foundation, SPCA, United Way, Arctic League, Bright Red Book Shelf, Junior Achievement, American Cancer Society		Chemung County Family Services, Crisis Intervention, Intermediate School PTO, Children's Integrated Services, CIDS, Child and Family Clinic Plus, Local Law Enforcement Agencies

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.			
					08-09	09-10	10-11
Kindergarten				Total Number/Percent of Total Enrollment			
Grade 1				Most Prevalent Places of Birth for Recent Immigrants			
Grade 2							
Grade 3							
Grade 4				Country 1 Canada	-	1	1
Grade 5	308	342	284	Country 2 India	-	1	1
Grade 6	299	320	344	Country 3 Mexico/Korea/China	-	1/1/0	0/0/1
Grade 7				**Attendance Information**			
Grade 8					08-09	09-10	10-11
Grade 9				Average daily student attendance rate	96.21	95.87	96.06
Grade 10				Average daily teacher attendance rate	95%	92%	87%
Grade 11				Suspensions			
Grade 12				- 1 day out of school	2	2	2
Ungraded				- 2-4 days out of school	-	-	-
Graduation Rate	08-09	09-10	10-11	- 5+ days out of school	-	-	-
				- In school suspension rate	-	-	-
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)**	27%	27%	25%
	08-09	09-10	10-11	FRPL Reported to NYSED			
Total number of students with IEPs	110	120	113	**English Language Learners**	08-09	09-10	10-11
Total number with resource room	69	72	58	Total number of students receiving ELL services	4	8	3
Total number inclusion	23	37	39	Total number of ELLs graduated from ELL services	-	-	
Total 15:1	21	28	32	Number of ELLs also receiving Special Education services	-	-	
Total 12:1:1	16	9	11	Number of ELLs that are also SIFE (interrupted education)	-	-	
Total 8:1:1	0	7	5		08-09	09-10	10-11
Total 6:1:1	3	0	0	NCLB Accountability Level	Good Standing	Good Standing	SINI Year 1
Total related Services	56	61	57	SURR Status			
				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	45/100%	44/100%	46/100%	Percent fully licensed and permanently assigned to this school			
Teachers teaching outside of certification area (20% rule)	0	0	0	Percent more than two years teaching in this school			
Uncertified Teachers	0	0	0	Percent more than five years teaching anywhere			
Administrators	2	2	2	Percent Master's Degree or higher	16	17	N/A
Teaching Assistants (General Education)	5	4	3	Percent participating fully in Professional development			
Teaching Assistants (Special Education)	9	8	7				
Teaching Aides	2	2	2				

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		X			
Professional Development and training regarding support for students with disabilities					X	
Curriculum Development/Pacing	X		X			
Use of Time (Lengthen School Day/Year)	N/A					
Restructuring of School Day/ Block Scheduling, etc.	N/A		X			
Planning and Implementation of Effective Interventions for At-Risk Students (AIS/RtI)			X			Title IIA
Development and Implementation of High Quality Instructional Units in Mathematics			X			RTTT Funds
Development and Implementation of High Quality Instructional Units in ELA			X			RTTT Funds
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.)						
Service Learning Initiatives	N/A					
Attendance Improvement						
Dropout Prevention						
Instructional Technology			X			X
Other Priorities (Specify)						

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

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

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

Analysis of Current Status of Student Achievement and Program Effectiveness

Directions:
Conduct a comprehensive review and causal analysis using

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

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

ELA Core Instruction Findings:

- Looking at broad overview data for 3 years we see a decline in student achievement between 2009 and 2010 due to the change in the cutpoints. For 2010 to 2011 the data is not significantly different.
- Looking at the total population
    - For ELA 5 the significant gaps are in literary vocabulary, differentiating between fact and opinion, using headings and captions, making inferences, and mechanics.
    - For ELA 6 the significant gaps are in literary vocabulary, using multiple sources, and using context clues.
    - For both ELA 5 and 6 we find a gap area in Literary Vocabulary.
    - For both ELA 5 and 6 we find gap areas in citing details and using evidence from the text(s) in the constructive response questions.
    - For both ELA 5 and 6 we find a gap area in understanding the vocabulary in multiple choice questions.
- When looking at the sub-group of SWD
    - Weaknesses were noted in content and test-related vocabulary.
    - Weaknesses were noted in using and interpreting facts, writing mechanics and addressing questions that require higher level of Bloom's taxonomy.

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

SECTION A (2): LITERACY ACROSS THE CONTENT AREAS

Directions:

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

- ELA and content area student achievement data (school-wide and disaggregated by grade and major student subgroups);
- Data analysis based upon the review of data in <u>Part I</u> of this document, the FACTORS worksheet in Appendix 1 and/or other findings from the causal analysis;
- Evidence of effective literacy strategies taught and assessed across all content area classes in the school; student achievement data (school-wide and disaggregated by grade and major student subgroups) in all other major State assessments.

Summary of Causal Analysis Findings – In the space below, *summarize* in **bullets** the major findings of the analysis of student achievement data <u>and</u> effectiveness of current educational practices.

<u>Literacy Across the Content Areas Findings:</u>

An Adolescent Literacy Walk-Through for Principals was utilized for members of the CEP team to self-assess their instruction in literacy across the content areas.

Through the self-assessment it was determined that Horseheads Intermediate School does not have an issue with teaching literacy throughout the content areas.

It was determined that the following areas may be a focus for future analysis:
Vocabulary and Content Knowledge Instruction
- Teaching multisyllabic word reading strategies

Comprehension strategy Instruction
- Explicitly teaches or models semantic organizers and generating questions

Discussion of Reading Content
- Provides opportunities for discussion-oriented instruction of text subject matter including assisting and encouraging students in:
  - Taking a position
  - Using other's questions and comments to build a discussion
  - Expressing opinions
  - Making connections across time and subjects
  - Questioning the author

Motivation and Engagement Indicators
- Provide the student with explicit instruction, including
  - Focus students on important and interesting goals
  - Provide a wide array of choices
  - Provide interesting texts at multiple reading levels

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

SECTION A (3): MATHEMATICS

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

- Math student achievement data (school-wide and disaggregated by grade and major student subgroups);
- Data analysis based upon the review of data in Part I of this document, the FACTORS worksheet in Appendix 1 and/or other findings from the causal analysis;
- An analysis of the effectiveness of the school's delivery of the mathematics curriculum and instruction for mathematics. Be sure to consider ESL Special Education Instruction, the provision of Academic Intervention Services and Response to Intervention supports, the use of technology, library media services, and professional development.
- Evidence that math concepts are integrated into instruction in other content area instruction.

Summary of Causal Analysis Findings – In the space below, *summarize* in **bullets** the major findings of the analysis of student achievement data <u>and</u> effectiveness of current educational practices.

<u>Mathematics Findings;</u>

- Looking at broad overview data for 3 years we see a decline in student achievement between 2009 and 2010 due to the change in the cutpoints. For 2010 to 2011 the data is not significantly different.
- Looking at the total population
  - For 5th grade math, the most significant gaps are in algebra and geometry.
  - For 6th grade math, the most significant gaps are in number sense and algebra.
  - Reading and understanding interfere with problem solving at both grade levels.
- Looking at the sub-group of SWD
  - Weaknesses were noted in number sense and operations in both 5th and 6th grade. This is a high level of concern because number sense and operation skills are the building blocks of further mathematical understanding.
  - Weaknesses were noted in algebraic concepts.
  - Weaknesses in measurement skills were also noted.

PART 2: SCHOOL PROFILE – *Continued*

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

1. **Has the school seen any major changes over the past three years in the information that was analyzed? If so, please provide specific details here on these changes and how they are being addressed.**

   As a result of the data analysis, we have implemented programs such as:

   - **Habits of Mind ***
   - **Vocabulary Word of the Week**
   - **Castle Learning***
   - **My Skills Tutor**
   - **Math Facts Drills**
   - **Corrective Reading***

   We also hold department meetings to examine data.

2. **If there are any specific categories that especially impact student performance, mark them with an asterisk and provide a more detailed explanation of the impact here.**

   - **Habits of Mind ~ Incorporates higher level thinking strategies across the curriculum.**

   - **Castle Learning ~ Teacher use Castle Learning Benchmarks to assess students at the beginning and end of units. Teachers then use this data to drive instruction.**

   - **Corrective Reading ~ Students receiving Special Education Services receive focused reading remediation at their appropriate level in order to increase reading skills**

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.**

The Horseheads Central School District including Horseheads Intermediate School has experienced staff reductions due to budget restraints. The Intermediate School has also experienced an increase in foreign students and students enrolling from other states due to parental job related movement.

PART 2: CAUSAL ANALYSIS *AND PLANNING FOR IMPROVEMENT*

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

SECTION B: Identify Key Priorities for School Year 2011-12

Once Part 2 A has been completed, the school has an organized needs assessment. The next step is to consider the findings and implications of that needs assessment and identify the school's educational priorities. These priorities should be focused and realistic. They are the "big picture" needs that have been identified as key areas for improvement. Establishing priorities for improvement will assist in the identification of annual (short-term) goals and the development of specific, measurable objectives for improving student outcomes.

After key priorities have been identified, **identify the research-based strategies the school will implement to address each of the priorities.** Indicate how selected strategies reflect research on teaching and learning and high functioning of schools. Emphasize strategies/activities that enhance instructional practices and build capacity of administration, teachers and other instructional staff.

KEY PRIORITIES	STRATEGIES
- English Language Arts - Vocabulary - Content - Literary - Academic - Text based details	- Concerns from Appendix A - Students are taught: summarizing strategies, structured note-taking, content vocabulary, reflection/self-evaluation, text structure, metacognitive strategies, research strategies, and problem solving/organizational strategies. - There is evidence of effective use of best practices in instructional strategies/focus on student learning including: direct instruction, differentiated instruction, modeling/teacher-guided practice, scaffolding, experimental/hands-on learning, lessons beginning with activating/engaging strategies, content-area literacy (reading/writing), evidence of high level questioning strategies, linking new content to students' prior knowledge/interests, and student use of goals/rubrics. - The curriculum is designed to promote a depth of understanding of important concepts. - Staff is held accountable for implementing learned

strategies in their practice.
- Is informed by research on teaching and learning.
- Provides system supports that ensure teachers regular opportunities to collaborate with peers in such activities as co-observation, peer review, looking at and discussing student work and assessments, shared planning time, joint lesson planning and mentoring and coaching.
- Teachers work together to improve instruction.
- Rubrics/alternative assessments are used by teacher to reteach.
- Barriers to student learning are identified, clarified, and addressed.

Recommendations from SQR
- School administrative team should provide dedicated time, at least quarterly, for grade level teams to examine assessment performance trends, conducting root cause analysis of the data and to determine action steps that will drive changes in classroom instruction with a focus on improved student outcomes.
- Plan and deliver instruction that allows for structured activities for students to process content, thoughts, and time to respond using complex, language.
- Plan and deliver instruction for conceptual depth by using proactive questioning and activities that develop higher level thinking skills. Monitor progress and adjust instruction accordingly.
- Move forward with the adoption process of the common K-6 Literacy Program scheduled for 2012-2013.
- Require all instructional staff to participate in professional development to meet the needs of struggling readers and writers.

- Literacy Skills Across the Curriculum
  - Vocabulary
    - Multisyllabic word reading strategies
  - Discussion Reading Content
    - Taking a position
    - Using other's questions/comments to build discussion
    - Expressing opinions
    - Making connections
    - Questioning the author
  - Motivation/Engagement
    - Focus important/interesting goals
    - Provide choices
    - Provide interesting texts at multiple reading levels

- Concerns from Appendix A
- There is evidence of integration of: subject areas, project-based learning, integrated technology instruction, systemic individual instruction, frequent independent reading, guided reading, small flexible group reading and independent work.
- Barriers to student learning are identified, clarified, and addressed.

Recommendations from SQR
- Plan and deliver instruction that allows for structured activities for students to process content, thoughts, and time to respond using complex, language.
- Plan and deliver instruction for conceptual depth by using proactive questioning and activities that develop higher level thinking skills. Monitor progress and adjust instruction accordingly.
- Provide time for teachers to meet in department and/or grade level settings to drill deeper into the student data to inform instruction.
- School administrators should continue to ensure that appropriate technology, software applications, textbooks, and supplemental materials, and trainings are available for staff and students.

KEY PRIORITIES	STRATEGIES
- Mathematics - Number sense and operations - Algebra - Word Problems - Academic Vocabulary	- Concerns from Appendix A - Classroom organization is flexible including, as appropriate, whole group instruction/work (lecture, whole group activity), small group instruction/work (such as individual or paired learning, work centers in use, cooperative/collaborative learning. Individual tutoring/conferencing and direct instruction of small group). - Additional instruction is provided after school, Saturdays and/or during summer sessions. - Student performance assessments are used to provide focused interventions. - The curriculum is designed to promote a depth of understanding of important concepts. - The local curriculum is articulated across grades/buildings to ensure that all skills and strategies are explicitly taught. - Is driven by disaggregated data and relates to improving student learning. Recommendations from SQR - School administrative team should provide dedicated time, at least quarterly, for grade level teams to examine assessment performance trends, conducting root cause analysis of the data and to determine action steps that will drive changes in classroom instruction with a focus on improved student outcomes. - Common formative benchmark assessments should be designed and used to monitor student progress. This data should be analyzed at least quarterly. - Plan and deliver instruction that allows for structured activities for students to process content, thoughts, and time to respond using complex, language. - Plan and deliver instruction for conceptual depth by using

	proactive questioning and activities that develop higher level thinking skills. Monitor progress and adjust instruction accordingly.
• Graduation Rate NA	• Graduation Rate NA
• Social Studies and Science NA	• Social Studies and Science NA
• Other (Specify) NA	• Other (Specify) NA

PART 3: Action Plan
See Appendix 2 (In Guidance Document) for a completed sample to use as a guide for this section
English Language Arts *(First instruction in reading, writing, and literacy strategies)*

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. *For schools in corrective action or restructuring, the action plan must be consistent with the district plan.*

Strategy :	Improvement for struggling readers and writers as analyzed through school based data teams.
Objectives (*Please write objectives as responses to the italicized guiding questions.***)** ***#1***	*What school practices/programs will be improved through this strategy?* **OBJECTIVE: All literacy programs will see improvement** *How will student learning be improved/enhanced through this strategy?* **OBJECTIVE: Student improvement will be measured according to the Horsehead District Strategic Plan data analysis plan:** By 2012, the percentage of students in our District who achieve a level 3 or 4 on all NYS assessments in grades 3-8 will be a minimum of **10%** higher than the state average of students who achieve a level 3 or 4. If a building's percentage is already at 10% above the state average, the building's site-based team will determine the desired achievement level.

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?
Professional Development for all staff on struggling readers and writers	Existing -Materials, staff with expertise, regional SIP courses, special education reading program, program coach New – consultant, on-line professional development	Begin spring 2012	Central administration and principal	Teacher attendance Survey of participants understanding

		Spring, 2013	Principal	APPR goals
Teachers will demonstrate that they are implementing the strategies learned from the above professional development				Building Administration will observe implementation of strategies in all classrooms Student scores on local and state data including data from Treasures series Teacher reflection during collaborative meetings and mentoring
Provide teachers with dedicated time to meet to examine assessment data and determine action steps	Existing – CIM team, site based team, special education data, data collected from activity above New – form data teams	Begin 2012-2013 school year	Central Office, principal and building staff	Minute summaries collected. Minutes include at least one action step.
Make decisions about what local data should be collected and analyzed	Castle Learning Benchmarks	Spring, 2012-ongoing	Site team, other teacher teams	List of data points to be collected is documented
Provide extra time for targeted instruction for students who show these deficits		2012-1013 school year	Principal, teachers	Student attendance Parents Student scores on local and state assessments
Continue our current plan to provide professional development and adopt school wide the Treasures series		Spring 2012 ~ Full implementation 2012-2013 school year	Central Office	Central administration and principal

ADD ROWS AS NEEDED

PART 3: Action Plan *(continued)*

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

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

Strategy :	Improvement in reading, writing and reporting across content areas
Objectives *(Please write objectives as responses to the italicized guiding questions.)* **#2**	*What school practices/programs will be improved through this strategy?* **OBJECTIVE: All core instructional programs will see improvement** *How will student learning be improved/enhanced through this strategy?* **OBJECTIVE: Student improvement will be measured according to the Horsehead District Strategic Plan data analysis plan:** By 2012, the percentage of students in our District who achieve a level 3 or 4 on all NYS assessments in grades 3-8 will be a minimum of **10%** higher than the state average of students who achieve a level 3 or 4. If a building's percentage is already at 10% above the state average, the building's site-based team will determine the desired achievement level.

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?
Professional development on reading, writing, and reporting across the content areas	New – professional trainers	2012-13 school year	Central administration, principal and building staff	Teacher attendance Survey of participants understanding

Teachers will demonstrate that they are implementing the strategies learned from the above professional development	New – material for reading, writing and reporting across the content areas	Spring, 2013	Principal	APPR goals Building Administration will observe implementation of strategies in all classrooms Student scores on local and state data including data from Treasures series Teacher reflection during collaborative meetings and mentoring
Investigate how to measure the professional development in reading, writing and reporting across the content areas	New – cross curricular and common activities	2012-2013 school year	Central administration, principal and data driven inquiry teams	Identification/creation of assessments

ADD ROWS AS NEEDED

PART 3: Action Plan *(continued)*

Mathematics

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

Strategy :	Improvement for all students in math skills and fluencies
Objectives (Please write objectives as responses to the italicized guiding questions.) **#3**	*What school practices/programs will be improved through this strategy?*
	OBJECTIVE: All math programs will see improvement
	How will student learning be improved/enhanced through this strategy?
	OBJECTIVE: Student improvement will be measured according to the Horsehead District Strategic Plan data analysis plan: By 2012, the percentage of students in our District who achieve a level 3 or 4 on all NYS assessments in grades 3-8 will be a minimum of **10%** higher than the state average of students who achieve a level 3 or 4. If a building's percentage is already at 10% above the state average, the building's site-based team will determine the desired achievement level.

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?
Provide teachers with dedicated time to meet to examine assessment data and determine action steps	Existing – CIM team, site based team, special education data, data collected from activity above New – form data teams	Begin 2012-2013 school year	Central Office, principal and building staff	Minute summaries collected. Minutes include at least one action step.

Make decisions about what local data should be collected and analyzed		Spring, 2012	Site team, other teacher teams	List of data points to be collected is documented
Provide extra time for targeted instruction for students who show these deficits		2012-2013 school year	Principal, teachers	Student attendance Parents Student scores on local and state assessments
Examine opportunities and resources within the school day for more practice and drill	Existing – My Skills Tutor, Castle Learning, Computer programs, utilize available staff	Spring, 2012	Site Team; all staff	Castle Learning Student benchmark and assessment scores

ADD ROWS AS NEEDED

PART 6: USDE/NYSED REQUIRED FORMS

FORM 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services:
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A	
1			N/A	N/A	
2			N/A	N/A	
3			N/A	N/A	
4					
5	141	87	20	N/A	
6	154	104	16	N/A	
7					
8					
9					
10					
11					
12					

Part B: AIS PROGRAM DESCRIPTIONS

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), record- keeping and assessments used to identify students for beginning and ending services and to measure progress, method for delivery of service (e.g., small group, one-to-one, peer tutoring, etc.), size of instructional groups and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). Note: Since AIS is a mandated service, schools MUST ensure that students who cannot receive services outside of the school day receive adequate services during the academic day.
ELA:	Programs: Reader's Workshop; Treasures ELA Program Series; Buckle Down New York; Corrective Reading Assessments: Treasures ELA Series Assessments; Mid-Year ELA Common Assessment; Method of Delivery: small group pull out; classroom push-in small group and individual
Mathematics:	Programs: MacMillan/McGraw-Hill; Everyday Math strategies; Buckle Down New York Assessments: Program tests; Castle Learning Benchmarks Method of Delivery: small group pull out; classroom push-in small group and individual
Science:	McGraw-Hill; FOSS Science Program;
Social Studies:	N/A
At-risk Services Provided for Behavior-Related Issues (Guidance, Psychologist, Social Worker)	Crisis Intervention Counseling; Banana Splits for children of divorced parents; One on one counseling; Group counseling; Social and Pragmatic group counseling; Community Program Liaisons; Parental Support
At-risk Services for Attendance-and/or Drop Out-related Issues	Absenteeism is not an issue at Horseheads Intermediate School. If attendance is an issue with a particular student, the principal and school social worker contacts the parent.

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

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

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

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

- **Addressed in action plan # 1, 2 and 3**

2. **How will the school implement schoolwide reform strategies that:**
   a) **Provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement.**
   b) **Use effective methods and instructional strategies that are based on scientifically-based research that:**
      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 those that are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.**
      o **Are consistent with and are designed to implement State and local improvement, if any?**

   - **Addressed in action plan # 1, 2 and 3**

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

- **Addressed in action plan # 1**

4. **How will the school implement high-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards?**
    *   **Addressed in action plan # 1, 2 and 3**

5. **How will the school implement strategies to attract high-quality, highly qualified teachers to high-need schools?**

6. **How will the school implement strategies to increase parental involvement through means such as family literacy services?**

7. **How will the school implement plans for assisting preschool children in the transition from early childhood programs?**

8. **How will the school implement measures to include teachers in the decisions regarding the use of academic assessments in order to provide them information and improve the achievement of individual students and the overall instructional program?**

* Addressed in action plan # 1, 2 and 3

9. **How will the school implement activities to ensure that students who experience difficulty mastering the proficient and or advanced levels of the academic achievement standards are provided with effective, timely additional assistance?   The additional assistance must include measures to ensure that students' difficulties are identified promptly and to provide sufficient information on which to base effective assistance?**

* Addressed in action plan # 1, 2 and 3

10. **How will the school implement coordination and integration of Federal, State and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training?**

* Addressed in action plan # 1, 2 and 3

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

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

1. How will the school use program resources to help participating students meet the State standards?
   - Addressed in action plan # 1 and 3 ~ Pages 14, 15, 18 and 19

2. How will the school ensure that planning for students served under this program is incorporated into existing school planning?
   - Addressed in action plan # 1~ Pages 14 and 15

3. How will the school use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program of the school and that:
   a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
   b. Help provide an accelerated, high quality curriculum, including applied learning; and
   c. Minimize removing children from the regular classroom during regular school hours;
   - Addressed in action plan # 1, 2 and 3 ~ Pages 14, 15, 16, 17, 18 and 19

4. Coordinate with and support the regular educational program;
   - Addressed in action plan # 1, 2 and 3 ~ Pages 14, 14, 16, 17, 18 and 19

5. Provide instruction by highly qualified teachers;
   - Addressed in action plan # 1, 2 and 3 ~ Pages 14, 14, 16, 17, 18 and 19

6. Provide professional development opportunities for teachers, principals and paraprofessionals including, if appropriate, pupil services personnel, parents, and other staff;
   - Addressed in action plan # 1, 2 and 3 ~ Pages 14, 14, 16, 17, 18 and 19

7. Provide strategies to increase parental involvement; and
   - Addressed in the Intermediate School Action Plan # 1 and 3 ~ Pages 14, 15, 18 and 19

8. Coordinate and integrate Federal, State and local services and programs.
    * Alice Learn, Assistant Superintendent ~ 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 THIS SCHOOL'S SCHOOL PARENT INVOLVEMENT POLICY, PER THE FOLLOWING REGULATION:

Each school that receives Title I, Part A funds must develop a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). This policy must be developed jointly with parents of Title I students and distributed to all parents. The policy must establish the school's expectations for parental involvement and describe how the school will implement specific parental involvement activities. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Part B: School-Parent Compact

ATTACH A COPY OF THIS SCHOOL'S SCHOOL PARENT COMPACT, PER THE FOLLOWING REGULATION.

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

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

For Title I Schools that Have Been Identified for School Improvement

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

(a) Provide the following information:

2011-12 anticipated Title I allocation (From the district Consolidated Application Supplement) = $92,466; 10% of Title I allocation = $0.

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

- **NA**

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

- **The Horseheads Central School District, Board approved Teacher Mentor plan provides for a trained teacher mentor for teachers new to the district and new to teaching.**

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.

- **Initial letter sent to all parents with students attending the Horseheads Intermediate School: September, 2011**
- **Title 1 Parent Meeting: September 13, 2011**