

# CEP TEMPLATE FOR UPSTATE/LONG ISLAND 2011-12

ALL SCHOOLS SUBMIT THIS PAGE

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 Middle School	DISTRICT NAME	Horseheads Central School
CONTACT NAME	Bobbi D. Brock	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.

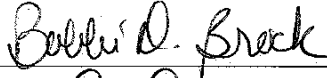
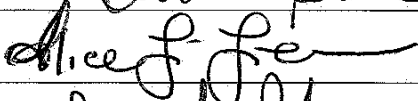
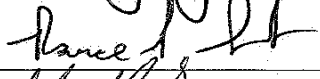
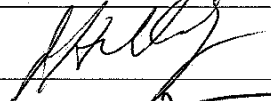

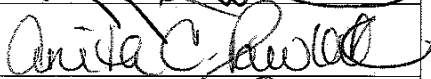
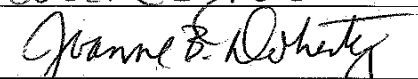
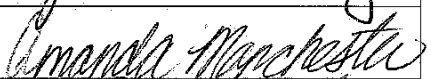
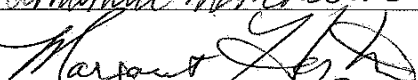
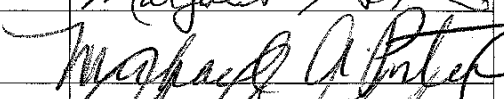

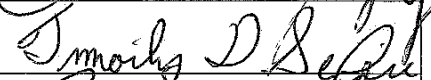
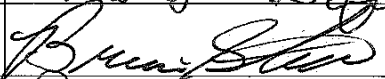

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT			___/___/___
PRESIDENT, B.O.E.			
DATE APPROVED BY B.O.E.	DATE REC'D BY NYSED - OSI	SED REVIEWER	DATE
___/___/___	___/___/___		___/___/___

PLEASE NOTE:

- BEGINNING WITH THE 2010 -11 PLAN, ALL NYSED IDENTIFIED SCHOOLS/DISTRICTS MUST USE THIS TEMPLATE TO PREPARE THEIR CEP. CHECK REQUIREMENTS FOR THE SCHOOL’S PHASE AND CATEGORY TO VERIFY WHICH COMPONENTS OF THIS PLAN ARE REQUIRED.
- ALL IDENTIFIED SCHOOLS MUST COMPLETE AND SUBMIT TWO COPIES (ONE HARD COPY AND ONE ELECTRONIC) OF THEIR CEP TO SED. FOR YEAR TWO, SCHOOLS MUST REVISE THEIR CEP AND SUBMIT THE UPDATE TEMPLATE (PART 7).
  - SUBMIT WRITTEN COPY WITH ORIGINAL SIGNATURE IN [BLUE INK](#) TO: REGIONAL SCHOOL SERVICES, NYS EDUCATION DEPARTMENT, 381 EBA, ALBANY NY 12234.
  - SUBMIT ELECTRONIC COPY TO [RSS@MAIL.NYSED.GOV](mailto:RSS@MAIL.NYSED.GOV).
- SCHOOL IMPROVEMENT PLANS ARE PUBLIC DOCUMENTS AND WILL BE SHARED WITH OTHER SED OFFICES, AND REGIONAL NETWORKS AND PARTNERS.
- THE PLAN MUST BE IMPLEMENTED BY THE BEGINNING OF THE SCHOOL YEAR DURING WHICH IT IS SUBMITTED OR, FOR NEWLY IDENTIFIED SCHOOLS, WITHIN 90 DAYS OF IDENTIFICATION

**SCHOOL LEADERSHIP TEAM MEMBERSHIP TABLE:**

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

Name	Position / Constituency Represented	Signature**
Bobbi D. Brock	Principal	
Alice Learn	Asst. Superintendent	
Rance Sechrist	Vice Principal	
Jay Hillman	Director of Secondary Education	
Kim Williams	Director of Student Services	
Anita Pawlak	Parent Representative	
Joanne Doherty	AIS Teacher	
Amanda Manchester	Special Ed Teacher	
Margaret Horton	English Teacher	
Mike Porter	Social Studies Teacher	
Christine Murphy	Foreign Language Teacher	
Timothy Seifert	Math Teacher	
Brian Steele	Technology Teacher	
Patricia Horton	SEIS	

**\*\* 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.

<b>MAJOR BUILDING INITIATIVES</b>				<b>EXTRACURRICULAR ACTIVITIES</b>			
Literacy Across the Content Areas, 21 <sup>st</sup> Century Skills, Character Education/Community Service, Common Core Learning Standards, Green Initiatives.				National Junior Honor Society, Student Council, Raider World Community Service Projects, Science Olympiad, Technology Guild, Choir, Band, Studio Art, Library Helpers, School Book Store, HMS Live TV Station, Sci Fair Club, Modified Sports Boys and Girls, Middle School Musical.			
<b>MAJOR COMMUNITY /IHE PARTNERS</b>				<b>PARENT/SCHOOL SUPPORTS</b>			
BOCES Mock Interviews and Career Day, National Engineers Week, Horseheads Youth Bureau, Elmira College, Ithaca College, SUNY Cortland, Trinity of Chemung County, Food Bank of Chemung County, UNICEF, SPCA, United Way, Arctic League, American Cancer Society.				School Tool, Children's Integrated Services, BOCES, Chemung County Family Services, Crisis Intervention, Middle School PTO, Trinity of Chemung County, Local Law Enforcement Agencies.			
<b>Enrollment (BEDS Day)</b>	08-09	09-10	10-11	<b>Recent Immigrants</b> (Students enrolled during each academic year who had immigrated to the U.S. within the past three years.)			
Kindergarten					08-09	09-10	10-11
Grade 1				Total Number/Percent of Total Enrollment			
Grade 2				Most Prevalent Places of Birth for Recent Immigrants			
Grade 3							
Grade 4					Country 1 Canada	1	
Grade 5				Country 2 Brazil			2
Grade 6				Country 3 Mexico/Brazil			1/1
Grade 7	325	322	325	<b>Attendance Information</b>			
Grade 8	324	328	318		08-09	09-10	10-11
Grade 9				Average daily student attendance rate	96.04	95.44	95.29
Grade 10				Average daily teacher attendance rate	94%	91%	88%
Grade 11				Suspensions			
Grade 12				- 1 day out of school	1	6	4
Ungraded				- 2-4 days out of school	2	11	12
<b>Graduation Rate</b>	08-09	09-10	10-11	- 5+ days out of school	4	5	5
				- In school suspension rate	-	-	-
<b>Special Education Enrollment (Students are also included in the total number of enrolled students, so this is a double count.)</b>				<b>Poverty Rate (Free and Reduced Lunch)</b>		23%	25%
	08-09	09-10	10-11	FRPL Reported to NYSED			
Total number of students with IEPs	110	106	89	<b>English Language Learners</b>		08-09	09-10
Total number with resource room	67	74	63	Total number of students receiving ELL services	2	-	6
Total number inclusion	39	31	35	Total number of ELLs graduated from ELL services	-	-	
Total 15:1	29	21	28	Number of ELLs also receiving Special Education services	1	-	-
Total 12:1:1	9	13	16	Number of ELLs that are also SIFE (interrupted education)	-	-	
Total 8:1:1					08-09	09-10	10-11
Total 6:1:1				NCLB Accountability Level	Good Standing	Good Standing	SINI Year 1
Total related Services				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	54	55		Percent fully licensed and permanently assigned to this school	100	100	
Teachers teaching outside of certification area (20% rule)	0	0		Percent more than two years teaching in this school	96%	93%	93%
Uncertified Teachers	0	0		Percent more than five years teaching anywhere	85%	88%	84%
Administrators	2	2		Percent Masters Degree or higher	20	22	
Teaching Assistants (General Education)	9	7	1	Percent participating fully in Professional development			
Teaching Assistants (Special Education)	9	11	9				
Teaching Aides	1	1	1				
<b>Funding Sources Available for This School Building to Support School Improvement (2009-10)</b>	<b>Title I A</b>		<b>School Improvement Grant</b>	<b>Local Funds</b>	<b>C4E Funding</b>	<b>IDEA</b>	<b>Other (Specify)</b>
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) NA							
Restructuring of School Day/ Block Scheduling, etc. NA				X			
Planning and Implementation of Effective Interventions for At-Risk Students (AIS/Rtl)				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			
Administrative Focus on Monitoring of Effective Instruction (Professional Evaluations)				X			
Parent Involvement (Including CEP Planning, School-Parent Compact, etc.)							
Service Learning Initiatives NA							
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:**

- Broad overview data
  - For both the total population and the sub-group of SWD, 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.
- Total population
  - Areas of weakness
    - Drawing conclusions and making inferences
    - Identifying point of view in texts and presentations
    - Identifying poetic elements
    - Using grammatical construction
    - Determining the meaning of unfamiliar words
    - Interpret character, plot, setting and theme
    - Identify author's point of view
- Students with Disabilities
  - 20% of 8<sup>th</sup> graders, current 9<sup>th</sup> graders, are within 10 points of a level 3
  - There are similar needs/gaps for 7<sup>th</sup> and 8<sup>th</sup> grade
  - Students struggle with identifying missing and/or unclear information
  - The areas with the biggest gaps are
    - Drawing conclusions, inferences and interpreting – higher level thinking skills
    - Writing skills including grammar and structure
  - Students also struggle with low level/ mid-level questions such as: distinguish and identify.

**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 Part I of this document, the FACTORS worksheet in Appendix 1 and/or other findings from the causal analysis;
- Evidence of effective literacy strategies taught and assessed across all content area classes in the school; student achievement data (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 and effectiveness of current educational practices.

**Literacy Across the Content Areas Findings:**

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.

**Findings**

- We do not practice making inferences enough with our students
- We see weaknesses in questioning when defending a position
- Vocabulary needs to be better reinforced
- We need more higher level thinking and questioning skills.

**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 and effectiveness of current educational practices.

Mathematics Findings:



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

**SECTION A (4): GRADUATION RATE**

**Directions:**

Conduct a comprehensive review and causal analysis of graduation rate data using:

- Student achievement data (school-wide, and disaggregated by grade and major student subgroups) in all major State assessments;
- Data analysis based upon the review of data in Part I of this document, the FACTORS worksheet in Appendix 1 and/or other findings from the causal analysis;
- An analysis of the effectiveness of the school's delivery of the curriculum and instruction in all content areas. Be sure to consider ESL Special Education Instruction, the provision of support services including Academic Intervention Services and Response to Intervention supports, the use of technology, library media services, and professional development.
- An analysis of graduation rates, disaggregated by subpopulations.
- An in-depth analysis of histories of students who have failed to graduate.

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

Graduation Rate Findings:

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

**SECTION A (5): SOCIAL STUDIES AND SCIENCE**

**Directions:**

Conduct a comprehensive review and causal analysis of social studies and science data using:

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

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

Social Studies and Science Findings:

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

**SECTION A (6): Other “Big Impact” Factors Impacting Student Performance**

**Directions:**

Conduct a comprehensive review and causal analysis of any critical issues, other than content, that impact student performance, using:

- Student data (attendance, behavior, referrals, VESID indicators, student-teacher ratio, support staff available for student support, etc.);
- Data collected based upon the analysis of the FACTORS worksheet in Appendix 1;
- Analysis of the effectiveness of the school’s current practices. Include in the analysis how these impact ESL: Special Education Instruction, the provision of support services including Academic Intervention Services and Response to Intervention supports, the use of technology, library media services, and professional development.

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

Findings for Other:

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.**

There has been a significant increase in the number of AIS student, including Students with Disabilities, since the State has raised the cut off scores.

\* Horseheads Central School District adopted SRA Corrective Reading program as a supplemental direct instruction reading program for special education in 2011.

Areas that were identified as weaknesses are consistent for the past three years and are consistent with areas of difficulty for students in our region in both Math and ELA.

Site Based Team, departments and individual teachers analyze data to identify weaknesses to inform their instruction. Departments meet to discuss data and strategies.

- 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.**

SRA Corrective Reading Program-Special Education students are receiving targeted reading direct instruction. Teachers received professional development and continue to work with a Corrective Reading Coach each month for support.

Grades Pre K-6 adopted a comprehensive English Language Arts program. Full implementation will be during the 2012-2013 school year.

- 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.**

When the State cut off scores were raised, a significant increase occurred in our AIS students. In the same time frame, the Horseheads Central School District has experienced staff reductions due to budget constraints. We have experienced an increase enrollment of students from other states who have attended many schools because their parents travel and work for natural gas companies. We have also experienced an increase in the number of ESL students to our school.

PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT

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

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

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

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

KEY PRIORITIES	STRATEGIES
<p>English Language Arts</p> <ul style="list-style-type: none"> <li>Drawing conclusions</li> <li>Poetic elements</li> <li>Writing skills/ grammatical structure</li> <li>Drawing inferences</li> <li>Finding the meaning of unfamiliar words</li> <li>Using context clues</li> </ul>	<p>English Language Arts Recommendations from Appendix A Instruction</p> <ul style="list-style-type: none"> <li>Learning goals/standards are clear to students</li> <li>There is evidence of effective use of best practices in instructional strategies/focus on student learning including: direct instruction, differentiated instruction, modeling/teacher-guided practices, scaffolding, experimental/hands-on learning, lessons beginning with activating/engaging strategies, seamless transitions and effective endings/transitions, content-area literacy(reading and writing), evidence of high level questioning strategies, linking new content to students’ prior knowledge/interests, and student use of goals/rubrics.</li> <li>Students are taught: summarizing strategies, structured note-taking, content vocabulary, reflection/self-evaluation, text structure, metacognitive strategies, research strategies, and problem solving/organizational strategies</li> <li>All staff is responsible for increasing student performance</li> </ul>

	<p>Professional Development</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Student Support Services</p> <ul style="list-style-type: none"> <li>Students are receiving extra academic and developmental support as deemed necessary.</li> </ul> <p>Findings and Recommendations from SQR</p> <ul style="list-style-type: none"> <li>There is some evidence of rigorous learning but more emphasis is needed on the higher levels of Bloom's Taxonomy</li> <li>Visible objectives were not consistently observed on the board nor were they referenced before, during or after the lesson.</li> <li>Structured activities designed to allow cognitive processing skills for questions.</li> <li>Plan and deliver instruction that allows for structured activities for students to process content, thoughts and time to respond using complex language.</li> <li>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.</li> <li>School Administrative Team provide facilitated time for teachers to meet in departments and/or grade level settings to delve deeper into student data to inform instruction</li> </ul>
<p>Literacy Skills Across the Curriculum</p> <ul style="list-style-type: none"> <li>Drawing inferences <ul style="list-style-type: none"> <li>–context clues</li> </ul> </li> <li>Questioning and defending a position <ul style="list-style-type: none"> <li>-writing</li> <li>-text based evidence</li> </ul> </li> <li>Diversity of instruction</li> <li>Vocabulary <ul style="list-style-type: none"> <li>-define unfamiliar words</li> </ul> </li> </ul>	<p>Literacy Skills Across the Curriculum</p> <p>Recommendations from Appendix A</p> <p>Instruction</p> <ul style="list-style-type: none"> <li>Learning goals/standards are clear to students</li> <li>There is evidence of effective use of best practices in instructional strategies/focus on student learning including: direct instruction, differentiated instruction, modeling/teacher-guided practices, scaffolding, experimental/hands-on learning, lessons beginning with activating/engaging strategies, seamless</li> </ul>

<ul style="list-style-type: none"> <li>• Higher level questioning</li> <li>• Teachers need access to and time for analyzing student data</li> <li>• Writing mechanics, sentence structure, spelling, punctuation, organization</li> </ul>	<p>transitions and effective endings/transitions, content-area literacy(reading and writing), evidence of high level questioning strategies, linking new content to students' prior knowledge/interests, and student use of goals/rubrics.</p> <ul style="list-style-type: none"> <li>• Students are taught: summarizing strategies, structured note-taking, content vocabulary, reflection/self-evaluation, text structure, metacognitive strategies, research strategies, and problem solving/organizational strategies</li> <li>• All staff is responsible for increasing student performance</li> </ul> <p>Professional Development</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Student Support Services</p> <ul style="list-style-type: none"> <li>• Students are receiving extra academic and developmental support as deemed necessary.</li> </ul> <p>Findings and Recommendations from SQR</p> <ul style="list-style-type: none"> <li>• School administration will schedule facilitated time for teachers to meet in departments and/or grade level settings for continuous collaboration focused on instructional strategies to improve student achievement/literacy in their content area.</li> <li>• School administration will provide professional development opportunities focused on best practices to support the goal of Literacy Across the Content Areas.</li> <li>• Staff should demonstrate that they are applying best practices that support literacy in their content area.</li> <li>• Consistent use of Reading and Writing Rubrics and criteria should be supported by all content areas, where applicable.</li> </ul>
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KEY PRIORITIES	STRATEGIES
<ul style="list-style-type: none"> <li>Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>
<ul style="list-style-type: none"> <li>Graduation Rate</li> </ul>	<ul style="list-style-type: none"> <li>Graduation Rate</li> </ul>
<ul style="list-style-type: none"> <li>Social Studies and Science</li> </ul>	<ul style="list-style-type: none"> <li>Social Studies and Science</li> </ul>
<ul style="list-style-type: none"> <li>Other (Specify)</li> </ul>	<ul style="list-style-type: none"> <li>Other (Specify)</li> </ul>



### 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.***

<b>Strategy :</b>				
<b>Objectives</b> ( <i>Please write objectives as responses to the italicized guiding questions.</i> )	<i>What school practices/programs will be improved through this strategy?</i>			
	<b>OBJECTIVE:</b> All literacy programs will see improvement.			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	<b>OBJECTIVE:</b> Student improvement will be measured according to the Horseheads 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 <b>10%</b> 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.			
<b>Activities</b>	<b>Resources</b>	<b>Timeline</b>	<b>Who is Responsible? Who is Involved?</b>	<b>Monitoring Implementation</b>
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 to support student achievement in literacy through best practices in all content areas	Existing: materials, staff with expertise, regional SIP courses, special reading programs, co- teachers  New: seek professional expertise	Begin Spring 2012	Administration/ Teachers/ Site-Based Team	Staff feedback

Staff will demonstrate that they are implementing strategies learned from the above literacy professional development	Professional development plan	Begin when Professional Development is provided	Administration/ Teachers	APPR goals Teacher reflection/ feedback Building Administration will observe implementation of strategies in all classrooms
Provide collaborative time to examine instructional strategies, develop units, and assess student achievement	Existing staff meetings Conference Days Release Time	Spring-Winter 2012	Administration/ Teachers	Meeting Agendas Professional Development Plan Sample Student Work
Provide extra time for targeted instruction for identified students	Existing ELA AIS Lab Corrective Reading Program in Special Education Classrooms Proposals for new remedial online course and after school program	Spring-Winter 2012	Administration/ Teachers	Student Participation and Student Records

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.***

<b>Strategy :</b>	The district will focus on reading and writing in the Content Areas			
<b>Objectives</b> ( <i>Please write objectives as responses to the italicized guiding questions.</i> )	<i>What school practices/programs will be improved through this strategy?</i>			
	<b>OBJECTIVE:</b> All core instructional programs will see improvement.			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
<b>OBJECTIVE:</b> Student improvement will be measured according to the Horseheads 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 <b>10%</b> 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.				
<b>Activities</b>	<b>Resources</b>	<b>Timeline</b>	<b>Who is Responsible? Who is Involved?</b>	<b>Monitoring Implementation</b>
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 an awareness of the District ELA Rubric; English Dept. make any revisions for CCLS. Dedicate time for staff to analyze the district ELA rubrics and revise to incorporate into subject areas across the curriculum looking at assessments and activities.	Existing: Electronic form of current rubric  New: Revise ELA rubric; Create content specific rubrics that address literacy	Spring 2012- 2013	Administration All Staff	APPR- Evidence of use through "look fors"  Evidence/ Samples student work over time

Professional development to support student achievement in literacy through best practices in all content areas	Existing: materials, staff with expertise, regional SIP courses, special reading programs, co-teachers  New: seek professional expertise	Begin Spring 2012	Administration/ Teachers Site-Based Team	Staff feedback
Staff will demonstrate that they are implementing strategies learned from the above literacy professional development	Professional development plan	Begin when Professional Development is provided	Administration/Teachers	APPR goals Teacher reflection/ feedback Building Administration will observe implementation of strategies in all classrooms
Staff Development Day: Literacy Strategy Day- address literacy in the content area skills and sharing strategies	Seek professional expertise	2012-2013	Administration Site Based Team All Staff	Survey Monkey Reflection sheet

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.***

<b>Strategy :</b>				
<b>Objectives</b> (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i>			
	<b>OBJECTIVE:</b>			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	<b>OBJECTIVE:</b>			
<b>Activities</b>	<b>Resources</b>	<b>Timeline</b>	<b>Who is Responsible? Who is Involved?</b>	<b>Monitoring Implementation</b>
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?

ADD ROWS AS NEEDED

**PART 3: Action Plan (*continued*)**

**Graduation Rate**

**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.***

<b>Strategy :</b>				
<b>Objectives</b> (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i>			
	<b>OBJECTIVE:</b>			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	<b>OBJECTIVE:</b>			
<b>Activities</b>	<b>Resources</b>	<b>Timeline</b>	<b>Who is Responsible? Who is Involved?</b>	<b>Monitoring Implementation</b>
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?

ADD ROWS AS NEEDED

## PART 3: Action Plan (*continued*)

### Social Studies and Science

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

<b>Strategy :</b>				
<b>Objectives</b> (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i>			
	<b>OBJECTIVE:</b>			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	<b>OBJECTIVE:</b>			
<b>Activities</b>	<b>Resources</b>	<b>Timeline</b>	<b>Who is Responsible? Who is Involved?</b>	<b>Monitoring Implementation</b>
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?

**ADD ROWS AS NEEDED**

### PART 3: Action Plan (*continued*)

**Other (Specify):**

**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.***

<b>Strategy :</b>				
<b>Objectives</b> (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i>			
	<b>OBJECTIVE:</b>			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	<b>OBJECTIVE:</b>			
<b>Activities</b>	<b>Resources</b>	<b>Timeline</b>	<b>Who is Responsible? Who is Involved?</b>	<b>Monitoring Implementation</b>
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?

ADD ROWS AS NEEDED





**DISTRICTS WITH SCHOOLS IN CORRECTIVE ACTION MUST SUBMIT THIS PAGE**

**DISTRICT CORRECTIVE ACTION (MANDATORY FOR SCHOOLS IN CORRECTIVE ACTION 1 AND 2)**

**Directions:** Use the action plan template provided below, indicate the **key corrective actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Create a separate page for each major corrective action. Copy this page for additional actions, as needed. Expand the boxes to provide sufficient space to provide complete responses.

DISTRICT NAME:

<b>Corrective Action:</b>	This strategy relates to: (Check all that apply)  <input type="checkbox"/> Staffing <input type="checkbox"/> Closing/reopening school <input type="checkbox"/> Hiring outside provider <input type="checkbox"/> Restructuring School Governance ___ Professional development ___ Leadership ___ Fiscal resources ___ Access to student data ___ Extending Instructional Time ___ Mandating change in curriculum, instruction, supervision, scheduling or other major systems ___ Mandating teams to focus on data and planning ___ School Schedule			
<b>Evidence: (Specify the data that were used to determine that this action would result in significant improvement)</b>				
<b>Objectives: Please write objectives as responses to the italicized guiding questions.</b>				
<i>What <b>school practices/programs</b> will be improved through this strategy?</i> <b>OBJECTIVE:</b>  <i>How will <b>student learning</b> be improved/enhanced through this strategy?</i> <b>OBJECTIVE:</b>				
<b>Activities</b> What actions will occur? What steps will staff take? (Provide sufficient detail so that the reader will understand the purpose of each strategy and how it will be implemented during the 09-10 school year.)	<b>Resources</b> What are existing resources that can be used? What new resources can be used?	<b>Timeline</b> When will this activity begin and end?	<b>Who is Responsible? Who is Involved?</b> Who will take primary responsibility? Who else needs to be involved?	<b>Monitoring Implementation</b> What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?

## **MANDATORY DISTRICT RESTRUCTURING PLAN**

**DIRECTIONS:** Answer the following questions fully, providing specific details, funding amounts and sources, and evaluation processes.

- 1. Describe in detail how the school will be Restructured, how the district will report and evaluate progress, and how this will ensure that the school is able to make its AYP.**
- 2. Explain, in detail, how the district will govern and support this school to ensure it makes AYP.**
- 3. Detail what additional resources (support from personnel, additional funding, staffing, etc.) the district will provide to ensure this school is able to make AYP.**
- 4. Provide specific information on how the Regional Networks and other community partners will be able to support this Restructuring.**
- 5. Describe the supports needed from NYSED.**
- 6. Using the forms provided on the next page, develop a two year District Restructuring Action Plan. After the District completes this plan the school should develop the school plan using the Action Plan templates in Part 3 to develop school level plans based upon the District Action Plan. Also, work closely with the school as they develop their school-based plan to ensure it matches the district plan. The final plans (District and School) submitted to NYSED will be based upon a similar causal analysis and must include the templates in Part 3 in addition to the forms below. The District actions, however, must reflect a serious restructuring of the entire school and focused district supervision and support. Separate the years and indicate “Year 1,” “Year 2, etc. on the Action Plan templates.**

# DISTRICTS WITH SCHOOLS IN RESTRUCTURING MUST SUBMIT THIS PAGE

## RESTRUCTURING PLAN

District \_\_\_\_\_  
 School \_\_\_\_\_

SCHOOL YEAR \_\_\_\_\_

Listed below are possible areas for school restructuring. Significant school restructuring is required for identified schools to ensure immediate, increased student performance. Check off the areas to be restructured and in the chart below describe the restructuring strategy and the district's role and responsibilities to support implementation. These restructuring strategies must be included as part of the building level Action Plan.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Curriculum<br><input type="checkbox"/> Instruction<br><input type="checkbox"/> Instructional Resources<br><input type="checkbox"/> Instructional Time<br><input type="checkbox"/> Cultural Competence<br><input type="checkbox"/> Behavior Management/<br>School Safety | <input type="checkbox"/> Building Leadership/<br>Structures/Strategies<br><input type="checkbox"/> Building Organizational<br>Structures<br><input type="checkbox"/> Parent Involvement<br><input type="checkbox"/> Assessment<br><input type="checkbox"/> Professional Development<br><input type="checkbox"/> Communication | <input type="checkbox"/> Data Management/Analysis/<br>Interpretation/Use<br><input type="checkbox"/> Staffing<br><input type="checkbox"/> Student Enrollment/<br>Placement<br><input type="checkbox"/> Student Support Systems<br><input type="checkbox"/> Other _____ |
|--|---|--|

RESTRUCTURED COMPONENT	DETAILED DESCRIPTION OF SPECIFIC RESTRUCTURING STRATEGY	DISTRICT ROLE/PERSON RESPONSIBLE	COST AND FUNDING SOURCE	HOW IMPLEMENTATION WILL BE MONITORED

Provide additional space and rows as necessary.

**STAFF ROSTER FOR RESTRUCTURING SCHOOLS**

**This staff roster is REQUIRED for all Restructuring 3 or above schools and must be updated on a yearly basis. Please remember that Restructuring schools are required to have all highly qualified staff. This roster should be submitted with the CEP.**

**Directions:** On the chart below list all administrative/supervisory and pedagogical school staff currently on the school's roster for the 2011 -12 school year. Please cluster license areas on staff roster, e.g., administrators, ELA teachers, math teachers, common branches, support personnel. Include vacancies, by area/assignment. (Insert additional rows as needed.)

<b>2011-2012 Staff Roster</b>				
<b>Name</b>	<b>Position/Assignment Grade/Subject Area</b>	<b>Certification Status<sup>1</sup>/Area (Indicate Certified or Uncertified)</b>	<b>Years in Education</b>	<b>Years at Current School</b>

<sup>1</sup> Certification Status: State certified, including approved alternative certification (i.e., Teaching Fellow) or uncertified.  
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## 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					
6					
7	143	144	2	80	-
8	142	60	33	54	-
9					
10					
11					
12					

## Part B: AIS PROGRAM DESCRIPTIONS

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description:</b> Provide a brief description of <b>each</b> 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 <b>MUST</b> ensure that students who cannot receive services outside of the school day receive adequate services during the academic day.
<b>ELA:</b>	ELA Prep Lab is scheduled in small groups every other day. Lessons in reading comprehension and writing are remedial based upon weaknesses identified in testing or teacher observations. Software resources in our building that are utilized include: Read Naturally, My Skills Tutor and Castle Learning. Special education students are assessed utilizing CBM and AIMS Web and SRA Corrective Reading Program. Instruction is provided in small groups during the school day. Classroom teachers provide additional support in class or from study hall. We are beginning an After School Program and an online course through Advanced Academics from study halls this semester. Research based methods utilized: repeated reading, incentives, and use of e-readers.
<b>Mathematics:</b>	Math Prep Lab is scheduled in small groups every other day. My Skills Tutor and Castle Learning software programs are utilized. Special education students are assessed utilizing CBM and AIMS Web. Instruction is provided in small groups during the school day. Classroom teachers provide additional support in class or from study hall. Research based methods utilized: folding in (facts and memorization) and cover-copy-compare (equations).
<b>Science:</b>	Classroom teachers provide additional support in class or from study hall during the school day. Online resources are available on district website.
<b>Social Studies:</b>	Classroom teachers provide additional support in class or from study hall during the school day. Online resources are available on district website.
<b>At-risk Services Provided for Behavior-Related Issues (Guidance, Psychologist, Social Worker)</b>	Social Workers see identified students weekly individually or in small groups. Social groups meet with social workers during lunch. Guidance counselors meet with students individually as needed. School psychologist meets with teams to develop Behavior Support Plans for individual students. All serve on our Classroom Intervention Model (CIM) Team to identify strategies for individual students. Community-building projects are supported building-wide to encourage involvement by many students.
<b>At-risk Services for Attendance-and/or Drop Out-related Issues</b>	Referrals are made to community agency, Children's Integrated Services (CIS), to provide parents support with attendance issues and other at risk-behaviors.



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

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

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

1. How will the school implement a comprehensive needs assessment of the entire school that is based on information on the performance of students in relation to the State academic content and student academic achievement standards?
2. How will the school implement schoolwide reform strategies that:
  - a) Provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and those that are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any?
3. How will the school implement Instruction by highly qualified staff?
4. How will the school implement high-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards?

5. How will the school implement strategies to attract high-quality, highly qualified teachers to high-need schools?
  6. How will the school implement strategies to increase parental involvement through means such as family literacy services?
  7. How will the school implement plans for assisting preschool children in the transition from early childhood programs?
  8. How will the school implement measures to include teachers in the decisions regarding the use of academic assessments in order to provide them information and improve the achievement of individual students and the overall instructional program?
  9. How will the school implement activities to ensure that students who experience difficulty mastering the proficient and or advanced levels of the academic achievement standards are provided with effective, timely additional assistance? The additional assistance must include measures to ensure that students' difficulties are identified promptly and to provide sufficient information on which to base effective assistance?
  10. How will the school implement coordination and integration of Federal, State and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training?
- 

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

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

1. How will the school use program resources to help participating students meet the State standards?
2. How will the school ensure that planning for students served under this program is incorporated into existing school planning?
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;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**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 not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information:

**2011-12 anticipated Title I allocation (From the district Consolidated Application Supplement) = \$\_\_\_\_\_; 10% of Title I allocation = \$\_\_\_\_\_.**

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

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

See NOTE (below) to determine whether school is eligible for this part

## **PART 7: CEP Second Year Update Form**

**NOTE: Only schools that submitted a new CEP the prior year AND are entering Year 2 of their phase (Improvement 2, Corrective Action 2, Restructuring Year 2) OR made AYP are eligible to submit this form. Other schools must submit the full CEP based on their status. ATTACH AND SUBMIT ALL REQUIRED REVISED SECTIONS WITH THIS UPDATE FORM.**

<b>DISTRICT</b>	<b>SCHOOL</b>
<b>SCHOOL YEAR</b>	<b>DATE RECEIVED NYSED</b>
I confirm that the changes in this document by this school are approved by the school superintendent Superintendent Signature:	

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

- If the school's status changes in the school year due to the school being identified for an additional subgroup or subject area, the district/school must include an analysis of and plan for the newly required elements. (For example, if a school was originally identified for ELA for SWD, but then is identified for ELA for Hispanic students and for mathematics, that school would need to update plan to include both a focus on ELA for Hispanic students and then complete the mathematics section.
- If the school is continuing with the same subject area and subgroups, they must submit an updated Action Plan with an explanation of reasons for changes.
- Districts must review and revise the Corrective Action Plan and/or the Restructuring Plan annually, based on the progress of each school at those levels and submit the revised plan with the school updates.
- If the school made AYP in all designated areas, they may choose to continue their previous CEP with NO changes. This is the only instance where a revision is not required.

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

- ☐ **School is identified for additional subgroup(s) within the original subject(s).**
  - **Schools in this group must complete and attach a root cause analysis (Part 2) and Action Plan (Part 3) for additional subgroup(s).**
  - **If the school is at the Corrective Action or Restructuring level, the district must also complete and submit an addendum to their Part 4 or Part 5.**
- ☐ **School is identified for additional category (subject area).**
  - **Schools in this group must complete and attach the sections of the CEP template required for schools identified for that category. See original directions for details.**
  - **If the school is at the Corrective Action or Restructuring level the district must also complete and attach an addendum to their Part 4 or Part 5.**
- ☐ **School has not been identified for any additional subgroups or subjects but did not make AYP; this revision updates the previous year's plans and is based on additional evaluation of the impact of the CEP's implementation. Schools in this group must attach evidence of the evaluation of the previous year's plan and reasons for changes and an updated Action Plan (Part 3).**
- ☐ **School made AYP in all areas for which they are identified and choose to continue implementing their CEP with no revisions.**