



COMPREHENSIVE EDUCATIONAL PLAN (CEP) For Upstate/Long Island Schools 2007-2009

SCHOOL NAME	Lanigan Elementary School	DISTRICT NAME	Fulton City School District
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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	William Lynch		April 2008
PRESIDENT, B.O.E.	Robbin Griffin		April 2008
DATE APPROVED BY B.O.E. April 2008	DATE REC'D BY OSI / /	REVIEWED BY	

NOTE:

- ☐ ALL SCHOOLS THAT ARE IDENTIFIED AS SINI (YEAR 1, 2), CA, PLANNING FOR RESTRUCTURING), RESTRUCTURING, SRAP (YEAR 1, ,2, 3 OR 4), OR SURR MUST COMPLETE THIS PLAN.
- ☐ NCLB AND SURR IDENTIFIED SCHOOLS MUST SUBMIT IT TO NYSED REGIONAL SCHOOL SERVICES (RSS) OF THE OFFICE OF SCHOOL IMPROVEMENT (OSI) BY 90 DAYS AFTER THEY ARE FIRST IDENTIFIED.
- ☐ SRAP SCHOOLS' PLANS MUST BE FILED AT THE DISTRICT OFFICE AND MAY BE REQUESTED BY SED/OSI. THE PLAN MUST BE APPROVED BY THE LOCAL SCHOOL SUPERINTENDENT AND BOARD OF EDUCATION.
- ☐ SCHOOLS MUST REVISE THIS PLAN ANNUALLY, BASED UPON THE MOST RECENT DATA, AND SUBMIT THE REVISED PLAN TO OSI BY AUGUST 31 OF EACH YEAR.
- ☐ 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.
- ☐ DISTRICTS MAY USE ANOTHER TEMPLATE FOR THEIR PLAN, BUT MUST ENSURE THAT ALL COMPONENTS OF THIS PLAN ARE ADDRESSED.

FOR NCLB IDENTIFIED AND SURR SCHOOLS, TWO COPIES OF THIS PLAN MUST BE SUBMITTED.

1. SUBMIT A WRITTEN COPY WITH ORIGINAL SIGNATURE TO: REGIONAL SCHOOL SERVICES, NYS EDUCATION DEPARTMENT, 465 EBA, ALBANY NY 12234.
2. SUBMIT AN ELECTRONIC COPY TO RSS@MAIL.NYSED.GOV.

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

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PURPOSE OF THE COMPREHENSIVE EDUCATIONAL PLAN

Planning for school improvement requires a systematic analysis of data/information, including a thorough analysis of student needs, existing school processes and improvement initiatives in order to determine how student achievement can be improved. The planning process allows School Leadership Teams to:

- Review longitudinal (at least the past three years) and current student data and scientifically-based research (SBR);
- Assess the effectiveness of the current instructional programs, discuss proposed modifications and/or alternatives, develop goals and objectives; and
- Create action plans that will translate into observable, effective strategies to improve student achievement.

These strategies must include effective, scientifically-based methods for the delivery of high-quality first instruction to all students, including disaggregated subgroups, as well as Academic Intervention Services (AIS) for students who score below the State-designated performance level (3) on State assessments and/or who are identified as at-risk of not achieving the State standards based on local assessments. In addition, the plan must include a system to monitor implementation, assess its impact on improved student performance and adjust initiatives to ensure success.

This plan should be a product of the collaborative analysis of all stakeholders: parents, staff, administrators and students (required for high schools, suggested for middle level). Once the CEP is approved, it must serve as a focus for implementing instructional strategies, professional development opportunities, and parent involvement activities for the current school year.

As schools progress through NCLB/SRAP status, there is a transition from a school-based plan to an expectation of much greater district regulation and, finally, to more regulation from NYSED.

- SINI/SRAP 1st and 2nd year schools must create school improvement plans, as described in this template; the district must review them and they must be approved by the superintendent and the Board of Education annually. NCLB identified schools must submit their plan to NYSED.
- SINI/SRAP 3rd and 4th year schools (Corrective Action schools) must be carefully supervised by their district in the development of their plan, and the district must, in addition, develop a *District Corrective Action Plan* (see Part 4 of this template). The plan must be reviewed by the district and approved by the superintendent and Board of Education. NCLB identified schools must submit their plan to NYSED.
- SINI/SRAP 5th, 6th and 7th year schools (Restructuring Schools) lose the right to develop their improvement plan, although the district may (and should) include them in the planning process. The district **MUST** make a **major, significant change** in each Restructuring School. In addition, the district must commit additional resources to that school and supervise implementation closely. Again, the plan must be approved by the superintendent and the Board of Education. NCLB identified schools must submit their plan to NYSED.
- SINI/SRAP 8th year and beyond (Restructuring 3+) schools' data and implementation will be closely reviewed by NYSED, and NYSED will work closely with the district and school to develop an *Action Plan*, to be implemented by the beginning of year 9. This plan must be submitted to NYSED for the Commissioner's approval.

Consider the following guidelines as you develop your plan:

- ¾ All school staff, as well as parents, students, and other stakeholders should have input into the development of the plan.
- ¾ Decisions must be informed by an intensive analysis of data (evidence) about student achievement and about the quality and effectiveness of your educational practices, at both school and district levels, not by hunches. Identify¾ and review information about best practices and research-based approaches, and learn about similar schools that are getting good results.
- ¾ Focus on only those few high-impact priorities that will support improvement in identified areas of need.
- ¾ Align resources (staff, budget, etc.) to priorities.
- ¾ The plan is a living document; evaluate your progress regularly and adjust along the way as your experiences and the evidence justify.
- ¾ Careful implementation of strategies, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

SUGGESTED STEPS TO COMPREHENSIVE EDUCATION PLANNING

- ▮ School superintendent, building principal and administrative team meet to:
 - ▮ Ensure NCLB requirements are understood. *IF SCHOOL IS BEGINNING THE PLANNING FOR RESTRUCTURING PROCESS OR IS A RESTRUCTURING SCHOOL, CAREFULLY READ AND FOLLOW INSTRUCTIONS IN PART 5;*
 - ▮ Identify planning team;
 - ▮ Set timelines and team procedures;
 - ▮ Determine what information should be collected and analyzed;
 - ▮ Develop a communication plan to ensure district, school, parent and community involvement;
 - ▮ Review performance accountability data; and
 - ▮ Plan for Corrective Actions and/or Restructuring responsibilities, if needed.

- ▮ School superintendent and building principal meet with representative/s of the New York State School Support Regional Network Partners (if a network targeted school) and their RSS Liaison to identify partners and determine roles and responsibilities in developing the *Comprehensive Education Plan (CEP)*, and, where indicated, the *Corrective Actions/Restructuring* components.

- ▮ Planning facilitator is identified.

- ▮ Building Leadership Team is formed and trained in causal analysis process and team functions.

- ▮ Team reviews and analyzes State assessment data and identifies performance gaps and identifies school processes/structures that are problematic.

- ▮ Team reviews and discusses the research on systems change and school improvement.

- ▮ Team conducts a causal analysis based on quantitative and qualitative data (a causal analysis) that will increase student performance, build systems of support and provide a climate and culture conducive to learning, and decide which school improvement strategies will have the greatest impact on improving student achievement.

- ▮ Team shares findings of causal analysis with the school faculty, parent and community representatives and receives feedback on proposed improvement strategies.

- ▮ District and building administrators approve priorities and identify supports and resources, including Title I School Improvement funding.

- ▮ Action plans are developed based upon the approved priorities and identified resources. Processes for ongoing review and evaluation of the plan are included.

- ▮ Consultation sign off is completed (page 5).

- ▮ *CEP* and *Title I School Improvement Grant* are prepared and approved by the superintendent and school board of education.

- ▮ Plan is submitted to RSS liaison 8/31 each year the school is targeted. Restructuring 3 schools must submit their plans by July 15.

SCHOOL LEADERSHIP TEAM MEMBERSHIP TABLE:

There should be a single School Leadership Team (SLT) for each school and one improvement plan. If the school must also complete a VESID plan, for example, the action steps in that other plan must be incorporated into this plan. The SLT should represent all constituencies in the school community, consistent with Part 100.11 of the Commissioner's Regulations. You may choose to include participants from outside of the school community who are regularly involved in school improvement initiatives, such as community supports and institutes of higher education. You may also invite regional school improvement partners (e.g., Regional School Support Center) and NYSED Regional School Services (RSS) Liaison to consult with you through part or all of the planning process. NCLB targeted Corrective Action, Schools Planning for Restructuring and Restructuring Schools must consult with their Regional School Support Center (RSSC) and RSS liaisons.

Name	Position / Constituency Represented	Signature**
Elizabeth Conners	Executive Director of Instruction and Assessment	
Terry Merritt	2 nd Grade Teacher, Vice Pres. FTA Social Studies Facilitator	
Kathleen Kinney	4 th Grade Teacher	
Susan Shaw	1 st Grade Teacher	
Kelly Nellipowitz	Special Class Teacher Alternate Assessment Trainer	
Michele Briggs	5 th Grade Teacher Site Base Member	
Gina Salerno	AIS ELA Teacher ELA Co-Facilitator	
Peggy Spadafora	6 th Grade Teacher Mathematics Facilitator	
Sandra Patane	Kindergarten Teacher	
Wendy Johnson	Computer Lab Teacher Assistant	
Joyce Garrett	First Grade Teacher Assistant	
Sandi Squires	Professional Development Specialist	
Jill Wilde	Parent Representative	
Mary Ann Demar	Director of Literacy	
Daniel C. Johnson	Principal	

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

PART I: SCHOOL PROFILE

MAJOR BUILDING INITIATIVES

Marzano Classroom Instruction That Works Study Group
 Establishing Professional Learning Communities Framework
 Positive Behavior Intervention and Supports

Running Club, Newspaper Club, Homework Club

MAJOR COMMUNITY /IHE PARTNERS

PARENT/SCHOOL SUPPORTS

PALS (Parents at Lanigan School) Parents Organization

	STUDENTS	
Enrollment		Recent Immigrants*

	03-04	04-05	05-06	06-07		03-04	04-05	05-06	06-07
(BEDS day)					(Percent of Enrollment)				
Kindergarten	63	72	64	64	Number/Percent	0	0	1	1
Grade 1	56	67	73	69					
Grade 2	64	62	65	70					
Grade 3	69	62	63	61	31, 2004 who immigrated to the U.S.				
Grade 4	72	68	71	57	Students enrolled as of October within the last three years.				
Grade 5	67	67	74	63	Recent Immigrants' Place of Birth				
Grade 6	74	68	68	76	(Percent of Enrollment)			05-06	06-07
Grade 7					Country: China			1	1
Grade 8					Country: _____				
Grade 9					Country: _____				
Grade 10					Attendance				
Grade 11					(Percent of days students attended)	03-04	04-05	05-06	
Grade 12					Number	95.3%	94.7%	95.6%	
Ungraded	0	0	0	0					
Total					Student Stability				
Special Education Enrollment	03-04	04-05	05-06	06-07	(Percent of enrollment)	03-04	04-05	05-06	06-07
Self contained*					Number	85%	85%	88%	87%
All others									

* These students are included in the enrollment information above.

English Language Learners (ELLs) Enrollment These students are included in the General and Special Education enrollment information above					Eligible for Free Lunch (Percent of enrollment)	03-04	04-05	05-06	06-07
	03-04	04-05	05-06			30%	36%	33%	37%
	0	0	0						

Ethnicity and Gender (current academic year)	03-04	04-05	05-06	06-07	Suspensions				
All Students	465	466	478	460	(Number per 1,000 students*)	03-04	04-05	05-06	06-07
Students with Disabilities					1-5 Days (out of school)	8	7	11	4
					6 + Days (out of school)	0	1	0	0
Black	9	4	5	3	In School Suspension	10	22	8	1
Hispanic	13	9	8	15	*Includes multiple occurrences for the same students				
Asian	3	5	3	3	Total Number of suspensions				
Native American	0				Male	7	5	16	11
White	440	448	462	429	Female	0	2	5	1
Limited English Proficient	0	0	0	0					
Economically Disadvantaged	37		42	44					

MAJOR COMMUNITY /IHE PARTNERS

STUDENT INFORMATION									
Enrollment (BEDS Day)	03-04	04-05	05-06	06-07	Recent Immigrants (Students enrolled during each academic year who had immigrated to the U.S. within the past three years.)				
Kindergarten	63	72	64	64		04-05	05-06	06-07	
Grade 1	56	67	73	69	Total Number/Percent of Total Enrollment		1	1	
Grade 2	64	62	65	70	Most Prevalent Places of Birth for Recent Immigrants				
Grade 3	69	62	63	61					
Grade 4	72	68	71	57		Country 1		China	China
Grade 5	67	67	74	63	Country 2				
Grade 6	74	68	68	76	Country 3				
Grade 7					Attendance Information				
Grade 8						04-05	05-06	06-07	
Grade 9					Average daily attendance rate				
Grade 10					Number of Suspensions (This includes <i>a//</i> incidents, so a single student may be counted multiple times.)				
Grade 11					- 1-5 days out of school	11	19	26	
Grade 12					- 6+ days out of school	0	0	0	
Ungraded	0	0	0	0	- In school suspension	10	13	1	
Special Education Enrollment (These students are also included in the total number of enrolled students, so this is a double count.)					Tardiness Rate				
					Poverty Rate (Free and Reduced Lunch)	04-05	05-06	06-07	
	03-04	04-05	05-06	06-07	FRLP Reported to NYSED	36%	33%	37%	
Total number of students with IEPs					English Language Learners	04-05	05-06	06-07	
Total number with resource room					Total number of students receiving ELL services				
Total number inclusion					Total number of ELLs graduated from ELL services				
Total 15:1					Number of ELLs also receiving Special Education services				
Total 12:1:1						04-05	05-06	06-07	
Total 8:1:1					NCLB Accountability Level	Good standing	Good standing	Imp. Year 1	
Total 6:1:1					SURR Status				
Total related Services					SPP Status				

PART I: SCHOOL PROFILE--Continued

SCHOOL CHARACTERISTICS					Teachers Qualifications			
Number of Staff								
Number of:	03-04	04-05	05-06	06-07		04-05	05-06	06-07
Teachers with full certification in area taught	38	38	38	38	Percent fully licensed and permanently assigned to this school	100	100	100
Teachers teaching outside of certification area (20% rule)	0	0	0	0	Percent more than two years teaching in this school	72	82	87
Uncertified Teachers	0	0	0	1	Percent more than five years teaching anywhere	58	66	64
Administrators	1	1	1	1	Percent Masters Degree or higher	82	74	90
Teaching Assistants (General Education)	1	1	1	1	Average number of days absent	12	13	15
Teaching Assistants (Special Education)	4	4	4	4				
Teaching Aides	17	31	30	30				
School Expenditures (Direct Services to School Only)								
Actual Average Spending Per _____ for 2007-08								
This school		\$ 7,635						
Other district schools		\$ 7,635						
Funding Level Summary for This School Building (2007-08)								
	Title I A	School Improvement Grant	Local Funds	C4E Funding	IDEA	Other (Specify)		
Professional Development/Mentoring for Administrators on Effective Instruction	X	X						
Professional Development/Mentoring for Teachers and Teaching Assistants on Effective instruction	X							
Class Size Reduction								
Curriculum Development/Pacing	X			X	X			
Additional Time (lengthen school day/year)		X						
Restructuring of School Day/Use of Time				X				
Planning and Implementation of Effective Interventions for At-Risk Students	X	X		X	X			
Development and Implementation of High Quality Instructional Units in Math								
Development and Implementation of High Quality Instructional Units in ELA			X					
Development and Implementation of High Quality Instructional Units in Literacy Across the Content Areas			X		X			
Ensuring Frequent Staff Planning Time That Focuses on Analysis of Student Work and Other Data and Using Those Data to Impact Student Learning	X				X			
Ensuring Administrators Focus on Ensuring Effective Instruction			X	X				
Parent Involvement	X							
Supportive Learning Environment	X	X			X			
Other (Specify):								

PART I: SCHOOL PROFILE - *Continued*

Answer the following questions based on the information provided above:

1. Have you seen any major changes over the past three years in the information provided above? If so, please provide specific details here.

- Building leadership in the past three years has changed.
- There are many new teachers that have been hired in the past few years.

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

- Two tenure track principals and two interims during this period created an atmosphere that made it difficult for district initiatives to take hold.
- Thirty six percent of teachers have less than five years of teaching experience.

3. Have there been 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 Nestles Chocolate Factory closed hurting the local economy with many people losing employment.
- Increase in the number of Homeless students as identified under the McKinney Act.

PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT

Directions for Section A:

Causal Analysis and Planning for Improvement includes three sections.

™ **Section A** will guide you through an analysis of the quantitative and qualitative data and the *possible causes* of your school’s achievement gap and potential best practices that will support school improvement. Use the RESEARCH BASED FACTORS THAT IMPACT STUDENT PERFORMANCE (Appendix 1) to guide your analysis. (This list is based on Marzano’s “*What Works*” books; refer to the bibliography in the Appendix for additional resources.) As you work through the causal analysis. While you *must* complete at least the section(s) for which you were targeted, you may choose to build an improvement plan for both ELA and mathematics. Only high schools are accountable for the “graduation rate” section; however, middle level schools may find it useful, since they have a strong impact on graduation. You may also identify school-wide issues that are not strictly ELA, Math or Graduation Rate, (such as school safety or attendance, for example) that impact on student achievement. Use the “Other” section to analyze those factors.

As noted in the OVERVIEW, district and school administrators should determine what data the Leadership Team will analyze. In addition to State Assessment analyses, consider all the other factors already described in Part 1 of this document. Add in an evaluation of school processes and procedures, parent and student surveys, and any other information that is central to your School, such as:

- ∥ *Three-year student performance trends in ELA/NYSESLAT (aggregated and disaggregated by grade/cohort and major student subgroups; notation of differences in achievement levels of student subgroups)*
- ∥ *School performance relative to State-designated AYP (or SURR) targets*
- ∥ *Student performance in feeder schools.*
- ∥ *Specific areas of strength and weakness (including major findings of item skills analyses)*
- ∥ *Analysis of the effectiveness of curriculum and instruction*
- ∥ *Identification of causes, or contributing factors, for each significant finding*

Your leadership team should plan to meet several times over an extended period of time to analyze data and information and to research and evaluate promising improvement strategies.

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 casual analysis using

- ELA student achievement data (school-wide, and disaggregated by grade and major student subgroups);
- Data collected based upon your analysis of the FACTORS worksheet in Appendix 1;
- Analysis of the effectiveness of the delivery of the ELA curriculum and instruction for English language arts based on the May 2005 New York State Mathematics Core ELA Core Curriculum. Include ESL Special Education Instruction, the provision of Academic Intervention Services, the use of technology, library media services, and professional development.

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

DIBELS Data:

J.E. Lanigan began to assess all students using the Dynamic Indicator of Basic Literacy Skills in 2005 – 2006 Kindergarten and First Grade Student. In 2006 – 2007 all students in Kindergarten – Grade 3 were assessed. Staff regularly utilizes data (progress monitoring and Benchmark assessments) to group students by instructional level. Meaningful instruction is then provided in a systematic approach to ensure student success.

2007 – 2008

Grade Level	Intensive	Strategic	Benchmark	Total Students Enrolled
Fall Kindergarten	11 students 21.6%	13 students 25.5%	27 students 52.9%	51
Mid-Year Kindergarten	4 students 7.8%	6 students 11.8%	41 students 80.4%	51
Fall First Grade	6 students 10.2%	9 students 15.3%	44 students 74.6%	59
Mid-Year First Grade	6 students 10.2%	12 students 20.3%	41 students 69.5%	59
Fall Second Grade	8 students 12.5%	18 students 28.1%	38 students 59.4%	64
Mid-Year Second Grade	8 students 12.5%	7 students 10.9%	49 students 76.6%	64
Fall Third Grade	11 students 15.7%	14 students 20%	45 students 64.3%	70
Mid - Year Third Grade	14 students 20%	10 students 14.3%	46 students 65.7%	70

2006 - 2007

Grade Level	Intensive	Strategic	Benchmark	Total Students Enrolled
Fall	16 Students	18 Students	22 Students	56

Kindergarten	28.6%	32.1%	39.3%	
Spring Kindergarten	2 Students 3.3%	6 Students 10%	52 Students 86.7%	60
Fall First Grade	5 Students 5%	15 Students 25%	42 Students 70%	60
Spring First Grade	7 students 11.3%	16 students 25.8%	39 students 62.9%	62
Fall Second Grade	6 students 8.8%	17 students 25%	45 students 66.2%	68
Spring Second Grade	14 students 20.9%	8 students 9%	47 students 57.1%	67
Fall Third Grade	14 students 23%	14 students 23%	33 students 54.1%	61
Spring Third Grade	17 students	17 students	26 students	60

2005 - 2006

Grade Level	Intensive	Strategic	Benchmark	Total Students Enrolled
Fall Kindergarten	19 students 31.1%	22 students 36.1%	20 students 32.8%	61
Spring Kindergarten	4 students 6.5%	5 students 8.1%	53 students 85.5%	62
Fall First Grade	5 students 7.1%	10 students 14.3%	55 students 78.6%	70
Spring First Grade	11 students	9 students	51 students 71.8%	71
Kindergarten –				

The kindergarten staff has consistently shown academic growth in their student population since 2005-2006, through consistent implementation of a balanced literacy approach focusing on the five essential components of reading. From the beginning with the 2005 -2006 school year to the end of the 2005-2006 school year, 24.6% (15 students) of the kindergarten population moved from intensive to strategic or benchmark. This left 6.5 %, (4 students) in the “at risk” level (intensive). 28% (17 students) of the strategic students were moved to the benchmark level, leaving only 8.1% (5 students) in the strategic category. Our year started with 32.8% (20 students) at benchmark and ended with 85.5% (53 students) of our students at benchmark.

In year 2006-2007, 25.3% (14 students) of the kindergarten students moved from intensive to strategic or benchmark. This left 3.3% (2 students) in the “at risk” level (intensive). 22.1% (9 students) of the strategic students moved to the benchmark level, leaving only 10% (6 students) in the strategic category. The year started with 39.3% (22 students) at benchmark and ended with 86.7% (52 students) of kindergarteners at benchmark.

Grade 1-

Data from the beginning of year to the end of the 2005 – 2006 school year for first grade students remained nearly the same with a slight decrease in strategic and benchmark students. However, the skill being measured changed from the beginning to the end of the year. There was an 8.45% (6 students) increase in the intensive category, a 1.6 (1 student) decrease in the strategic category and a 6.8% (4 students) decrease in the benchmark category.

In 2006-2007, there was a 6.3% (2 students) increase in the intensive category, a .8% (1 student) decrease in the strategic category and a 6.1% (3 students) decrease in the benchmark category.

Grade 2 –

Data from the beginning to the end of the 2006-2007 school year for second grade shows a slight decrease in strategic and an increase in intensive and benchmark students. There was an 11.1% (8 students) increase in the intensive category, a 16% (9 student) decrease in the strategic category and a 3.3% (2 students) increase in the benchmark category.

Grade 3 -

Data from the beginning to the end of the 2006-2007 school year for third grade shows a continued increase in both intensive and strategic students. There was a 5.3% (3 students) increase in the intensive category, a 5.3% (3 students) increase in the strategic category and a 10.8% (6 students) decrease in the benchmark category.

ELA Core Instruction Findings:

1. The DIBELS data indicates:

- a significant increase in the numbers of intensive and strategic students from kindergarten to third grade.
- a decrease in benchmark students from kindergarten to third grade

2. The sub population of the Fulton City School District's 12:1:1 student's attend the Lanigan Elementary School. These students would benefit from increased participation in the regular education setting.

3. Teachers need a common monthly collaboration time to look at student's progress monitoring data (core reading program unit test, DIBELS, formative and summative assessment data) and to discuss best practices in ELA instruction.

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

Promising Strategies for Improvement:

1. Having common monthly data meetings with systems in place to help staff effectively use the data to inform instruction, accurately identify children as needing interventions, and regularly monitor and/or modify individual student programs. (As per the work of: Victoria Bernhardt, JoAnne Schudt Caldwell, Blythe, Allen and Powell)

2. Having a common framework to support and monitor that intervention programs are implemented with fidelity and consistency. (As per the work of: Charlotte Danielson)
3. Having a common matrix of program and materials to guide the interventions that are consistent with scientifically based research in reading.
4. Implementation of the a core reading program Houghtlin Mifflin Harcourt Story Town which will provide a framework for a balanced literacy approach for consistent, systematic and explicit reading instruction throughout the building.
5. Having an extended year summer program to target at risk students.
6. Having a peer coaching model to reinforce best practices in classroom instruction.

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

SECTION A (2): LITERACY ACROSS THE CONTENT AREAS

Directions:

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

- ▮ Student achievement data (school-wide, and disaggregated by grade and major student subgroups) in all major State assessments;
- ▮ Data collected based upon your analysis of the FACTORS worksheet in Appendix 1;
- ▮ Analysis of the effectiveness of the delivery of the school's current program for ensuring students receive direct instruction in text structure, problem solving strategies, organization strategies, metacognition and other major learning strategies. Include in your analysis how these are taught in ESL Special Education Instruction, the provision of Academic Intervention Services, the use of technology, library media services, and professional development.

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

Literacy Across the Content Areas Findings:

- Literacy is integrated in some content areas.
- Additional core classes and special area classes need to incorporate literacy skills in their instruction.

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

Promising Strategies for Improvement:

- Enhancing the buildings guided reading bookroom with nonfiction literature aligned the core curriculum standards (social studies, science and mathematics)
- Content Area teachers show evidence of effective use of best practices in instructional strategies that focus on student learning including but not limited to: differentiated instruction, scaffolding, content area (reading/writing), evidence of higher level questioning skills, linking new content to student's prior knowledge /interest, and student use of goals/rubrics.
- Content Area teachers scaffold learning by teaching structured note taking, content vocabulary, metacognitive strategies, and text structure (As per the work of Stephanie Harvey, Linda Tilton, Robert Marzano)

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

SECTION A (3): MATHEMATICS

Directions:

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

- ▯ Student achievement data (school-wide, and disaggregated by grade and major student subgroups) in all major State assessments;
- ▯ Data collected based upon your analysis of the FACTORS worksheet in Appendix 1;
- ▯ Analysis of the effectiveness of the delivery of the school's mathematics curriculum and instruction based on the March 2005 New York State Mathematics Curriculum Guide. Include in your analysis how these are taught in ESL Special Education Instruction, the provision of Academic Intervention Services, the use of technology, library media services, and professional development.

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

Mathematics Findings:

1. The NYS 3-8 Math Assessment data indicate weaknesses in:
 - elements of number sense as it relates to fractions, some operations and graphic representations of various forms of data
 - applying a variety of mathematical strategies to solve problems
 - clearly communicating their mathematical thinking
2. Little or no local consistent “local” assessment is available clearly indicating a need to implement some type of formative assessment tool(s) that will corroborate the summative NYS assessment data.

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

Promising Strategies for Improvement:

1. Having a common assessment tool(s) for diagnostic and prescriptive use in identifying the math abilities of K-6 learners. Better identifying and monitoring what learners do and do not know across shorter time frames allows for instruction to be more effectively modified to address their specific needs.
2. Having a common framework for the delivery of rigorous mathematics instruction in the areas of thinking skills and problem solving relevant to the learner. (As per the work of Marilyn Burns)
3. Having a common framework for the delivery of rigorous mathematics instruction in mathematical literacy skills. (As per the work of Marilyn Burns, Joan M. Kenney, Robert Marzano)
4. Having a common framework for the delivery of rigorous mathematics instruction within a “real world” context. (As per the work of Marilyn Burns, Joan M. Kenney, Robert Marzano, Grant Wiggins, Jay McTighe, et.al.)

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

SECTION A (4): GRADUATION RATE

Directions:

Conduct a comprehensive review and 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 collected based upon your analysis of the FACTORS worksheet in Appendix 1;
- ▮ Analysis of the effectiveness of the delivery of the school's mathematics curriculum and instruction. Include in your analysis how these are taught in ESL Special Education Instruction, the provision of Academic Intervention Services, the use of technology, library media services, and professional development.

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

Graduation Rate Findings:

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

Promising Strategies for Improvement:

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

SECTION A (5): Other “Big Impact” Factors Impacting Student Performance

AREA

Directions:

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

- Student data (attendance, behavior, referrals, VESID indicators, staffing, etc.);
- Data collected based upon your analysis of the FACTORS worksheet in Appendix 1;
- Analysis of the effectiveness of the school’s current practices. Include in your analysis how these impact ESL Special Education Instruction, the provision of Academic Intervention Services, the use of technology, library media services, and professional development.

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

Findings for Other:

There is a very strong parent group at Lanigan Elementary School. While they are highly active in supplementing school wide activities; they are not focused on the academics.

The 12:1:1 population would benefit from increased opportunities to participate in the regular education setting.

Our special education students still seem not be fully integrated into the Lanigan community. All students at Lanigan should be considered “our” students.

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

Promising Strategies for Improvement:

Expand the parent group involvement to include more topics related to academic achievement.

Research indicates that special education benefit in a variety of ways by being afforded opportunities by being integrated in the regular education setting.

Research indicates that teacher expectations have a direct effect on student achievement. All students, especially our struggling students would benefit from increased teacher expectations.

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

SECTION B: Identify Priorities for School Year 2007-08

Consider the findings and implications of your needs assessment and identify your school's educational priorities in support of improved student achievement in English language arts, Mathematics, graduation rate and/or "other" for the 2007-08 school year. These priorities, which should be focused and doable, are the "big picture" needs that have been identified as key areas for improvement and/or causal factors that must be addressed. Establishing priorities for improvement will assist your school in the identification of annual (short-term) goals, and the development of specific, measurable objectives for improving student outcomes.

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

Priorities for Improving Performance in English Language Arts

1. Developing a common framework for instructional staff and administration to work collaboratively to delivery a rigorous, systematic and researched based ELA curriculum for all learners. Utilizing the district wide assessment framework tools to better identify and monitor what learners can do and areas of needs will allow for instruction to be more effectively modified addressing their special needs. (As per the work of Victoria L, Bernhardt, Wellman and Lipton, et. al.)
2. Developing a school level system to better respond for students in need of intensive interventions for children to become proficient readers.
3. Developing a system and culture were instructional staff and administration communicates openly, positively, and effectively with each other and demonstrate mutual respect, support and collegiality. Instructional staff and Administration will work collaboratively to ensure high expectations for all learners allowing for an increased in engagement and enthusiasm for learning. (As per the work of Robert Marzano, Ruby Payne, Todd Whitaker)

Priorities for Improving Performance in Mathematics

1. Developing and or adopting a common assessment tool(s) for diagnostic and prescriptive use in identifying the math abilities of K-6 learners. Better identifying and monitoring what learners do and do not know across shorter time frames allows for instruction to be more effectively modified to address their specific needs.
2. Developing a common framework for the delivery of rigorous mathematics instruction in the areas of thinking skills and problem solving relevant to the learner. (As per the work of Marilyn Burns) These skills have significant carry-over effect into other content areas... as well as the reverse.
3. Having a common framework for the delivery of rigorous mathematics instruction in mathematical literacy skills. Well developed literacy skills across all content areas are critical to learning. Explicitly teaching "math literacy skills" has shown to increase mathematical knowledge. (As per the work of Marilyn Burns, Joan M. Kenney, Robert Marzano, et.al.)

Priorities for Improving Graduation Rate

1.

2.

3.

Priorities for Improvement in Other-----

1.

2.

3.

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

SECTION C: Identify Strategies for Improvement

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

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

ELA Priority 1:

Develop a framework for the collaborative delivery of the ELA curriculum to all learners

- Establish a Professional Learning Community (DuFour model)
- Develop a strong formative assessment practice at the classroom level

ELA Priority 2:

Better meet the needs of students requiring intensive interventions

- Establish a Professional Learning Community (DuFour model)
- Establish work groups focused on student data and student work
- Establish an extended year program for identified students

ELA Priority 3:

Develop a culture of collaboration

- Establish a Professional Learning Community (DuFour model)

Math Priority 1:

Apply a common and consistent set of assessment tools to identify and monitor the progress of K-6 students in mathematics.

- Establish a Professional Learning Community (DuFour model)
- Develop/adopt common formative benchmarks assessments

Math Priority 2:

Develop common instructional strategies in math around problem solving and higher order thinking skills.

- Establish a Professional Learning Community (DuFour model)
- Apply the work of Marilyn Burns to the delivery of math instruction

Math Priority 3:

Develop common instructional strategies around math literacy skills

- Establish a Professional Learning Community (DuFour model)
- Apply the work of Marilyn Burns, Joan Kenney, Robert Marzano, et.al. to explicitly teach math literacy skills

PART 3: Action Plan

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 2007-08 school year to support improvement in the Priority Area. Copy this page for additional goals, as needed. Expand the boxes to provide sufficient space to provide complete responses. **For schools in corrective action or restructuring, the action plan must be consistent with the district plan.**

Annual Goal:	Instruction staff and Administration will work collaborating to focus on student learning and research based best practices to increase the student literacy proficiency levels.	This strategy relates to: (Check all that apply) <input type="checkbox"/> Teaching and learning needs of all students <input type="checkbox"/> Needs of low-achieving students <input type="checkbox"/> Scientifically Based Research <input type="checkbox"/> Professional Development <input type="checkbox"/> Internal or external Technical Assistance <input type="checkbox"/> Extended time for learning <input type="checkbox"/> Parent and community involvement <input type="checkbox"/> School's Title I Plan <input type="checkbox"/> Other
Strategy:	Establish a Professional Learning Community (DuFour model) that will provide the vehicle for productive, learning-centered, collaborative work.	
Objectives <i>(Please write objectives as responses to the italicized guiding questions.)</i>	<i>What school practices/programs will be improved through this strategy?</i> OBJECTIVE: 1. Develop a framework for staff and administrations to work collaboratively to improve instruction by providing effective use of best practices in instructional strategies and focus on student learning. 2. Provide an extended year summer program to target at risk students 3. Administrative walk-throughs will be regularly used to monitor a consistent delivery of the Core Reading Program and the fidelity of intervention program.	
	<i>How will student learning be improved/enhanced through this strategy?</i> OBJECTIVE: 1. Student's learning will be enhanced by receiving researched based and differentiated instruction. 2. Students participating in the extended year summer program will have additional instruction and time to master literacy skills. 3. An explicitly taught core reading program provides a guaranteed and viable curriculum for all students.	

Activities 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 07-08 school year.)	Resources What are existing resources that can be used? What new resources can be used?	Timeline When will this activity begin and end?	Who is Responsible? Who is Involved? Who will take primary responsibility? Who else needs to be involved?	Monitoring Implementation What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
Teachers (grade levels) will establish regular data meetings monthly with systems in place to effectively use the data to inform instruction, accurately identify children as needing, interventions, and regularly monitor and/or modify children's programs.	Data Analysis for Continuous School Improvement (Victoria L. Bernhardt) Data Driven Dialogue(Wellman and Lipton) Looking Together at Student Work	March 2008 – June 2009	Building Administrator Building Leadership Team Director of Literacy	Minutes of grade level data meetings.
Develop and Implement an extended year summer program to target at risk students.	NYS ELA Assessments (target all level 1 & 2) DIBELS – Intensive Level Steck Vaughn Elements of Reading Kits – Comprehension, Fluency and Vocabulary	July 2008 – August 2008	Building Administrator Director of Literacy Building Leadership Team	End of school year assessment data compared to end of summer assessment data.
Administrative walkthroughs learned and practiced.	Story Town walkthrough checklist The work of Demming, Downing, et.al.	July – June 2008	Staff development specialist Building Administrator	Data collected during walkthroughs Anecdotal teacher feedback

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 2007-08 school year to support improvement in the Priority Area. Copy this page for additional goals, as needed. Expand the boxes to provide sufficient space to provide complete responses. **For schools in corrective action or restructuring, the action plan must be consistent with the district plan.**

<p>Annual Goal:</p>	<p>Instructional staff and Administration will work collaboratively to ensure high expectations for all learners allowing for an increased in engagement and enthusiasm for learning.</p>	<p>This strategy relates to: (Check all that apply)</p> <p>; Teaching and learning needs of all students</p> <p>: Needs of low-achieving students</p> <p>; Scientifically Based Research</p> <p>; Professional Development</p> <p><input type="checkbox"/> Internal or external Technical Assistance</p> <p><input type="checkbox"/> Extended time for learning</p> <p><input type="checkbox"/> Parent and community involvement</p> <p><input type="checkbox"/> School's Title I Plan</p> <p><input type="checkbox"/> Other</p>
<p>Strategy:</p>	<p>establish a Professional Learning Community (DuFour model) that will provide the vehicle for productive, learning-centered, collaborative work.</p>	
<p>Objectives (<i>Please write objectives as responses to italicized the ing dgui questions.</i>)</p>	<p><i>What school practices/programs will be improved through this strategy?</i></p> <p>OBJECTIVE:</p> <ol style="list-style-type: none"> 1. Instructional staff and administration will review research on teacher expectations and student achievement. 2. Instructional staff and administration will apply Marzano's work regarding reinforcing efforts and recognition, homework and practice, and setting objectives and providing feedback to apply to daily instructional delivery. 3. Instructional staff and administration will apply Stiggin's work on formative assessment and its power to motivate learners to higher achievement. 	
	<p><i>How will student learning be improved/enhances through this strategy?</i></p> <p>OBJECTIVE:</p> <ol style="list-style-type: none"> 1. Students will demonstrate an increase engagement in their own learning. 	

Activities 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 07-08 school year.)	Resources What are existing resources that can be used? What new resources can be used?	Timeline When will this activity begin and end?	Who is Responsible? Who is Involved? Who will take primary responsibility? Who else needs to be involved?	Monitoring Implementation What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
Redesign faculty meetings to focus on studying the effect of teacher's expectations on student achievement.	To include but limited to works by Ruby Payne, Todd Whitaker, Robert Marzano, Steven Covey	September 2008 – November 2008	Building Administrator Staff development specialist Building Leadership Team	Participation in faculty meetings and associated activities.
Execute a building wide action research project. Groups will use the action research model to address the topics of reinforcing efforts and recognition, homework and practice, and setting objectives and providing feedback to apply to daily instructional delivery.	Robert Marzano - Classroom Instruction That Work Madison Metropolitan School District classroom action research webpage.	December 2008 – May 2009	Building Administrator Staff development specialist Building Leadership Team	Student feedback as per the action research model.
Form a teacher leader group to turn key Stiggin's work on the power of formative assessment.	Summer experience and resources from seminar with C. Erkens "Common Formative Assessments," Larry B. Ainsworth "Assessment FOR Learning," R. Stiggins	July 2008 – June 2009	Staff development specialist Building Administrator Teacher leader group	Attendance and appropriate experiences related to formative assessments.

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 2007-08 school year to support improvement in the Priority Area. Copy this page for additional goals, as needed. Expand the boxes to provide sufficient space to provide complete responses. **For schools in corrective action or restructuring, the action plan must be consistent with the district plan.**

Annual Goal:	Instructional staff and Administration will work collaborating to develop guiding principles to develop an effective school-level system for meeting the instructional needs of all students.	This strategy relates to: (Check all that apply) <input type="checkbox"/> Teaching and learning needs of all students <input type="checkbox"/> Needs of low-achieving students <input type="checkbox"/> Scientifically Based Research <input type="checkbox"/> Professional Development <input type="checkbox"/> Internal or external Technical Assistance <input type="checkbox"/> Extended time for learning <input type="checkbox"/> Parent and community involvement <input type="checkbox"/> School's Title I Plan <input type="checkbox"/> Other
Strategy :	Establish a Professional Learning Community (DuFour model) that will provide the vehicle for productive, learning-centered, collaborative work.	
Objectives (<i>Please write objectives as responses to the italicized guiding questions.</i>)	<i>What school practices/programs will be improved through this strategy?</i>	
	OBJECTIVE: <ol style="list-style-type: none"> 1. Instructional staff and administration will explore the range of instructional opportunities to match the range of diversity among students. 2. Instructional staff and administration will execute the most efficient way to increase the intensity of instruction for struggling readers. 3. Instructional staff and administration will identify programs and materials to guide the interventions that are consistent with scientifically based research in reading. 	
	<i>How will student learning be improved/enhanced through this strategy?</i>	
	OBJECTIVE: <ol style="list-style-type: none"> 1. Students learning will be improved with more intensive instruction to fill in the gaps in their knowledge and skills. 2. Students with Learning Disabilities will be enhanced as they learn critical reading skills at an appropriate pace. 	

Activities 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 07-08 school year.)	Resources What are existing resources that can be used? What new resources can be used?	Timeline When will this activity begin and end?	Who is Responsible? Who is Involved? Who will take primary responsibility? Who else needs to be involved?	Monitoring Implementation What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
Form a Literacy Leadership team to focus on utilizing consistent intervention programs for all K-6 Students with Disabilities and students at risk of not meeting the benchmarks.	Utilize District Supplemental/Intervention program chart to ensure consistency in programs being used across grade levels. Website: www.centeroninstruction.org Focus on Intensive reading intervention.	April 2008 – September 2008	Building Administrator Director of Literacy Literacy Leadership Team	
The instructional staff will be required to implement consistent, small group, need based intervention programs.	Training will be provided for all K-6 staff in use of Intervention programs at a grade level team meeting.	October 2008	Director of Literacy Reading Teachers	Participation at training and associated activities. Administrative Observations will also be used to ensure implementation.
Additional Professional Development and/or collaboration time will be provided as needed and/or requested for instructional staff. These opportunities must be directly related to SWD and researched based instructional goals.	25 subs. @ \$75. a day = approx. \$2,000.	September 2008 – June 2009	Administration Instructional Staff	Feedback on implementation of specific strategies in building and classrooms.

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 2007-08 school year to support improvement in the Priority Area. Copy this page for additional goals, as needed. Expand the boxes to provide sufficient space to provide complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

Annual Goal:	Instructional staff and Administration will work collaborating to integrate literacy skills across content areas. They will focus on student learning and research based best practices to increase the student literacy proficiency levels.	This strategy relates to: (Check all that apply)
Strategy :	Establish a Professional Learning Community (DuFour model) that will provide the vehicle for productive, learning-centered, collaborative work.	
Objectives <i>(Please write objectives as responses to the italicized guiding questions.)</i>	<i>What school practices/programs will be improved through this strategy?</i>	<ul style="list-style-type: none"> ; Teaching and learning needs of all students ; Needs of low-achieving students ; Scientifically Based Research ; Professional Development <ul style="list-style-type: none"> % Internal or external Technical Assistance % Extended time for learning % Parent and community Involvement % School's Title I Plan % Other
	OBJECTIVE: <ol style="list-style-type: none"> 1. Instructional staff and administration will research effective content areas reading and writing strategies to incorporate into their lessons. 2. Instructional staff will learn, practice and model effective comprehension and vocabulary strategies. 3. Administrative walk-throughs will be regularly used to monitor a consistent delivery of vocabulary and comprehension strategies as identified by the instructional staff. 	
	<i>How will student learning be improved/enhanced through this strategy?</i>	
	OBJECTIVE: <ol style="list-style-type: none"> 1. Student learning will increase by learning and using effective strategies. 	

Activities 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 07-08 school year.)	Resources What are existing resources that can be used? What new resources can be used?	Timeline When will this activity begin and end?	Who is Responsible? Who is Involved? Who will take primary responsibility? Who else needs to be involved?	Monitoring Implementation What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
Grade Level instructional teams will select, learn, model and integrate key vocabulary strategies and comprehension strategies. Instructional staff will incorporate these strategies regardless of their content area.	The works of Isabel Beck, Richard Allington, Suzanne Zimmerman, Stephanie Harvey	April 2008 – June 2009	Director of Literacy Reading Teachers Building Administrator	Participation at training and associated activities. Administrative Observations will also be used to ensure implementation.
Administrative walkthroughs learned and practiced	-Power Walkthrough (new) http://www.mcrel.org/powerwalkthrough - The work of Demming, Downey, et.al.	July – June, 2008 (More frequent at the outset of the practice)	-Staff development specialist -Building Administrator	-Data collected during walkthroughs (electronic or otherwise) -Anecdotal teacher feedback

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 2007-08 school year to support improvement in the Priority Area. Copy this page for additional goals, as needed. Expand the boxes to provide sufficient space to provide complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

<p>Annual Goal:</p>	<p>Instructional staff and administration will work collaboratively to develop and implement a well articulated, explicitly taught guaranteed and viable mathematics curriculum.</p>	<p>This strategy relates to: (Check all that apply)</p> <ul style="list-style-type: none"> ; Teaching and learning needs of all students ‰ Needs of low-achieving students ; Scientifically Based Research ; Professional Development ‰ Internal or external Technical Assistance ‰ Extended time for learning ‰ Parent and community Involvement ‰ School's Title I Plan ; Other– Meeting the needs of all learners
<p>Strategy:</p>	<p>establish a professional learning community (DuFour model) that will provide the vehicle for productive, learning-centered, collaborative work.</p>	
<p><i>What school practices/programs will be improved through this strategy?</i></p>	<p>OBJECTIVE:</p> <ol style="list-style-type: none"> 1. Teachers will align their individual math curriculum maps to the district's core units maps 2. Administrative walk-throughs will be regularly used to monitor a consistent delivery of the curriculum as per the district's core unit maps. 3. A comprehensive diagnostic tool(s) for instructional placement and monitoring of student learning will be developed or adopted 4. Common benchmark assessments will be developed 	
<p><i>How will student learning be improved/enhances through this strategy?</i></p>		

	<p>OBJECTIVE:</p> <p>1. Common assessment tool(s) will be used to better identify and monitor what learners do and do not know across shorter time frames allowing for instruction to be more effectively modified to address specific needs.</p> <p>2. A well articulated, explicitly taught curriculum provides for a guaranteed and viable curriculum for all students</p>				
<p>Activities</p> <p>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 07-08 school year.)</p>	<p>Resources</p> <p>What are existing resources that can be used? What new resources can be used?</p>	<p>Timeline</p> <p>When will this activity begin and end?</p>	<p>Who is Responsible? Who is Involved?</p> <p>Who will take primary responsibility? Who else needs to be involved?</p>	<p>Monitoring Implementation</p> <p>What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p>	
<p>Teachers align their math maps to the district's math maps</p>	<p>-Rubicon Atlas mapping software (existing)</p>	<p>July – Oct, 2008 (More frequent at the outset of the practice)</p>	<p>-Building Admin to monitor teacher maps -Teachers to align own maps</p>	<p>Math map review</p>	
<p>Administrative walkthroughs learned and practiced</p>	<p>-Power Walkthrough (new) http://www.mcrel.org/powerwalkthrough - The work of Demming, Downey, et.al.</p>	<p>July – June, 2008 (More frequent at the outset of the practice)</p>	<p>-Staff development specialist -Building admin</p>	<p>-Data collected during walkthroughs (electronic or otherwise) -Anecdotal teacher feedback</p>	
<p>Staff learns how to create common formative assessments</p>	<p>-"Assessment FOR Learning," R. Stiggins -"Common Formative Assessments," Larry B. Ainsworth -Summer seminar with C.Erkens</p>	<p>July – Oct, 2008</p>	<p>-Consultants Staff development specialist -Building admin</p>	<p>Common formative assessments will be created and "classroom tested", and revised throughout the year</p>	

<p>Staff collaborates during the year to develop grade-level specific common formative assessments</p>	<ul style="list-style-type: none"> -“Assessment FOR Learning,” R. Stiggins -“Common Formative Assessments,” Larry B. Ainsworth -Summer experience and resources from seminar with C.Erkens 	<p>Oct 2008 – June, 2009</p>	<ul style="list-style-type: none"> -Staff development specialist -Building admin 	
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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 2007-08 school year to support improvement in the Priority Area. Copy this page for additional goals, as needed. Expand the boxes to provide sufficient space to provide complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

Annual Goal:	Instructional staff and administration will work collaboratively to develop and implement a range of instructional strategies based on best practices and designed to meet the needs of all learners.	This strategy relates to: (Check all that apply) ; Teaching and learning needs of all students % Needs of low-achieving students ; Scientifically Based Research : Professional Development % Internal or external Technical Assistance % Extended time for learning % Parent and community Involvement % School's Title I Plan ; Other – Meeting the needs of all learners		
Strategy :	Establish a professional learning community (DuFour model) that will provide the vehicle for productive, learning-centered, collaborative work.			
Objectives Please write objectives as responses to the italicized guiding questions.	<i>What school practices/programs will be improved through this strategy?</i> OBJECTIVE: 1. Teachers will collaboratively develop and apply a common framework for the delivery of rigorous mathematics instruction in the areas of thinking skills and problem solving relevant to the learner. 2. Instruction in higher order thinking and problem solving will be differentiated to meets the needs of all learners			
	<i>How will student learning be improved/enhances through this strategy?</i> OBJECTIVE: 1. Students will apply higher order thinking skills and problem solving to Math and other content areas			
Activities 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 07-08 school year.)	Resources What are existing resources that can be used? What new resources can be used?	Timeline When will this activity begin and end?	Who is Responsible? Who is Involved? Who will take primary responsibility? Who else needs to be involved?	Monitoring Implementation What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?

Teachers will, through a variety of means ,learn basic methods and strategies for teaching math using problem solving as its foundation	-Collaborative time -Study groups -Summer professional development program -Conference days -The work of Marilyn Burns, Chapin & Johnson, et.al.	July 2008 – June 2009	-Building admin -Professional development specialist -Teacher leaders in building -Teacher leaders across district	-Products as required for the completion of Study Groups -Administrative supervision -Teacher leaders presenting to colleagues on conference days and in Summer 2009 program -Exchanges at district wide grade level meetings
Teachers will, through a variety of means ,learn basic methods and strategies for teaching math using higher order thinking skills	-Collaborative time -Study groups -Summer professional development program -Conference days -The work of Marilyn Burns, Chapin & Johnson, et.al.	July 2008 – June 2009	-Building admin -Professional development specialist -Teacher leaders in building -Teacher leaders across district	-Products as required for the completion of Study Groups -Administrative supervision -Teacher leaders presenting to colleagues on conference days and in Summer 2009 program -Exchanges at district wide grade level meetings
Teachers will, through a variety of means ,learn basic methods and strategies for differentiating math instruction	-Collaborative time -Study groups -Summer professional development program -Conference days -The work of Marilyn Burns, Chapin & Johnson, Carol Ann Tomlinson,	July 2008 – June 2009	-Building admin -Professional development specialist -Teacher leaders in building -Teacher leaders across district	-Products as required for the completion of Study Groups -Administrative supervision -Teacher leaders presenting to colleagues on conference days and in Summer 2009 program -Exchanges at district wide grade level meetings

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 2007-08 school year to support improvement in the Priority Area. Copy this page for additional goals, as needed. Expand the boxes to provide sufficient space to provide complete responses. **For schools in corrective action or restructuring, the action plan must be consistent with the district plan.**

<p>Annual Goal:</p>	<p>Instructional staff and Administration will work collaboratively to ensure high expectations for all learners allowing for an increased in engagement and enthusiasm for learning.</p>	<p>This strategy relates to: (Check all that apply)</p>
<p align="center">Strategy 9Y</p>	<p>Establish a Professional Learning Community (DuFour model) that will provide the vehicle for productive, learning-centered, collaborative work.</p>	<p>; Teaching and learning needs of all students</p>
<p>Objectives (Please write objectives as responses to the italicized guiding questions.) q ~</p>	<p><i>What school practices/programs will be improved through this strategy?</i></p>	<p>: Needs of low-achieving students</p>
	<p>OBJECTIVE:</p> <ol style="list-style-type: none"> 4. Instruction staff and administration will review research on teacher expectations and student achievement. 5. Instructional staff and administration will apply Marzano's work regarding reinforcing efforts and recognition, homework and practice, and setting objectives and providing feedback to apply to daily instructional delivery. 6. Instructional staff and administration will apply Stiggin's work on formative assessment and its power to motivate learners to higher achievement. 	<p>; Scientifically Based Research Q Professional Development %o Internal Development %o Internal or external Assistance %o Extended time for learning %o Parent and community involvement %o School's Title I Plan %o Other</p>
	<p><i>How will student learning be improved/enhances through this strategy?</i></p>	
	<p>OBJECTIVE:</p> <ol style="list-style-type: none"> 2. Students will demonstrate an increase engagement in their own learning. 	

Activities 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 07-08 school year.)	Resources What are existing resources that can be used? What new resources can be used?	Timeline When will this activity begin and end?	Who is Responsible? Who is Involved? Who will take primary responsibility? Who else needs to be involved?	Monitoring Implementation What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
Redesign faculty meetings to focus on studying the effect of teacher's expectations on student achievement.	To include but limited to works by Ruby Payne, Todd Whitaker, Robert Marzano, Steven Covey	September 2008 – November 2008	Building Administrator Staff development specialist Building Leadership Team	Participation in faculty meetings and associated activities.
Execute a building wide action research project. Groups will use the action research model to address the topics of reinforcing efforts and recognition, homework and practice, and setting objectives and providing feedback to apply to daily instructional delivery.	Robert Marzano - Classroom Instruction That Work Madison Metropolitan School District classroom action research webpage.	December 2008 – May 2009	Building Administrator Staff development specialist Building Leadership Team	Student feedback as per the action research model.
Form a teacher leader group to turn key Stiggin's work on the power of formative assessment.	Summer experience and resources from seminar with C. Erkens "Common Formative Assessments," Larry B. Ainsworth "Assessment FOR Learning," R. Stiggins	July 2008 – June 2009	Staff development specialist Building Administrator Teacher leader group	Attendance and appropriate experiences related to formative assessments.

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 2007-08 school year to support improvement in the Priority Area. Copy this page for additional goals, as needed. Expand the boxes to provide sufficient space to provide complete responses. **For schools in corrective action or restructuring, the action plan must be consistent with the district plan.**

Annual Goal:					This strategystudents apply) % Scientifically % Professional % Assistance Tea relates to: (Check all that ching and learning needs of all % of low-achieving students Ne Based Research eds or external Technical Development time for learning % and community Involvement Int Title I Plan
Strategy:					
Objectives Please write objectives as responses to the italicized guiding questions.	<i>What school practices/programs will be improved through this strategy?</i> OBJECTIVE:				
	<i>How will student learning be improved/enhances through this strategy?</i> OBJECTIVE:				
Activities 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 07-08 school year.)	Resources What are existing resources that can be used? What new resources can be used?	Timeline When will this activity begin and end?	Who is Responsible? Who is Involved? Who will take primary responsibility? Who else needs to be involved?	Monitoring Implementation What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?	

PART 3: Action Plan *(continued)*

Other (Specify): Positive Behavioral Interventions and Supports (PBIS)

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 2008-09 school year to support improvement in the Priority Area. Copy this page for additional goals, as needed. Expand the boxes to provide sufficient space to provide complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

Annual Goal:	Lanigan staff will work collaboratively to focus on creating a safe and positive school climate.	This strategy relates to: (Check all that apply) a Teaching and learning needs of all students a Needs of low-achieving students 7 Scientifically Based Research a Professional Development a Internal or external Technical Assistance %o Extended time for learning Parent and community Involvement %o School's Title I Plan %o			
Strategy	Implement the Positive Behavioral Interventions and Supports (PBIS) framework with fidelity				
Objectives Please write objectives as responses to the italicized guiding questions.	<i>What school practices/programs will be improved through this strategy?</i>				
	OBJECTIVE: 1. Continue to develop PBIS across our entire school, classroom, non-classroom and individual student systems. 2. Increase PBIS communication between school, families and community.				
	<i>How will student learning be improved/enhanced through this strategy?</i>				
	OBJECTIVE: 1. Research clearly shows that there is a relationship between student behavior and achievement. By creating an atmosphere where pro-social behavior is the "norm" and student misbehavior is seen as a "teaching" opportunity rather than an occasion to punish, student learning will be maximized.				
Activities	Resources	Timeline	Who is Responsible?	Who is Involved?	Monitoring Implementation
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 08-09 school year.)	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?

<p>For the school-wide system:</p> <ol style="list-style-type: none"> 1. Four positively and clearly stated student expectations or rules are defined – Be Respectful, Be Responsible, Be a Problem Solver and Be Safe. 2. Expected student behaviors taught directly 3. Expected student behaviors rewarded regularly 4. A team for behavior support planning and problem solving will meet regularly. 5. Data on problem behavior patterns will continue to be collected and summarized within an on-going system. 6. Patterns of student problem behavior are reported to teams and faculty for active decision making on a regular basis 7. Problem behaviors (failure to meet expected student behaviors) are defined clearly. 8. Procedures are in place to address emergency/dangerous situations. 9. Formal strategies for informing families about expected student behaviors at school will be created. 10. School-wide behavior support team will work to create a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning. 11. All staff are involved directly and/or indirectly in school-wide interventions 12. The Universal school-team has access to on-going training and support from district personnel 13. Consequences for problem behaviors are clearly defined 14. Distinctions between office vs. classroom managed problem behaviors are clear. 15. Options exist to allow classroom instruction to continue when problem behaviors occur. 16. Booster training activities for students are developed, modified and conducted based on school data. 	<p>“Blueprint for Implementation of PBS” (Sugai and Horner)</p> <p>Training resources from OCM BOCES Regional Training Center.</p> <p>School-Wide Information System (SWIS)</p> <p>PBIS Universal Monthly Team Meetings</p> <p>Parents at Lanigan School (PALS)</p> <p>Faculty Meetings</p> <p>Building Newsletter</p>	<p>March 2008 – June 2010</p>	<p>Building Administrator</p> <p>PBIS Universal Team members</p> <p>Building Coaches – School Psychologist and School-Home Liaison</p> <p>All staff</p>	<p>Minutes of PBIS meetings</p> <p>Benchmarks of Quality Evaluation results from faculty and students</p> <p>School-wide Evaluation Tool (SET) results from PBIS Universal Team</p> <p>Discipline Referrals</p>
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<p>For the Classroom System:</p> <ol style="list-style-type: none"> 1. Expected student behavior & routines in classrooms are stated positively & defined clearly. 2. Expected student behavior & routines in classroom are taught directly. 3. Procedures for expected & problem behaviors are consistent with school-wide expectations. 4. Problem behaviors are defined clearly 5. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative) 6. Problem behaviors receive consistent consequences. 7. Classroom-based options exist which allow classroom instruction to continue when problem behaviors occur. 8. Instruction & curriculum materials are matched to student ability (math, reading, language) 9. Students experience high rates of academic success (>75% correct) 10. Teachers have regular opportunities for access to assistance and recommendations (observation, instruction, & coaching). 11. Transitions between instructional & non-instructional activities are efficient & orderly. 	<p>Classroom Matrices and “Cool Tools” developed by staff and PBIS team</p> <p>“Blueprint for Implementation of PBS” (Sugai and Horner)</p> <p>Training resources from OCM BOCES Regional Training Center</p> <p>School-Wide Information System (SWIS)</p> <p>PBIS Universal Monthly Team Meetings</p> <p>Parents at Lanigan School (PALS) Faculty Meetings</p>	<p>March 2008 – June 2010</p>	<p>Building Administrator</p> <p>PBIS Universal Team members</p> <p>Building Coaches – School Psychologist and School-Home Liaison</p> <p>Teachers and support staff</p>	<p>Minutes of PBIS meetings</p> <p>Benchmarks of Quality Evaluation results from faculty and students</p> <p>School-wide Evaluation Tool (SET) results from PBIS Universal Team</p> <p>Discipline Referrals</p> <p>Teacher feedback</p>
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<p>For the Nonclassroom System:</p> <ol style="list-style-type: none"> 1. School-wide student behaviors apply to non-classroom settings. 2. Rewards exist for meeting expected student behaviors in non-classroom settings 3. School-wide expected student behaviors are taught n non-classroom settings. 4. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings. 5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds. 6. Scheduling of student movement ensures appropriate numbers of student in non-classroom settings. 7. Staff receives regular opportunities for developing and improving active supervision skills. 8. All staff involved directly or indirectly in management of non-classroom settings. 	<p>Monthly meetings with lunch and recess staff</p> <p>“Blueprint for Implementation of PBS” (Sugai and Horner)</p> <p>Training resources from OCM BOCES Regional Training Center</p> <p>School-Wide Information System (SWIS)</p> <p>PBIS Universal Monthly Team Meetings</p> <p>Parents at Lanigan School (PALS)</p>	<p>March 2008 – June 2010</p>	<p>Building Administrator</p> <p>PBIS Universal Team members</p> <p>Building Coaches – School Psychologist and School-Home Liaison</p> <p>Lunch and recess staff</p>	<p>Minutes of PBIS meetings</p> <p>Benchmarks of Quality Evaluation results from faculty and students</p> <p>School-wide Evaluation Tool (SET) results from PBIS Universal Team</p> <p>Discipline Referrals</p> <p>Feedback from teaching staff as well as lunch and recess staff</p>
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<p>At the Individual Student Level:</p> <ol style="list-style-type: none"> 1. Behavioral support team includes an individual skilled at conducting functional behavioral assessments. 2. Assessments are conducted regularly to identify students with chronic problem behaviors. 3. A simple process exists for teachers to request assistance. 4. Significant family &/or community members are involved when appropriate & possible. 5. Behavior is monitored & feedback provided regularly to the behavior support team and relevant staff. 6. A behavior support team responds promptly (within 2 working days) to student who present with chronic problem behaviors. 7. Local resources are used to conduct functional behavioral assessment-based behavior support planning (~10 hrs/wk/student) 8. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies. 	<p>Lanigan Intervention Team (LIT)</p> <p>“Blueprint for Implementation of PBS” (Sugai and Horner)</p> <p>Training resources from OCM BOCES Regional Training Center</p> <p>School-Wide Information System (SWIS)</p> <p>PBIS Universal Monthly Team Meetings</p>	<p>March 2008 – June 2010</p>	<p>Building Administrator</p> <p>Building Coaches – School Psychologist and School-Home Liaison</p> <p>Lanigan Intervention Team members</p>	<p>Minutes of LIT meetings</p> <p>Referral data from Special Education Office</p> <p>Benchmarks of Quality Evaluation results from faculty and students</p> <p>School-wide Evaluation Tool (SET) results from PBIS Universal Team</p> <p>Discipline Referrals</p> <p>Teacher feedback</p>
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Other (Specify): Parent Involvement

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 2007-08 school year to support improvement in the Priority Area. Copy this page for additional goals, as needed. Expand the boxes to provide sufficient space to provide complete responses. **For schools in corrective action or restructuring, the action plan must be consistent with the district plan.**

<p>Annual Goal:</p>	<p>Instructional staff and Administration will work collaboratively to ensure that all parents are partners in their students educational experience</p>	<p>This strategy relates to: (Check all that apply)</p>
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Strategy :	establish procedures to promote: <i>f</i> Regular and consistent two way communication in an effective manner <i>f</i> Provide opportunities for parents/guardians to become active participants in their child's learning		9 Teaching and learning needs of all students % Needs of low-achieving students 9 Scientifically Based Research % Professional Development % Internal or external Technical Assistance % Extended time for learning 9 Parent and community Involvement 9 School's Title I Plan % Other _____		
Objectives Please write objectives as responses to the italicized guiding questions.	<i>What school practices/programs will be improved through strategy?</i>				
	OBJECTIVE: Continue to develop parent involvement across the entire school environment Increase communication between school, families and community.				
	<i>How will student learning be improved/enhances through this strategy?</i>				
	OBJECTIVE: Research clearly shows that there is a relationship between parent involvement and student achievement. By creating an atmosphere where parent/community and school staff collaborating is the norm, student learning will be maximized.				
Activities 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 07-08 school year.)	Resources What are existing resources that can be used? What new resources can be used?	Timeline When will this activity begin and end?	Who is Responsible? Who is Involved? Who will take primary responsibility? Who else needs to be involved?	Monitoring Implementation What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?	

School staff will survey parents about strengths and weaknesses of current school practices in the area of communication to drive decision making	K-12 Insight Software PBIS Family Survey 2 Hour Survey	June 2008	Building Administrator PALS Leader Site Based Team	Survey Results
School staff will develop a communication plan based on survey results which will include a list of vehicles for effective communication	Parents at Lanigan School (PALS) School Improvement Team Summer Collaboration Time District Communication Software	Summer 2008	Building Administrator Site Based Team SIT Committee PALS Representative Superintendent	Sharing of communication plan with all stakeholders in the fall Parental Utilization of Software
School staff in collaboration with district administration, will offer workshops for parents on the following topics: <i>f</i> Effective Homework Strategies <i>f</i> PBIS <i>f</i> Formative and Summative Assessments <i>f</i> Curriculum Expectations <i>f</i> Special Education Procedures <i>f</i> Partnering for an Effective Parent Teacher Conference	Open House Parent Teacher Conferences PALS Meetings GESA Training Parent Resource Room	Fall 2008- Spring 2009	Building Administrator District Director of Literacy District Staff Developer	Workshop Feedback Forms
School staff will continue to offer a variety of volunteer opportunities that focus on parent's individual interests and skills.	PTO Two Hour Pledge Lanigan Star Volunteer Program Classroom Guest Speakers	Fall 2008	Building	Collection of Volunteer Interest Forms

PART 4: DISTRICT CORRECTIVE ACTION (MANDATORY FOR SCHOOLS IN CORRECTIVE ACTION 1 AND 2 SCHOOLS AND FOR RESTRUCTURING SCHOOLS)

All districts **MUST** analyze the reasons for the failure to meet AYP in all subgroups for each school at the Corrective Action level, and develop and implement a series of corrective actions that will ensure that the school begins to meet AYP. At this point, the school has not made AYP for five years despite implementing school improvement plans during SINI/SRAP Years 1 and 2. Federal regulations stipulate that, at the Corrective Action level, the DISTRICT must exert more control of the school and make those changes necessary to enable the school to improve. Federal regulations provide for a wide range of possible corrective actions. A district's decision must be made based upon a careful analysis of why the school is not improving and what sanctions must be applied, and those sanctions must be sufficient to solve the problem.

Possible Corrective Actions might include:

- ▮ Identifying and removing those staff members that are part of the school's failure to improve (consistent with existing contractual provisions).
- ▮ Closing the school and reopening it as a charter school or as a new public school.
- ▮ Hiring an outside provider to administer the school.
- ▮ Implementing any other major restructuring of the school's governance that is consistent with the principles of restructuring, which might include:
 - ‰ Significant and increased professional development focused on best practices (for staff and administrators)
 - ‰ Consistent educational leadership, with administrators in classrooms on a daily basis
 - ‰ Restructuring how district fiscal resources are allocated to ensure that schools with high numbers of high-risk students receive additional funding to support the extraordinary needs of those students
 - ‰ Ensuring staff members have rapid, easy to understand access to student data
 - ‰ Significantly extending instructional time.
 - ‰ Mandating a major change in curriculum, instructional strategies, supervision, scheduling or any other major systems change
 - ‰ Ensuring staff members have regular time together in teams to focus on analyzing data and planning for instruction
 - ‰ Changing the structure of the school's scheduling

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

Directions: On the action plan template provided below, indicate the **key corrective actions** to be implemented for the 2007-08 school year to support improvement in the Priority Area. Copy this page for additional actions, as needed. Expand the boxes to provide sufficient space to provide complete responses.

Corrective Action						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 <input type="checkbox"/> Professional development <input type="checkbox"/> Leadership <input type="checkbox"/> Fiscal resources <input type="checkbox"/> Access to student data <input type="checkbox"/> Extending Instructional Time <input type="checkbox"/> Mandating change in curriculum, instruction, supervision, scheduling or other major system <input type="checkbox"/> Mandating teams to focus on data and planning <input type="checkbox"/> School Schedule
Evidence: (Specify the data that were used to determine that this action would result in significant improvement)						
Objectives Please write objectives as responses to the italicized guiding questions.	<i>What school practices/programs will be improved through this strategy?</i>					
	OBJECTIVE:					
		<i>How will student learning be improved/enhances through this strategy?</i>				
		OBJECTIVE:				
Activities 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 07-08 school year.)	Resources What are existing resources that can be used? What new resources can be used?	Timeline When will this activity begin and end?	Who is Responsible? Who is Involved? Who will take primary responsibility? Who else needs to be involved?	Monitoring Implementation What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?		

PART 5: DISTRICT RESTRUCTURING PLAN (MANDATORY FOR ALL SCHOOLS DEVELOPING A RESTRUCTURING PLAN)

Schools must spend an extended time during their second year of Corrective Action/SRAP 4 developing a three year restructuring Plan. This plan differs from previous improvement plans in several major ways.

- First, the district MUST change the governance of the school to include either the diminution of school-based management and decision making and/or increasing monitoring and oversight of the school's operations and educational program by the LEA.
- Second, the district must provide technical assistance that continues to emphasize: 1) instructional strategies based on scientific research; and 2) the importance of data analysis in decision making.
- Third, they must reallocate/supplement district resources to support the implementation of the Restructured School.
- Finally, they must make much more significant changes in the structure and operation of the school that analysis and evidence indicates will enable the school to begin making AYP.

The district must revise the Corrective Actions taken when the school reached CA level, based upon a new analysis of the school's difficulties. In addition, they must seriously consider and implement multiple serious options, selecting from those below and/or comparable actions. They must then develop a three year plan that will enable the school to make AYP and that incorporates both district and school actions.

The possible restructuring options are similar to those for corrective action.

- Identifying and removing those staff members that are part of the school's failure to improve (consistent with existing contractual provisions).
- Closing the school and reopening it as a charter school or as a new public school.
- Hiring an outside provider to administer the school.
- Implement any other major restructuring of the school's governance that is consistent with the principles of restructuring, which might include:
 - ‰ Significant and increased Professional Development focused on best practices (for staff and administrators)
 - ‰ Consistent educational leadership, with administrators in classrooms on a daily basis
 - ‰ Restructuring how district fiscal resource allocation to ensure that schools with high numbers of high-risk students receive additional funding to support the extraordinary needs of those students
 - ‰ Ensuring staff have rapid, easy to understand access to student data

Significantly extending instructional time.

‰ MANDATORY DISTRICT RESTRUCTURING PLAN (*continued*)

‰ Mandating a major change in curriculum, instructional strategies, supervision, scheduling or any other major systems change

‰ Ensuring staff has regular time together in teams to focus on analyzing data and planning for instruction

NOTE: Schools that do not make two consecutive years of AYP during their three years of Restructuring will be carefully reviewed by NYSED and during the second semester of that year must develop a new Action Plan to be implemented at the beginning of Year 4 of Restructuring. The development of that plan will be closely supervised by NYSED, and must be approved by the NYSED Commissioner. Components of the plan will be based upon the specific school's profile.

MANDATORY DISTRICT RESTRUCTURING PLAN *(continued)*

DIRECTIONS: Answer the following questions fully, providing specific details, amounts, and actions.

1. List the Corrective Actions that the district will use in supervising this school. For each, explain why it was chosen and how this will specifically support this school in making AYP.
2. Describe in detail how the school will be Restructured, and how this will ensure that the school is able to make their AYP.
3. Explain, in detail, how the district will govern and support this school to ensure it makes AYP.
4. Detail what additional resources (support from personnel, additional funding, etc.) the district will provide to ensure this school is able to make AYP.
5. Provide specific information on how the regional Networks and other community partners will be able to support this Restructuring.
6. Using the forms provided below, work with your school to develop a three year ***District*** Action Plan. Use the Action Plan templates in Part 3 to develop school level plans, based upon your District Action Plan. The final plans (District and School) that you submit 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” and “Year 3” on the Action Plan templates.

RESTRUCTURING PLAN

District _____
 School _____



Listed below are possible areas for school restructuring. (Significant school restructuring is required for identified schools to ensure 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 <input type="checkbox"/> Instruction <input type="checkbox"/> Instructional Resources <input type="checkbox"/> Instructional Time <input type="checkbox"/> Cultural Competence <input type="checkbox"/> Behavior Management/ School Safety	<input type="checkbox"/> Building Leadership/ Structures/Strategies <input type="checkbox"/> Building Organizational Structures <input type="checkbox"/> Parent Involvement <input type="checkbox"/> Assessment <input type="checkbox"/> Professional Development <input type="checkbox"/> Communication	<input type="checkbox"/> Data Management/Analysis/ Interpretation/Use <input type="checkbox"/> Staffing <input type="checkbox"/> Student Enrollment/ Placement <input type="checkbox"/> Student Support Systems <input type="checkbox"/> Other
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RESTRUCTURED AREA	DESCRIPTION OF RESTRUCTURING STRATEGY	DISTRICT ROLE/ RESPONSIBILITY	COST AND FUNDING SOURCE	MONITORING IMPLEMENTATION

Provide additional space and rows as necessary.

APPENDICES

APPENDIX 1: FACTORS THAT IMPACT STUDENT PERFORMANCE

APPENDIX 2: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: NCLB REQUIREMENTS FOR TITLE I SCHOOL WIDE PROGRAM SCHOOLS (SWP) – (REQUIRED FOR ALL SCHOOLWIDE SCHOOLS)

APPENDIX 4: TITLE I SCHOOL PARENT INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT – (NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS)

APPENDIX 5: PROFESSIONAL DEVELOPMENT SET-ASIDE - (NCLB/SED REQUIREMENTS FOR TITLE I SCHOOLS)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: BIBLIOGRAPHY

APPENDIX 1: FACTORS THAT IMPACT STUDENT PERFORMANCE

Directions: The following lists indicators of effective practice drawn from a wide range of nationally recognized researchers, many of whom are listed in the bibliography. The list is quite extensive, so you may wish to focus on those strategies that your evidence indicates is most critical for your school's improvement. You are not expected to address all items. Use the major categories (Curriculum, Instruction, etc.) to help organize your conversations, and refer to the bibliography for additional resources.

I. CURRICULUM

1. There is a written district level curriculum that is aligned with NY State standards, performance indicators, and core competencies that forms the basis for all classroom instruction.
2. The local curriculum is articulated across grades/buildings to ensure that all skills and strategies are explicitly taught.
3. Teachers have developed and use integrated, interdisciplinary learning experiences based on NY State standards and performance indicators.
4. All students, including at-risk populations, are expected to meet all NY State standards.
5. The curriculum is based on New York State expectations for grade level work, and is rigorous, with little repetition from grade to grade.
6. The curriculum is designed to promote a depth of understanding of important concepts.
7. The curriculum and learning units are challenging, highly engaging, and clearly linked to the standards and strategies being taught.
8. Curriculum is cultural and language appropriate.
9. Extended school day programs focused on academic improvement are aligned with the local curriculum and there is a process in place for communication between regular classroom teachers and after school staff.

II. INSTRUCTION

1. 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).
2. Co-teaching and team teaching strategies are flexible, with all staff working together equitably.
3. Class time used effectively, with the full period used effectively for instruction, with seamless transitions and effective endings/transitions to the next class.
4. Discipline is effective, positive and focused on engaging students.
5. Lesson plans/instruction reflects Scientifically Based Research/best practices, and the culture and languages of the student populations.

APPENDIX 1: FACTORS THAT IMPACT STUDENT PERFORMANCE (continued)

6. Lesson plans are based on district curriculum/ State standards.
7. Teachers work together to improve instruction.
8. There is evidence of student exemplars and reflective work.
9. Learning goals/standards are clear to students.
10. Students are actively engaged in learning.
11. There is a high level of rigor of instruction.
12. The classroom has a positive, supportive environment for student learning.
13. 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, direct instruction
In 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.
14. Students are taught summarizing strategies, structured note-taking, content vocabulary, reflection/self-evaluation, text structure, metacognitive strategies, research strategies, and problem solving/organizational strategies.
15. There is evidence of integration of subject areas, project-based learning, integrated technology instruction, systematic individual instruction, frequent independent reading, guided reading, small flexible group reading and independent work.
16. Teachers focus on ensuring student responsibility.
17. Rubrics/alternative assessments used by teacher to reteach.
18. Students self assess and monitoring their own work using rubrics.
19. Quality academic student work displayed with specific feedback.
20. Student performance assessments are used to provide focused interventions.

III. PROFESSIONAL DEVELOPMENT

1. Is aligned with district goals to improve education.
2. Is based on a comprehensive needs assessment and guided by a coherent, long-term plan.
3. Is driven by disaggregated data and relates to improving student learning.
4. Is informed by research on teaching and learning.
5. Incorporates principles of adult learning.
6. Provides sufficient time and other resources.
7. System supports are in place that provide 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.
8. Is evaluated on the basis of its impact on teacher effectiveness and student learning.

APPENDIX 1: FACTORS THAT IMPACT STUDENT PERFORMANCE (continued)

9. Feedback mechanisms are in place and encouraged, so that adjustments can be made on a continuous basis to professional development initiatives.
10. Engages all staff responsible for increasing student performance.
11. Enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards.
12. Staff is held accountable for implementing learned strategies in their practice.
13. There are a variety of options for professional development such as in-the-classroom mentoring and teacher study groups.
14. Professional development and mentoring support for new teachers and administrators is systemic and planned to support individual needs for growth.

IV. SCHOOL CLIMATE

1. The school welcomes parents and community into the school.
2. The school encourages the involvement of parents and community in the work of the school.
3. Administrators, teachers and staff communicate openly, positively and effectively with each other and demonstrate mutual respect, support and collegiality.
4. The teacher bargaining unit is a collaborative partner in the school improvement process.
5. Administrators, teachers and staff communicate openly, positively and effectively with parents and students and demonstrate respect and support.
6. There is a collaborative and comprehensive approach to meeting the needs of students that includes all aspects of their life, including academic, social, emotional and physical.
7. Students are involved in decision making and feel their concerns are important to the administration.
8. Teachers and administration are actively engaged in and enthusiastic about ongoing school improvement.
9. A parent resource room exists within the school.
10. A staff person has been designated to strengthen home/school linkages.
11. The district/school provides adult education (GED, literacy, ESL, career, continuing education services).
12. Students are actively engaged in and enthusiastic about learning.
13. Teachers, administrators and staff have high expectations for the achievement of all students.
14. Teachers and administrators recognize/reward the academic performance of students.
15. Student suspensions and other approaches that remove students from classes are minimal.
16. Within classes, students have learned and follow classroom routines so that time is used effectively to further learning and the teacher has solid, proactive classroom management skills.

APPENDIX 1: FACTORS THAT IMPACT STUDENT PERFORMANCE (continued)

V. STANDARDS FOR SCHOOL LEADERS

1. The vision and mission of the school are effectively communicated to staff, parents, students, and community members.
2. The vision is developed with and among stakeholders.
3. An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
4. Assessment data related to student learning are used to develop the school vision and goals.
5. Existing resources are used in support of the school vision and goals.
6. The vision, mission, and implementation plans are regularly monitored, evaluated, and revised.
7. Professional development promotes a focus on student learning consistent with the school vision and goals.
8. Barriers to student learning are identified, clarified, and addressed.
9. Multiple opportunities to learn are available to all students.
10. Curriculum decisions are based on research, expertise of teachers, and the recommendations of policy makers
11. A variety of sources of information is used to make decisions.
12. Knowledge of learning, teaching, and student development is used to inform management decisions.
13. Time is managed to maximize attainment of organizational goals.
14. Problems are confronted and resolved in a timely manner.
15. Financial, human, and material resources are aligned to the goals of schools.
16. Stakeholders are involved in decisions affecting schools.
17. Effective group-process and consensus-building skills are used.
18. Effective communication skills are used.
19. Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
20. Opportunities for staff to develop collaborative skills are provided.
21. Leaders serve as role models.
22. Leaders demonstrate appreciation for and sensitivity to the diversity in the school community.
23. The school is open to public scrutiny.
24. There is ongoing dialogue with representatives of diverse community groups.

. VI. STUDENT SUPPORT SERVICES

1. School maintains an accurate, accessible and active data system.
2. School staff meets to review attendance data and develop and revise strategies to improve attendance.
3. The school has developed and implemented student behavior intervention plans to reduce violent and disruptive incidents.
4. The school has an updated written discipline policy that is periodically disseminated to staff, students, and parents.

APPENDIX 1: FACTORS THAT IMPACT STUDENT PERFORMANCE (continued)

5. The school uses VADIR data in developing strategies to improve student behavior.
6. Attendance policies are appropriate and uniformly enforced.
7. School staff has regular team meetings to review and analyze effectiveness of student support services.
8. Students are receiving regular guidance, career planning, social and psychological assessment services as needed.
9. Students have opportunities to participate in academic and social enrichment activities. This could include leadership, award ceremonies, student council, student clubs and Junior/Senior Honor Society activities.
10. Students are receiving extra academic and developmental support as deemed necessary (e.g., Academic Intervention Services, character development).
11. The student support services program provides support groups for students who need additional social support (i.e., education/career counseling/violence/alcohol/drug counseling).
12. The school provides staff with professional development training on strategies to improve student support services.
13. The district has developed and implemented prevention-oriented policy, programs and services that reduce risky behaviors such as alcohol, tobacco and other drug use, bullying and violence, truancy and school violence.
14. The district has established a district-wide and/or school based student support service teams to assess the health and mental health needs of the school community. This should include an array of services that include early intervention, intervention and crisis response.
15. Support service specialists analyze existing research to identify best practices in the provision of student support services, and have designed evaluation studies to assess effectiveness of district/school programs and services.
16. There is designated student support services supervisor who manages and coordinates student support services for this district and/or school.
17. The district provides continuing education for all school professionals on collaborative models of service delivery to prepare staff to recognize students at risk for educational or social failure and how to refer students for assistance.
18. The district has developed a life skills curriculum that focuses on the students' personal/social, career and academic development. This would include service learning experiences, community volunteer work, and leadership experiences.
19. The school includes student support services staff in regular education team meetings. The student support services staff provides professional consultation and support to both school staff and parents.
20. School staff, students, and parents are aware of the district Code of Conduct and have opportunities for input into any developments.
21. A bill of rights and responsibilities of students which focuses upon positive student behavior is publicized and explained to all students on an annual basis
22. The school makes referrals both in-house and to community agencies for services needed by students and families.

APPENDIX 1: FACTORS THAT IMPACT STUDENT PERFORMANCE (continued)

VII. ACADEMIC INTERVENTION SERVICES (AIS)

1. AIS are made available to all students at risk of not meeting state standards, in all the core content areas, where academic deficiencies have been assessed.
2. AIS is made available to students during the school day, and may be provided after school, before school, weekends.
3. Attendance in AIS is routinely recorded. There is a consequence when students fail to attend AIS classes.
4. The school keeps an updated record of all students currently receiving AIS.
5. There are standardized criteria for referring students to AIS using multiple measures/indicators. There are established criteria for exiting AIS.
6. AIS delivery is grounded in researched-based practices.
7. AIS is targeted and individualized to match student needs.
8. Parents are notified in writing when AIS is prescribed and when students exit from services.
9. AIS-related student support services are provided to address barriers to learning such as attendance, discipline, and health.
10. When AIS is not provided by the subject area teacher, coordination is achieved between students' primary and AIS instructor.
11. The school maintains records of all students being provided AIS and monitors the progress and attendance of each student in AIS.
12. Students in AIS are assessed on a routine and periodic basis
13. The school provides timely reports to parents about their children's specific AIS needs and their progress while receiving AIS.
14. The building's AIS practices are consistent with the district's AIS description.
15. The school provides parents with strategies for providing support to their youngsters at home.

VII. ASSESSMENT

1. Teachers use a wide range of assessment strategies, from state and local tests and informal classroom assessments.
2. Each student's progress is reviewed on an on-going basis to ensure students are meeting State academic standards.
3. The school regularly analyzes and uses disaggregated assessment data to support school improvement.
4. Teachers use assessment data to inform instruction

APPENDIX 2: 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.

d	ELA	Mathematics	Science	Social Studies	At-risk Services: Behavior Related	At-risk Services: Attendance Related	At-risk Services: Other
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	16	0	N/A	N/A	0	0	
1	26	0	N/A	N/A	5	5	
2	25	5	N/A	N/A	8	5	
3	29	13	N/A	N/A	6	7	
4	38	13			4	3	
5	32	9			6	3	
6	36	10			4	6	
7							
8							
9							
10							
11							
12							

Appendix 2 – Part B: AIS PROGRAM DESCRIPTIONS

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.</p>
<p>ELA:</p>	<p>AIS Service: Service is provided to students in small groups of three to seven for 30 minutes daily. They receive instructional based on their needs measured by DIBELS, DRA II, SRI (4-6) and NYS ELA 3 -6 assessments. Intervention strategies include but are limited to: Winsor Souday System, Story Intervention Station, Read Naturally, Fast ForWord (3-6) instructional guided reading groups, Road to Code, and Phonemic Awareness in Young Children and other scientifically researched based programs. Student progress is monitored through the RTIm database.</p>
<p>Mathematics:</p>	<p>AIS Service: Service is provided to students in small groups of three to seven for 30 minutes increments. AIS math services are based on the NYS Math 3-6 assessments. Services are delivered to small groups that are pulled out of the classroom. In addition to pushing into classroom settings.</p>
<p>Science:</p>	
<p>Social Studies:</p>	
<p>At-risk Services Provided for Behavior-Related Issues</p>	
<p>At-risk Services for Attendance-related Issues</p>	

APPENDIX 3: NCLB REQUIREMENTS FOR TITLE I SCHOOLWIDE PROGRAM SCHOOLS (SWP)

All Title I Schoolwide Program (SWP) schools must complete this appendix.

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

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

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

- 3. Instruction by highly qualified staff.**

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

- 5. Strategies to attract high-quality, highly qualified teachers to high-need schools.**

- 6. Strategies to increase parental involvement through means such as family literacy services.**

- 7. Plans for assisting preschool children in the transition from early childhood programs.**

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

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

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

APPENDIX 4: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

NCLB requirement for all Title I schools

Part A: School Parental Involvement Policy

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

Part B: School-Parent Compact

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

APPENDIX 5: 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:

2007-08 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.

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

8. *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.*

APPENDIX 6: FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) – REVIEW TEAM RECOMMENDATIONS

SURR Area(s) of Identification: _____

Year of Identification: _____

Group/Phase: _____

Directions: On the chart below, indicate the categorized recommendations for improvement resulting from all external review and monitoring visits since the school was first identified as a SURR. Include the most recent visits and the recommendations made for all that apply: SED Registration Review Report; region/district-initiated review or Special Education Quality Assurance Review. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

SURR Allocation Narrative (School Allocation Memorandum #21) – Supplementary resources have been provided for Schools Under Registration Review (SURR) to support improved student achievement in the area(s) of SURR identification.

Provide a brief description of the program/strategies/activities you will be funding with your SURR Allocation, and how your proposed expenditures will support improved student achievement in the area(s) of SURR identification. (Note: Activities funded with this allocation must be congruent with corrective actions/ and improvement strategies indicated in Part A of this appendix.)

1. Program Benchmarks: List 2-5 performance indicators for student achievement.
2. Budget Narrative: On the chart below, indicate what you will buy with the funds and how you will use what you budget to support implementation of the activities described above in Question #1. *(Examples: Teacher per session: 5 teachers per week for 20 weeks for 3 hours per week to offer after-school intervention services; 0.5 teacher trainer to work support teachers implementing extended school day for targeted students; Professional development with [provider name] to provide 15 hours of training in identifying specific student needs; Travel expenses for staff to participate in professional development activities; Reimbursement of travel expenses for parents attending parent involvement activities.)*

Total SURR Allocation (Refer to SAM #21):		
Budget Category	Budgeted Amount	Explanation
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
TOTAL (Must equal your total allocation)		

APPENDIX 7: BIBLIOGRAPHY

There are numerous highly respected resources that districts and schools can use as they analyze reasons for schools' difficulties and search for the best solutions for their particular schools. The following list introduces you to some of the best.

- ™ Annenberg Institute for School Reform – Provides a focus on urban education, with a strong research base and excellent templates for district level analyses. <http://www.ascd.org>
- ™ ASCD (Association for Supervision and Curriculum Development) - Nearly everyone in education knows “Educational Leadership” magazine, published by ASCD. Fewer people know the depth and breadth of their support for scientifically based research: books, videos, study groups, research. Check out their website for cutting edge information. <http://www.ascd.org>
- ™ Bernhardt, Victoria – has written several excellent books on planning for school improvement. If you need a guide to data analysis, her website is a good starting point. <http://eff.csuchico.edu/home/>
- ™ Good Schools and Classrooms for Children Learning English is a recent publication of The Intercultural Development Research Association (IDRA). The site provides a list of 25 characteristics to schools that have shown ability to produce positive results for students who are learning English as a second language. <http://www.idra.org/Research/indicat.htm#indicators>
- ™ Marzano, Robert. You will find several resources by Marzano at ASCD, but his website will provide additional information on his “What Works in Schools” series. Marzano’s work focuses directly on what research indicates is most effective in improving education. <http://www.marzanoandassociates.com/html/resources.htm>
- ™ MiddleWeb Interested in education for “middle” kids (grade 4 – 8)? This website provides everything from chat rooms for ELA teachers to supports for administrators. <http://www.middleweb.com/>
- ™ MiddleWeb’s Mathematics Resources - Here is an excellent site for a wide range of resources, from ‘Creating a Supportive Math Classroom’ through “Bringing Math to Life.” <http://www.middleweb.com/CurrMath.html>
- ™ North Central Regional Educational Laboratory Website (NCREL). There is an excellent section titled "Pathways to School Improvement" as well as many other resources, including issues in professional development and mentoring, assessment tool kits, early childhood, school-to-work, science, etc. Check out Strategic Teaching and Learning Project (STRP), an excellent approach to professional development for reading and writing <http://www.ncrel.org> (Also look for links to other regional labs.)
- ™ Project 2061: Improving Science, Mathematics, and Technology Education Look for the project “Improving Mathematics Learning,” which is studying best practice in improving middle level mathematics education, criteria for reviewing math textbooks and materials, and Project 2061’s online newsletter. <http://www.project2061.org/>

- ™ TERC Science and Mathematics Learning TERC is the Northeast's link to the Eisenhower (Title II) National Center. As such, it provides a wide range of resources, from how to include parents in their youngsters' learning through research on working with special education students and mathematics education. TERC is the Northeast's link to the Eisenhower (Title II) National Center. As such, it provides a wide range of resources, from how to include parents in their youngsters' learning through research on working with special education students and mathematics education. (<http://www.terc.edu/>)
- ™ The Center for Research on Education, Diversity, and Excellence (CREDE) website has great links to reports of research on language learning and academic achievement. (<http://www.crede.org/research/llaa/llaa.html>)
- ™ The Education Commission of the States website page on Closing the Achievement Gap (<http://www.ecs.org/html/IssueSection.asp?issueid=194&s=Selected+Research+%26+Readings>) provides many links to resources, including articles from the journal *The Progress of Education Reform*, research summaries, a section on what states are doing, and links to other websites. The site also includes a PDF document on Hispanic Achievement at http://epaa.asu.edu/epaa/v1_2n64/
- ™ The National Clearing House for Language Acquisition is the federal Department of Education website for second language acquisition resources. The site points to resources about legislation and regulation, parent/family resources, teacher quality, assessment and accountability, and "what works" (a summary of related research which will eventually house a searchable data base, but currently contains a number of links). (<http://www.ncela.gwu.edu>)
- ™ "West Ed" The Western Educational Lab: Like NCREL, a regional educational laboratory sponsored by the USDOE, with the best in educational research in many areas. Check out their literacy supports, including their Reading Apprentice program. <http://www.wested.org/>