



Five Year Educational Plan 2011-2016



Prepared by:
Robert-Wayne Harris, Superintendent of Schools
Dr. Marianna Steele, Assistant Superintendent for Curriculum and Instruction
Roxanne G-France, Assistant Superintendent for Educational Services

Adopted by the Board of Education on November 17, 2011

REVIEW/REPORT STUDENT LEARNING RESULTS

CHECKLIST OF DATA USED: Please check the sources you used.	
<input checked="" type="checkbox"/>	New York State School Report Card
<input checked="" type="checkbox"/>	New York State Comprehensive Information Report
<input checked="" type="checkbox"/>	New York State School Accountability Report
<input type="checkbox"/>	New York: The State of Learning (Chapter 655 Report)
<input checked="" type="checkbox"/>	BEDS Data
<input checked="" type="checkbox"/>	nySTART
<input checked="" type="checkbox"/>	Nassau BOCES Data Warehouse Reports
<input checked="" type="checkbox"/>	Attendance Rates; students and teachers
<input checked="" type="checkbox"/>	Graduation and Drop-Out Rates
<input checked="" type="checkbox"/>	Special Populations, LEP, Individuals with Disabilities, Homeless
<input checked="" type="checkbox"/>	Teacher/Student Ratios
<input checked="" type="checkbox"/>	Number of Uncertified Teachers
<input type="checkbox"/>	Student and Community Ethnic Data
<input type="checkbox"/>	Dominant Languages
<input type="checkbox"/>	Employment Rates
<input checked="" type="checkbox"/>	Enrollment
<input type="checkbox"/>	Immigration patterns
<input type="checkbox"/>	Longitudinal data
<input type="checkbox"/>	Major Employers
<input type="checkbox"/>	Makeup of Tax Base
<input type="checkbox"/>	Measures of Economic Wealth
<input type="checkbox"/>	Real Property: Tax Value
<input type="checkbox"/>	Sources of District Revenues
<input checked="" type="checkbox"/>	Special Designation Schools, SURR, Title I

INTRODUCTION

As prescribed by Chapter 33 of the Laws of 2002, the Board of Education and the Superintendent of Schools of the Roosevelt Union Free School District (UFSD) developed a Five-Year Education Plan focused on improving the educational program and increasing the academic performance of the School District. The Five-Year Education Plan was created to inspire the Roosevelt Union Free School District and each individual school to achieve their respective visions and missions and to live the by principles and values they promote. The Five-Year Education Plan has been custom designed through the involvement of many individuals at all levels within the school district community to ensure that the elements and standards for teaching, leading, and managing are appropriate for all of the schools in the district. Finally, the Five-Year Education Plan was designed to reflect contemporary principles that govern effective teaching, leading, and management practices. In addition, it also supports the concepts of school-based governance and decision-making.

The Roosevelt UFSD, Five-Year Education Plan is inclusive of the following:

- District Mission and Vision Statements
- Planning Committee Members
- History of the Roosevelt Community and the Roosevelt Union Free School District
- Curriculum Philosophy
- Student Performance Results based upon multi-measures of data
- Student Learning and Instructional Goals
- Structured strategies, activities, and programs for improved performance
- Five Year Evaluation Plan
- Parent/Community Involvement Plan

Background

Under the direction of the Superintendent of Schools, Robert-Wayne Harris, the process for planning and developing the Five Year Education Plan for the period July 2008 – June 2013 was as follows:

- The Assistant Superintendent for Curriculum and Instruction met with District Administrators and other stakeholders to identify strengths and weaknesses in the curriculum and instruction program, and to develop strategies that will lead to improved teacher performance and increased student achievement.
- District Administrators gathered and analyzed multiple measures of data (demographic, student performance, school process, and perceptions) in order to verify Root Causes and to ensure that the strategies designed will have a direct impact the areas in need of improvement.
- The Assistant Superintendent for Curriculum and Instruction utilized input from these meetings to assist the Superintendent of Schools with the development and enhancement of the Five-Year Education Plan.

MISSION STATEMENT

The Mission of the Roosevelt Union Free School District is the “**Relentless Pursuit of Excellence in All that We Do.**” This will be accomplished by nurturing in all schools the attainment of the following educational conditions:

- Alignment of the district’s curriculum with the State Standards
- The learning of essential skills and concepts and the development of essential competencies by all students, regardless of classification.
- Positive, orderly, and academically focused learning conditions in the instructional environment
- Proficiently provided instruction that aligns content with students’ learning needs and encompasses a variety of appropriate teaching strategies and learning experiences
- A structured planning process incorporating participation for continuous school improvement
- Supervision and evaluation processes that actuate teaching and learning
- Proficient educational leadership
- A school climate that promotes positive working and learning conditions
- School community cooperation with and confidence in educational enterprises
- Efficient and effective management of school operations and programs

VISION STATEMENT

The Roosevelt Union Free School District envisions an environment of equitable learning in which all students have equal access to, participate in, and benefit from educational opportunities.

PLANNING COMMITTEE

Directions: The Committee should be representative of all constituencies in the school community.

Name	Title	Constituencies Represented (If More Than One Applies, Please Indicate)
Mr. Robert-Wayne Harris	Superintendent	District Administration
Dr. Marianna Steele	Assistant Superintendent for Curriculum and Instruction	District Administration
Ms. Roxanne Garcia-France	Assistant Superintendent for Educational Services	District Administration
Mr. Ronald Grotsky	Assistant Superintendent for Human Resources and Professional Development	District Administration
Mr. Gene Levenstien	Assistant Superintendent for Business	District Administration
TBA	Director of State and Federal Funded Programs and Grants	District Administration
Mr. Michael Jones	Director of Health, Physical Education and Athletics	District Administration
Dr. Dionne Wynn	Director of Pupil Personnel Services	District Administration
Ms. Michele Van Eyken	Coordinator of Data and Reporting	District Administration
Ms. Lisette Laboy	Coordinator of ESL/LOTE	District Administration
Ms. Barbara Solomon	Principal, Centennial Avenue	District Administration
Ms. Lillian Watson	Principal, Ulysses Byas	District Administration
Dr. Perletter Wright	Principal, Washington	District Administration
Dr. Robert Tucker	Principal, Middle School	District Administration
Dr. Stephen Strachan	Principal, High School	District Administration
Ms. Charlene Stroughn	Asst. Principal, Middle School	District Administration
Mr. John Finch	Asst. Principal, High School	District Administration
Mr. Treva Patton	Asst. Principal, High School	District Administration
Dr. Keisha Taylor	Educational Expert	District Administrator CSSR

REVIEW/REPORT STUDENT LEARNING RESULTS

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A HISTORY OF ROOSEVELT

The history of the village of Roosevelt can be traced back to the settlement of Hempstead in 1644. The first colonists had emigrated from Hemel-Hempstead, a market town in Hertfordshire, England. These settlers came by way of Connecticut because of boundary disputes and religious intolerance.

On the plains, which they called Hempstead, the settlers established a village and organized the government. Their village, Hempstead later became the religious, economic, and political center of a growing stream of settlements.

It was not many years later before a path of settlements were made to the rich meadow grass, and useful harbors of the south shore. This area later became known as Roosevelt, to places such as Merrick, Freeport, Baldwin and the Rockaway Peninsula. The Roosevelt area included the East Meadow Brook, one of the longest and most important on Long Island. Paralleling this to the west of Roosevelt was the potentially useful West Brook.

The area known as Roosevelt was once part of the heavily wooded section known to the Hempstead settlers as the Great South Woods. Its natural advantages and geographical position drew home settlers, since Roosevelt was on the important road between the “Town Spot” at Hempstead and the landing at Freeport. At Roosevelt, the road branched off to Merrick and Babylon. Trade followed along this road to the shore points. Heavily built wagons were frequently seen lumbering along to the docks with produce and grain. Coal and manufactured products such as goods, furniture and household utensils were drawn back from the docks.

These attractions spurred the growth of Roosevelt. When first known as Rum Point, it was a little agricultural village with a store, two taverns and some twelve or fifteen houses. Deeds recorded before 1830 refer to the area as Rum Point. After the Civil War, it became known as Greenwich Point, a thriving agricultural and paper manufacturing center. The name change occurred because of a temperance movement, which swept the country and brought the name Rum Point into disfavor.

Business and industry during this time was varied. Farming produced grains, dairy products, vegetables and orchard fruits. These products were exchanged for liquors, fry goods, furniture and other merchandise. Mills also flourished, mostly around the East Meadow Brook. There were grist, paper, lumber and saw mills located there. Brick making was in progress. A most important industry was the making of flies for fresh water fishing and the raising of trout before the State Fish Hatcheries were in operation. Fly making continued well into the 20th century. Blacksmith shops were also located in Roosevelt.

An interesting part of Roosevelt’s history centers on Rev. Charles Edwards, an influential minister who traveled to all areas of the south shore. He was an alert scholar and was interested in experimental gardening, writing and invention. He published the first newspaper in Roosevelt, which was called, “The Rustler”.

A HISTORY OF ROOSEVELT

Most interesting of all his activities were his experiments with gliders, airplanes, and air currents. Long before Lilienthal, Langley or the Wright Brothers became deeply involved in aeronautical experimentation, Rev. Edwards had envisioned airplanes as a vehicle for common use.

Greenwich Point had plenty of prime lumber. Shipbuilding was one of the early industries. The boats built in Greenwich Point were hauled down to the Bay at Freeport.

By 1900, Greenwich Point's population was 1,500. It was a rural village with its own business center on a Main Street, bordered by farms. There were no fire or police departments and wavering gas lamps dimly lighted the streets. There were four hard-surface roads in the village: Babylon Turnpike, Nassau Road, Centennial Avenue and Washington Avenue. The village had to depend upon an old-fashioned stagecoach to connect it with the outside world.

With the turn of the century and the establishment of an independent post office, Greenwich Point changed its name to Roosevelt. The name, Greenwich Point was not acceptable to the Post Office authorities, as regulations required that there should be only one village or town of the same name in the state, and a village by the at name had already been registered. Roosevelt was the name chosen, in honor of Theodore Roosevelt, the president of the United States. This occurred in 1901.

In the railroad-building era, villages that had stations such as Freeport and Hempstead boomed. Greenwich Point was little affected by this. During this time, however, summer homes were being built in Roosevelt. The coming of the electric trolley car in 1903, which connected Roosevelt with Hempstead and Freeport, had the same effect on Roosevelt that the railroad had on many Long Island villages. The rapid and inexpensive means of transportation brought an influx of house seekers to Roosevelt.

Around 1940, Roosevelt was a community of modest homes with a population of 8,000. Public services were established which expanded with community growth. Roosevelt now derives its public service from the town, county, or state government. These include the school district and the following departments: fire, water, sanitation, electric, and police.

With the advent of modern transportation, Roosevelt has grown from a small rural community with summer residents to a typical Long Island community where the residents commute to other areas for job opportunities. This very small district of about one square mile comprises a large "minority" population in contrast to the majority of Nassau County which is mostly Caucasian. In recent years, Roosevelt has experienced a large influx of Latino and Caribbean people, adding to the diversity and multicultural features of the village. Many residents of this community of modest homes struggle to make ends meet" because of high taxes engendered by the dearth of commercial property.

A HISTORY OF ROOSEVELT PUBLIC SCHOOLS

Some time in the middle of the 1800's there was a one-room schoolhouse in Roosevelt. It was located on Washington Avenue near the present site of the Washington-Rose building. Later, a three-room building existed. This edifice was used for such functions as meetings, political activities, social gatherings, and Sunday school and church services.

With the increase of population, a demand arose for the expansion of educational facilities. School Number 1, an eight room building, was first constructed. A few years later in 1915 a similar building called School Number 2 (Rose Avenue School) was built. After a fire in 1922, when School Number 1 was destroyed, a modern sixteen-room school with an auditorium was built on Washington Avenue. This was originally named the Theodore Roosevelt School after President "Teddy" Roosevelt.

The Centennial Avenue and Under Hill Avenue Schools were erected in 1930. Centennial Avenue was originally named Quentin Roosevelt and Under Hill Avenue was originally named Theodore Roosevelt, Jr., after the sons of President "Teddy" Roosevelt.

Centennial Avenue and Under Hill Avenue were neighborhood K through 6 schools. Rose Avenue was a K through 3 and Washington Avenue had grades 4 through 6 on the first floor. The second floor contained grades 7 and 8 from the entire school district. Students beyond 8th grade went to either Freeport or Hempstead High School.

Because of the World War II "baby boom", both Freeport and Hempstead School Districts were pressuring other school districts around them to expand. In September of 1956, the Roosevelt Junior-Senior High School was opened. It consisted of the main office area, 100-200 wings, Junior General Purpose Room and Kitchen, large gym complex and the industrial arts area. The present senior high kitchen was the music room. What is now known as the "Central Office" was an elementary school and was called Northeast Primary. It housed K through 3 students who later went to Washington-Rose. This section was erected as part of the new junior high school.

Shortly, thereafter, Freeport only allowed students to register if older sisters, brothers and parents had attended. Hempstead also continued to grow. In September 1962, the Roosevelt Junior-Senior High School opened its doors and in 1964, Roosevelt graduated its first senior class.

The additions to the building included the 300-400 wings, Senior General Purpose Room, kitchen, small gym, two industrial arts rooms, auditorium, music suite and planetarium. There was a junior high school library in the 200 wing and a senior high school library in the 300 wing. The Northeast Primary section became the District Offices, Guidance Offices and Business Department classrooms. Some time later, because of needed space, the District Offices were relocated on the northwest corner of Pennywood Avenue and Nassau Road where they remained until the 1978-79 school year.

A new elementary school was also erected and was called the Northeast Primary and served the same purpose as the original one. It since has been renamed the Daniels Primary Center in honor of a retired teacher-principal.

Later, two portables were built at the Roosevelt Junior-Senior High School for added classroom space and were known as the 500-600 buildings.

HISTORY OF ROOSEVELT PUBLIC SCHOOLS

The Roosevelt Pre-Kindergarten Complex opened for the 1965-66 school year. The Consumer Home Economics Program, which does not exist today, became part of the pre-kindergarten complex during the 1970-71 school year.

In the 1978-79 school year, the 700-800 wings and a new library were added to the Roosevelt Junior-Senior High School. The Guidance Department was moved to its present location and the Business Department to the 800 wing. The area vacated became the Central Office.

The Roosevelt School District today consists of the following buildings: three K-5 schools, and one Middle School and one High School. Pre K is held within the Washington Rose elementary school. Because of long-standing problems in funding, facilities, and academic achievement, the Roosevelt Schools have drawn nationwide attention. In fact, because of many years of low student achievement, the High School and Middle School were placed on the SURR (Schools Under Registration Review) list in 1989. However, in 2009 the Middle School was removed from the SURR list due to consistent academic improvement on the New York State English Language Arts and Mathematics Assessments, and their ability to meet and exceed New York State School Accountability measures.

In 1995, after student achievement failed to improve and facilities continued to be unsafe and ill-maintained, despite visits by several State Education Department- appointed teams, the State Legislature passed Chapter 145 of the Laws of 1995. Subsequently, several advisory and governing groups were appointed by the Board of Regents. Also part of this effort was the establishment of the District Review Panel whose job was to develop a Corrective Action Plan in consultation with the community. This Panel also had the responsibility of monitoring the Board's activities. At a later date, Chapter 145 also created another advisory group, the Citizens' Advisory Council {CAC}. Afterward, at the Panel's request, the State Education Department (SED) Task Force was created to lend technical assistance to the district.

Essentially, the State intervention was met with hostility and skepticism. This was obvious in the many Board meetings which evidenced flaring tempers and caustic verbal exchanges. Such resistance was demonstrated by both the Board and community residents alike. From 1996 to the fall of 2000, the Board ran the district with intermittent involvement by the Panel and some input from the CAC. Symptomatic of the lack of educational leadership during that time period was the constant administrative and teacher turnover which many have dubbed "the revolving door syndrome." This anomaly—five superintendents or acting superintendents, two high school principals, two Middle School principals, and several treasurers and assistant superintendents of curriculum and instruction and business—was astounding.

In October of 2007, the Roosevelt Board of Education, along with the State Education Department hired a new Superintendent of Schools. The new Superintendent of Schools, working with an appointed Board, with the exception of one elected member, began to develop and implement initiatives that would set the foundation for the revitalization of the Roosevelt UFSD. Although faced with the challenge of leading the District in absence of key Central Office and building level administrators – interim as Business Official, no Assistant Business Official, no Assistant Superintendent for Curriculum and Instruction, no Subject Matter Specialists, Department Coordinators or Chairs, no Director of Facilities, and an interim High School Principal – the newly appointed Superintendent of Schools endeavored to bring reform to an otherwise failing school system. Despite these obstacles, in just one year, the Roosevelt Union Free School District has made noteworthy progress. Not only has the District opened 3 newly rebuilt elementary schools, but for the very first time opened a new Middle School, totally independent from the High School.

HISTORY OF ROOSEVELT PUBLIC SCHOOLS

Academically, our schools continued to make progress and improve their performance on both State and standardized assessments. Our three elementary schools, which have a history of satisfactory to superior academic achievement, continue to demonstrate excellence. In addition, they continued to implement programs and services for students that nurture their growth and foster their social and emotional development. Some of their enrichment programs are highlighted include: The Pre-Kindergarten Center boasts a program of performing arts centered around language development; The Washington Rose School offers the “Jazz Sampler”—a program integrating English Language Arts, Social Studies, and the Arts—based on the New York State Standards; a Math and Technology program is being implemented at the Ulysses Byas School; the Centennial Avenue School features several innovative programs and projects; the Middle School, which was removed from the state’s School Under Registration Review (SURR) List is now fostering a strong teambuilding effort; and at the High School level, “New Horizon”, an alternative education program, is being offered to students who are in need of credit recovery in order to graduate but whose schedules lack space for certain course offerings. In an effort to lead the entire Roosevelt School District to excellence, the Superintendent and his administrative staff have launched and/or promoted the following initiatives:

- Analysis of data to inform curriculum, instruction and professional development in order to enhance student achievement
- Curriculum Writing Projects
- ELA, Math, Social Studies, and Science Academies and workshops
- Expanding the Reach Literacy: Pre K- 3rd Grade with technical support of Expanding the Reach Initiative II
- Harcourt Story town Reading Program: Pre K – 6th Grade
- Scholastic Read 180: 6th -10th Grade
- Nassau BOCES Professional Development and support with the Administration and Scoring of NYS Assessments
- Hofstra University Middle School Instruction Technology
- Curriculum Renewal
- Purchasing of Pre-K-12th grade textbooks, including teacher and student editions as well as ESL, SWD and RTI supplemental kits
- On-line Curriculum Mapping
- Library Automation
- Purchasing of the Middle School Opening Day Library Collection
- Purchasing Bilingual Libraries Collections
- WIA Drop Out Prevention Program
- High School Robotics team
- Revitalization of the Districts’ Music Program
- High School SMART Scholar Program
- System 44
- Fast Math
- Earobics
- Waterford
- Success Maker
- Right Reason Technologies

The projects named above are just a few of the district's enhancements to its academic program.

HISTORY OF ROOSEVELT PUBLIC SCHOOLS

Within the next five years, we envision:

- Create a school culture which supports student success for all students:
 - Review, revise, and refine mission statement.
 - Review, revise, and refine our Vision Statement and Core Value.
- Ensure all students reach the proficient or advanced levels on the English Language Arts and Mathematics NYS Assessments
 - Identify students who are not proficient or advanced in CSTs (English Language Arts and Math) at all grade levels.
 - Assure all grade level content is aligned with State Content Standards.
 - Implement and analyze benchmark exams and District writing assessments.
- Modify instruction to ensure state standards are being taught and learned to better prepare all students for state-mandated tests
 - Implement focus standards instruction
 - Implementation of Integrated Algebra, Living Environment/Earth Science as the eighth grade standard
 - Implement RTI model
 - Increase Advanced Placement course offerings and enrollment
 - Implement an International Baccalaureate program
 - Provide 11th and 12th grade students with College/University courses
 - Automate Libraries
 - High School Removal from the SURR list
 - Graduation rate exceeding New York State standard
- Ensure uniform equity in student success
 - Equal success for all student sub groups within Roosevelt Union Free School District population.
- Maintain a safe, clean, orderly campus environment.
 - Maintain grounds and facility to reflect high standards for maintenance and safety
 - Student supervision effective and appropriate
 - Successfully complete renovation of the construction project

CURRICULUM PHILOSOPHY

No task is more important than the development of a sound curriculum that challenges each learner and meets the needs of the Roosevelt School community. The construction and shaping of a dynamic responsive curriculum are challenging tasks, particularly when we reflect upon the complexity of our times. It is the obligation of the Roosevelt Union Free School District to provide a thorough system of education so that each student has the opportunity to reach his/her fullest potential. The District-approved curriculum should form the basis of instruction for our students so that they will be well educated and prepared to make a valuable contribution to society. In addition, curriculum should prepare and enable our students to be productive in the workforce, and continue their education in pursuit of their career or interests.

The following are important components of a thorough system of education include:

- A safe and positive school climate conducive to learning.
- High expectations for student learning and achievement consistent with the New York State Standards.
- District-wide emphasis on the teaching of key basic skills in English Language Arts, Mathematics, Science and Social Studies.
- Clearly defined set of educational objectives aligned with Achievement Standards.
- Instructional programs based on research, best practice and other objective data.
- An organizational structure and financial plan which focuses resources on students and the classroom.
- An evaluation and monitoring system for both students and district programs in order to enhance student achievement and school district effectiveness.
- Personnel recruitment, evaluation and staff development program designed to ensure that every student has caring, qualified and effective teachers.
- A clear philosophy and set of overarching goals that guide the entire program and the decisions that affect each aspect of the program.
- Established sequences both within and between levels that ensures a coherent and articulated progression from grade to grade.
- An outline of basic frameworks for what to do, how to do it, when to do it and how to know if it has been achieved.
- An open and flexible environment that encourages experimentation and innovation within an overall structure.
- Interdisciplinary approaches and the integration of curricula when appropriate.
- An effective system of assessing the achievement of the program's goals and objectives.
- A means for its own ongoing revision and improvement.
- Procurement of human, material and fiscal resources to implement the program.

CURRICULUM PHILOSOPHY

The Roosevelt Union Free School District is committed to the development of curriculum in all subject areas in order to promote the delivery of high quality instructional programs. Our goal is to ensure the alignment of the curriculum, written, taught, and tested. The District Curriculum Guides and Maps, which are “living documents”, help to promote both the horizontal and vertical alignment of curriculum in accordance with the New York State Standards, Graduation Requirements, and District expectations for student success. In order to achieve our goal, we recognize that the content of curriculum should be flexible and responsive to the changing needs of our society. Likewise, the curriculum must be sympathetic to the values, needs, and expectations of our students. In addition to the above, we know that in order for our curriculum to be effective, we must involve our teachers and administrators in the process of developing curriculum. By involving our teachers and administrators in curriculum development, we ensure buy-in, as well as benefit from their respective areas of expertise. We are also aware that the acceptance, adherence, and implementation of our curriculum will be far easier to attain when our District Curriculum Guides and Maps are:

- Consistent with what is known about child growth and development;
- Compatible with the general philosophy of the school system;
- Based upon clear convictions about teaching and learning;
- Representative of instructional activities to meet the needs of students with varying abilities and needs;
- Articulated from Kindergarten through grade 12
- Easy to use by all educators
- Filled with samples, examples, and suggested resources;
- Developed collaboratively by a broadly-based committee of teachers and other interested stakeholders; and linked to teacher evaluation goals and professional development

STUDENT PERFORMANCE RESULTS

Data analysis provides the basis for all quality planning activities aimed at improving student achievement. The Roosevelt Union Free School District has analyzed and utilized the information about our school community to make more informed decisions about not only what changes to make, but how to establish systemic change. Our commitment to effectively implementing change remains more focused as we use assessment data to understand the effectiveness of our efforts (See Needs Assessment). The analysis and disaggregation of the School Report Card and nyStart data is available as a tool for assessing current school improvement efforts and identifying potential areas for focus in future school improvement endeavors. We have collected and analyzed additional data in order gain a better to understanding of the following:

- The types of programs, interventions, activities and expertise that will be needed to guide our efforts;
- The past, current and future needs of the school, students, parents, teachers, staff and community-based organizations;
- How well the current process is meeting the needs of our “clients”;
- Whether or not the progress we have made has had a positive impact on student achievement and;
- Whether or not we have met our goals and objectives

The data-driven academic programs at the Elementary Schools, the Middle School, and at the High School provide the Central Office administrators, school administrators, teachers, local universities/colleges, community-based organizations, and parents with several indicators that are used to assess ongoing student performance. These indicators include information from: daily conferences with students, teacher anecdotes, teacher observations, peer-peer interviews, congruence meetings, cluster meetings and the results of teacher-made tests and standardized tests (norm-referenced, criterion-referenced and State examinations). Teachers use multiple assessment measures to monitor student progress and combined with schools implementing a benchmarking evaluation system, it allows all stake-holders the ability to assess both student work and the quality of their own instruction.

The Curriculum Specialists, along with the Reading, Math, and MST Specialists from each of the elementary schools analyze the assessment results to identify and determine each student’s academic need. The principals from each elementary school, then reviews the data to gain an overall perspective of each student’s strengths and weaknesses and along with the classroom teacher, designs and implements programs, activities and interventions that address the student’s skill deficit(s). In addition, the school disseminates students’ scores in English and Spanish to parents annually.

The following pages reflect the District demographic data and our performance results on New York State Assessments, from 2005 – 2008. The charts will provide detailed information on the District Basic School Data, Socio Economic and stability indicators, and the High School Completers. In addition, detailed information has also been provided on our District performance results on the New York State English Language Arts, Mathematics, Science, and Social Studies Assessments, including the number of students (general education/special education) who scored at/above grade level and those that scored below grade level in English Language Arts and Mathematics (Grades 3 through 8) and in all Regents examinations.

DISTRICT BASIC SCHOOL DATA**STUDENT RACIAL/ETHNIC ORIGIN**

	2007-08		2008-09		2009-10	
	No. of students	% of Enroll	No. of students	% of Enroll	No. of students	% of Enroll
American Indian/Alaska Native	6	0%	5	0%	0	0%
Black (Not Hispanic)	1724	66%	1708	64%	1601	60%
Hispanic	854	33%	954	36%	1046	39%
White (Not Hispanic)	0	0%	2	0%	4	0%
Asian/Native Hawaiian/Other Pacific Islander	4	0%	1	0%	0	0%
Multiracial	13	0%	7	0%	0	0%
Total	2601		2677		2651	

LIMITED ENGLISH PROFICIENT STUDENTS (LEP)

2007-08		2008-09		2009-10	
No. of Students	% of Enroll	No. of Students	% of Enroll	No. of Students	% of Enroll
513	20%	471	18%	523	20%

ATTENDANCE, SUSPENSION AND DROPOUT RATES

	2006-07		2007-08		2008-09	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate	2419	93%	2490	93%	2333	88%
Student Suspensions	309	9%	241	9%	304	11%
Student Dropouts	42	5%	76	9%	35	4%

STUDENT SOCIOECONOMIC AND STABILITY INDICATORS (PER CENT OF ENROLLMENT)

	2007-08	2008-09	2009-10
Free Lunch	35%	42%	65%
Reduced Lunch	8%	9%	12%

HIGH SCHOOL COMPLETERS**High School Graduates Earning Regents Diplomas (All Students)**

2007-08			2008-09			2009-10		
Total Graduates	Regents Diploma	Regents Diploma w/Advanced Designation	Total Graduates	Regents Diploma	Regents Diploma w/Advanced Designation	Total Graduates	Regents Diploma	Regents Diploma w/Advanced Designation
112	27%	3%	141	46%	1%	142	42%	4%

Distribution of 2009-10 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Postsecondary	To the Military	To Employment	Other
Number	40	50	8	1	3	50
Percent	26%	33%	5%	1%	2%	33%

2009-10 High School Completers with Disabilities

Regents Diplomas (a)	Regents Diploma w/Advanced Designation (b)	Local Diploma (c)	IEP Diplomas (d)	All 2008-09 Completers (a+b+c+d)
8	0	0	10	18

ASSESSMENT OF STATE/LOCAL STANDARDS

Benchmarks for Elementary, Middle and Secondary Education	School Performance Data on State Goals					
	2007-08	2008-09	2009-10	Regional Gap		
				2007-08	2008-09	2009-10
Percent of students scoring 4 on Grade 3 ELA	21%	7%	9%	0%	-12%	-16%
Percent of students scoring 3 on Grade 3 ELA	64%	70%	25%	-4%	0%	-19%
Percent of students scoring 2 on Grade 3 ELA	13%	22%	41%	+3%	+12%	-16%
Percent of students scoring 1 on Grade 3 ELA	2%	2%	25%	+1%	0%	-18%
Percent of students scoring 4 on Grade 3 Mathematics	21%	30%	11%	-20%	+11%	-24%
Percent of students scoring 3 on Grade 3 Mathematics	68%	60%	30%	+12%	-3%	-10%
Percent of students scoring 2 on Grade 3 Mathematics	10%	9%	37%	+7%	-7%	+15%
Percent of students scoring 1 on Grade 3 Mathematics	1%	1%	23%	0%	-1%	+19%
Percent of students scoring 4 on Grade 4 ELA	14%	9%	0%	-4%	-6%	-12%
Percent of students scoring 3 on Grade 4 ELA	66%	77%	34%	-4%	+1%	-30%
Percent of students scoring 2 on Grade 4 ELA	16%	12%	50%	+6%	-4%	+29%
Percent of students scoring 1 on Grade 4 ELA	4%	2%	16%	+1%	+1%	+13%
Percent of students scoring 4 on Grade 4 Mathematics	33%	33%	4%	-14%	-19%	-34%
Percent of students scoring 3 on Grade 4 Mathematics	54%	57%	38%	+7%	+14%	-3%
Percent of students scoring 2 on Grade 4 Mathematics	9%	8%	50%	+5%	+4%	+31%
Percent of students scoring 1 on Grade 4 Mathematics	4%	2%	8%	+2%	+1%	+6%
KEY:	% ABOVE REGION		% SAME AS REGION		%BELOW REGION	
<i>Note: Due to the assigning of the new 2010-11 "adjusted cut score" at each performance level, has resulted in significantly affecting the achievement of all students in New York State.</i>						

ASSESSMENT OF STATE/LOCAL STANDARDS

Benchmarks for Elementary, Middle and Secondary Education	School Performance Data on State Goals					
	2007-08	2008-09	2009-10	Regional Gap		
				2007-08	2008-09	2009-10
Percent of students scoring level 4 on Grade 4 Science	58%	70%	47%	-16%	-10%	-29
Percent of students scoring level 3 on Grade 4 Science	31%	27%	39%	+8%	+10%	+18
Percent of students scoring level 2 on Grade 4 Science	10%	2%	10%	+7%	0%	+7
Percent of students scoring level 1 on Grade 4 Science	1%	1%	4%	0%	0%	+3
Percent of students scoring 4 on Grade 5 ELA	11%	12%	4%	+1%	-7%	-17%
Percent of students scoring 3 on Grade 5 ELA	74%	77%	31%	-6%	+5%	-16%
Percent of students scoring 2 on Grade 5 ELA	13%	10%	51%	+3%	+2%	+23%
Percent of students scoring 1 on Grade 5 ELA	2%	1%	15%	+1%	+1%	+10%
Percent of students scoring 4 on Grade 5 Mathematics	30%	39%	11%	-12%	-13%	-24%
Percent of students scoring 3 on Grade 5 Mathematics	59%	55%	29%	+7%	+12%	-16%
Percent of students scoring 2 on Grade 5 Mathematics	9%	4%	49%	+4%	0%	+31%
Percent of students scoring 1 on Grade 5 Mathematics	3%	2%	11%	+2%	+1%	+9%
Percent of students scoring 4 on Grade 5 Social Studies	52%	62%	59%	-5%	-10%	0%
Percent of students scoring 3 on Grade 5 Social Studies	41%	33%	37%	+1%	+8%	0%
Percent of students scoring 2 on Grade 5 Social Studies	6%	3%	2%	+4%	+2%	+1%
Percent of students scoring 1 on Grade 5 Social Studies	2%	2%	3%	+1%	0%	+1%

KEY:**% ABOVE REGION****% SAME AS REGION****%BELOW REGION**

Note: Due to the assigning of the new 2010-11 "adjusted cut score" at each performance level, has resulted in significantly affecting the achievement of all students in New York State.

ASSESSMENT OF STATE/LOCAL STANDARDS

Benchmarks for Elementary, Middle and Secondary Education	School Performance Data on State Goals					
	2007-08	2008-09	2009-10	Regional Gap		
				2007-08	2008-09	2009-10
Percent of students scoring 4 on Grade 6 ELA	5%	5%	2%	-6%	-12%	-13%
Percent of students scoring 3 on Grade 6 ELA	60%	67%	31%	-13%	-8%	-28%
Percent of students scoring 2 on Grade 6 ELA	34%	28%	48%	+18%	+19%	+27%
Percent of students scoring 1 on Grade 6 ELA	2%	0%	19%	+1%	0%	+14%
Percent of students scoring 4 on Grade 6 Mathematics	25%	5%	1%	-16%	-39%	-40%
Percent of students scoring 3 on Grade 6 Mathematics	42%	54%	10%	-8%	+6%	-25%
Percent of students scoring 2 on Grade 6 Mathematics	23%	35%	57%	+16%	+29%	+37%
Percent of students scoring 1 on Grade 6 Mathematics	10%	7%	32%	+7%	+5%	+28%
Percent of students scoring 4 on Grade 7 ELA	0%	1%	4%	-4%	-10%	-14%
Percent of students scoring 3 on Grade 7 ELA	60%	60%	23%	-19%	-19%	-26%
Percent of students scoring 2 on Grade 7 ELA	38%	37%	57%	+22%	+27%	+28%
Percent of students scoring 1 on Grade 7 ELA	3%	1%	17%	+2%	+1%	+12%
Percent of students scoring level 4 on Grade 7 Mathematics	2%	5%	2%	-41%	-37%	-40%
Percent of students scoring level 3 on Grade 7 Mathematics	50%	55%	15%	+3%	+2%	-20%
Percent of students scoring level 2 on Grade 7 Mathematics	43%	39%	59%	+35%	+34%	+40%
Percent of students scoring level 1 on Grade 7 Mathematics	5%	2%	24%	+3%	+2%	+20%

KEY: **% ABOVE REGION** **% SAME AS REGION** **%BELOW REGION**

Note: Due to the assigning of the new 2010-11 "adjusted cut score" at each performance level, has resulted in significantly affecting the achievement of all students in New York State.

ASSESSMENT OF STATE/LOCAL STANDARDS

Benchmarks for Elementary, Middle and Secondary Education	School Performance Data on State Goals					
	2007-08	2008-09	2009-10	Regional Gap		
				2007-08	2008-09	2009-10
Percent of students scoring level 4 on Grade 8 ELA	2%	1%	2%	-9%	-8%	-12%
Percent of students scoring level 3 on Grade 8 ELA	40%	59%	32%	-25%	-16%	-25%
Percent of students scoring level 2 on Grade 8 ELA	54%	37%	50%	+21%	+22%	+25%
Percent of students scoring level 1 on Grade 8 ELA	4%	2%	15%	+2%	+1%	+12%
Percent of students scoring level 4 on Grade 8 Mathematics	5%	1%	3%	-22%	-28%	-23%
Percent of students scoring level 3 on Grade 8 Mathematics	50%	67%	15%	-8%	+5%	-29%
Percent of students scoring level 2 on Grade 8 Mathematics	31%	25%	58%	+20%	+18%	+32%
Percent of students scoring level 1 on Grade 8 Mathematics	15%	7%	23%	+12%	+6%	+19%
Percent of students scoring level 4 on Grade 8 Science	5%	2%	10%	-29%	-23%	-25%
Percent of students scoring level 3 on Grade 8 Science	52%	52%	54%	+1%	+6%	+4%
Percent of students scoring level 2 on Grade 8 Science	32%	33%	28%	+19%	+18%	+14%
Percent of students scoring level 1 on Grade 8 Science	11%	13%	9%	+9%	+11%	+7%
Percent of students scoring level 4 on Grade 8 Social Studies	8%	5%	4%	-34%	-32%	-42%
Percent of students scoring level 3 on Grade 8 Social Studies	40%	43%	40%	-4%	-64%	-4%
Percent of students scoring level 2 on Grade 8 Social Studies	45%	40%	49%	+33%	+27%	+40%
Percent of students scoring level 1 on Grade 8 Social Studies	7%	11%	7%	+6%	+10%	+6%

KEY: % ABOVE REGION % SAME AS REGION %BELOW REGION

Note: Due to the assigning of the new 2010-11 "adjusted cut score" at each performance level, has resulted in significantly affecting the achievement of all students in New York State.

ASSESSMENT OF STATE/LOCAL STANDARDS

Benchmarks for Elementary, Middle and Secondary Education	School Performance Data on State Goals					
	2007-08	2008-09	2009-10	Regional Gap		
				2007-08	2008-09	2009-10
Percent of students passing Comprehensive English Regents*	69%	81%	56%	-23%	-12%	-24%
Percent of students passing Integrated Algebra	47%	30%	43%	-38%	-58%	-33%
Percent of students passing Algebra2/Trigonometry	N/A	N/A	6%	N/A	N/A	-68%
Percent of students passing Math A Regents*	34%	100%	N/A	-50%	+10%	N/A
Percent of students passing Math B Regents*	2%	15%	17%	-76%	-64%	-39%
Percent of students passing Geometry	N/A	19%	28%	N/A	-56%	-38%
Percent of students passing Global History Regents*	29%	68%	46%	-58%	-21%	-12%
Percent of students passing U.S. History and Gov. Regents*	70%	82%	75%	-25%	-12%	+5%
Percent of students passing Living Environment Regents*	77%	61%	43%	-12%	-31%	-16%
Percent of students passing Earth Science Regents*	28%	35%	30%	-58%	-54%	-31%
Percent of students passing Chemistry Regents*	24%	19%	37%	-59%	-68%	-30%
Percent of students passing Physics Regents*	N/A	27%	50%	N/A	-56%	-38%
Percent of students passing Comprehensive French*	N/A	N/A	95%	N/A	N/A	+7%
Percent of students passing Comprehensive Spanish*	100%	95%	100%	+4%	-3%	+5%
Percent of Graduation Rate receiving local and/or Regents Diploma	71%	62%	62%	+16%	+7%	-18%

KEY: **% ABOVE REGION** **% SAME AS REGION** **%BELOW REGION**

Note: Due to the assigning of the new 2010-11 "adjusted cut score" at each performance level, has resulted in significantly affecting the achievement of all students in New York State.

ASSESSMENT OF STATE/LOCAL STANDARDS

Individuals with Disabilities Act (IDEA) Goals for Elementary, Middle and Secondary Education	School Performance Data on State Goals					
	2007-08	2008-09	2009-10	Regional Gap		
				2007-08	2008-09	2009-10
Percent of SWDs above the minimum passing score on Grade 3 ELA that participate in each administration	56%	63%	5%	+4%	+9%	-23%
Percent of SWDs above the minimum passing score on Grade 3 Math that participate in each administration	57%	79%	15%	-26%	-8%	-25%
Percent of SWDs above the minimum passing score on Grade 4 ELA that participate in each administration	48%	48%	10%	-7%	-13%	-25%
Percent of SWDs above the minimum passing score on Grade 4 Math that participate in each administration	71%	67%	14%	-4%	-11%	-29%
Percent of SWDs above the minimum passing score on Grade 5 ELA that participate in each administration	59%	65%	4%	-3%	0%	-22%
Percent of SWDs above the minimum passing score on Grade 5 Math that participate in each administration	58%	84%	4%	-15%	+4%	-38%
Percent of SWDs above the minimum passing score on Grade 6 ELA that participate in each administration	43%	17%	3%	-1%	-44%	-24%
Percent of SWDs above the minimum passing score on Grade 6 Math that participate in each administration	37%	8%	0%	-27%	-60%	-34%
Percent of SWDs above the minimum passing score on Grade 7 ELA that participate in each administration	28%	25%	4%	-20%	-35%	-17%
Percent of SWDs above the minimum passing score on Grade 7 Math that participate in each administration	28%	35%	0%	-39%	-2%	-37%
KEY:	% ABOVE REGION		% SAME AS REGION		%BELOW REGION	
<i>Note: Due to the assigning of the new 2010-11 "adjusted cut score" at each performance level, has resulted in significantly affecting the achievement of all students in New York State.</i>						

ASSESSMENT OF STATE/LOCAL STANDARDS

Individuals with Disabilities Act (IDEA) Goals for Elementary, Middle and Secondary Education	School Performance Data on State Goals					
	2007-08	2008-09	2009-10	Regional Gap		
				2007-08	2008-09	2009-10
Percent of SWDs above the minimum passing score on Grade 8 ELA that participate in each administration	9%	24%	5%	-19%	-20%	-21%
Percent of SWDs above the minimum passing score on Grade 8 Math that participate in each administration	23%	33%	0%	-31%	-35%	-30%
Percent of SWDs above the minimum passing score on Comprehensive English Regents*	40%	39%	55%	-34%	-36%	-9%
Percent of SWDs above the minimum passing score on Math A Regents*	50%	N/A	N/A	-17%	N/A	N/A
Percent of SWDs above the minimum passing score on Math B Regents*	0%	0%	0%	-59%	-58%	-69%
Percent of SWDs above the minimum passing score on Integrated Algebra Regents*	46%	19%	24%	-59%	-58%	-31%
Percent of SWDs above the minimum passing score on Algebra2/Trigonometry Regents*	N/A	N/A	0%	N/A	N/A	-54%
Percent of SWDs above the minimum passing score on Geometry	N/A	10	17%	N/A	-50	-27%
KEY:	% ABOVE REGION	% SAME AS REGION	%BELOW REGION			
<i>Note: Due to the assigning of the new 2010-11 "adjusted cut score" at each performance level, has resulted in significantly affecting the achievement of all students in New York State.</i>						

ASSESSMENT OF STATE/LOCAL STANDARDS

Limited English Proficient (LEP) Goals for Elementary, Middle and Secondary Education	School Performance Data on State Goals					
	2007-08	2008-09	2009-10	- % Gap	- % Gap	- % Gap
				2007-08	2008-09	2009-10
Percent of LEPs/ELLs above the minimum passing score on Grade 3 ELA that participate in each administration	81%	46%	17%	+27%	-14%	-16%
Percent of LEPs/ELLs above the minimum passing score on Grade 3 Math that participate in each administration	89%	76%	36%	+2%	-14%	-10%
Percent of LEPs/ELLs above the minimum passing score on Grade 4 ELA that participate in each administration	68%	79%	11%	+13%	+14%	-24%
Percent of LEPs/ELLs above the minimum passing score on Grade 4 Math that participate in each administration	83%	85%	20%	+3%	+2%	-22%
Percent of LEPs/ELLs above the minimum passing score on Grade 5 ELA that participate in each administration	71%	75%	10%	+18%	+15%	-14%
Percent of LEPs/ELLs above the minimum passing score on Grade 5 Math that participate in each administration	100%	82%	18%	+28%	+3%	-20%
Percent of LEPs/ELLs above the minimum passing score on Grade 6 ELA that participate in each administration	48%	50%	5%	+18%	-5%	-8%
Percent of LEPs/ELLs above the minimum passing score on Grade 6 Math that participate in each administration	57%	28%	0%	-3%	-33%	-27%
Percent of LEPs/ELLs above the minimum passing score on Grade 7 ELA that participate in each administration	41%	13%	0%	+17%	-21%	-7%
Percent of LEPs/ELLs above the minimum passing score on Grade 7 Math that participate in each administration	38%	26%	10%	-16%	-41%	-20%
KEY:	% ABOVE REGION		% SAME AS REGION		%BELOW REGION	
<i>Note: Due to the assigning of the new 2010-11 "adjusted cut score" at each performance level, has resulted in significantly affecting the achievement of all students in New York State.</i>						

* = SED Required ** = IDEA

ASSESSMENT OF STATE/LOCAL STANDARDS

Limited English Proficient (LEP) Goals for Elementary, Middle and Secondary Education	School Performance Data on State Goals					
	2006-07	2007-08	2009-10	- % Gap	- % Gap	- % Gap
				2007-08	2008-09	2009-10
Percent of LEPs/ELLs above the minimum passing score on Grade 8 ELA that participate in each administration	9%	7%	0%	-8%	-11%	-11%
Percent of LEPs/ELLs above the minimum passing score on Grade 8 Math that participate in each administration	24%	38%	0%	-26%	-25%	-30%
Percent of LEPs/ELLs above the minimum passing score on Comprehensive English Regents*	100%	100%	77%	+50%	+47%	+37
Percent of LEPs/ELLs above the minimum passing score on Math A Regents*	38%	100%	N/A	-22%	+0%	N/A
Percent of LEPs/ELLs above the minimum passing score on Math B Regents*	36%	0%	0%	-35%	-68%	-65%
Percent of LEPs/ELLs above the minimum passing score on Integrated Algebra B Regents*	33%	47%	36%	-15%	-9%	-36%
Percent of SWDs above the minimum passing score on Algebra2/Trigonometry Regents*	N/A	N/A	0%	N/A	N/A	-54%
Percent of LEPs/ELLs above the minimum passing score on Geometry	N/A	17%	53%	N/A	-38%	+10
KEY:	% ABOVE REGION	% SAME AS REGION	%BELOW REGION			
<i>Note: Due to the assigning of the new 2010-11 "adjusted cut score" at each performance level, has resulted in significantly affecting the achievement of all students in New York State.</i>						

* = SED Required

ASSESSMENT OF STATE/LOCAL STANDARDS

Special Education School District Data Profile Based upon NYSED State Performance Indicators	School Performance Data on State Goals					
	2006-07		2007-08		2008-09	
	State Target	District	State Target	District	State Target	District
Indicator 1: % of Graduation Rate of SWDs , who will exit with a local, Regents, or GED diploma after four years (30 or more SWDs students)	≥37%	22%	≥37%	22%	≥44%	47%
Indicator 2: % of Drop Out Rate of SWDs who drop out rate after four years(30 or more SWDs students)	≤19	6.3	≤19	6.3	≤18	10%
Indicator 3: % of State assessment-						
3-8 Grade ELA Participation Rate	95%	88.2	95%	88.2	95%	98%
3-8 Grade Math Participation Rate	95%	86.4	95%	86.4	95%	98%
High School ELA (40 or more SWDs students) Participation Rate	95%	n/a	95%	n/a	95%	n/a
High School (40 or more SWDs students) Math Participation Rate	95%	n/a	95%	n/a	95%	n/a
3-8 Grade ELA Performance Index	96	127	96	127	106	138
3-8 Grade Math Performance Index	105	130	105	130	115	140
High School ELA (30 or more SWDs students) ELA Performance Index	119	n/a	119	n/a	129	179
High School (30 or more SWDs students) Math Performance Index	125	n/a	125	n/a	139	177
Indicator 4: Suspension/Expulsion- of SWDs suspended out-of-school for more than 10 days	≤4%	.3%	≤4%	.3%	≤2.7	0%

ASSESSMENT OF STATE/LOCAL STANDARDS

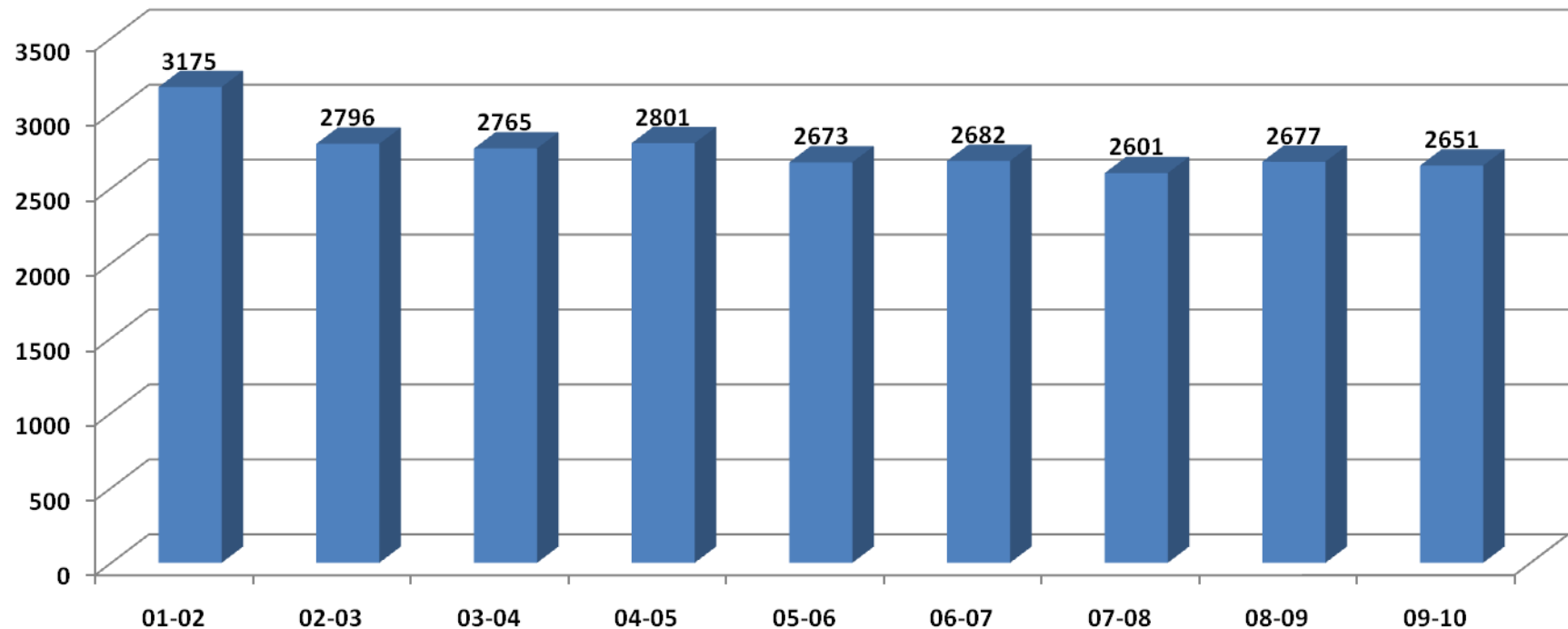
Special Education School District Data Profile Based upon NYSED State Performance Indicators	School Performance Data on State Goals					
	2006-07		2007-08		08-09	
	State Target	District	State Target	District	State Target	District
Indicator 5: % of School-age Least Restrictive Environment (LRE)- of SWDs in general education program for:						
80% or more of the day	≥55	42	≥55	42	≥53	45.5%
40 to 79% of the day	N/A	15	N/A	15	N/A	14.5%
Less than 40% of the day	≤26	18.8	≤26	18.8	≤24.5	21.9%
In Separate facilities/school	≤6.5	24.3	≤6.5	24.3	≤6.5	17.9%
Indicator 6: % of SWDs Preschool Least Restrictive Environment (LRE)	N/A	N/A	N/A	N/A	N/A	N/A
Indicator 7: % of SWDs Preschool outcomes	N/A	N/A	N/A	N/A	N/A	N/A
Indicator 8: Parent Involvement	≥87	N/A	≥87	N/A	≥88	N/A
Indicator 9: Disproportionality - Identification for Special Education-disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate policies, practices and procedures	No		No		No	
Indicator 10a: Disproportionality in Specific Disability Categories-disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate policies, practices and procedures	No		No		No	

ASSESSMENT OF STATE/LOCAL STANDARDS

Special Education School District Data Profile Based upon NYSED State Performance Indicators	School Performance Data on State Goals					
	2006-07		2007-08		2008-09	
	State Target	District	State Target	District	State Target	District
Indicator 10b: Disproportionality in Special Education Placements- disproportionate representation of racial and ethnic groups in particular settings that was the result of inappropriate policies, practices and procedures	No	Yes	No	Yes	No	Yes
Indicator 11: Timely Evaluations (Child Find)	100%	Yes	100%	Yes	100%	Yes
Indicator 12: Early Childhood Transition	100%	Yes	100%	Yes	100%	Yes
Indicator 13: Secondary Transition	100%	Yes	100%	Yes	100%	Yes
Indicator 14: Post-School Outcomes	92%	Yes	92%	Yes	92%	Yes

DISTRICT PROFILE

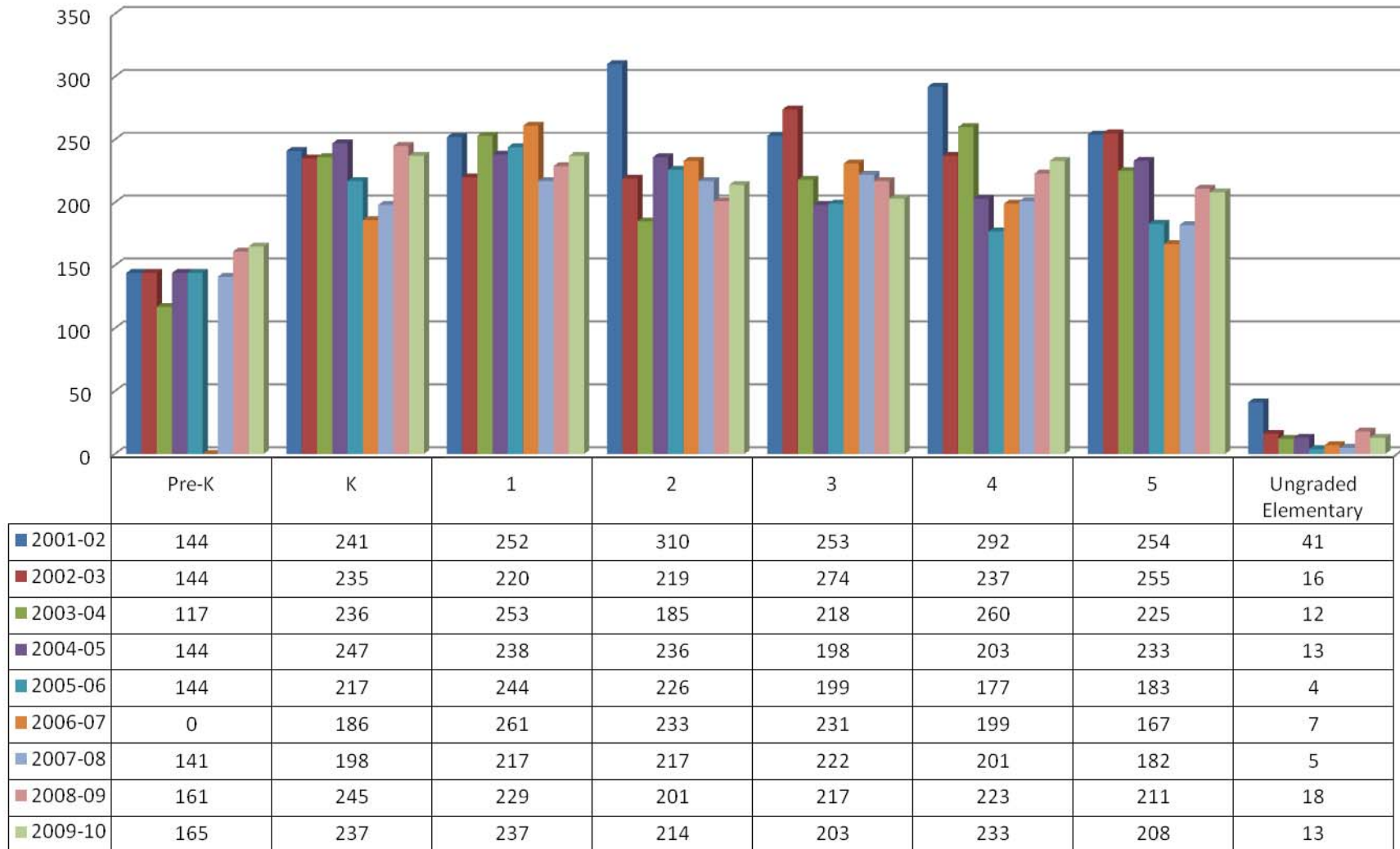
K-12 Summary Enrollment



- Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year.
- Students who attend BOCES programs on a part-time basis are included in a district's enrollment.
- Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts

DISTRICT PROFILE

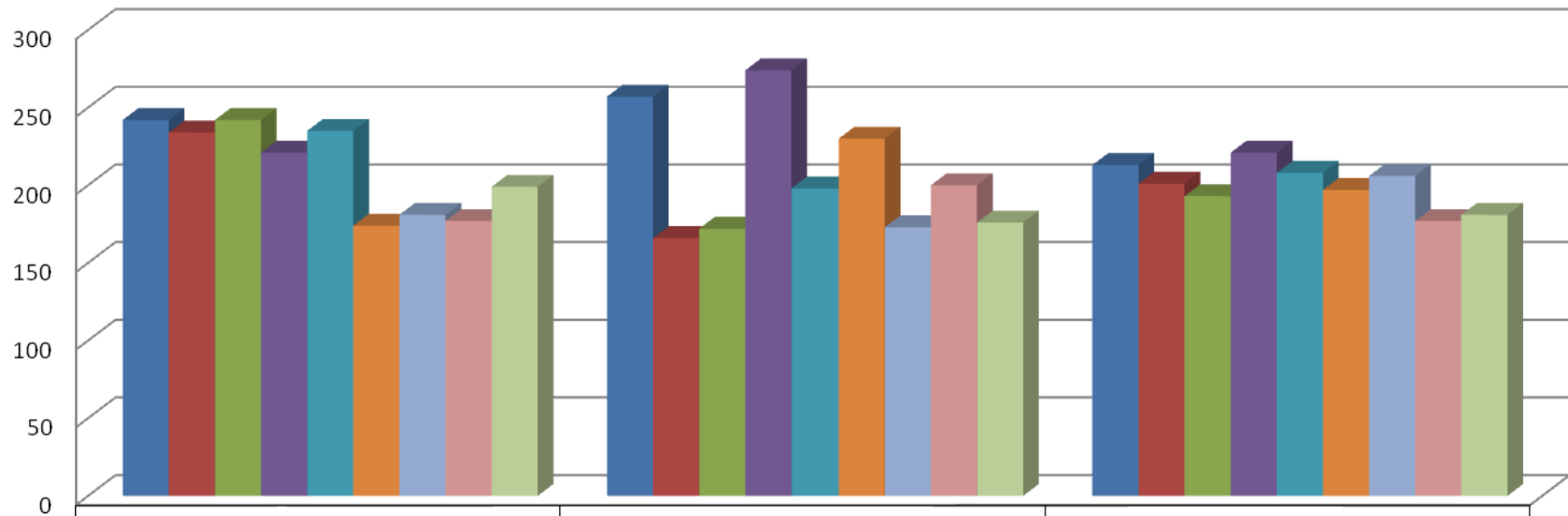
Elementary Enrollment



- Provides a break out of the Elementary Summary Enrollment data by grade

DISTRICT PROFILE

Middle School Enrollment

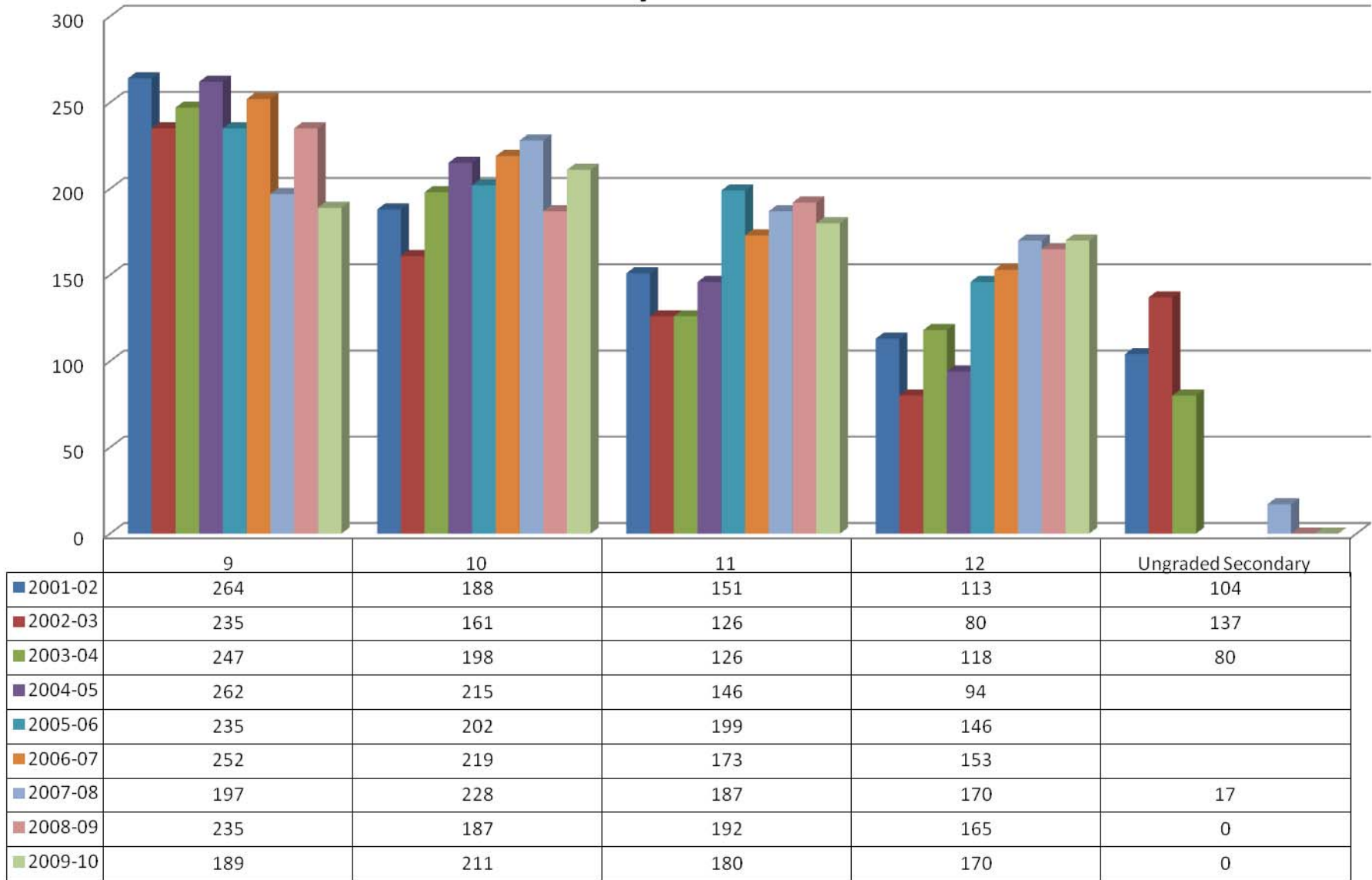


	6	7	8
2001-02	242	257	213
2002-03	234	166	201
2003-04	242	172	193
2004-05	221	274	221
2005-06	235	198	208
2006-07	174	230	197
2007-08	181	173	206
2008-09	177	200	177
2009-10	199	176	181

- Provides a break out of the Middle School Summary Enrollment data by grade

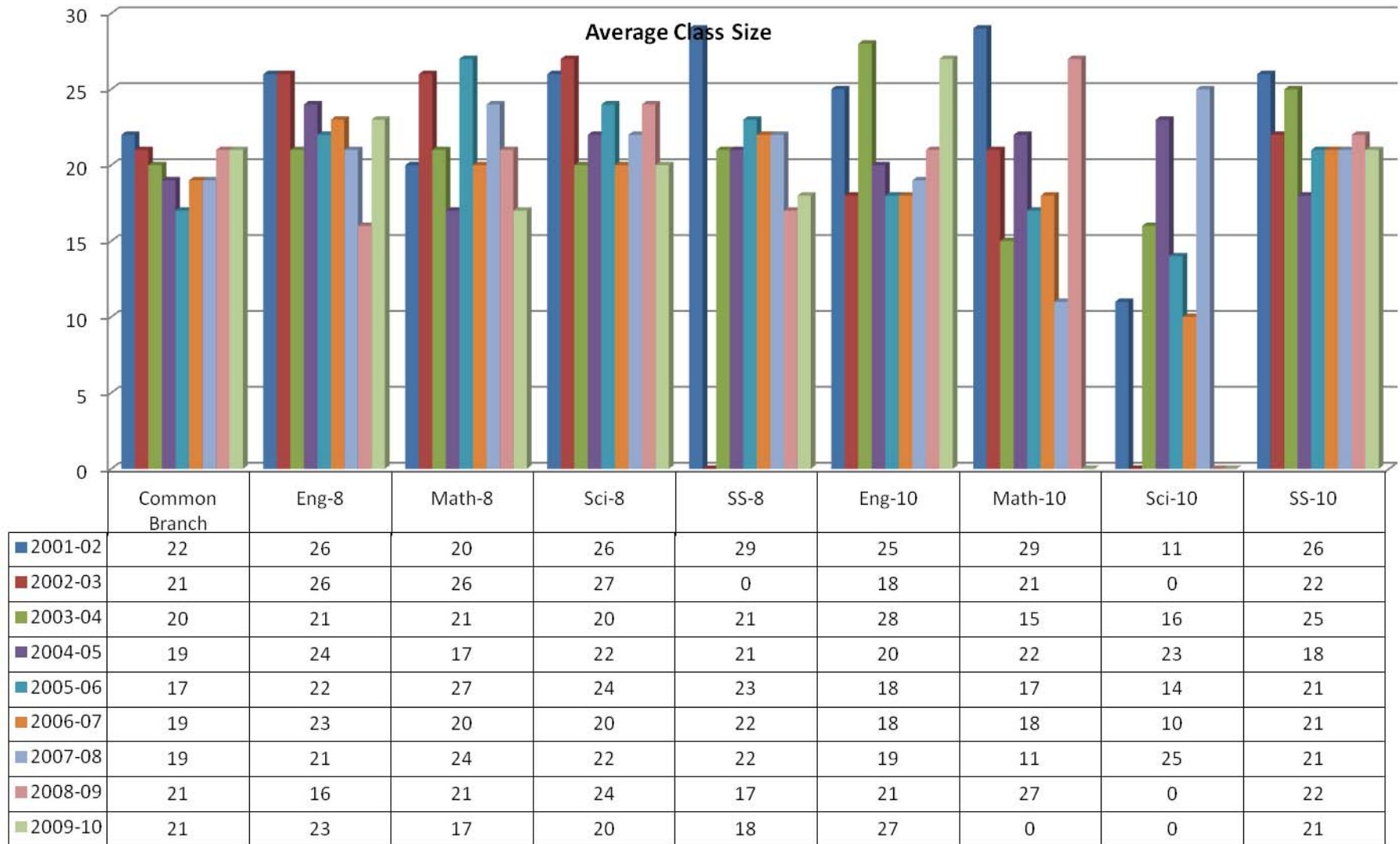
DISTRICT PROFILE

Secondary Enrollment



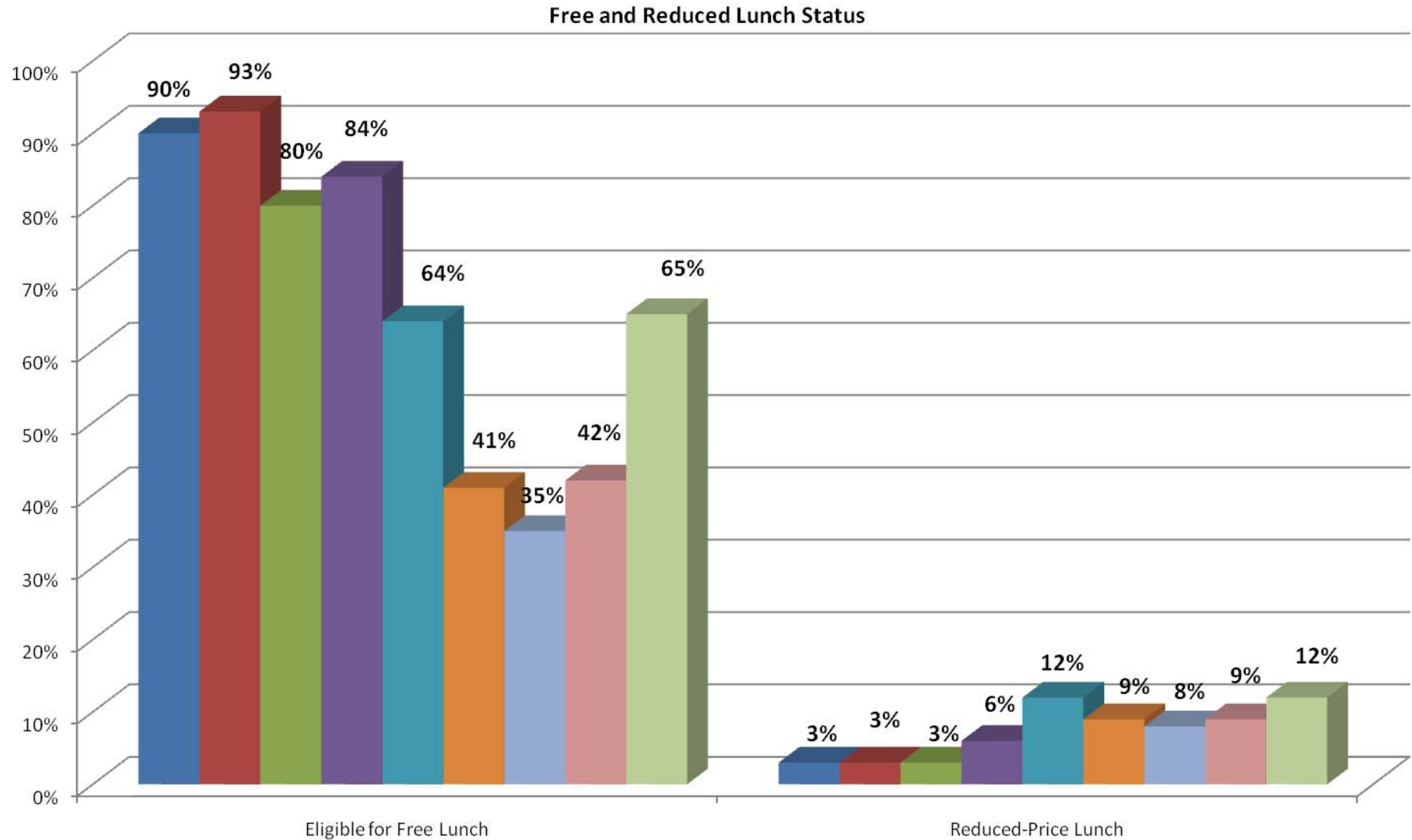
- Provides a break out of the high school summary enrollment data by grade

DISTRICT PROFILE



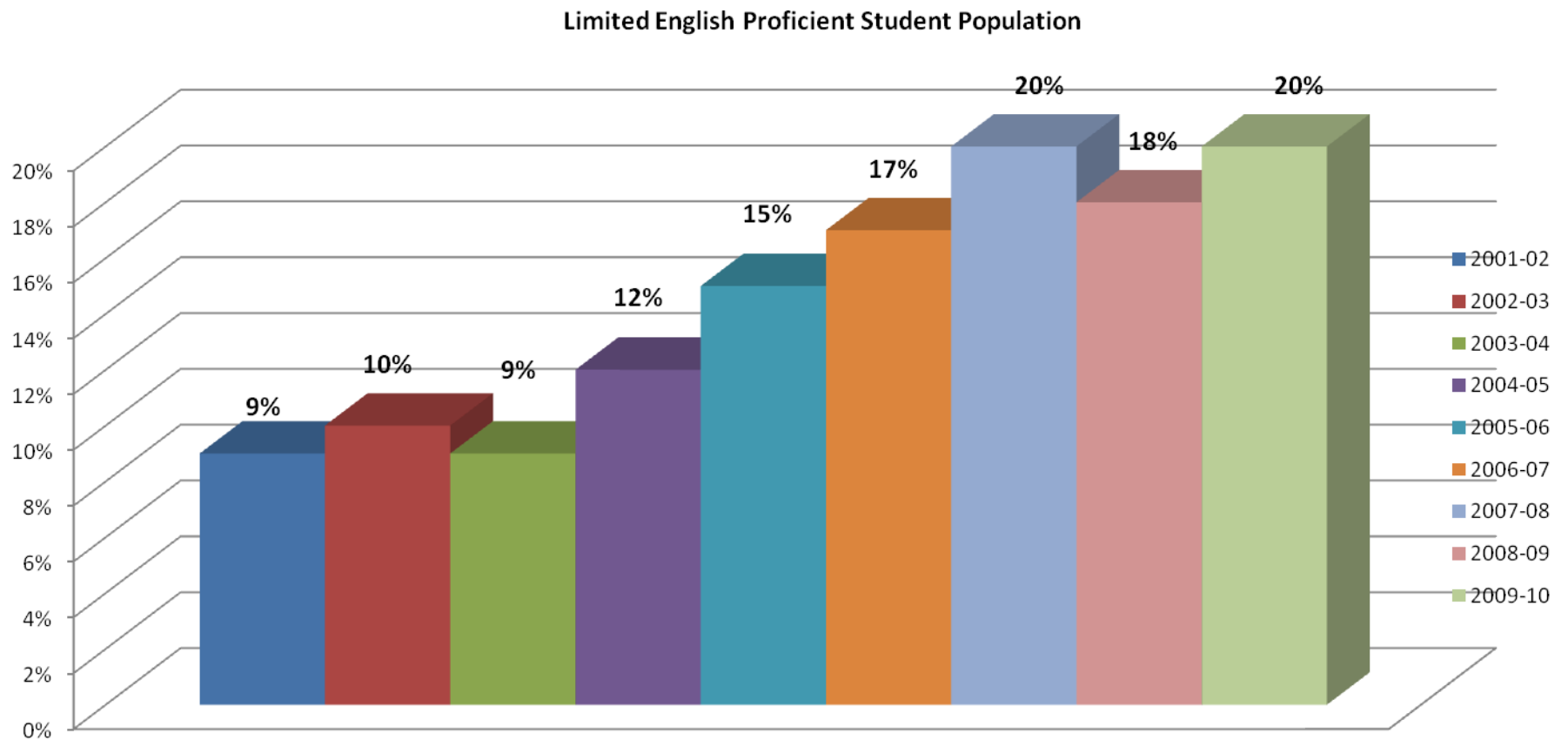
- **Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1–6.**
-

DISTRICT PROFILE



- **Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Education Data System (BEDS) enrollment in full –day Kindergarten through Grade 12.**
- **Eligible for Free Lunch counts are used to determine similar Schools groupings within a need/resource capacity category.**

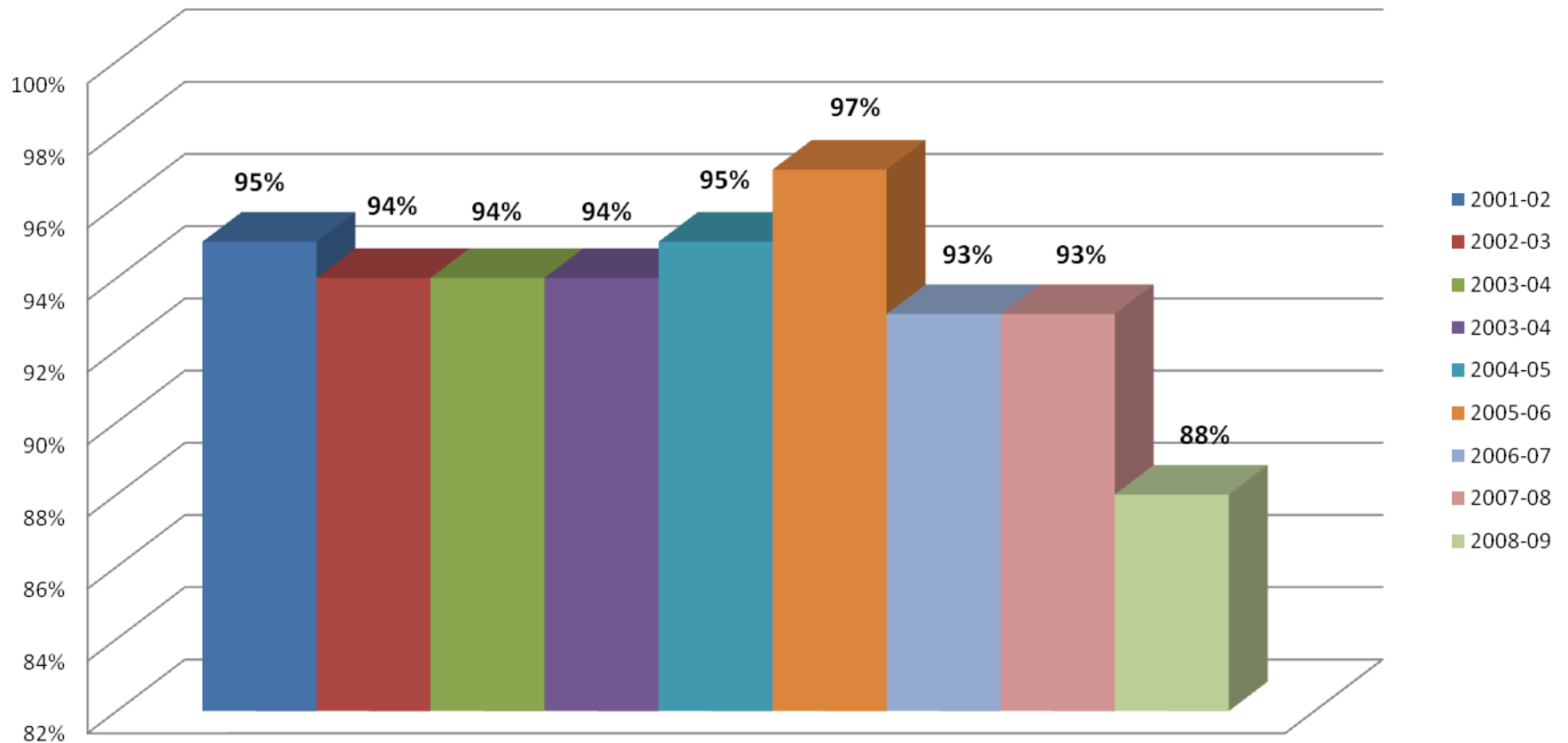
DISTRICT PROFILE



- The limited English proficiency program goal is to assure that such pupils are provided opportunities to achieve the same educational goals and standards as the general student population. In accordance with the provisions of this Part, each school district shall provide pupils with limited English proficiency equal access to all school programs and services offered by the district commensurate with their ages and grade level, including access to programs required for graduation.**

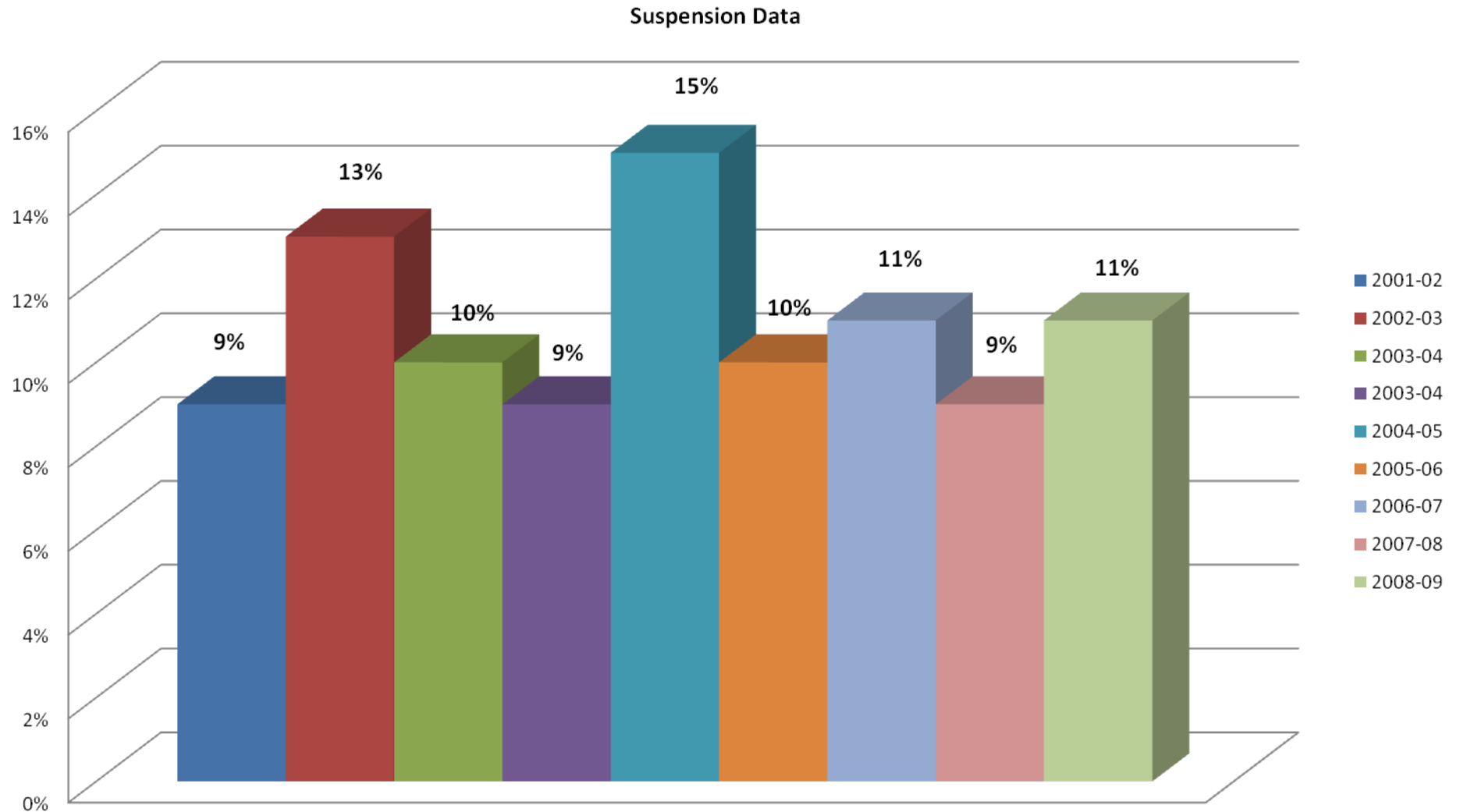
DISTRICT PROFILE

Attendance Data



- Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year.**

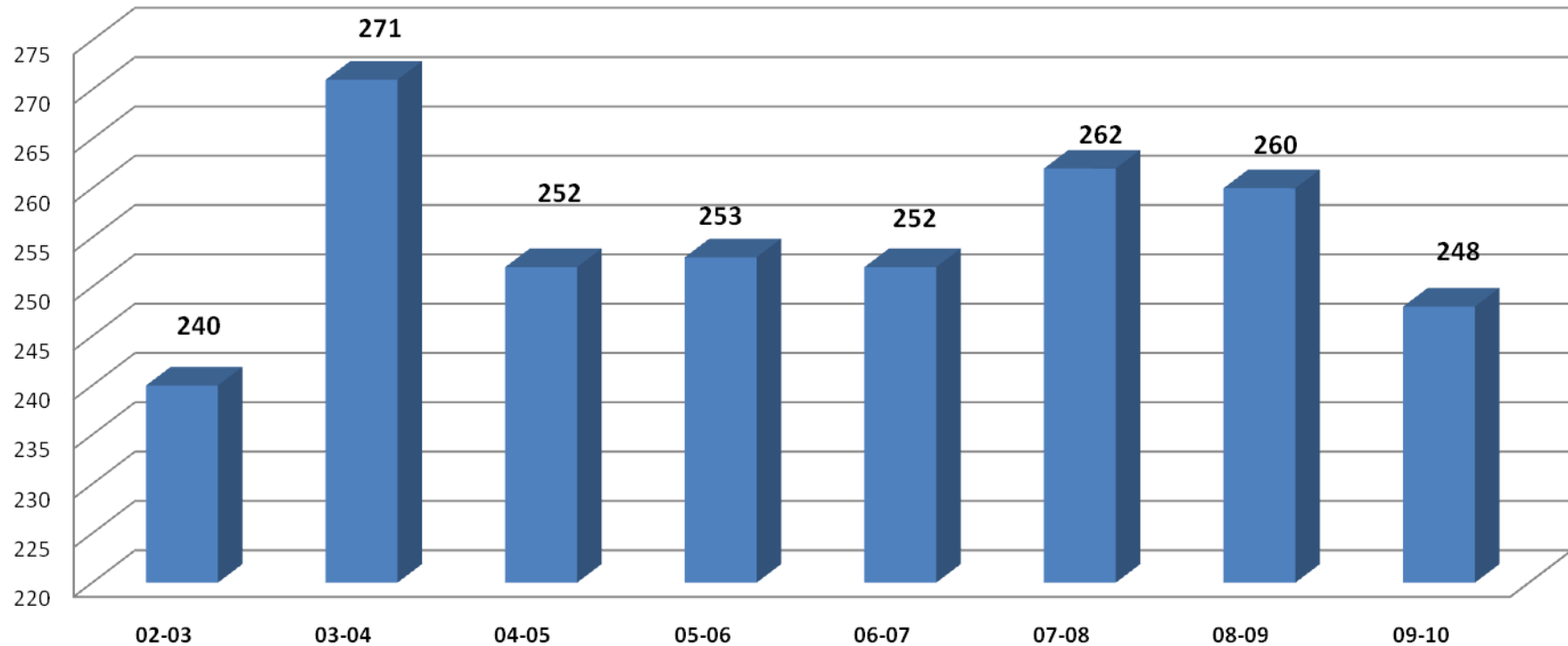
DISTRICT PROFILE



- Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.**

DISTRICT PROFILE

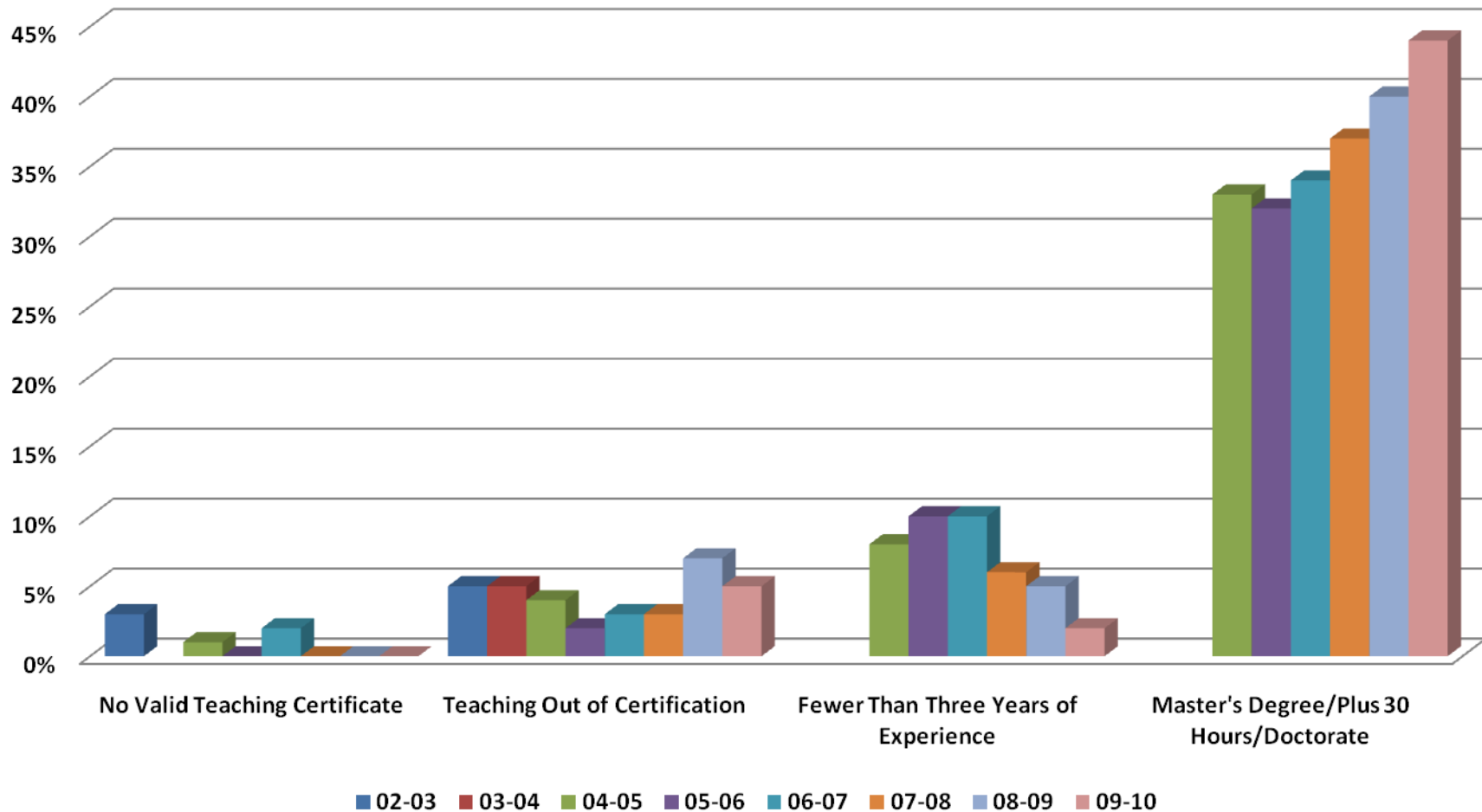
Total # of Teachers



- **The Percent Teaching out of Certification is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.**
- **Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day.**
- **To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.**

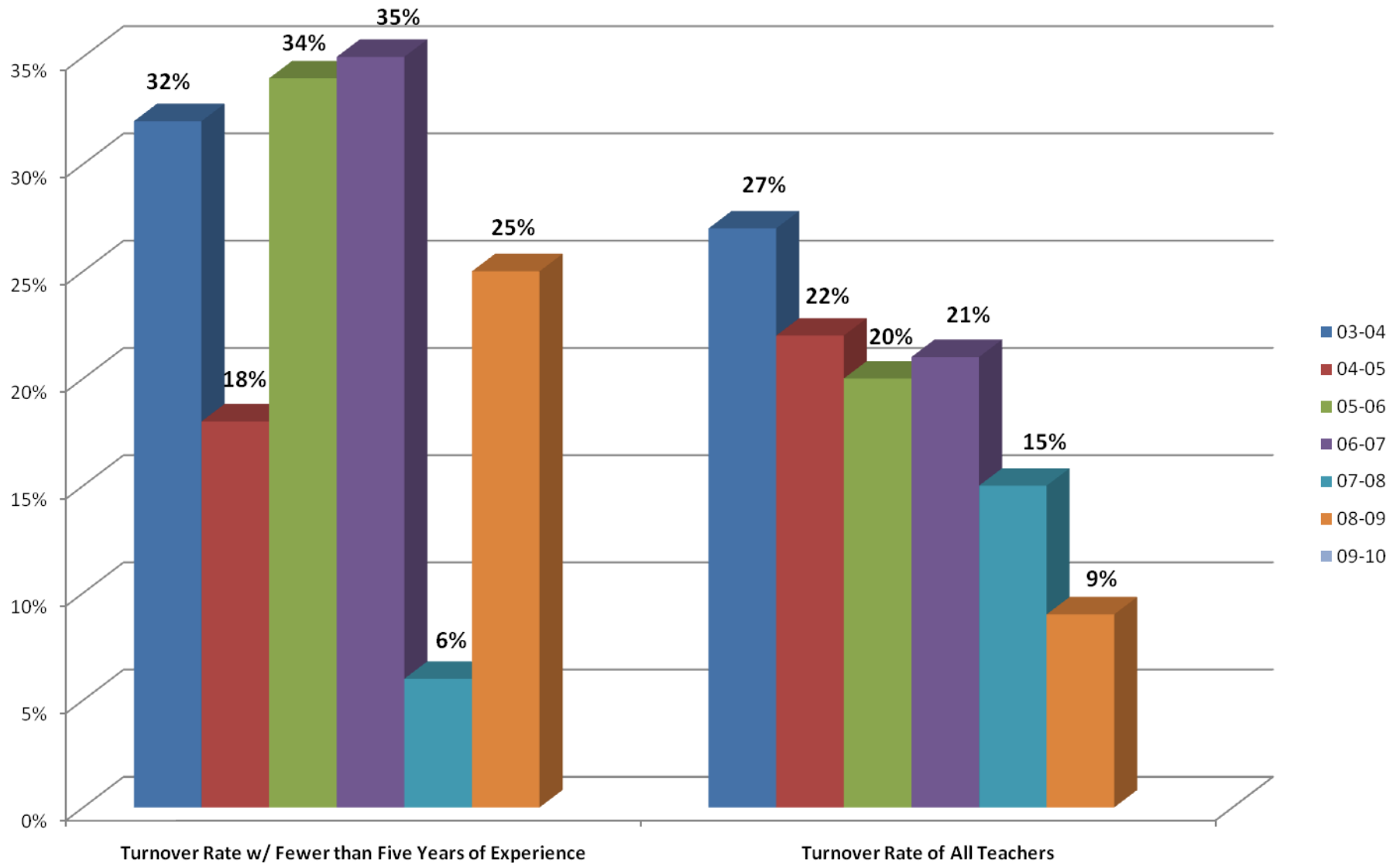
DISTRICT PROFILE

"Highly Qualified" Teacher Status



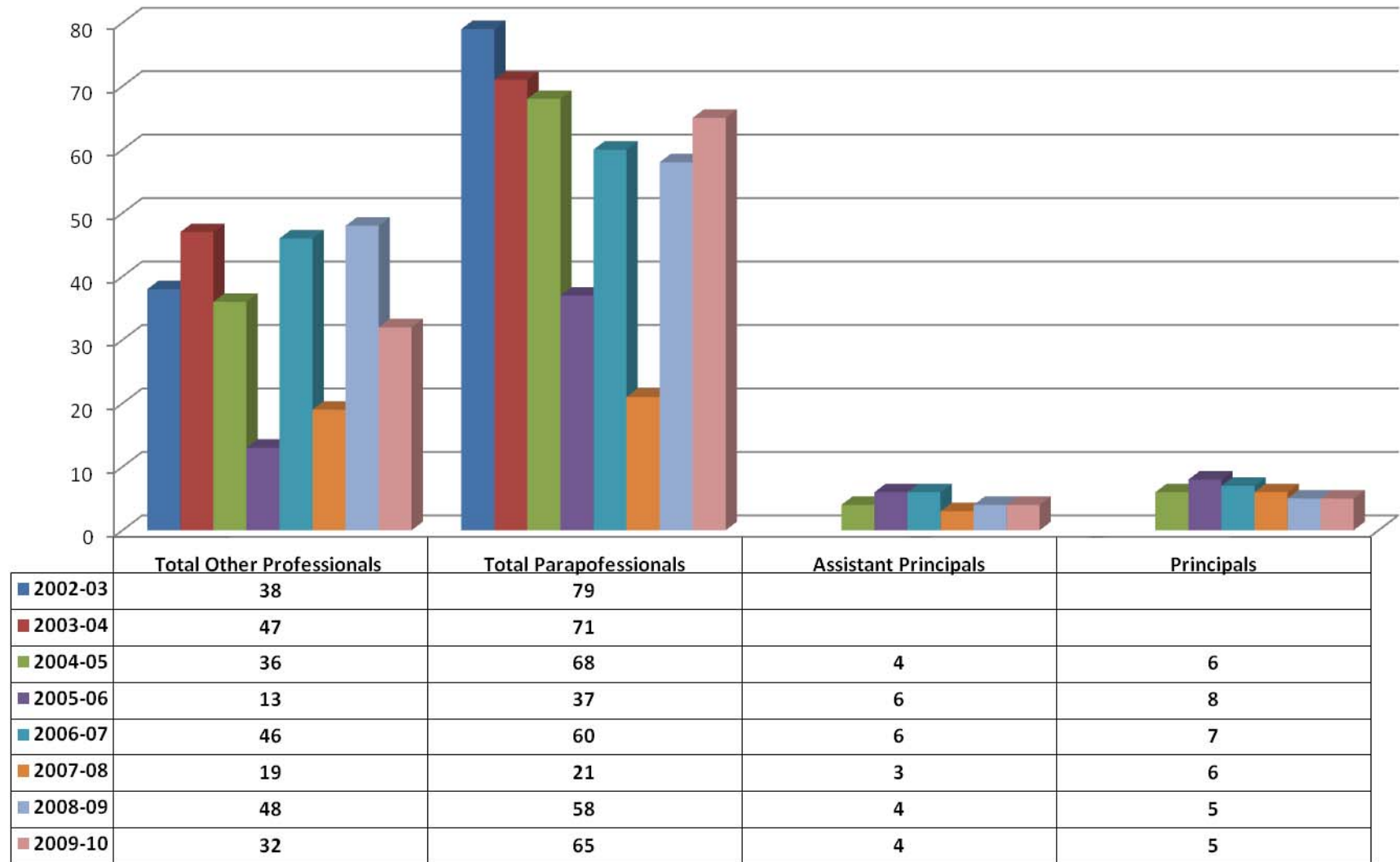
- **The NO CHILD LEFT BEHIND (NCLB) ACT of 2001 is a federal law to improve education for all children. It holds schools responsible for results, gives parents greater choices, and promotes teaching methods that work.**
- **All children deserve well-prepared teachers. Well-prepared teachers know what to teach and how to teach. They have mastered the subject matter that they are teaching. Under NCLB, all school districts must make sure that all teachers in core academic subjects are highly qualified by the end of school year 2005-2006. For NCLB, core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.**

DISTRICT PROFILE



- Teacher Turnover Rate** for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

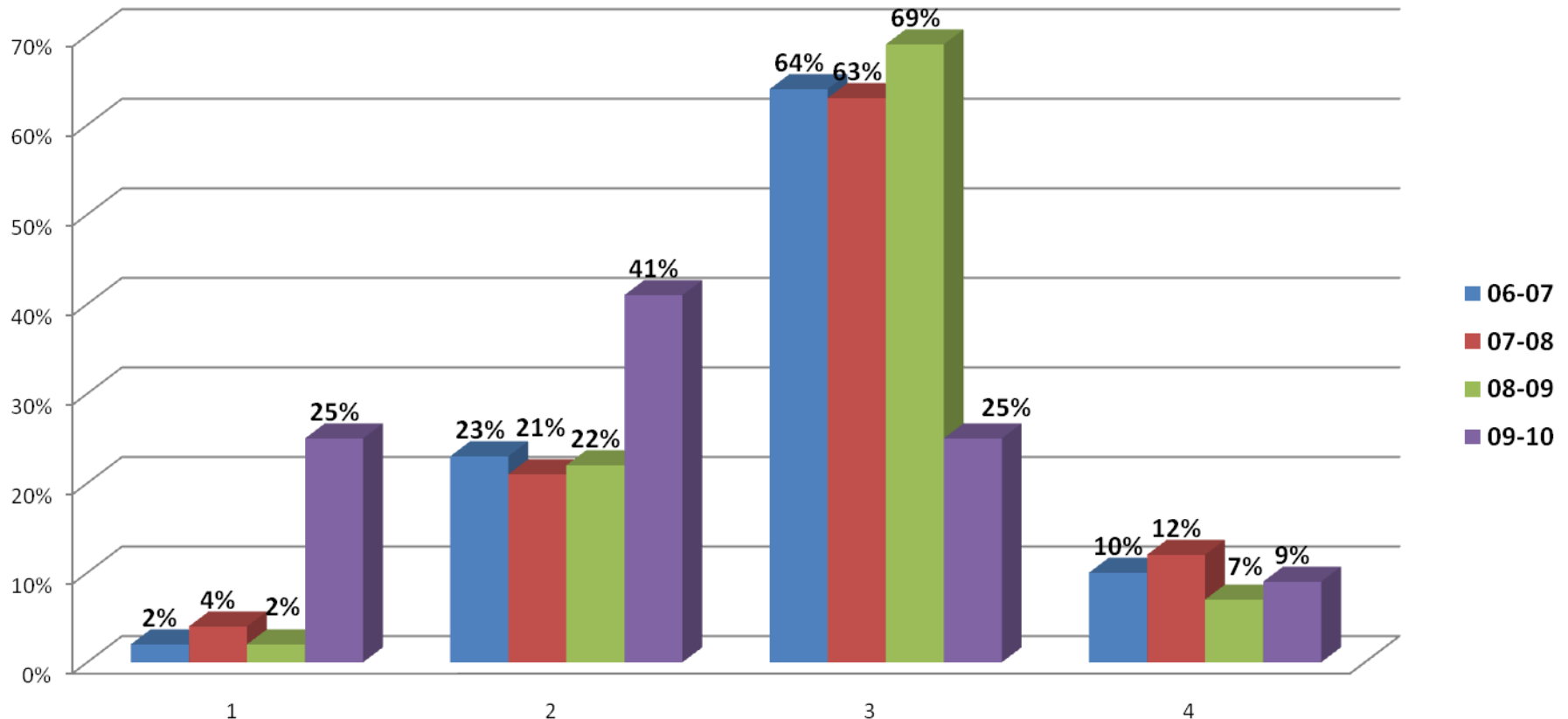
DISTRICT PROFILE



- Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

DISTRICT PROFILE

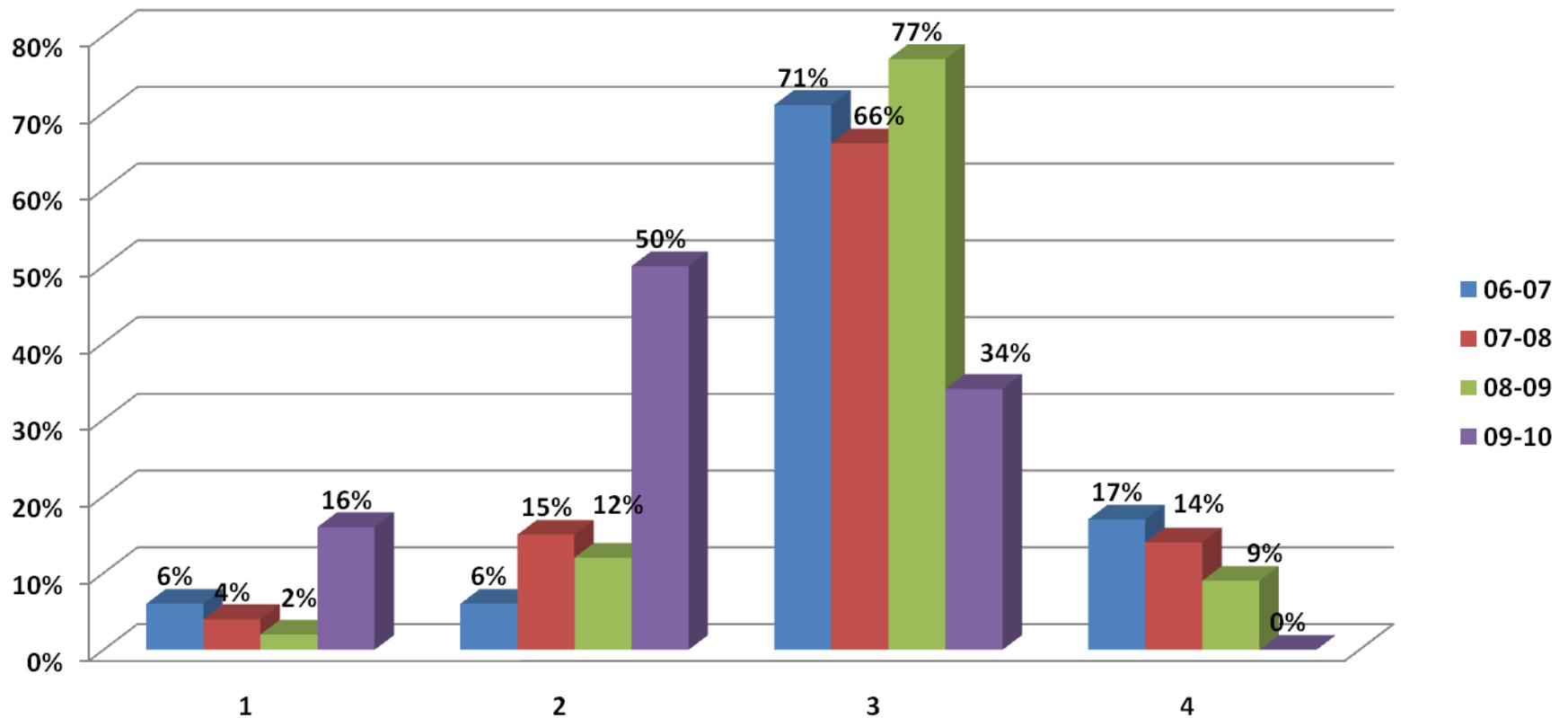
GRADE 3 ELA TRENDS



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DISTRICT PROFILE

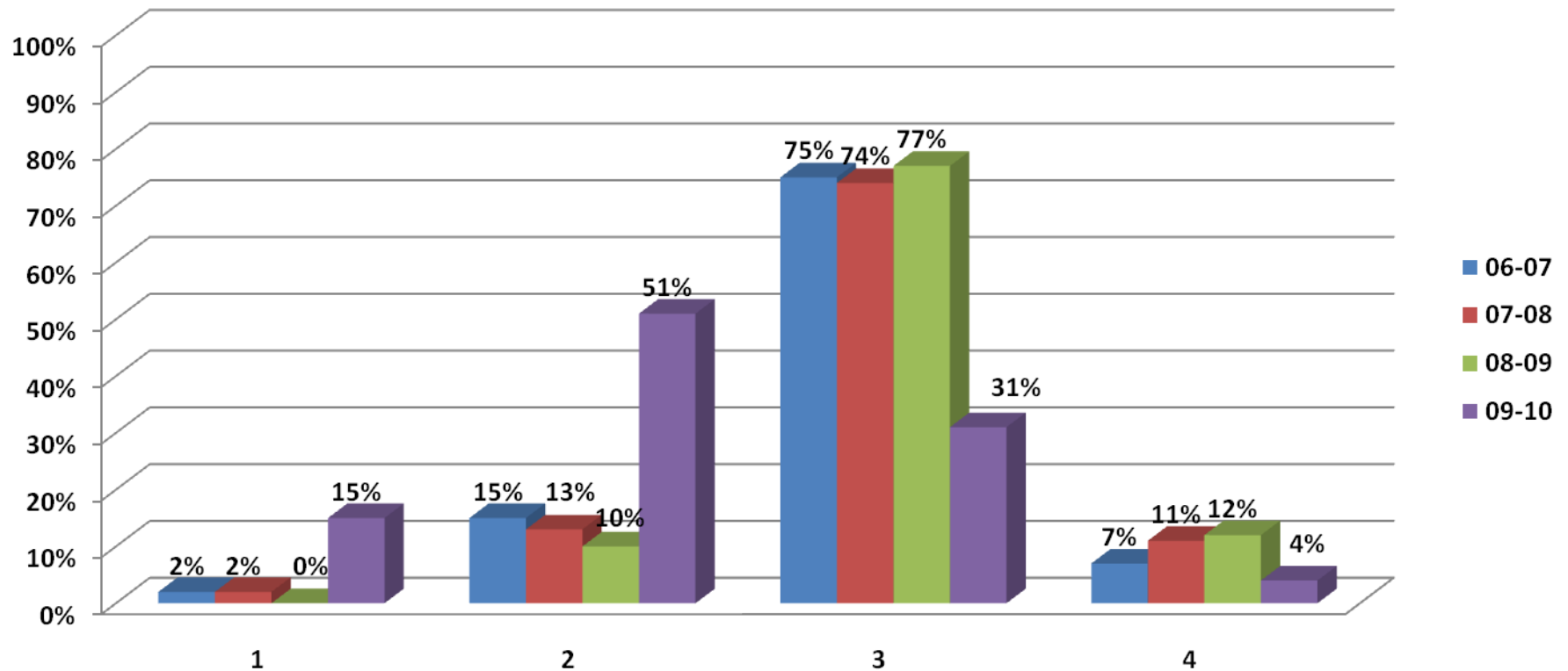
GRADE 4 ELA TRENDS



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DISTRICT PROFILE

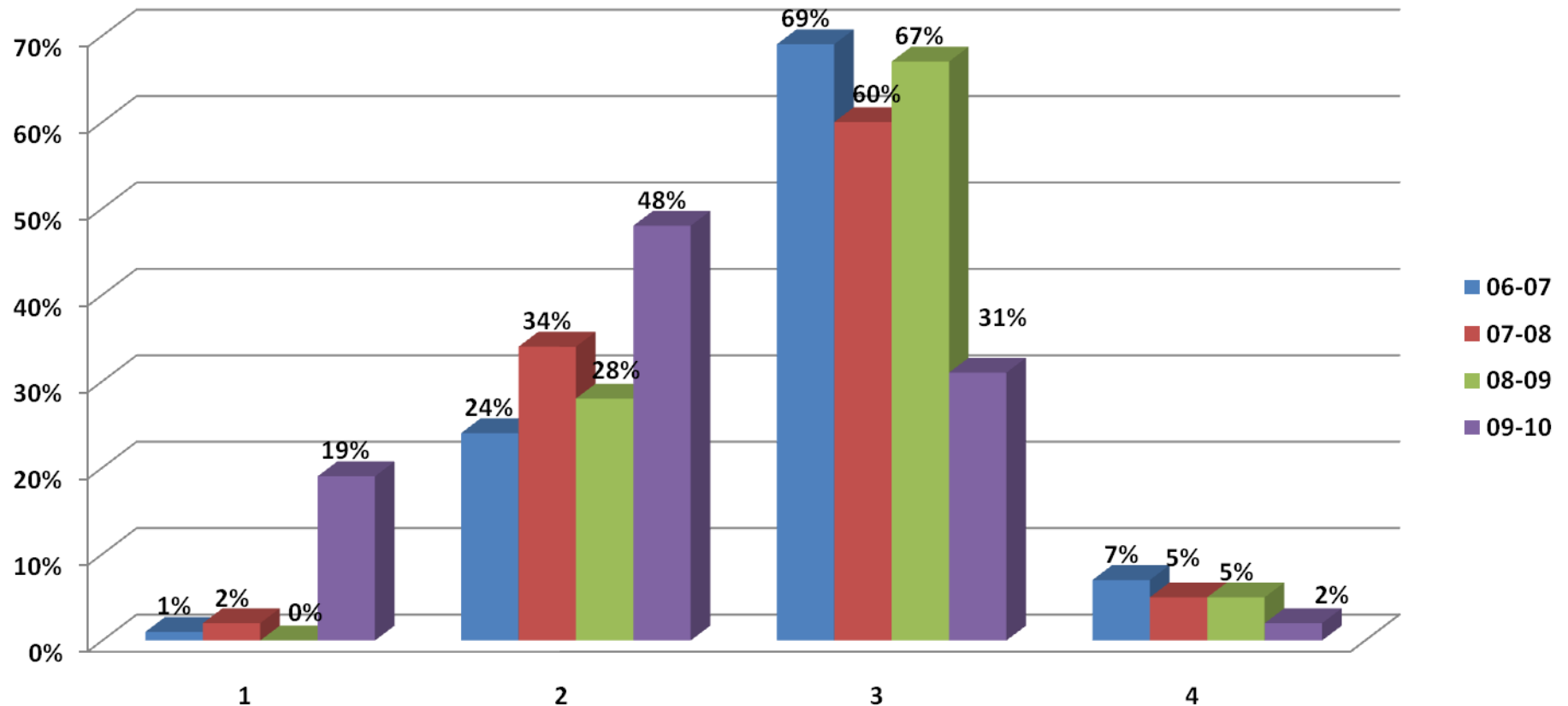
GRADE 5 ELA TRENDS



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DISTRICT PROFILE

GRADE 6 ELA TRENDS

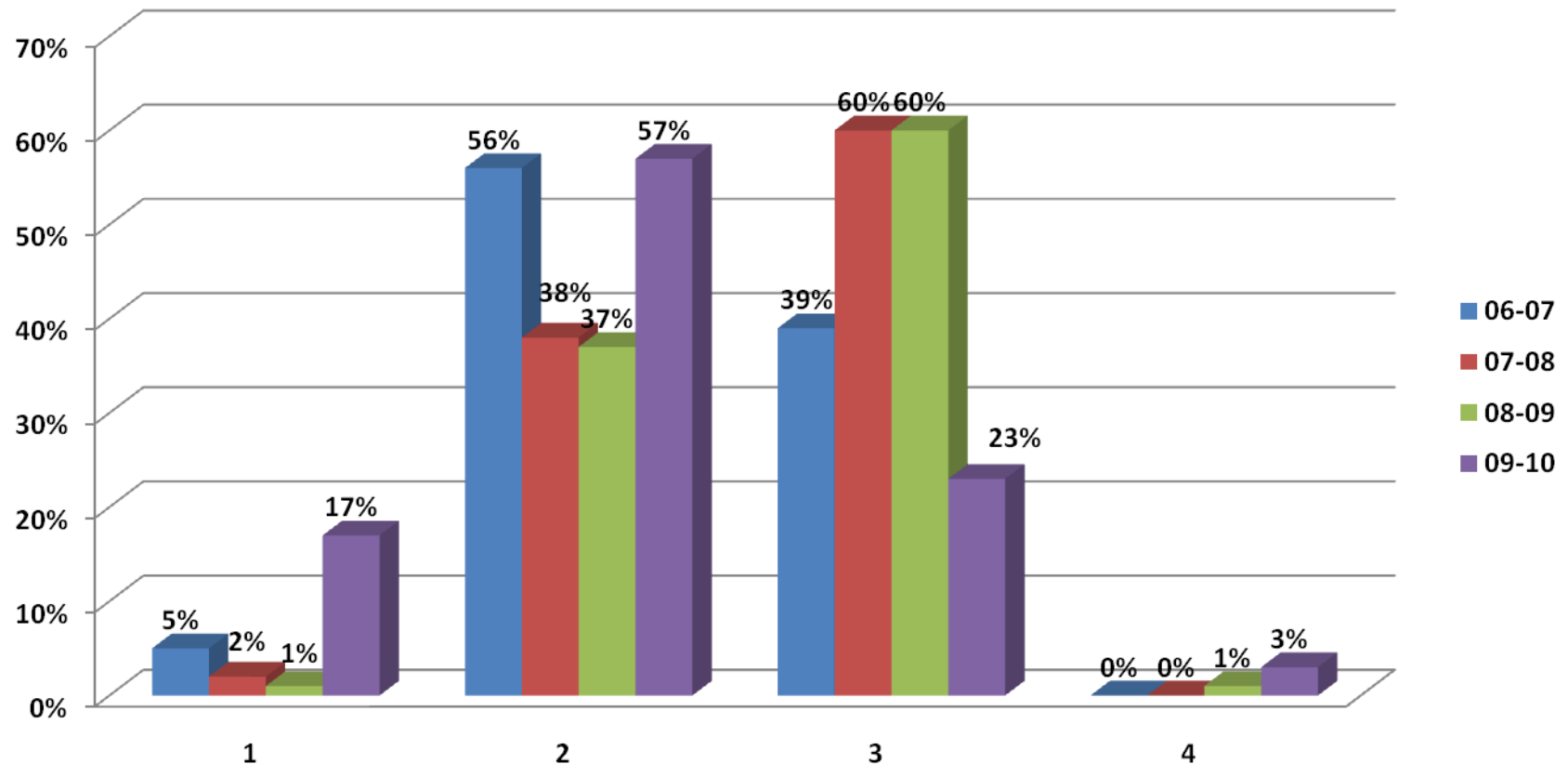


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DISTRICT PROFILE

GRADE 7 ELA TRENDS

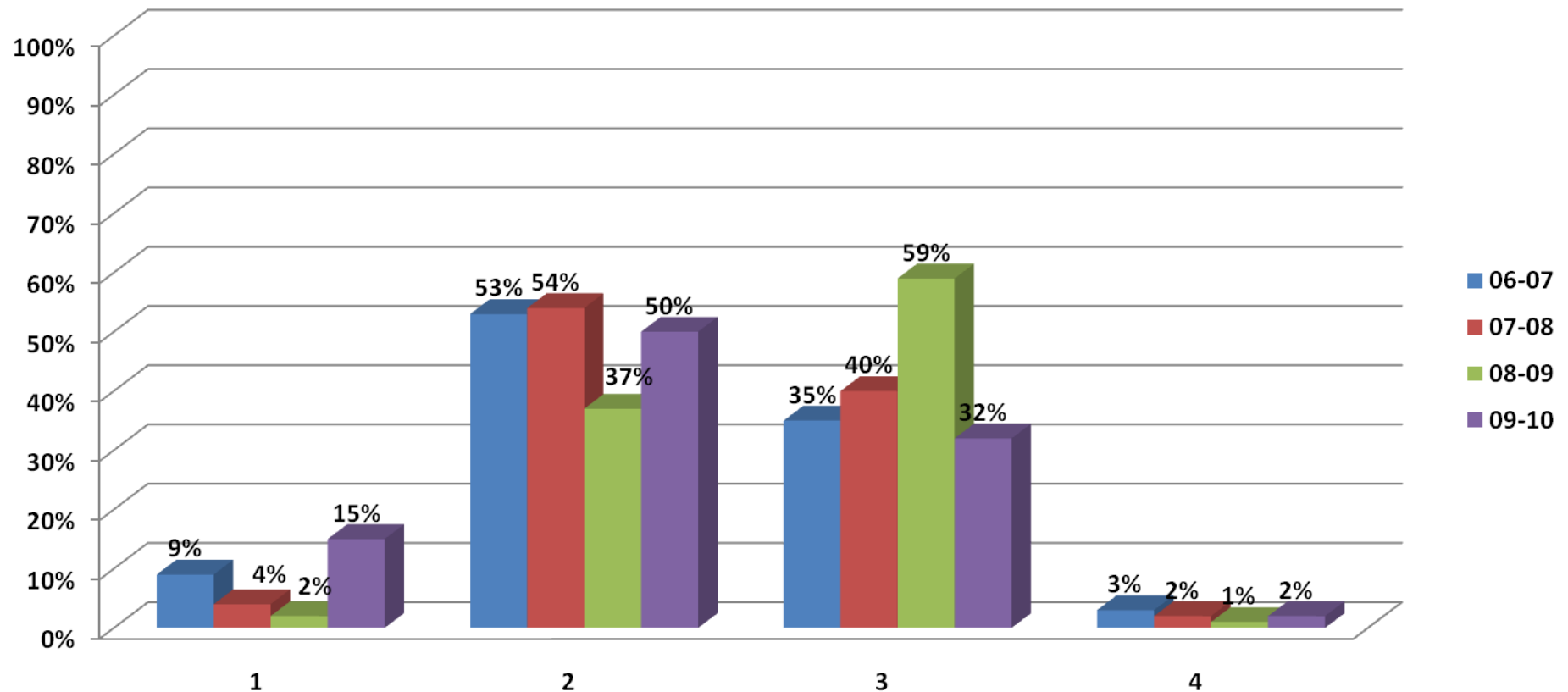


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DISTRICT PROFILE

GRADE 8 ELA TRENDS

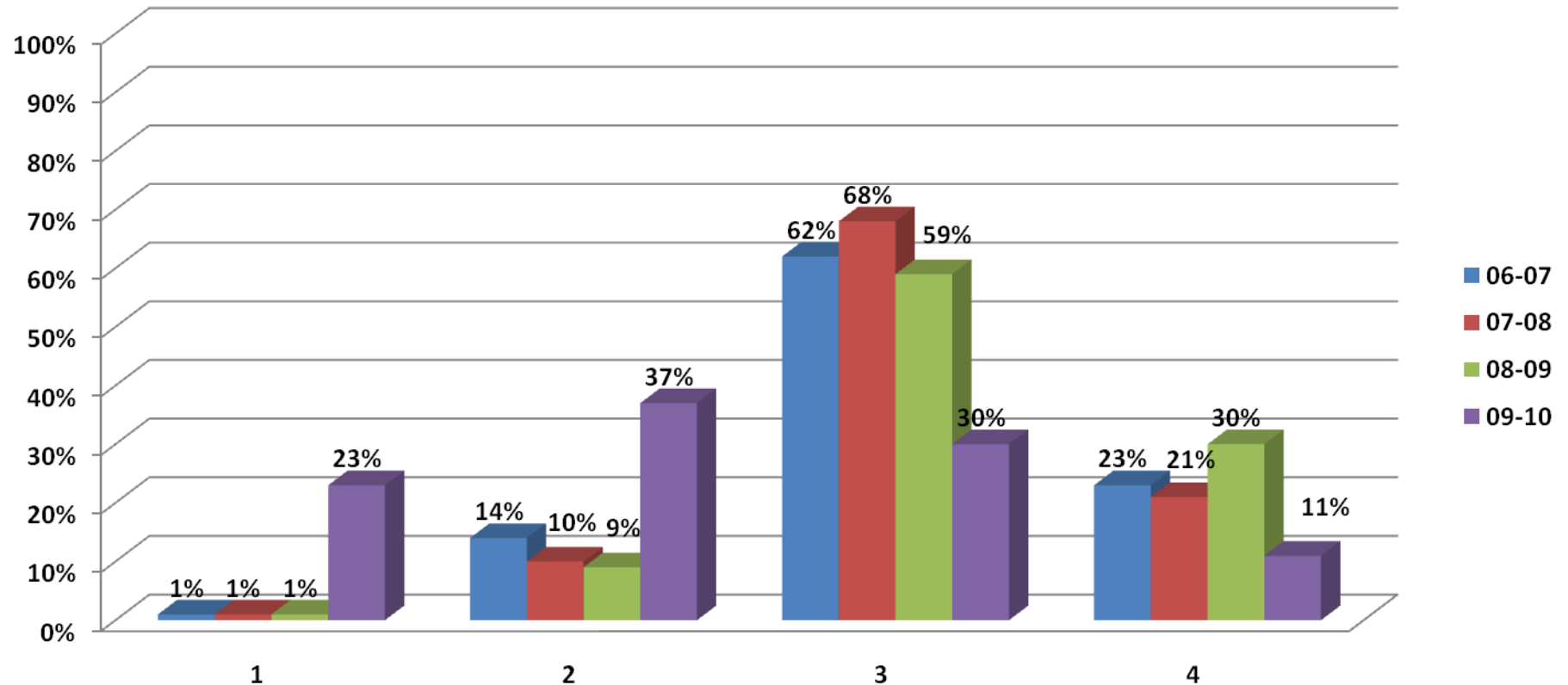


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DISTRICT PROFILE

GRADE 3 MATH TRENDS

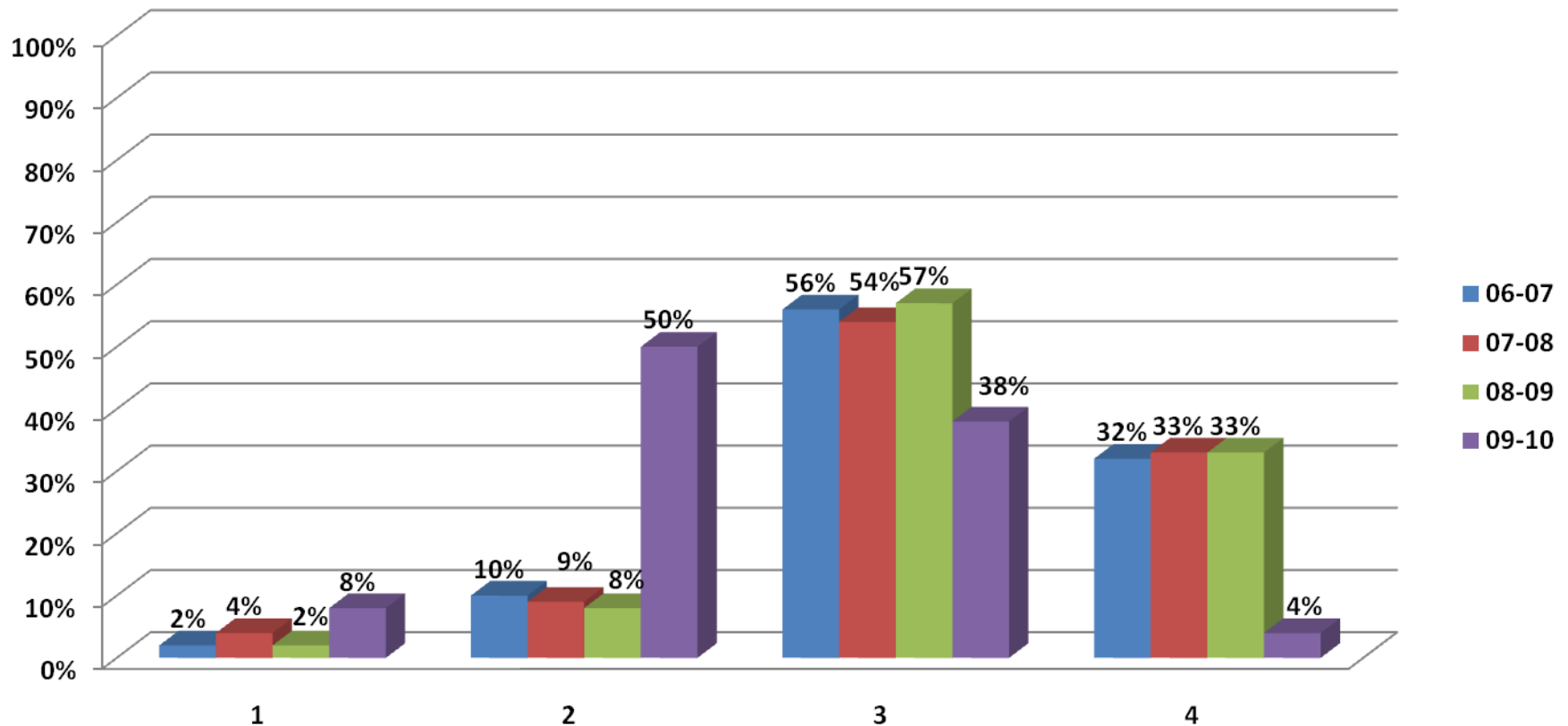


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DISTRICT PROFILE

GRADE 4 MATH TRENDS

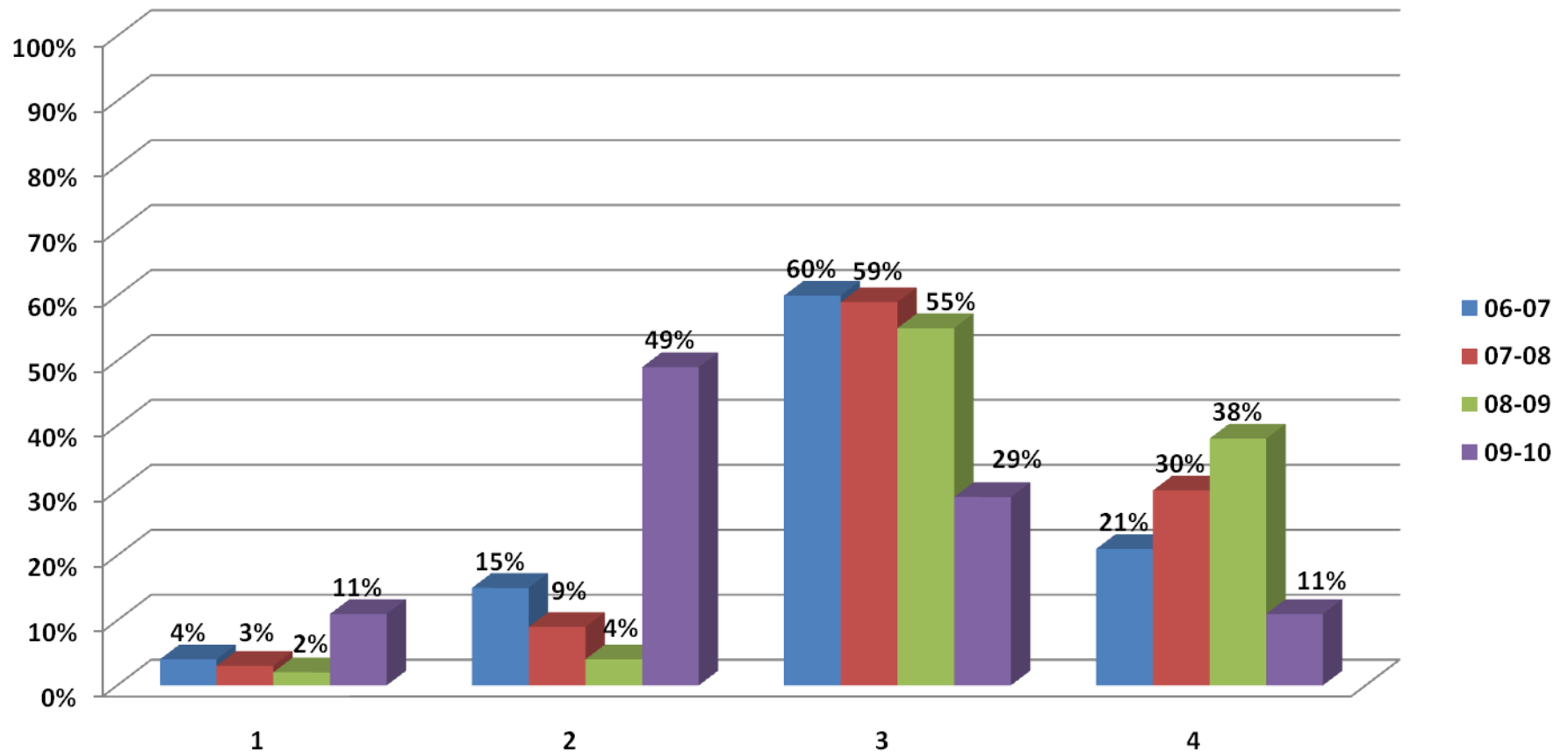


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DISTRICT PROFILE

GRADE 5 MATH TRENDS

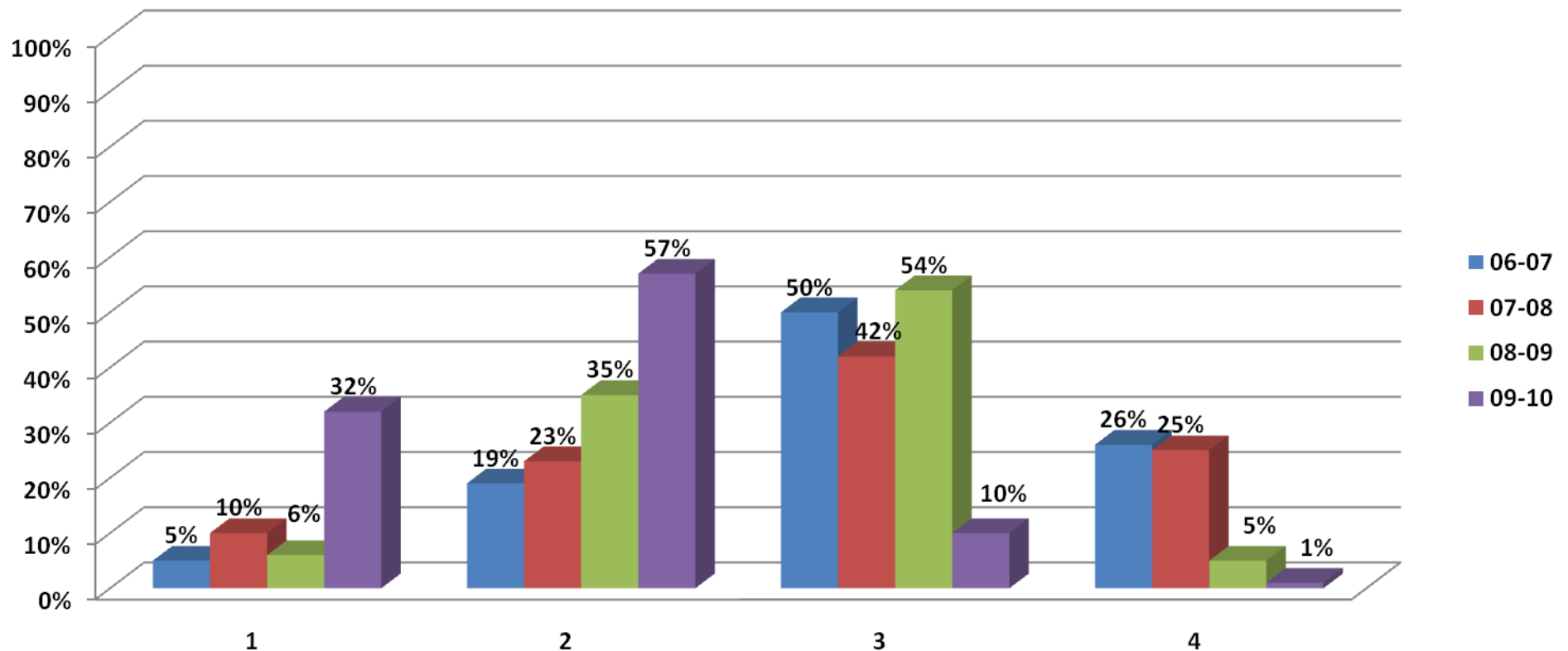


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DISTRICT PROFILE

GRADE 6 MATH TRENDS

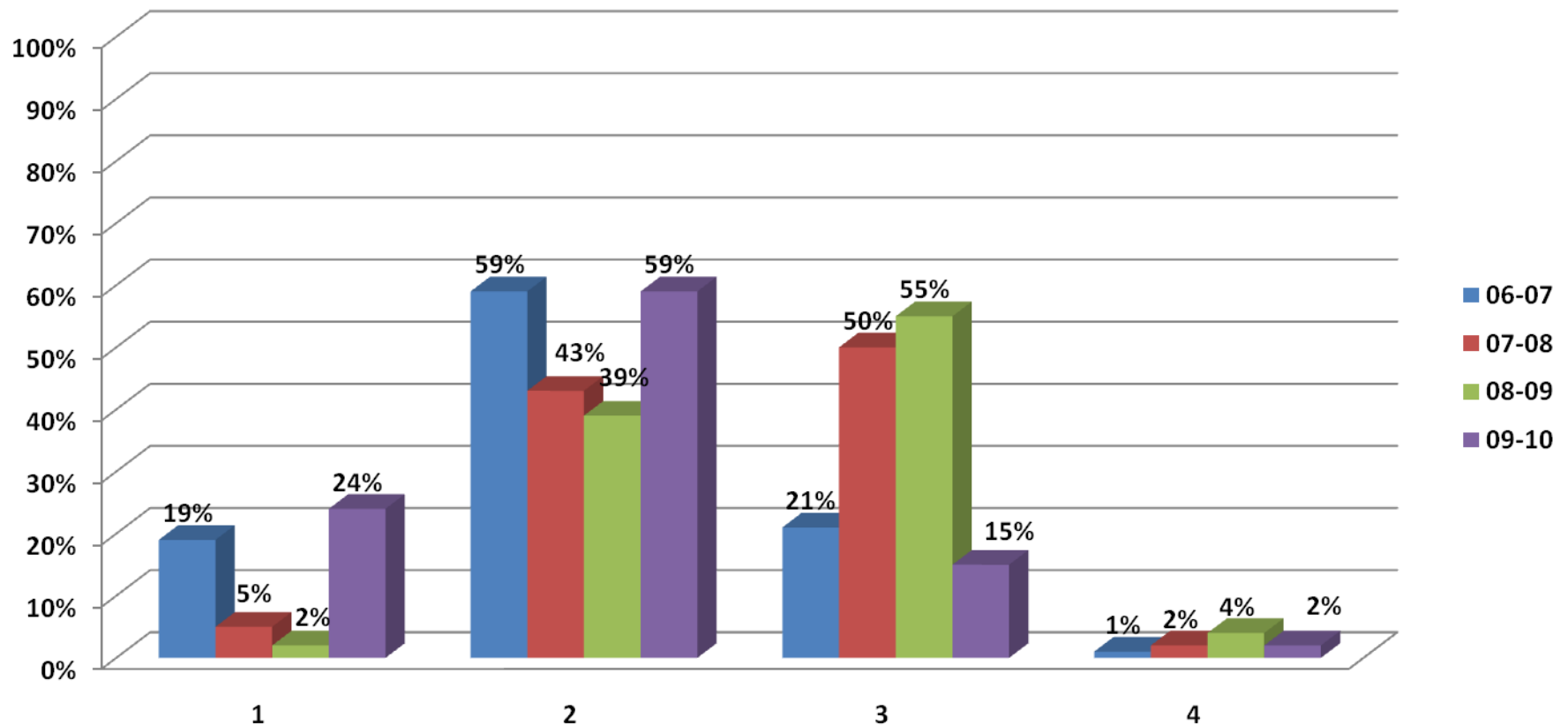


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DISTRICT PROFILE

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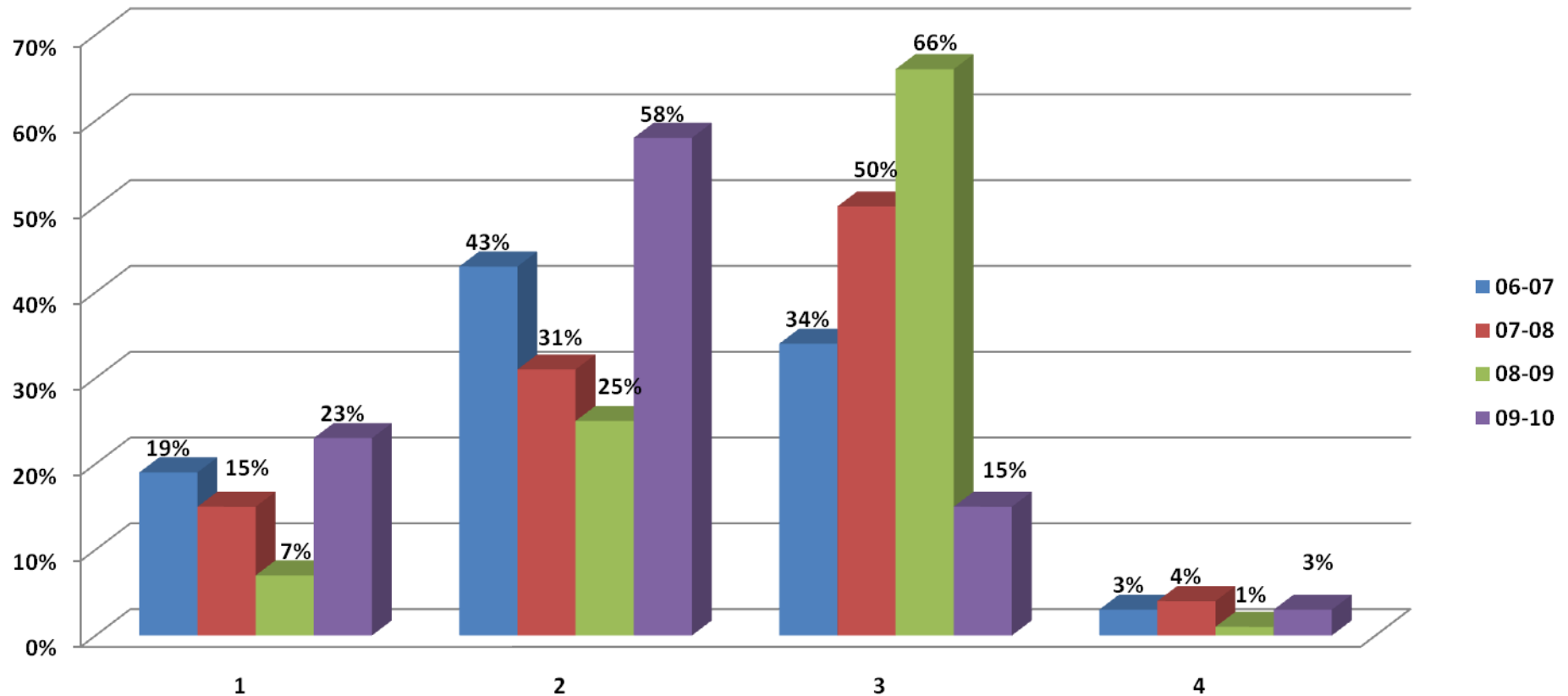


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DISTRICT PROFILE

GRADE 8 MATH TRENDS

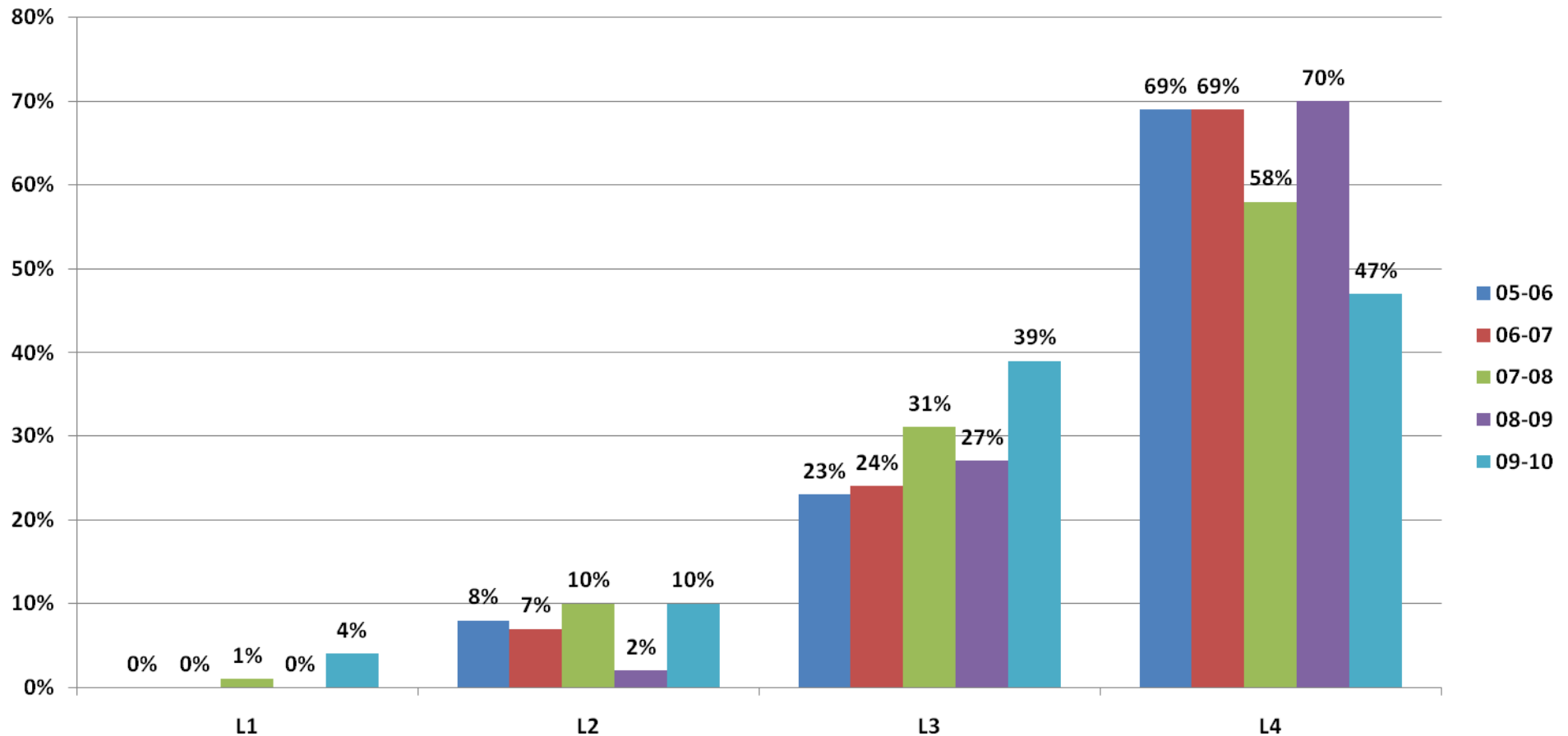


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DISTRICT PROFILE

GRADE 4 SCIENCE TRENDS

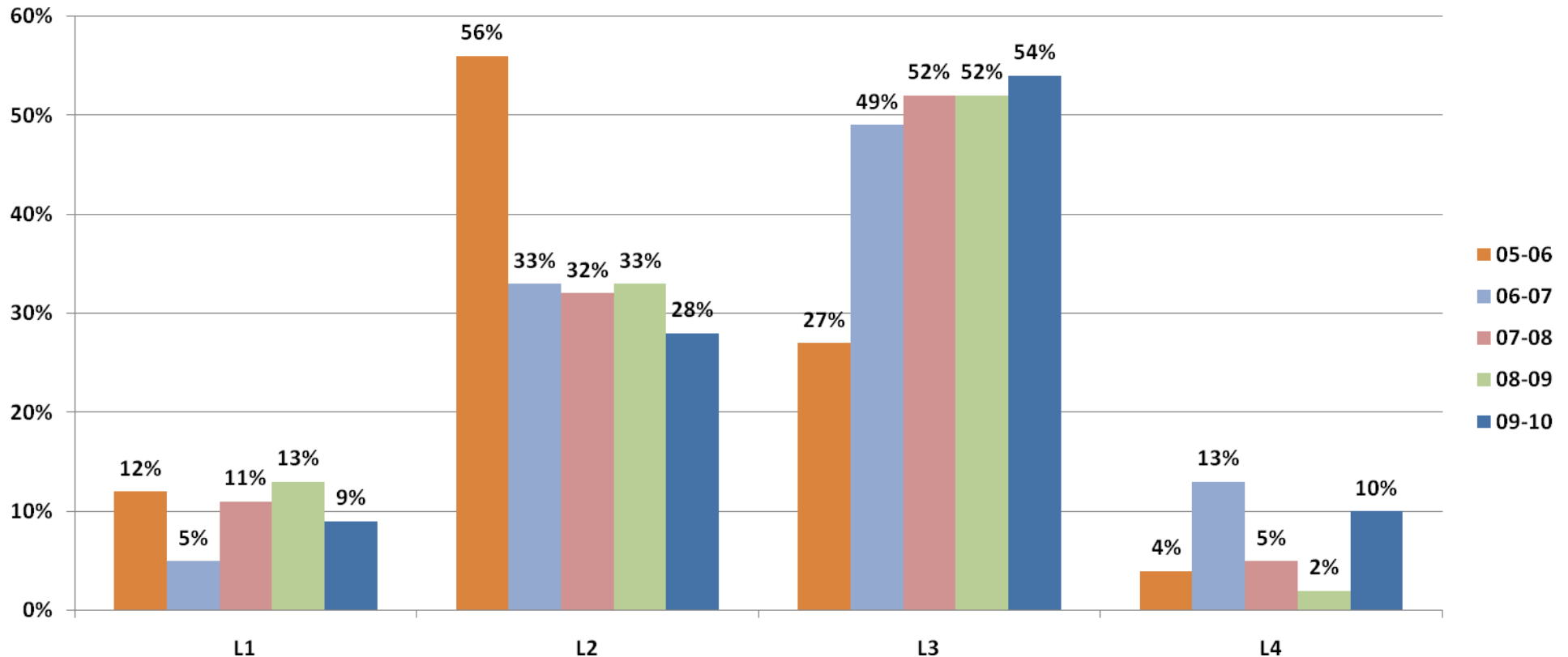


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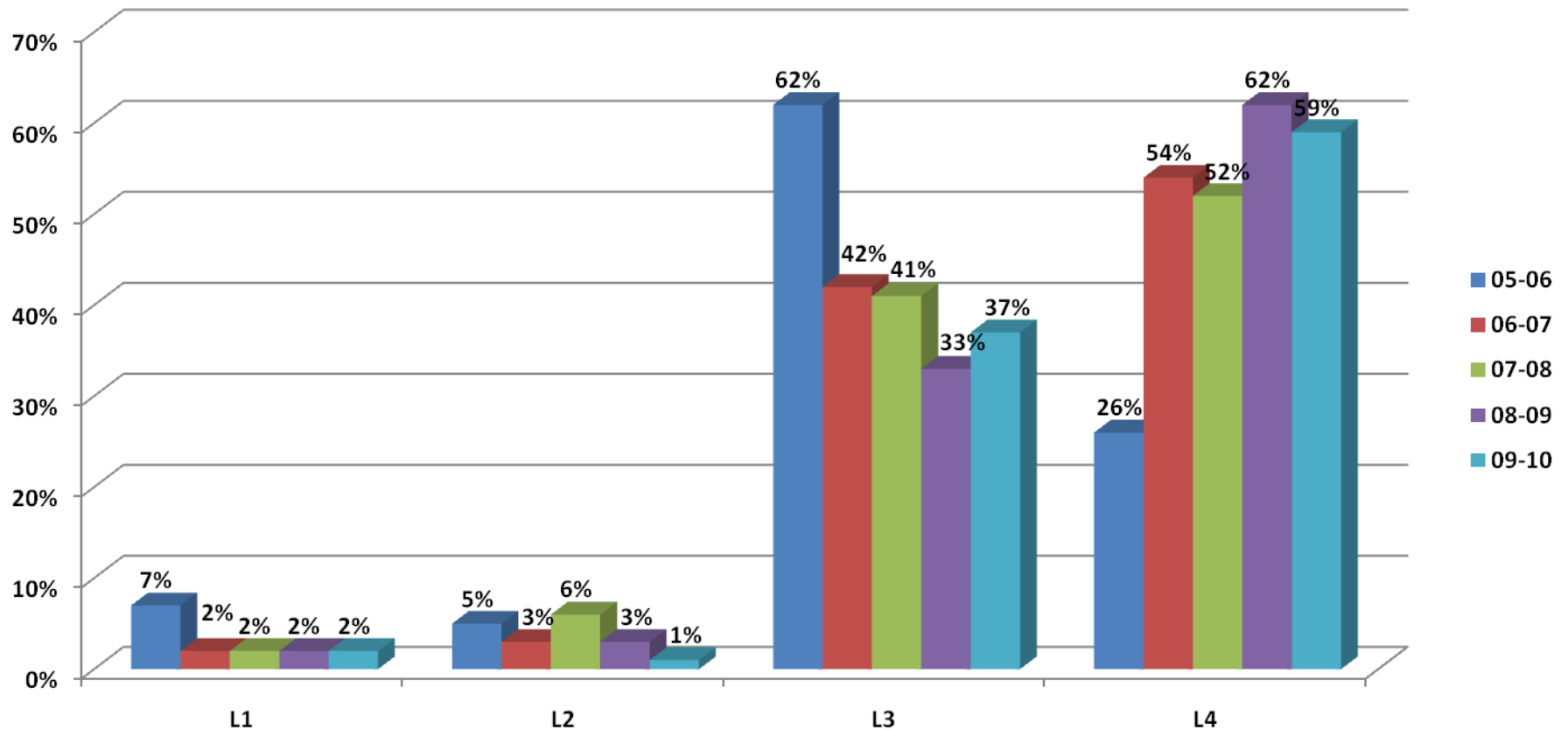


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DISTRICT PROFILE

GRADE 5 SOCIAL STUDIES TRENDS

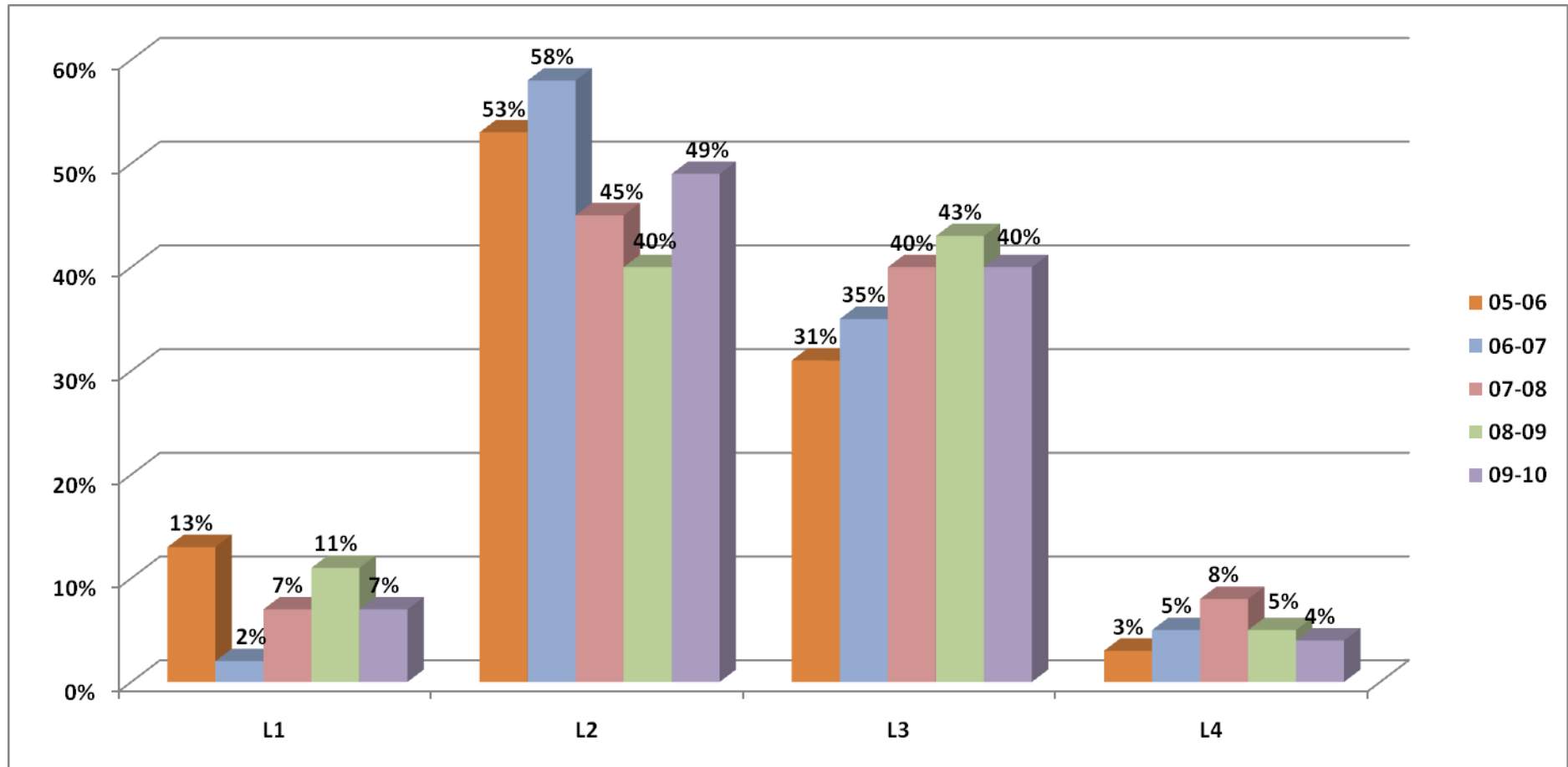


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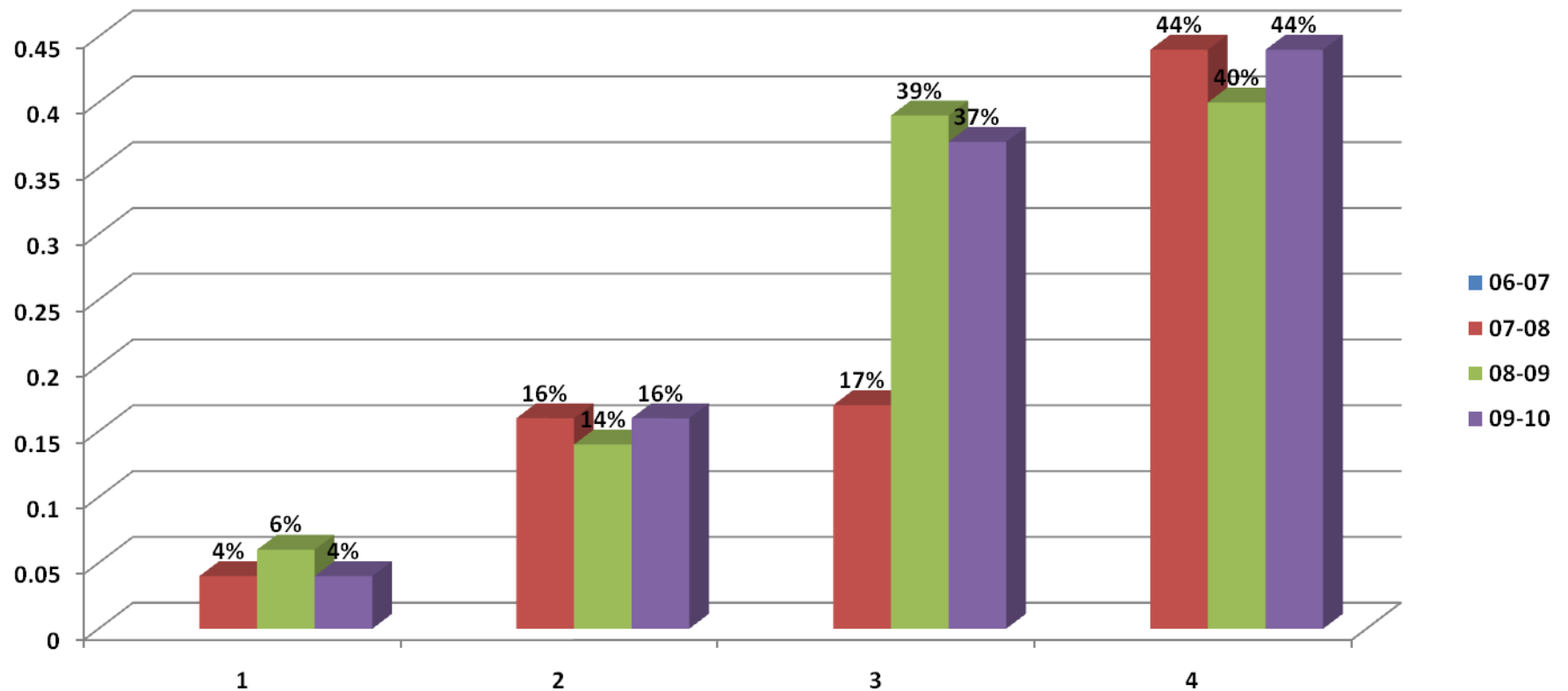
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DISTRICT PROFILE
K-12 NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST
LISTENING & SPEAKING
(NYSESLAT)

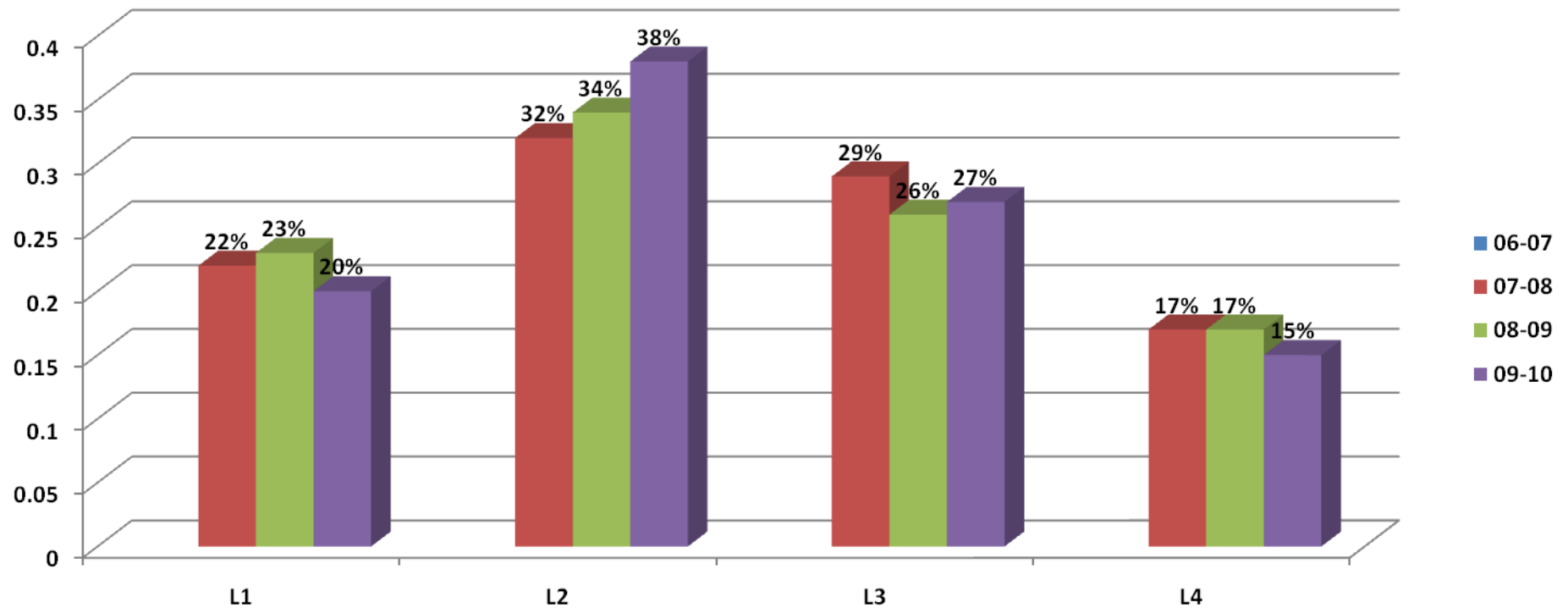


- The New York State Board of Regents has established learning standards for all English language learners attending New York State schools. In compliance with the No Child Left Behind Act (NCLB), the Department developed an annual test that measures student progress toward meeting these standards. This test is the New York State English as a Second Language Achievement Test (NYSESLAT).

- New York State’s Education Law 3204 and the federal NCLB Act, require that all English language learners from kindergarten through grade 12 be assessed every year to measure their English language proficiency in listening, speaking, reading, and writing and track their annual progress toward proficiency. NYSESLAT helps schools determine which instructional standards they must focus on to ensure their English language learners fully acquire the language proficiency that will prepare them for success in the classroom.

DISTRICT PROFILE

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READING & WRITING
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STUDENT LEARNING AND INSTRUCTIONAL GOALS- NEW YORK STATE ASSESSMENTS

ELEMENTARY SCHOOLS	Content	% Increase	District Performance 2008-09	District Performance 2009-10	District Target 2010-11	District Target 2011-12	District Target 2012-13
Grade 3	ELA	+46	174	109	155	200	200
	Math	+41	188	118	159	200	200
	Participation Rate	+0	95%	95%	95%	95%	95%
Grade 4	ELA	+41	184	119	160	200	200
	Math	+33	188	134	167	200	200
	Participation Rate	+0	95%	95%	95%	95%	95%
Grade 5	ELA	+41	189	119	160	200	200
	Math	+36	191	128	164	200	200
	Participation Rate	+0	95%	95%	95%	95%	95%

STUDENT LEARNING AND INSTRUCTIONAL GOALS- NEW YORK STATE ASSESSMENTS

MIDDLE SCHOOL	Subject	% Increase	District Performance 2008-09	District Performance 2009-10	District Target 2010-11	District Target 2011-12	District Target 2012-13
Grade 6	ELA	+43	172	115	158	200	200
	Math	+61	152	79	140	200	200
	Participation Rate	+0	95%	95%	95%	95%	95%
Grade 7	ELA	+45	160	110	155	200	200
	Math	+54	158	93	147	200	200
	Participation Rate	+0	95%	95%	95%	95%	95%
Grade 8	ELA	+41	158	119	160	200	200
	Math	+52	161	96	148	200	200
	Participation Rate	+0	95%	95%	95%	95%	95%

STUDENT LEARNING AND INSTRUCTIONAL GOALS- NEW YORK STATE ASSESSMENTS

HIGH SCHOOL	% Increase	District Performance 2008-09	District Performance 2009-10	District Target 2010-11	District Target 2011-12	District Target 2012-13
Regents ELA	+33	175	134	167	200	200
Regents Global History	+45	150	110	155	200	200
Regents US History	+20	175	161	181	200	200
Regents Integrated Algebra	+47	86	107	154	200	200
Geometry	+65	60	70	135	200	200
Regents Math B	+78	36	45	123	200	200
Regents Algebra 2/Trigonometry	+89	N/A	22	111	200	200
Regents Living Environment	+46	142	109	155	200	200
Regents Chemistry	+49	74	103	152	200	200
Regents Earth Science	+63	92	74	32	200	200
Regents Physics	+42	64	117	159	200	200
Regents Spanish	+0	190	200	200	200	200
Regents French	+6	60	189	195	200	200

STUDENT LEARNING AND INSTRUCTIONAL GOALS

TARGET AREA/PRIORITY NEED(s) (Based on State and Local Assessment Results or VESID Key Performance Indicators)	NEW YORK STATE ASSESSMENT PERFORMANCE TARGETS/GOALS				
	2011-12	2012-13	2013-14	2014-15	2015-16
To improve the academic achievement in Reading, ELA and Math for all student in grades K-2	95% of all students taking benchmark assessments will pass with 80% proficiency	100% of all students taking benchmark assessments will pass with 80% proficiency	100% of all students taking benchmark assessments will pass with 80% proficiency	100% of all students taking benchmark assessments will pass with 80% proficiency	100% of all students taking benchmark assessments will pass with 80% proficiency
To improve academic achievement in ELA and Math for all students in grades 3-8	95% of all students taking the grade 3-8 ELA and Math State Assessments will score at Levels 3 and 4	100% of all students taking the grade 3-8 ELA and Math State Assessments will score at Levels 3 and 4	100% of all students taking the grade 3-8 ELA and Math State Assessments will score at Levels 3 and 4	100% of all students taking the grade 3-8 ELA and Math State Assessments will score at Levels 3 and 4	100% of all students taking the grade 3-8 ELA and Math State Assessments will score at Levels 3 and 4
To improve the academic achievement in English and Integrated Algebra on the NYS Regents Examinations	85% of all High School students will perform at mastery (80 or higher) on the English and Integrated Algebra Regents Examinations	90% of all High School students will perform at mastery (80or higher) on the English and Integrated Algebra Regents Examinations	95% of all High School students will perform at mastery (80or higher) on the English and Integrated Algebra Regents Examinations	100% of all High School students will perform at mastery (80or higher) on the English and Integrated Algebra Regents Examinations	100% of all High School students will perform at mastery (85or higher) on the English and Integrated Algebra Regents Examinations
To improve the academic achievement in Global Studies, U.S. History and Living Environment NYS Regents Examinations	85% of all High School students will perform at mastery (80 or higher) on the Global Studies, U.S. History and High School Regents Examinations	90% of all High School students will perform at mastery (85 or higher) on the Global Studies, U.S. History and High School Regents Examinations	95% of all High School students will perform at mastery (85 or higher) on the Global Studies, U.S. History and High School Regents Examinations	100% of all High School students will perform at mastery (85 or higher) on the Global Studies, U.S. History and High School Regents Examinations	100% of all High School students will perform at mastery (85 or higher) on the Global Studies, U.S. History and High School Regents Examinations
To improve the proficiency of Limited English Proficient(LEP)/ English Language Learners (ELL) as demonstrated by the annual	50% of all LEP/ELL student will perform at the proficient level in both the Listening & Speaking and Reading	55% of all LEP/ELL student will perform at the proficient level in both the Listening & Speaking and Reading	60% of all LEP/ELL student will perform at the proficient level in both the Listening & Speaking and Reading	65% of all LEP/ELL student will perform at the proficient level in both the Listening & Speaking and Reading	70% of all LEP/ELL student will perform at the proficient level in both the Listening & Speaking and Reading &

scale score ranges for the New York State English as a Second Language Achievement Test (NYSESLAT)	& Writing components	& Writing components	& Writing components	& Writing components	Writing components
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STUDENT LEARNING AND INSTRUCTIONAL GOALS

TARGET AREA/PRIORITY NEED(s) (Based on State and Local Assessment Results or VESID Key Performance Indicators)	PERFORMANCE TARGETS/GOALS				
	2011-12	2012-13	2013-14	2014-15	2016-17
To improve the delivery of Instructional School Leadership at each of schools	80% of the Administrative staff will meet and/or exceed the annual Roosevelt Appraisal Evaluation	85% of the Administrative staff will meet and/or exceed the annual Roosevelt Appraisal Evaluation	90% of the Administrative staff will meet and/or exceed the annual Roosevelt Appraisal Evaluation	95% of the Administrative staff will meet and/or exceed the annual Roosevelt Appraisal Evaluation	100% of the Administrative staff will meet and/or exceed the annual Roosevelt Appraisal Evaluation
To improve the alignment of the recommended, written supported, taught, learned, and tested Curriculum with new NYS Standards	80% of the Pre-K -12 Teachers will meet and/or exceed the annual Roosevelt Appraisal Evaluation	85% of the Pre-K -12 Teachers will meet and/or exceed the annual Roosevelt Appraisal Evaluation	90% of the Pre-K -12 Teachers will meet and/or exceed the annual Roosevelt Appraisal Evaluation	95% of the Pre-K -12 Teachers will meet and/or exceed the annual Roosevelt Appraisal Evaluation	100% of the Pre-K -12 Teachers will meet and/or exceed the annual Roosevelt Appraisal Evaluation
To improve the delivery of Instruction that acknowledges that students must have differentiated options for taking in information and making sense of ideas	As outlined in the NYS Assessment Performance Targets/Goal tables	As outlined in the NYS Assessment Performance Targets/Goal tables	As outlined in the NYS Assessment Performance Targets/Goal tables	As outlined in the NYS Assessment Performance Targets/Goal tables	As outlined in the NYS Assessment Performance Targets/Goal tables
To create a Learning Environment that is conducive to learning and develops a strong sense of student pride	Annual Attendance Rate will increase by 5% percentage points each year as reported in the annual Comprehensive Information Report	Annual Attendance Rate will increase by 5% percentage points each year as reported in the annual Comprehensive Information Report	Annual Attendance Rate will increase by 5% percentage points each year as reported in the annual Comprehensive Information Report	Annual Attendance Rate will increase by 5% percentage points each year as reported in the annual Comprehensive Information Report	Annual Attendance Rate will increase by 5% percentage points each year as reported in the annual Comprehensive Information Report
To improve the documentation and delivery of Academic Intervention Services in its ability to address the needs of	5% percentage points decrease each year in the number of students, who receive	5% percentage points decrease each year in the number of students, who receive	5% percentage points decrease each year in the number of students, who receive	5% percentage points decrease each year in the number of students, who receive	5% percentage points decrease each year in the number of students, who receive Level 1 and/or

Level 1, Level 2 and Low Level 3 students	Level 1 and/or Level 2 on the NYS assessment	Level 1 and/or Level 2 on the NYS assessment	Level 1 and/or Level 2 on the NYS assessment	Level 1 and/or Level 2 on the NYS assessment	Level 2 on the NYS assessment
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STUDENT LEARNING AND INSTRUCTIONAL GOALS

TARGET AREA/PRIORITY NEED(s) (Based on State and Local Assessment Results or VESID Key Performance Indicators)	PERFORMANCE TARGETS/GOALS				
	2011-12	2012-13	2013-14	2014-15	2016-17
To improve coordination and counseling services of the Student Support Services to support student's academic, social, emotional and physical successes.	Annual Suspension rate will decrease by 5% percentage points each year as reported in the annual Comprehensive Information Report	Annual Suspension rate will decrease by 5% percentage points each year as reported in the annual Comprehensive Information Report	Annual Suspension rate will decrease by 5% percentage points each year as reported in the annual Comprehensive Information Report	Annual Suspension rate will decrease by 5% percentage points each year as reported in the annual Comprehensive Information Report	Annual Suspension rate will decrease by 5% percentage points each year as reported in the annual Comprehensive Information Report
To improve the use of Data & Assessments to drive instructional decisions	80% of District and lesson plans will reflect use of NYSED benchmark assessment scores	85% of District and lesson plans will reflect use of NYSED benchmark assessment scores	90% of District and lesson plans will reflect use of NYSED benchmark assessment scores	95% of District and lesson plans will reflect use of NYSED benchmark assessment scores	100% of District and lesson plans will reflect use of NYSED benchmark assessment scores
To improve the integration and effective use of Instructional Technology as a differentiated option offered to meet the diverse needs of students	45% of teacher evaluation will reflect the integration of technology	50% of teacher evaluation will reflect the integration of technology	55% of teacher evaluation will reflect the integration of technology	60% of teacher evaluation will reflect the integration of technology	65% of teacher evaluation will reflect the integration of technology
To increase the various opportunities that will encourage Parent Involvement	Increase parent participation by 35%	Increase parent participation by 40%	Increase parent participation by 45%	Increase parent participation by 50%	Increase parent participation by 55%
To improve the Students with Disabilities Programs ability to meet the needs of students with disabilities needs in the areas of: graduation rate; participation rate and performance index on NYS assessments; reducing out of district placement; increase the # of students who can receive their instruction, 60% or more of the day in the Least Restrictive Environment(LRE)	Meet the NYSED annual State Target for identified performance indicators. This report is found at http://eservices.nysed.gov/sepubrep/	Meet the NYSED annual State Target for identified performance indicators. This report is found at http://eservices.nysed.gov/sepubrep/	Meet the NYSED annual State Target for identified performance indicators. This report is found at http://eservices.nysed.gov/sepubrep/	Meet the NYSED annual State Target for identified performance indicators. This report is found at http://eservices.nysed.gov/sepubrep/	Meet the NYSED annual State Target for identified performance indicators. This report is found at http://eservices.nysed.gov/sepubrep/

STUDENT LEARNING AND INSTRUCTIONAL GOALS

TARGET AREA/PRIORITY NEED(s) (Based on State and Local Assessment Results or VESID Key Performance Indicators)	PERFORMANCE TARGETS/GOALS				
	2011-12	2012-13	2013-14	2015-16	2016-17
To improve the availability of resources needed in the ESL/Bilingual programs to meet the needs of Limited English Proficient (LEP)/English Language Learners (ELL) students	As outlined in the NYS Assessment Performance Targets/Goal tables	As outlined in the NYS Assessment Performance Targets/Goal tables	As outlined in the NYS Assessment Performance Targets/Goal tables	As outlined in the NYS Assessment Performance Targets/Goal tables	As outlined in the NYS Assessment Performance Targets/Goal tables
To improve in-District training opportunities of all staff as outlined in the Professional Development Plan & Teacher Mentor Plan that aligns with the Five Education Plan	45% of the staff will be exposed to in-District training opportunities (i.e., Superintendent Conference Days, classroom embedded)	50% of the staff will be exposed to in-District training opportunities (i.e., Superintendent Conference Days, classroom embedded)	55% of the staff will be exposed to in-District training opportunities (i.e., Superintendent Conference Days, classroom embedded)	60% of the staff will be exposed to in-District training opportunities (i.e., Superintendent Conference Days, classroom embedded)	65% of the staff will be exposed to in-District training opportunities (i.e., Superintendent Conference Days, classroom embedded)
To increase the High School Graduation Rate and reduce the Drop-out Rate	80% of all High School students will graduate on-time with their cohort	85% of all High School students will graduate on-time with their cohort	90% of all High School students will graduate on-time with their cohort	95% of all High School students will graduate on-time with their cohort	100% of all High School students will graduate on-time with their cohort
To increase the number of students who receive a Career and Technical Education endorsement on their high school diploma	20% of eligible students will graduate with both a High School Diploma and a CTE Certificate	25% of eligible students will graduate with both a High School Diploma and a CTE Certificate.	30% of eligible students will graduate with both a High School Diploma and a CTE Certificate.	35% of eligible students will graduate with both a High School Diploma and a CTE Certificate.	40% of eligible students will graduate with both a High School Diploma and a CTE Certificate.
To develop and increase student participation in the Music and Arts program	Increase student participation in the Band, Chorus, and/or Orchestra program by 40%	Increase student participation in the Band, Chorus, and/or Orchestra program by 45%	Increase student participation in the Band, Chorus, and/or Orchestra program by 50%	Increase student participation in the Band, Chorus, and/or Orchestra program by 55%	Increase student participation in the Band, Chorus, and/or Orchestra program by 60%

STRUCTURED STRATEGIES/ACTIVITIES/PROGRAMS FOR IMPROVED PERFORMANCE

SUMMARY	IMPLICATIONS
ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS
<p>Use data from the New York State Grade 3 through Grade 8 English Language Arts Examination, Regents Examination and the Comprehensive Examination in English to develop lessons that address student weaknesses.</p>	<ul style="list-style-type: none"> • Design a plan that outlines the steps necessary for maintaining and/or improving the English Language Arts results that meets the P-12 Common Core Learning Standards. • Outline procedures that allows for curriculum review and revision, course development, etc. to responds to the needs of our student population • Improve assessment procedures to better diagnose student strengths and deficiencies. • Teach and reinforce the vocabulary and language of the standardized tests • Articulate and review the rubrics used in the State examinations • Provide adequate practice in the use of rubrics in cooperative learning setting, on tests and in homework assignments • Teach skills and knowledge in multiple lesson types • Integrate test preparation into instruction • Make connections across instruction, curriculum and life • Teach strategies for doing the work • Expect students to be generative thinkers • Provide Harcourt 's Story town training of facilitators for elementary curriculum specialists, middle school lead teacher, and elementary and middle school teachers Alignment of Harcourt's Story town and the English Language Arts programs with the P-12 Common Core Learning Standards and the District's Pre-K – 12 Philosophy and Focus- • Creation of parallel task-oriented classroom tests, quarterly examinations and assignments that replicate State examination tasks • Planned initiation of structured reading and writing across the disciplines in the Middle/High School • Revise the Middle/High School English Language Arts curriculum to align with the P-12 Common Core Learning Standards • Integration and utilization of Scholastic Read 180 programs in English Language Arts instruction • Weekly dissemination of district-wide vocabulary lists (3 words per day) for students and all staff, inclusive of sample sentences and original character-building compositions for contextual use

STRUCTURED STRATEGIES/ACTIVITIES/PROGRAMS FOR IMPROVED PERFORMANCE

SUMMARY	IMPLICATIONS
<p>MATHEMATICS</p> <p>Use data from the New York State Grade 3 through Grade 8 Mathematics Examination, Regents Examination and the Comprehensive Examination in Mathematics to develop lessons that address student weaknesses.</p>	<p>MATHEMATICS</p> <ul style="list-style-type: none"> • Design a plan that outlines the steps necessary for maintaining and/or improving the Mathematics results that meets the P-12 Common Core Learning Standards. • Outline procedures that allows for curriculum review and revision, course development, etc. to responds to the needs of our student population. • Improve assessment procedures to better diagnose student strengths and deficiencies. • Provide materials necessary to address the instructional sequences of the P-12 Common Core Learning Standards • Increase staff development for existing mathematics program in the elementary schools – • Purchase mathematics texts, materials and supplies for all bilingual and Special Education classes K – 12- in alignment with the P-12 Common Core Learning Standards • Provide staff development activities in mathematics for bilingual and Special Education teachers K – 12 in alignment with the P-12 Common Core Learning Standards • Continue to place emphasis on math skills, strategies and problem-solving techniques in K – 8th grade classes • Provide middle school students opportunity to take Regents courses in Mathematics • Integrate the use of Best Practices into the math program: inquiry, class discourse and use of appropriate tools and manipulatives • Implementation of Scholastic FAST MATH program

STRUCTURED STRATEGIES/ACTIVITIES/PROGRAMS FOR IMPROVED PERFORMANCE

SUMMARY	IMPLICATIONS
SCIENCE	SCIENCE
<p>Use data from the New York State Grade 3 through Grade 8 Science Examination, Regents Examination and the Comprehensive Examination in Science to develop lessons that address student weaknesses.</p>	<ul style="list-style-type: none"> • Design a plan that outlines the steps necessary for maintaining and/or improving the Science results that meets the P-12 Common Core Learning Standards. • Outline procedures that allows for curriculum review and revision, course development, etc. to responds to the needs of our student population. • Improve assessment procedures to better diagnose student strengths and deficiencies. • Integrate the use of Best Practices into the science program: inquiry, class discourse and use of appropriate tools and laboratory equipment- • Teachers will attend training to learn to effectively use teaching strategies emphasizing KWL, Science vocabulary in Word Walls, Curriculum Mapping and Concept Mapping • Teachers will attend training to develop and use authentic assessment strategies • Develop and implement common semester assessments that are contextually aligned with tasks formatted on the State assessments • Teachers will attend training to learn questioning techniques and inquiry-based learning that will guide the students to make connections to real life experiences • Provide staff development activities in science for bilingual and Special Education teachers K – 12

STRUCTURED STRATEGIES/ACTIVITIES/PROGRAMS FOR IMPROVED PERFORMANCE

SUMMARY	IMPLICATIONS
SOCIAL STUDIES	SOCIAL STUDIES
<p>Use data from the Mock New York State Grade 3 through Grade 8 Social Studies Examination, Regents Examination and the Comprehensive Examination in Social Studies to develop lessons that address student weaknesses.</p>	<ul style="list-style-type: none"> • Design a plan that outlines the steps necessary for maintaining and/or improving the social studies results that meets the P-12 Common Core Learning Standards. • Outline procedures that allows for curriculum review and revision, course development, etc. to responds to the needs of our student population. • Improve assessment procedures to better diagnose student strengths and deficiencies. • Increase the interdisciplinary activities between English and Social Studies to improve student results on state mandated exams. • Improve teaching methodology that will result in student improvement in the areas of reading and writing. • Increase the use of technology within the Social Studies Department. • Expand staff activities that will improve content and assessment awareness. • Improve communication and interaction with the parents to create a better partnership for the students' education. • Improve student performance on state exams to significantly improve the school's passing rates using past baseline

STRATEGIES/ACTIVITIES/PROGRAMS FOR IMPROVED PERFORMANCE

SUMMARY	IMPLICATIONS
ENGLISH AS A SECOND LANGUAGE	ENGLISH AS A SECOND LANGUAGE
<p>Use data from the New York State Grade 3 through Grade 8 English Language Arts, Mathematics, Mock Social Studies, and Science Examination, Regents Examination and the Comprehensive Examination in above content areas to develop lessons that address student weaknesses.</p>	<ul style="list-style-type: none"> • Design a plan that outlines the steps necessary for maintaining and/or improving the Limited English Proficient results that meets the P-12 Common Core Learning Standards. • Outline procedures that allows for curriculum review and revision, course development, etc. to responds to the needs of our student population. • Improve assessment procedures to better diagnose student strengths and deficiencies. • Align ESL curriculum with P-12 Common Core Learning Standards • Use the language laboratory effectively for English language learning and practice • Create new courses and revise existing courses in grammar, speaking and listening, writing and reading- • Develop distance-learning courses that allow students flexibility and evaluate on an on-going basis- • Train teachers and instructional aides in the use of Best Practices: reciprocal teaching, structured note-taking, think-alouds, writing/reading to learn and graphic organizers • Develop common instructional language and structure for the process of writing • Provide teachers instruction and support in implementation of writing workshop and in the essential elements of good writing • Alignment of Harcourt’s Story town and the English Language Arts programs with the P-12 Common Core Learning Standards and the District’s Pre-K – 12 Philosophy and Focus- Provide adequate practice in the use of rubrics in cooperative learning setting, on tests and in homework assignments • Increase the number of periods available for ESL instruction- • Moving all ESL level 4 students to at least two other subjects taught in English • Increase the use of the computer laboratory as a language development center-

STRUCTURED STRATEGIES/ACTIVITIES/PROGRAMS FOR IMPROVED PERFORMANCE

SUMMARY	IMPLICATIONS
SPECIAL EDUCATION	SPECIAL EDUCATION
<p>Use data from the New York State Grade 3 through Grade 8 English Language Arts, Mathematics, Mock Social Studies, and Science Examination, Regents Examination and the Comprehensive Examination in above content areas to develop lessons that address student weaknesses.</p>	<ul style="list-style-type: none"> • Design a plan that outlines the steps necessary for maintaining and/or improving the Students with Disabilities results that meets the P-12 Common Core Learning Standards. • Outline procedures that allows for curriculum review and revision, course development, etc. to responds to the needs of our student population. • Improve assessment procedures to better diagnose student strengths and deficiencies. • Provide staff development for general education teachers and special education teachers to work effectively in implementing inclusion procedures- • Train CSE members on Part 200 regulations in support of Least Restrictive Environment (LRE) • Train general and special education teachers and related service providers in IEP development and implementation- • Provide training/retraining in the use of testing modifications, goals and objectives • Train social workers in Transition Planning- • As part of drop out prevention, appoint a transition teacher, preferably with a vocational background- • Train staff in Level I Assessment, post secondary school services • Plans for students who do not attend college or BOCES • Identify 12 years olds (Level I Assessment) and 14 and 15 year old student IEP's • Provide staff development designed to implement, assess and evaluate the effectiveness of services provided to students with disabilities- • Provide staff development regarding various service delivery options, methodology and behavior management to all related service providers- • Provided appropriate transition planning for students with disabilities 16 years of age and older, including information regarding access to community services and agencies • Provide an individualized program for students with disabilities in various curriculum areas in the least restrictive environment, with emphasis on increased participation in the general education curriculum • Monitor compliance with timelines for initial evaluations and annuals -

ANALYZE AND IDENTIFY SCHOOL NEEDS/AREAS FOR IMPROVEMENT

Target Area/Priority Need(s) (Based on State or Local Assessment Results-SASS or VESID Key Performance Indicators)	Root Causes	Priority			Rationale for Needs Selected
		Elementary Schools	Middle School	High School	
Instructional School Leadership	<ul style="list-style-type: none"> Moderate professional development opportunities in the areas of NCLB, IDEA, Part 154 regulations 	Low	Low	Moderate	<ul style="list-style-type: none"> Proven researched measure that has a profound impact on student learning
Curriculum	<ul style="list-style-type: none"> Moderate fidelity in implementation Moderate reinforcement of curriculum maps 	Low	Moderate	Moderate	<ul style="list-style-type: none"> NYSED Mandate District Policy Proven researched measure that has a profound impact on student learning
Instruction	<ul style="list-style-type: none"> Moderate Classroom Management Lack of Relevant, Rigorous, and active teaching 	Low	Moderate	High	<ul style="list-style-type: none"> Proven researched measure that has a profound impact on student learning
Learning Environment	<ul style="list-style-type: none"> Limited resources Lack of classroom management Limited of learning centers 	Moderate	Moderate	High	<ul style="list-style-type: none"> Proven researched measure that has a profound impact on student learning
Academic Intervention Services	<ul style="list-style-type: none"> Moderate compliance with required need to implement RTI Increase attendance at Afterschool Academic test prep 	Moderate	Moderate	High	<ul style="list-style-type: none"> NYSED Mandate District Policy Proven researched measure that has a profound impact on student learning
Student Support Services	<ul style="list-style-type: none"> Moderate department leadership Moderate uniformity of services Focus professional development training On College and Career Readiness 	Moderate	Moderate	High	<ul style="list-style-type: none"> Proven researched measure that has a profound impact on student learning
Data & Assessment	<ul style="list-style-type: none"> Focus professional development training on Data Analysis Over reliance on NYSED Assessments 	High	High	High	<ul style="list-style-type: none"> NYSED Mandate District Policy Proven researched measure that has a profound impact on student learning

ANALYZE AND IDENTIFY SCHOOL NEEDS/AREAS FOR IMPROVEMENT

Target Area/Priority Need(s) (Based on State or Local Assessment Results-SASS or VESID Key Performance Indicators)	Root Causes	Priority			Rationale for Needs Selected
		Elementary Schools	Middle School	High School	
Instructional Technology	<ul style="list-style-type: none"> Minimal department leadership Fragmented professional development training Limited resources 	Moderate	High	High	<ul style="list-style-type: none"> NYSED Mandate Proven researched measure that has a profound impact on student learning
Parent Involvement	<ul style="list-style-type: none"> Moderate outreach Limited notifications of events in a timely manner Limited PTA governance Limited PTA/ Title I School-Parent Compact participation 	Low	Moderate	Moderate	<ul style="list-style-type: none"> NYSED Mandate District Policy Proven researched measure that has a profound impact on student learning
Students with Disabilities Programs	<ul style="list-style-type: none"> Some resistance among staff not certified in Special Education Over identification of students Limited certified staff resources 	Moderate	High	High	<ul style="list-style-type: none"> NYSED Mandate IDEA 2004 Regulation District Policy
Limited English Proficient (LEP)/English Language Learners (ELL)	<ul style="list-style-type: none"> Some resistance among staff not certified in ESL Limited certified staff resources 	High	High	High	<ul style="list-style-type: none"> NYSED Mandate Part 154 Regulation District Policy
Professional Development Plan & Teacher Mentor Plan	<ul style="list-style-type: none"> No evidence of a BOE approved Professional Development Plan No evidence of evaluation measures to determine effectiveness of trainings on instruction 	Moderate	Moderate	High	<ul style="list-style-type: none"> NYSED Mandate District Policy

STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: School Leadership**

GOAL: The District will provide leadership in establishing a climate that empowers others, develops shared-vision, helps shape school culture and climate and understands multi-cultural and ethnic differences.

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2011-2017	<ul style="list-style-type: none"> Maintain highly effective and cohesive District Office Administrative Team 	Central Administrators	General Fund	National & Regional Experts	Central Administrators
2011-2017	<ul style="list-style-type: none"> Maintain a positive and supportive working relationship between the Board of Education and the Senior Administrative Team. 	Directors Coordinators	Academic Improvement Grant (AIG)	Nassau BOCES	Directors Coordinators
2011-2017	<ul style="list-style-type: none"> Mentor new District Office Administrators. 	Principals	NCLB Grants	Local Universities/Colleges	Principals
2011-2017	<ul style="list-style-type: none"> Establish a culture of collaboration focused on a shared vision and students' needs. 	Assistant Principals	IDEA Grants		Assistant Principals
2011-2017	<ul style="list-style-type: none"> Increase the number of leadership staff who reflect the diversity of the student population 	Deans			Deans
2011-2017	<ul style="list-style-type: none"> Review of new and old Administrative Regulations/Procedures aligned with Board policies- 				
2011-2013	<ul style="list-style-type: none"> Create a manual that will be developed and disseminated to all administrators outlining the various procedures that align with the District Policy 				
2011-2017	<ul style="list-style-type: none"> Will conduct a minimum of (1) informal Three Minute Walk Through for their entire staff- 				
2011-2017	<ul style="list-style-type: none"> Monitor teacher's lesson plan to ensure that they reflect Differentiated practice, Integration of Technology and use of data/assessment 				

2011-2017	<ul style="list-style-type: none"> • Reduce the number of out-of District professional development opportunities by creating classroom embedded professional development opportunities for entire staff 				
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STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: School Leadership**

GOAL: The District will provide leadership in establishing a climate that empowers others, develops shared-vision, helps shape school culture and climate and understands multi-cultural and ethnic differences.

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2011-2017	<ul style="list-style-type: none"> Develop a clear definition of levels of authority, responsibility, and shared accountability for educating our students, e.g., staff, school board members, and the community 	Central Administrators Directors Coordinators	General Fund Academic Improvement Grant (AIG)	National & Regional Experts Nassau BOCES	Central Administrators Directors Coordinators
2011-2017	<ul style="list-style-type: none"> Continue the advancement of an open and honest leadership model. 	Principals	NCLB Grants	Local Universities/Colleges	Principals
2011-2017	<ul style="list-style-type: none"> Clarifying the role and job responsibilities of school principals 	Assistant Principals	IDEA Grants		Assistant Principals
2011-2017	<ul style="list-style-type: none"> Work with our higher education partners to improve their leader training programs for urban school districts 	Deans			Deans
2011-2017	<ul style="list-style-type: none"> Administrators will complete all District's Plans in a timely manner, utilizing data to drive decisions, according the deadlines assigned by the Superintendent and/or Assistants Superintendent (i.e., School Instructional Improvement Plan, Academic Intervention Services Plan, Title I School Wide Plan, Violent and Disruptive Incidents Report, Basic Educational Data Systems Report and etc) 				
2011-2017	<ul style="list-style-type: none"> Conduct a minimum of (2) traditional music concert (i.e., winter and spring) to showcase the chorus, band and orchestra program which provide all students to participate- 				
2011-2017	<ul style="list-style-type: none"> Principals will monitor attendance by running daily average attendance reports from Power School, the student information system- 				

2011-2017	<ul style="list-style-type: none"> By October 31st principals will balance all classes to efficiently utilize resources will maintaining all LEP/SWD regulations 				
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STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Curriculum****GOAL:** The District will improve its ability to provide a curriculum that is aligned to NYSED State Standards

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2011-2017	<ul style="list-style-type: none"> Providing system-wide access to aligned, relevant curriculum through on-line publication of curriculum guides for each content area- 	Students	General Fund	Rubicon: Atlas Curriculum Mapping	Assistant Superintendent for Curriculum & Instruction
2011-2017	<ul style="list-style-type: none"> Revise/renew K-12 curriculum- 		Academic Improvement Grant (AIG)	Destiny	Principals
2011-2017	<ul style="list-style-type: none"> Create Curriculum Renewal Cycle Plan- 		NCLB Grants	Harcourt & Houghton Mifflin	Assistant Principals
2011-2017	<ul style="list-style-type: none"> Implement web based textbook management system to monitor textbook inventory- 		IDEA Grants	Prentice Hall	Principals
2009-2010	<ul style="list-style-type: none"> Implement Dr. Marazano's indirect vocabulary development model for Building Academic Background Knowledge- 			Dr. Marrazano: Building Academic Background Knowledge	Director of Guidance
2009-2010	<ul style="list-style-type: none"> Implement a common math problem-solving approach K-12. 			Rosetta Stone	Curriculum Support Specialist
2011-2017	<ul style="list-style-type: none"> Create Social Emotional Learning curriculum to address the social and emotion needs of students that will have a direct impact on their learning and the development of respectful and well-prepared individuals who are equipped to become productive and innovative members of their school and our society. 			National & Regional Experts	Teachers
2010-2013	<ul style="list-style-type: none"> Implement the Six Trait Writing Model which is a system that is designed to teach students the craft of quality writing 			Nassau BOCES	Teaching Assistants
2012-2013	<ul style="list-style-type: none"> Create a K-8th Grade Universal Gifted program that will allow students to encourage independent or autonomous learning that meet the diversified cognitive, emotional and social needs of 			Local Universities/Colleges	

	gifted and talented students				
2011-2017	<p><u>Curriculum Support Staff:</u></p> <ul style="list-style-type: none"> Improve coordination of the elementary school based Curriculum Support team to include the following staffing structure: (1) Elementary Curriculum Coordinator; (2) Reading Specialist; (1) Math Specialist; and (1) MST Specialist. 				
2011-2017	<ul style="list-style-type: none"> Improve coordination of the secondary school based Curriculum Support team to include the following staffing structure: (1) Math, (1) English, (1) Arts, (1) Music, (1) Science , (1) Social Studies, (1) Special Education and (1) ESL Department Chair- 				

STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE

ACTION & IMPLEMENTATION PLAN

TARGET AREA/PRIORITY NEED: Curriculum

GOAL: The District will improve its ability to provide a curriculum that is aligned to NYSED State Standards

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
Annually 2011-2017	<ul style="list-style-type: none"> Revitalize multicultural and multi ethnic infusion programs to reflect increases in the Hispanic student population Provide the Spanish classes in the RMS and RHS with a Research Proven Language Program specifically developed to practice and improve Language Acquisition in Spanish. School personnel will be able to access the program. 	Students	General Fund Academic Improvement Grant (AIG) NCLB Grants IDEA Grants	Rubicon: Atlas Curriculum Mapping Destiny Harcourt & Houghton Mifflin Prentice Hall Dr. Marrazano: Building Academic Background Knowledge Rosetta Stone National & Regional Experts Nassau BOCES Local Universities/Colleges	Assistant Superintendent for Curriculum & Instruction Principals Assistant Principals Curriculum Support Specialist Teachers Teaching Assistants
2009-2017	<p><u>Literacy Across the Curriculum:</u></p> <ul style="list-style-type: none"> Conduct literacy roundtable discussions that will begin to conduct a needs assessment of the District's current literacy model- 				
2009-2010	<ul style="list-style-type: none"> Create District Literacy Leadership Team(DLLT) 				
2009-2012	<ul style="list-style-type: none"> Create District Literacy Leadership Plan (DLLP) that incorporates the "Balanced Literacy Framework" K-8 program (Reading, Writing, Vocabulary/Word Study) 				
2010-2011	<ul style="list-style-type: none"> Articulate the DLLP to the Faculty (K-12), correlating curriculum instruction and assessment with SED Standards & Performance Indicators- 				
2011-2012	<ul style="list-style-type: none"> Form school based LLTs in each school, and discuss on-going literacy concerns and strategies for differentiated instruction. 				

STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE

ACTION & IMPLEMENTATION PLAN

TARGET AREA/PRIORITY NEED: Curriculum

GOAL: The District will improve its ability to provide a curriculum that is aligned to NYSED State Standards

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2011-2017	<p><u>K-12 Arts Curriculum (i.e., Band/Chorus/Orchestra):</u></p> <ul style="list-style-type: none"> Measure the current “baseline” presence of arts education opportunities in all District K-12 schools 	Students	General Fund	Rubicon: Atlas Curriculum Mapping	Assistant Superintendent for Curriculum & Instruction
2011-2017	<ul style="list-style-type: none"> Hire a District Arts Coordinator to assist the District in improving music program and develop a feeder model- 		Academic Improvement Grant (AIG)	Destiny	Principals
2011-2017	<ul style="list-style-type: none"> Developing, implementing, and disseminating instructional models where the arts are visible and practiced in the curriculum. 		NCLB Grants	Harcourt & Houghton Mifflin	Assistant Principals
			IDEA Grants	Prentice Hall	Curriculum Support Specialist
	<p><u>K-12 Library Curriculum:</u></p>			Dr. Marrazano: Building Academic Background Knowledge	Teachers
2009-2010	<ul style="list-style-type: none"> Create library curriculum 			Wilson	Teaching Assistants
2008-2013	<ul style="list-style-type: none"> Improve access to library system resources 			Rosetta Stone	
2009-2010	<ul style="list-style-type: none"> Provide students with online database resources 			National & Regional Experts	
2008-2013	<ul style="list-style-type: none"> Identify and define what materials, especially those that represent diverse cultures/ethnicities, should be included in libraries including technology resources- 			Nassau BOCES	
2009-2017	<p><u>All Elementary:</u></p> <ul style="list-style-type: none"> Provide uniformed (90) minute Literacy Block structure- 			Local Universities/Colleges	

2010-2013	<ul style="list-style-type: none"> Implement Handwriting with Tears and provide (15) minutes in addition to the literacy block- 			<p>Handwriting with Tears Framework</p>	
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STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Curriculum****GOAL:** The District will improve its ability to provide a curriculum that is aligned to NYSED State Standards

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2009-2017	<p><u>Middle School:</u></p> <ul style="list-style-type: none"> Improve course catalog booklet with specific, individualized requirements and a time line for students to engage in their own progress and assessment, with the assistance of the School Counseling Department- 	Principals	General Fund	Rubicon: Atlas Curriculum Mapping	Assistant Superintendent for Curriculum & Instruction
2011-2017		Teachers	Academic Improvement Grant (AIG)	Destiny	Principals
2011-2017	<ul style="list-style-type: none"> Continue to modified alternate day block schedule in the areas of Math and ELA to address eligible AIS students and “at risk” 6th-8th grade student population- 	Teaching Assistants	NCLB Grants	Harcourt & Houghton Mifflin	Assistant Principals
2011-2017		Students	IDEA Grants	Prentice Hall	Curriculum Support Specialist
2011-2017	<ul style="list-style-type: none"> Continue to utilize Scholastic Read 180 for eligible AIS students and “at risk” 6th-8th grade student population during the ELA alternate day block schedule- 			Dr. Marrazano: Building Academic Background Knowledge	Teachers
2011-2017				Rosetta Stone	Teaching Assistants
2011-2017	<ul style="list-style-type: none"> Expand Universal Acceleration model to include 100% of the 8th grade student population in the content areas of Integrated Algebra, Living Environment and Earth Science 			National & Regional Experts	
2011-2017				Nassau BOCES	
2011-2017	<ul style="list-style-type: none"> Increase the number of 8th grade students passing the Integrated Algebra, Living Environment and Earth Science by 5 % each year 			Local Universities/Colleges	
2011-2017					
2011-2017	<p><u>High School:</u></p> <ul style="list-style-type: none"> Improve course catalog booklet with specific, individualized requirements and a time line for students to engage in their own progress and assessment, with the assistance of guidance. 				
2011-2017					
2011-2017	<ul style="list-style-type: none"> Increase enrollment into Advanced Placement courses by 5% each year- 				

2012-2017	<ul style="list-style-type: none"> • Create a Work Study program for credit 				
2011-2017	<ul style="list-style-type: none"> • Reduce out of District CTE student enrollment by 5% each year by implementing NYSED approved Career & Technical Education Course in District 				
2011-2017	<ul style="list-style-type: none"> • Annually create a minimum of (1) NYSED approved CTE course to provide students with vocational post secondary options in District 				
2011-2017	<ul style="list-style-type: none"> • Improve the curriculum of the Science Research Methods program and increase enrollment by 5% each year 				

STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Curriculum****GOAL:** The District will improve its ability to provide a curriculum that is aligned to NYSED State Standards

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2011-2017	<u>High School(continued):</u> <ul style="list-style-type: none"> Eliminate study hall by scheduling students into electives, Regents Prep and/or AIS courses 	Principals Teachers	General Fund Academic Improvement Grant (AIG)	Rubicon: Atlas Curriculum Mapping Destiny	Assistant Superintendent for Curriculum & Instruction
2011-2017	<ul style="list-style-type: none"> Create opportunities for students in grades 11 & 12 to have the opportunity to earn college credits at local Colleges/University 	Teaching Assistants Students	NCLB Grants IDEA Grants	Harcourt & Houghton Mifflin Prentice Hall	Principals Assistant Principals
2011-2017	<ul style="list-style-type: none"> Create a system to provide students with the varied support they will need to be successful in college level courses- 			Dr. Marrazano: Building Academic Background Knowledge	Curriculum Support Specialist
2009-2013	<ul style="list-style-type: none"> Implementation of SMART Scholars program 			Rosetta Stone	Teachers
	<u>Alternative Education Program</u>			National & Regional Experts	Teaching Assistants
2010-2011	<ul style="list-style-type: none"> Examine existing program strengths and weakness- 			Nassau BOCES	Teachers, Guidance, Ms. Jovin Ms. Jackson
2010-2011	<ul style="list-style-type: none"> Revise the alternative program to meet the needs of the non-traditional students as well as those students, who are in need of credit recovery- 			Local Universities/Colleges	
2010-2017	<ul style="list-style-type: none"> Increase course offerings for students to obtain additional credit needed to meet the NYSED graduation requirements by 8% 			Ed Options Odyssey Ware Ms. Jackson	Teachers, Ms. Jackson
2011-2017	<ul style="list-style-type: none"> Continue to support the high school students by offering and increasing credit recovery courses by 5% 			Odyssey Ware Ms. Jackson	Guidance, Ms. Jackson
2011-2017	<ul style="list-style-type: none"> Support/Increase student high school graduation rate by 5% 			Ms. Jackson High School Colleges, Vocational and Technical Educational	Teachers Guidance, Ms. Jackson

<p>2011-2017</p>	<ul style="list-style-type: none"> • Increase student transition from high school to higher educational facilities/vocational/technical settings by 3% 			<p>Settings, VESID/BOCES</p>	<p>Social Workers, Counselor, Ms. Jackson</p>
<p>2011-2017</p>	<ul style="list-style-type: none"> • Improve student academic performance by addressing social and emotional issues 			<p>Community Based Organizations, PAC, PPS</p>	<p>Counselors, Teacher, Ms. Jackson</p>
<p>2011-2017</p>	<ul style="list-style-type: none"> • Increase the performance and participation of students on the NYSED Regents by 15% 			<p>Data Warehouse, Powerschool, Regents Exams</p>	<p>Ms. Jackson Mr. Crummell Counselors</p>
<p>2011-2017</p>	<ul style="list-style-type: none"> • Improve student attendance by 50% 			<p>Power School, Mr. Crummell, PPS</p>	<p>Ms. Jackson Mr. Crummell Counselors</p>
<p>2011-2017</p>	<ul style="list-style-type: none"> • Increase parental involvement in the student's academic/emotional and social evolution by 25% 			<p>H.S. Social Workers, Guidance, PAC</p>	<p>Ms. Jackson, Counselors</p>
	<p><u>WIA Grant: Drop-out Prevention Program</u></p>				<p>Teachers, Social Workers, Guidance</p>
<p>2011-2017</p>	<ul style="list-style-type: none"> • Increase student enrollment of the drop-out prevention program by 5%- 				
<p>2011-2017</p>	<ul style="list-style-type: none"> • Incorporate online learning credit recovery program as a means to provide alternative options for students to meet graduation requirements utilizing the blended instructional model(i.e., Teacher/Teaching Assistant facilitate the learning) - 				
	<p><u>Summer School</u></p>				
<p>2011-2017</p>	<ul style="list-style-type: none"> • Provide a 3rd-8th Grade (4-6) weeks Academic Intervention Services(AIS) program to address all students who have been identified "at risk" or AIS eligible 				
<p>2011-2017</p>	<ul style="list-style-type: none"> • Provide a high school (4-6) weeks course recovery program that will allow students who failed the course an opportunity to pass the course 				

2011-2017	<ul style="list-style-type: none"> • Provide a (2) week regents review to address the needs of those high school students who passed the course but failed the regents 				
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STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Instruction****GOAL:**

- Improve the District 's ability to provide 100% instruction that is based upon scientifically research based strategies and is able to meet the diverse needs of our student population
- Annually, the District will meet or exceed state and district achievement standards

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2011-2017	<p><u>Delivery of Instruction:</u></p> <ul style="list-style-type: none"> • Teachers will address the Five Year Education Plan as well as the School Instructional Improvement Plans goals and objectives in their lesson plan development and delivery of instruction 	Students	General Fund	Rubicon: Atlas Curriculum Mapping	Assistant Superintendent for Curriculum & Instruction
2011-2017	<ul style="list-style-type: none"> • Teachers will differentiate instruction as a means to give students multiple option in learning the curriculum 		Academic Improvement Grant (AIG)	Destiny	Principals
2011-2017	<ul style="list-style-type: none"> • Teachers will use high order questioning techniques that utilizes Blooms Taxonomy model- 		NCLB Grants	Harcourt & Houghton Mifflin	Assistant Principals
2011-2017	<ul style="list-style-type: none"> • Faculty will use explicit instruction techniques for students to learn literacy strategies in the Reading, Writing and Word Study components of the Balanced Literacy Framework 		IDEA Grants	Prentice Hall	Curriculum Support Specialist
2011-2017	<ul style="list-style-type: none"> • Students will construct meaning through explicit comprehension instruction. 			Dr. Marrazano: Building Academic Background Knowledge	Teachers
2011-2017	<ul style="list-style-type: none"> • Teachers will deliver instruction that engages all students 			Blooms Taxonomy	
2011-2017	<ul style="list-style-type: none"> • Communicates <i>WHAT</i> is being taught and <i>WHY</i> concepts are being taught 			Rosetta Stone	
2011-2017	<ul style="list-style-type: none"> • Reviews previously taught skills and concepts 			National & Regional Experts	
2011-2017	<ul style="list-style-type: none"> • Addresses multiple learning styles/intelligences 			Nassau BOCES	
2011-2017	<p><u>Writing Instruction:</u></p> <ul style="list-style-type: none"> • K-12 Teachers will improve writing skills by utilizing the 6 Traits of Writing Model 			Local Universities/Colleges	

2011-2017	<ul style="list-style-type: none"> • Create district K-12 writing rubric to addresses the various written 				
2011-2017	<ul style="list-style-type: none"> • Pre-K -5th Grade Teachers will provide (15) minute instruction utilizing Handwriting with Tears model- 				

STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Instruction****GOAL:**

- Improve the District 's ability to provide and delivery 100% instruction that is based upon scientifically research based strategies and is able to meet the diverse needs of our student population
- Annually, the District will meet or exceed state and district achievement standards

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2011-2017	<p><u>Research Paper Instruction:</u></p> <ul style="list-style-type: none"> • Create 6th-12th Research Paper rubric, that will evaluate the required minimum of (2) research papers per year in English Language Arts, Social Studies 	Students	General Fund	Rubicon: Atlas Curriculum Mapping	Assistant Superintendent for Curriculum & Instruction
2011-2017	<p><u>Vocabulary Instruction:</u></p> <ul style="list-style-type: none"> • Create K-12 key vocabulary list for all content and provide students with multiple indirect opportunities to interact with the list 		Academic Improvement Grant (AIG)	Destiny	Principals
2011-2017	<p><u>Instructional Technology:</u></p> <ul style="list-style-type: none"> • Teachers will the use of integrate technology into lesson plans- 		NCLB Grants	Harcourt & Houghton Mifflin	Assistant Principals
2011-2017	<ul style="list-style-type: none"> • 3rd-12th Grade Teachers will evaluate a minimum of (1) technology project per quarter that will be included quarterly grade 		IDEA Grants	Prentice Hall	Curriculum Support Specialist
2011-2017	<ul style="list-style-type: none"> • Teachers will train as well as provide students with appropriate exposure to the effective use the graphing calculator- 			Dr. Marrazano: Building Academic Background Knowledge	Teachers
2011-2017	<p><u>Math Instruction:</u></p> <ul style="list-style-type: none"> • Recognize and investigate problems; formulate and propose solutions supported by reason and evidence. • Express and interpret information and ideas 			Rosetta Stone	
2011-2017				National & Regional Experts	
2011-2017				Nassau BOCES	
2011-2017				Local Universities/Colleges	

2011-2017	<ul style="list-style-type: none"> • Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results. 				
2011-2017	<ul style="list-style-type: none"> • Learn and contribute productively as individuals and as members of groups. 				
2011-2017	<ul style="list-style-type: none"> • Recognize and apply connections of important information and ideas within and among learning areas. 				

STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Learning Environment****GOAL:** Improve the District's ability to provide 100% of the time a safe and orderly environment that is conducive to learning.

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2011-2017	<p><u>Positive Behavioral Interventions and Supports (PBIS)</u></p> <ul style="list-style-type: none"> • PBIS will be one of the top three school improvement goals for 2-3 years and will therefore receive major attention and focus at the building level- 	Students	General Fund	TBD	Assistant Superintendent for Curriculum & Instruction
2011-2017	<ul style="list-style-type: none"> • The building-based administrators will provide active leadership and support for overall PBIS implementation and for the building-based PBIS Leadership Team. 		Academic Improvement Grant (AIG)		Director of Grants
2011-2017	<ul style="list-style-type: none"> • The majority (80-90%) of the school staff will commit to participate in implementation of PBIS- 		NCLB Grants		Principals
2011-2017	<ul style="list-style-type: none"> • The PBIS Leadership Team will meet at least three times per month to plan and guide the school-wide PBIS process 		IDEA Grants		Assistant Principals
2011-2017	<ul style="list-style-type: none"> • The PBIS Leadership Team will analyze and review school-wide data and actively use the data to guide implementation 				Curriculum Support Specialist
2011-2017	<ul style="list-style-type: none"> • Designated school staff will participate in ongoing training and technical assistance activities to ensure their ability to effectively implement interventions at level of need for all students, including those with intensive needs 				Teachers
2011-2017	<ul style="list-style-type: none"> • A Problem-solving Team will meet at least three times per month to review and develop function-based support plans for individual or small groups of students identified as at-risk. 				
2011-2017	<ul style="list-style-type: none"> • Specialized school staff will be identified and trained to provide leadership in developing individualized wraparound 				

2011-2017	<p>teams for students with intensive needs and partner with local mental health staff and other community representatives.</p> <ul style="list-style-type: none"> Enhance the PBIS initiative K-12 to improve and/or maintain a positive school climate in each school. 				
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STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Learning Environment****GOAL:** Improve the District's ability to provide 100% of the time a safe and orderly environment that is conducive to learning.

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2011-2017	<u>Security Staff:</u> <ul style="list-style-type: none"> Redeploy Security Staff to ensure that each school has adequate coverage 	Students	General Fund	TBD	Assistant Superintendent for Curriculum & Instruction
2011-2017	<ul style="list-style-type: none"> Purchase surveillance cameras 		Academic Improvement Grant (AIG)		Director of Grants
2009-2010	<ul style="list-style-type: none"> Purchase an identification cards scanning machine system for students, teachers, and all staff to swipe in and out of various locations in the building 		NCLB Grants		Principals
			IDEA Grants		Assistant Principals
					Curriculum Support Specialist
					Teachers
2009-2010	<u>Project SAVE:</u> <ul style="list-style-type: none"> Revise Project SAVE Plan- 				Custodians
2009-2010	<ul style="list-style-type: none"> Revise Code of Conduct- 				Security Officers
2009-2010	<ul style="list-style-type: none"> Create a Superintendent's Hearing Manual- 				
	<u>Violent and Disruptive Incidents (VADIR) Report</u>				
2009-2010	<ul style="list-style-type: none"> Revise Disciplinary Forms 				
2009-2010	<ul style="list-style-type: none"> Input disciplinary infraction into Power School 				
2011-2017	<ul style="list-style-type: none"> Reduce the number of indices by 5% points each year 				
2011-2017	<ul style="list-style-type: none"> Reduce the number of Superintendent Hearings by 5% each year 				

<p>2009-2010</p>	<p><u>Facilities:</u></p> <ul style="list-style-type: none"> • Improve and maintain high quality school buildings by hiring (1) Head Custodian for each school 				
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STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Academic Intervention Services**

GOAL: The District will provide various intervention and academic assistance, based on multiple measures of assessment. AIS will be available to students with disabilities on the same basis as non-disabled students provided that AIS services are consistent with the student's individualized education program. Improve the District 's ability to provide 100% Academic Intervention Services to eligible Level 1 , Level 2 and low Level 3 students

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2012-2013	<ul style="list-style-type: none"> Monitor and revise the biennial District Plan- 	Eligible AIS students:	General Fund	Harcourt Houghton Mifflin Strategic Intervention Kits	Assistant Superintendent for Curriculum & Instruction
2011-2017	<ul style="list-style-type: none"> Monitor and evaluate School Based AIS Plans 	Level 1	Academic Improvement Grant (AIG)	Scholastic Read 180	Director of Grants
September & June of each year	<ul style="list-style-type: none"> Ensure that parents are receiving a minimum of (2) AIS Parent Notification forms and (4) AIS progress reports 	Level 2	NCLB Grants		Principals
2011-2017	<ul style="list-style-type: none"> Continue to use Scholastic Read 180 for grades 6th-10th grade 	Low Level 3	IDEA Grants		Assistant Principals
2011-2017	<ul style="list-style-type: none"> Provide AIS intervention resources to address Mathematics, English Language Arts, Science and Social Studies 				Curriculum Support Specialist
2011-2017	<ul style="list-style-type: none"> Ensure that parents have received the Title I: Supplemental Education Service (SES) Notification as an additional means of providing AIS support 				Teachers
September 30 th of each year	<ul style="list-style-type: none"> By September 30th of each year identify, define and begin to implement AIS programs, curriculum materials, and instructional strategies for eligible students for the school year 				
2011-2017	<ul style="list-style-type: none"> Throughout the school year of each year identify, define and begin to implement AIS programs, curriculum materials, and instructional strategies for eligible students for the extended learning opportunity of the Saturday Academy 				

2011-2017	<ul style="list-style-type: none"> Utilize Harcourt’s Math, ELA and Science strategic intervention kits to provide AIS services 				
2011-2017	<ul style="list-style-type: none"> Monitor student progress by utilizing a curriculum based measurement to measure progress 				
June 30 th of each year	<ul style="list-style-type: none"> By June 30th of each year identify, define and begin to implement AIS programs, curriculum materials, and instructional strategies for eligible students for summer school 				

STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Student Support Services**

GOAL: To create a positive learning environment for all of our students consist with the goals of the Follow the Child initiative by improving the personal, social, physical and academic well-being of each child Improve the District 's ability to provide Student Support Services to 100% of its learning community

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2009-2010	<p>Wellness:</p> <ul style="list-style-type: none"> Implement BOE Approved District Wellness Plan Create District Wellness Committee that will meet a minimum of once a month Create and maintain Wellness minutes to share with all stakeholders Provide more opportunities for students to eat a nutritional meal by having 100% of students fill out the annual Free & Reduced Lunch forms in order to determine status Implement a lunch swipe card system to track the number of students receiving meals as well as equalize the lunch process for those students who pay for lunch out of pocket and for those who receive assistance. Improve student health by providing foods that meet USDA nutritional standards and by reducing preventable health problems Increase the nutritional needs of the student by making more choices in the cafeteria that are healthier 	Students	General Fund	Nassau BOCES	Assistant Superintendent for Curriculum & Instruction
2009-2010			Academic Improvement Grant (AIG)		Director of Health, Physical Education and Athletics
2011-2017			NCLB Grants		
			IDEA Grants		Nurses
2011-2017					Principals
					Assistant Principals
2009-2010					Teachers
					Coaches
2011-2017					
2011-2017					

2008-2009	<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Create an athletic manual for students and parents that explains the code of ethic and procedures 				
2009-2010	<ul style="list-style-type: none"> • Improve the monitoring of athletes day attendance and quarterly report cards 				
2011-2017	<ul style="list-style-type: none"> • Improve awareness of sport events and athletes recognition 				

STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Student Support Services**

GOAL: To create a positive learning environment for all of our students consist with the goals of the Follow the Child initiative by improving the personal, social, physical and academic well-being of each child Improve the District 's ability to provide Student Support Services to 100% of its learning community

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2009-2010	<p>Attendance:</p> <ul style="list-style-type: none"> Improve student attendance by implementing an automated phone system to alert parents regarding period by period attendance. 	Students	General Fund	Nassau BOCES	Coordinator of Data & Technology
2009-2010	<ul style="list-style-type: none"> Develop and implement a truancy prevention plan at each school which includes communicating to families in their own language and actively reaching out and intervening with potential dropouts and their families 	Parents	Academic Improvement Grant (AIG)	WinSnap Connect -ED	Census & Registration Department
2009-2010	<ul style="list-style-type: none"> Hire a Private Investigator to assist with determining registration fraud 		NCLB Grants	Adelphi University	Director of School Counseling
2010-2011	<ul style="list-style-type: none"> Hire a Census & Registration Truant officer 		IDEA Grants	North Shore	Principals
2011-2017	<ul style="list-style-type: none"> The average truancy rate for students at every school level will be reduced 10% percentage points each year 			Nassau County Social Service Agencies	Assistant Principals
2011-2017	<ul style="list-style-type: none"> The average rate of student attendance will increase by 5% percentage points each year. 				Attendance Teacher
2011-2017	<ul style="list-style-type: none"> All teachers must take daily attendance using the student information system, Power School- 				Teachers
2011-2017	<ul style="list-style-type: none"> School Nurses must call parents immediately when a student has been reported absent- 				

	<u>After School/Extra Curricular Activities:</u>				Director of Grants
2008-2013	<ul style="list-style-type: none"> • Create an After-School manual that outline format and procedures- 				Principals
2011-2017	<ul style="list-style-type: none"> • Improve the supervision of the all sites after-school programs- 				<u>After-School</u> Facilitators
2011-2017	<ul style="list-style-type: none"> • Provide services (5) days a week for a minimum (3) hours- 				Teachers
2011-2017	<ul style="list-style-type: none"> • Improve the monitoring of student's after-school attendance- 				Teaching Assistant
2011-2017	<ul style="list-style-type: none"> • Improve the quality of academic, enrichment and recreational activities- 				

STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Student Support Services**

GOAL: To create a positive learning environment for all of our students consist with the goals of the Follow the Child initiative by improving the personal, social, physical and academic well-being of each child Improve the District 's ability to provide Student Support Services to 100% of its learning community

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2011-2017	<p><u>School Counseling:</u></p> <ul style="list-style-type: none"> Continue to implement the K-12 School Counseling Plan- Begin the implementation process of developing a Social Emotion Learning(SEL)program by establishing a committee to select a program and develop implementation timeline Implement a District-wide SEL Program- Increase student awareness of academic requirements, attendance policy and code of conduct.- Create academic and career pathways for students in grades 8-12 to utilize in the development of their academic and career plans Providing social and emotional counseling support to all schools Offer practice in standardized test skills beginning at the junior high level Conduct a minimum of (4) counselor led informational meetings for students and parents on such topics as career options, financial aid, scholarships, college applications, and processing the necessary paperwork (i.e., Career/College fairs 	Students	General General Fund	Nassau BOCES	Director of School Counseling
2011-2017		Parents	Academic Improvement Grant (AIG)	LIRSC	Director of PPS
2011-2013		NCLB Grants	Adelphi Univerity	Middle and High School Counselors	
2011-2017		IDEA Grants		Social Workers	
2011-2017		College Board Waivers		SMART Scholars Counselor	
2011-2017					
2011-2017					
2011-2017					

2011-2017	<ul style="list-style-type: none"> • Conduct orientation sessions for 9th graders 				
2009-2017	<ul style="list-style-type: none"> • Conduct orientation sessions for 10th graders- 				
2009-2017	<ul style="list-style-type: none"> • Provide a minimum of (4) local college/university visits for 10th-11^h grade students- 				
2010-2013	<ul style="list-style-type: none"> • Implementation of the SMART Scholars program in the Roosevelt Union Free School District 				

STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Student Support Services**

GOAL: To create a positive learning environment for all of our students consist with the goals of the Follow the Child initiative by improving the personal, social, physical and academic well-being of each child Improve the District 's ability to provide Student Support Services to 100% of its learning community

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2011-2017	<p><u>School Counseling:</u></p> <ul style="list-style-type: none"> Increase the Graduation Rate - Monitor and maintain all Cohorts student groups 100% of the 9th, 10th and 11th student population will take the PSAT- Increase the number of 11th- 12th grade students taking the Scholastic Aptitude Test (SAT) and American College Testing (ACT) tests by 5 percent each year- Publicize positive data such as graduation rates, financial assistance received, and college acceptances. Review of transcript annually the first two years, and bi-annually the next two years- Invite 10th- 12th grade parents and students to attend a meeting, a minimum of (1) each year, with the counselor during scheduled times for the purpose of transcript review and post-high school planning. Schedule counselor led Internet sessions in the computer lab on specific topics such as college entrance information, financial aid, and job placement resources a minimum of (4) times a year 	Students	General General Fund	Nassau BOCES	Director of School Counseling
2011-2017		Parents	Academic Improvement Grant (AIG)	LIRSC	Director of PPS
2011-2017			NCLB Grants	Local College/Univeristy	Middle and High School Counselors
2011-2017			IDEA Grants		Social Workers
2011-2017			College Board Waivers		
2011-2017					
2011-2017					
2011-2017					

2011-2017	<ul style="list-style-type: none"> Recruit college interns from graduate guidance and counseling programs to work with struggling students. ongoing (will be part of the GEAR-UP Grant) 				
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STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Student Support Services**

GOAL: To create a positive learning environment for all of our students consist with the goals of the Follow the Child initiative by improving the personal, social, physical and academic well-being of each child Improve the District 's ability to provide Student Support Services to 100% of its learning community

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2011-2017	<p><u>Family Support Center:</u></p> <ul style="list-style-type: none"> Compile a listing of local social and mental health agencies and resources, including hours, locations, and services offered- 	Students	General General Fund	Nassau BOCES	Director of Pupil Personnel Services
2011-2017	<ul style="list-style-type: none"> Conduct monthly meeting with agencies- 	Parents	Academic Improvement Grant (AIG)	Nassau County Social Service Agencies	Principals
2011-2017	<ul style="list-style-type: none"> Maintain referral online referral data base system 		NCLB Grants	North Shore	Assistant Principals
2011-2017	<ul style="list-style-type: none"> Provide monthly referral reports at meetings to discuss the number as well as type of referrals that are needed within the District and strategize on to meet those needs 		IDEA Grants		Social Workers
2011-2017	<ul style="list-style-type: none"> Foster and maintain a working relationship with local social and mental health agencies. 				
2011-2017	<ul style="list-style-type: none"> Improve the awareness of the Family Support Center and its services 				

STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Data and Assessment****GOAL:** Improve the District's ability to collect, monitor and use data and assessment results to drive instructional decisions 100% of the time.

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2011-2017	<ul style="list-style-type: none"> Create/improve common local/benchmark (End of Course) assessments to be administered in every grade level for all students taking the same course or studying the same curriculum. All teachers are responsible for generating data on student progress. 	Students	General Fund	Nassau BOCES	Assistant Superintendent for Curriculum & Instruction
2011-2017	<ul style="list-style-type: none"> Foster the creation of common unit assessments within departments and grade levels in order to facilitate communication about student progress toward learning goals and district curriculum. 		Academic Improvement Grant (AIG)	Long Island Regional Support Center	Coordinator of Data & Technology
2011-2017	<ul style="list-style-type: none"> Create systems and opportunities for schools, departments, and individual teachers to regularly monitor student achievement data to determine the effectiveness of what and how student are being taught and to make adjustments as needed i.e. In-district scanning, Data Warehouse, and SCANTRON. 		NCLB Grants		Principals
2011-2017	<ul style="list-style-type: none"> Use student led parent conferences to monitor and evaluate student progress on school and individual achievement goals. 		IDEA Grants		Assistant Principals
2011-2017	<ul style="list-style-type: none"> Encourage students to monitor and evaluate their own progress on content standards and related assessment targets. 				Curriculum Support Specialist
					Department Chairs Teachers

2011-2017	<ul style="list-style-type: none"> • Conduct quarterly department meetings to discuss various data sets (i.e., report cards, NYSED assessments, benchmark assessment) to assess student progress and adjust curriculum yearly. 				
2011-2017	<ul style="list-style-type: none"> • Implement automatic notification of failure to parents. 				
2011-2017	<ul style="list-style-type: none"> • Increase the District Policy passing grade by 5 percentage points each year 				

STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Data and Assessment****GOAL:** Improve the District's ability to collect, monitor and use data and assessment results to drive instructional decisions 100% of the time.

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2011-2017	<ul style="list-style-type: none"> Implement valid and reliable beginning, middle, and end-of-the-year benchmark assessments in core subjects and grade levels- 	Students	General Fund	Nassau BOCES	Assistant Superintendent for Curriculum & Instruction
2011-2017	<ul style="list-style-type: none"> Implement progress monitoring assessments to meet Response to Intervention model 		Academic Improvement Grant (AIG)	Long Island Regional Support Center	Coordinator of Data & Technology
2011-2017	<ul style="list-style-type: none"> Aligning classroom-based assessment with grade level expectations; 		NCLB Grants		Principals
2011-2017	<ul style="list-style-type: none"> Developing and implementing more authentic assessment practices (projects, performance based, etc.) 		IDEA Grants		Assistant Principals
2011-2017	<ul style="list-style-type: none"> Teachers will use NYSED assessments as well as benchmark scores in adjusting their curriculum maps, lesson maps and delivery of instruction 				Curriculum Support Specialist Department Chairs Teachers

STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Instructional Technology****GOAL:** Improve the District 's ability to provide instructional technology services to 100% of learning community

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2011-2017	<ul style="list-style-type: none"> Conduct monthly meetings with School Based Data Teams to share the latest strategies in utilizing software to enhance and support the taught curriculum 	Students	General Fund	General Grants	Assistant Superintendent for Curriculum & Instruction and Assistant Superintendent for Educational Services
2011-2017	<ul style="list-style-type: none"> Develop a list of appropriate software applications to be used by students that encourage problem solving, creativity, productivity and correlate with the district curriculum 		Academic Improvement Grant (AIG)	Academic Improvement Grant (AIG)	Assistant Superintendent of Finance and Operation
2011-2017	<ul style="list-style-type: none"> Design a library link within the District web site with online catalog available via the web, and links to databases. 		NCLB Grants	E Rate	Coordinator Data & Technology
2011-2017	<ul style="list-style-type: none"> Place (1) Smart Board in every classroom- 		IDEA Grants		Principals
2011-2017	<ul style="list-style-type: none"> Teachers will utilize the Smart Board in the delivery of instruction 5% of the 45 minute period and increase use by 5% each year- 				Assistant Principals
2011-2017	<ul style="list-style-type: none"> Increase the number of computers in each classroom by one desktop each year. 				Curriculum Support Specialist
					Department Chairs
					Teachers

2011-2017	<ul style="list-style-type: none"> • Provide Integrated Algebra, Geometry, Trigonometry student with the opportunity to loan a graphing calculator according to District procedures- 				
2011-2017	<ul style="list-style-type: none"> • Provide every student with graphing calculators for all required NYSED assessments as required by NYSED regulations- 				
2011-2017	<ul style="list-style-type: none"> • Provide students with a minimum of (4) assignments that involve the use of technology(i.e., Power Point, Microsoft Word, Digital Camera, Pod casting, etc) 				

STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Instructional Technology****GOAL:** Improve the District 's ability to provide instructional technology services to 100% of learning community

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2011-2017	<ul style="list-style-type: none"> Instructional personal shall be able to demonstrate effective use of a computer system and utilize computer software 	Students	General Fund	General Grants	Assistant Superintendent for Curriculum & Instruction
2011-2017	<ul style="list-style-type: none"> Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology. 		Academic Improvement Grant (AIG)	Academic Improvement Grant (AIG)	Assistant Superintendent of Finance and Operation
2011-2017	<ul style="list-style-type: none"> Instructional personnel shall be able to apply computer productivity tools for professional use. 		NCLB Grants	E Rate	Coordinator Data & Technology
2011-2017	<ul style="list-style-type: none"> Instructional personnel shall be able to use electronic technologies to access and exchange information 		IDEA Grants		Principals
2011-2017	<ul style="list-style-type: none"> Instructional personnel shall be able to identify, locate, evaluate, and use appropriate instructional hardware and software to support NYS Learning Standards and other instructional objectives. 				Assistant Principals
2011-2017	<ul style="list-style-type: none"> Instructional personnel shall be able to use educational technologies for data collection, information management, problem solving, decision making, communication, and presentation within the curriculum. 				Curriculum Support Specialist
2011-2017	<ul style="list-style-type: none"> Instructional personnel shall be able to plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners in a variety of educational settings. 				Department Chairs
					Teachers

2011-2017	<ul style="list-style-type: none">• Instructional personnel shall demonstrate knowledge of ethical and legal issues relating to the use of technology.				
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STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Parent/Community Involvement Plan****GOAL:** Improve the District ability to provide services to 100% of its parents/community members

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2011-2017	<ul style="list-style-type: none"> Update Parent Involvement Policy to incorporate community involvement every (2) years 	Parents	General Fund	Local Universities	Assistant Superintendent for Curriculum & Instruction
2011-2017	<ul style="list-style-type: none"> Create and update Pre K- 5th Grade Parent Curriculum Guide every (2) years 	Guardians	Academic Improvement Grant (AIG)	Parent Teacher Associations	Director of Grants
2011-2017	<ul style="list-style-type: none"> Create K-12 Parent Manual every (2) years 	Community Members	NCLB Grants		Director of PPS
2011-2017	<ul style="list-style-type: none"> Stabilize all schools Parent Teacher Association 		IDEA Grants		Coordinator ESL/LEP/Other Languages
2011-2017	<ul style="list-style-type: none"> Establish and maintain a Parent Advisory Council and meet monthly 				Principals
2011-2017	<ul style="list-style-type: none"> Continue and increase parent participation in the monthly Parent Curriculum Team 				Assistant Principals
2011-2017	<ul style="list-style-type: none"> Increase Title I: School/Parent Compact Teams members 				Teachers
2011-2017	<ul style="list-style-type: none"> Increase the number of parents, who attends monthly Title I: Parent Involvement meeting 				Community Services Information Assistance
2011-2017	<ul style="list-style-type: none"> Increase the number of parents who attends Parent Teacher Conference 				
2011-2017	<ul style="list-style-type: none"> Indicators of family involvement in student learning will increase 5 percent each year as measured by a school family partnerships questionnaire. A pilot survey will be implemented in selected schools and baseline will be established in the 2009-10 school year. 				

2011-2017	<ul style="list-style-type: none"> • Provide a status report to parent/community that is related to the benchmarks of the Five-Year Plan. 				
2011-2017	<ul style="list-style-type: none"> • Provide accessible, ongoing, improved communication to families and communities including increases in the use of native language publications 				

STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE

ACTION & IMPLEMENTATION PLAN

TARGET AREA/PRIORITY NEED: Parent/Community Involvement Plan

GOAL: Improve the District ability to provide services to 100% of its parents/community members

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2011-2017	<ul style="list-style-type: none"> Providing leadership and decision-making opportunities with relevant parent education for families 	Parents	General Fund	Local Universities	Assistant Superintendent for Curriculum & Instruction
2011-2017	<ul style="list-style-type: none"> Develop strong partnerships with our bilingual communities 	Guardians	Academic Improvement Grant (AIG)	Parent Teacher Associations	Director of Grants
2011-2017	<ul style="list-style-type: none"> Create a leadership group of parents and community members, who will work to eliminate the language and cultural barriers and insure that every school and program eliminates language and cultural barriers to enhance and expand effective parent and community participation <p><u>LEP Family Literacy:</u></p>	Community Members	NCLB Grants IDEA Grants		Director of PPS Coordinator ESL/LEP/Other Languages
2011-2017	<ul style="list-style-type: none"> Promote Family Literacy, cultural transition and English Language Acquisition to families who speak another language than English at home and newcomer families Recognize the effort and/or progress of LEP students during a family oriented activity 				Principals Assistant Principals Teachers
2011-2017	<ul style="list-style-type: none"> Provide English Speaking teachers with the opportunity to learn and practice the Spanish language together with the cultural knowledge needed to be able to communicate with parents who speak 				Community Services Information Assistance
2011-2017	<ul style="list-style-type: none"> Recognize the effort and/or language progress of students during a family oriented activity 				
2011-2017	<ul style="list-style-type: none"> Provide all relevant literature in their native language 				

2011-2017					
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STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Student with Disabilities Program****GOAL:** Improve the District ability to provide services to 100% of its Student with Disabilities population

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2011-2017	<ul style="list-style-type: none"> Improve effectiveness of special education program, with particular attention to the referral and exit processes, quality instruction, and compliance with laws and regulations 	SWD Students	General Fund	Nassau BOCES	Assistant Superintendent for Curriculum & Instruction
2011-2017	<ul style="list-style-type: none"> Improve quality and consistency of curriculum and instruction provided to special education students 		Academic Improvement Grant (AIG)	IEP Direct	Director of PPS
2011-2017	<ul style="list-style-type: none"> Enhance communication and collaboration with families, community, and/or agencies 		NCLB Grants	SETRC	Coordinator of ESL/LEP
2011-2017	<ul style="list-style-type: none"> Develop RTI process and procedures to address the needs of students who are at-risk 	At- Risk Students	IDEA Grants	NYU	Principals
2011-2017	<ul style="list-style-type: none"> Reduce referrals to special education for disciplinary action 	SWDS		Various Consultants and Community Based Agencies	Assistant Principals
2011-2017	<ul style="list-style-type: none"> Identify instructional deficits in special education 				Transition Coordinator
2011-2017	<ul style="list-style-type: none"> Promote research based instructional programs and procedures to address the needs of students with disabilities 				Business Officials
2011-2017	<ul style="list-style-type: none"> Develop appropriate Individual Education Plans – 	School Counselors			
2011-2017	<ul style="list-style-type: none"> Use state assessment results to evaluate student's rate of progress 				
2011-2017	<ul style="list-style-type: none"> Provide a continuum of special education services 				
2011-2017	<ul style="list-style-type: none"> Develop, coordinate and track transition activities for special education students after leaving the district 				
2011-2017	<ul style="list-style-type: none"> The dropout rate for special education students will be reduced by 1% yearly until it is within the state average for students with disabilities 				

	<ul style="list-style-type: none"> Continue to make home visits and conduct counseling sessions in order to bring back students who have dropped out of school through the WIA dropout recovery program and/or Alternative Education program 				
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STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Student with Disabilities Program****GOAL:** Improve the District ability to provide services to 100% of its Student with Disabilities population

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2008-2013	<ul style="list-style-type: none"> Evaluate the effectiveness of special education expenditures 	SWD Students	General Fund	Nassau BOCES	Assistant Superintendent for Curriculum & Instruction
2008-2013	<ul style="list-style-type: none"> Maintain updated inventory and track fixed assets 		Academic Improvement Grant (AIG)	IEP Direct	
2008-2013	<ul style="list-style-type: none"> Refine and apply staffing guidelines for special education 		LIRSC/SETRC		
2008-2013	<ul style="list-style-type: none"> The Special Education Department will maintain a process of accountability for all funds (i.e., Medicaid Reimbursements and STAC) 				
2008-2013	<ul style="list-style-type: none"> Increase by 4.5 percentage points per year, the percentage of youth with disabilities who exit school with a Regents diploma 	SWD Students	NCLB Grants	NYU	Director of PPS
2008-2013	<ul style="list-style-type: none"> Decrease by 4.5 percentage points per year, the percentage of youth who obtain a local diploma 		IDEA Grants	Various Consultants & Community Based Agencies	Principals
2008-2013	<ul style="list-style-type: none"> Decrease by 4.5 percentage points per year, the percentage of youth who obtain an IEP diploma 				
2008-2013	<ul style="list-style-type: none"> Increase by 4.5 percentage points per year, the number of students with disabilities (3-21) who are provided Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) in general education classrooms (60% or more of the school day) in the school they would attend if not disabled. 				
2008-2013	<ul style="list-style-type: none"> Increase the meaningful, effective involvement of families in the educational process of children with disabilities as measured by participation in SEPTA and volunteering to be a Parent Member for CSE meeting 	Parents			
2008-2013	<ul style="list-style-type: none"> Decrease out of district placement by 5% percentage points of its current population 				
2008-2013	<ul style="list-style-type: none"> Decrease the percentage of classified SWD students by 5 percentage points each year 				
2008-2013	<ul style="list-style-type: none"> Strengthen the relationship/ communication between Guidance depts. in the Middle School and HS in order to ensure appropriate placement of students 	School Counselors			Guidance Counselors

STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Limited English Proficient (LEP)/English Language Learners (ELL)**

GOAL: To enable LEP students to become competent in speaking, reading, writing, and comprehending the English language in social, educational and cultural situations with meaningful academic, enrichment and diverse opportunities that will foster lifelong advantages for success after graduation High School.

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
	<u>Limited English Proficient:</u>				
2009-2013	<ul style="list-style-type: none"> Increase linkage between English and other second language learners 	LEP Students	General Fund	Nassau BOCES	Assistant Superintendent for Curriculum & Instruction
2008-2013	<ul style="list-style-type: none"> Strengthen the relationship/communication between Guidance depts. in the Middle School and HS in order to ensure appropriate placement of students 		Academic Improvement Grant (AIG)	BETAC	
2008-2013	<ul style="list-style-type: none"> Provide the LEP student with opportunities to use spoken and written English in social settings both in and out of school while employing strategies that extend communicative competencies 		NCLB Grants	Local University/Colleges	Coordinator of ESL/LEP/Other Languages
2008-2013	<ul style="list-style-type: none"> Provide LEP students with instructional strategies that will enable them to master skills necessary to function academically in all mainstream content areas, including the use of learning strategies to construct and apply academic knowledge 		IDEA Grants		Principals
2008-2013	<ul style="list-style-type: none"> Provide LEP students with instructional strategies that will enable them to use English in socially and culturally appropriate ways. 				Assistant Principals
2009-2013	<ul style="list-style-type: none"> Provide regular classroom teachers with the information on the latest Language Acquisition Research and teaching LEP students skills(i.e., newsletter) 				Teachers
	<u>ESL/Bilingual Programs:</u>				ESL Teachers
2008-2013	<ul style="list-style-type: none"> Develop high levels of proficiency in their first language and in their second language; 				Teaching Assistants

2008-2013	<ul style="list-style-type: none"> • Meet New York State learning standards and perform at or above grade level in academic areas; 				
2008-2013	<ul style="list-style-type: none"> • Pass the State assessments in the core subjects and pass the Regents tests required for graduation; 				
2008-2013	<ul style="list-style-type: none"> • Encourage school districts to implement bilingual programs according 				
2008-2013	<ul style="list-style-type: none"> • to NYSED regulations 				
2008-2013	<ul style="list-style-type: none"> • Increase the number of English as Second Language students graduating within four years. 				

STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Limited English Proficient (LEP)/English Language Learners (ELL)**

GOAL: To enable LEP students to become competent in speaking, reading, writing, and comprehending the English language in social, educational and cultural situations with meaningful academic, enrichment and diverse opportunities that will foster lifelong advantages for success after graduation High School.

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2009-2013	<ul style="list-style-type: none"> Increase number of English as Second Language Students applying to two and four year colleges. 	LEP Students	General Fund	Nassau BOCES	Assistant Superintendent for Curriculum & Instruction Coordinator of ESL/LEP/Other Languages Principals Assistant Principals Teachers ESL Teachers Teaching Assistants
2011-2013	<ul style="list-style-type: none"> Provide regular classroom teachers with the funding to earn the necessary graduate credits to become ESL Certified in ESL in addition to their actual teaching certification 		Academic Improvement Grant (AIG)	BETAC	
2008-2013	<p><u>Students with Interrupted Formal Education(SIFE)-</u></p> <ul style="list-style-type: none"> Ensure that SIFE students are registered in their proper grade according to chronological age 		NCLB Grants	Local University/Colleges	
2008-2013	<ul style="list-style-type: none"> Ensure that SIFE students are scheduled for as many support courses available 		IDEA Grants		
2008-2013	<ul style="list-style-type: none"> Encourage enrollment in alternative education program 				
2008-2013	<ul style="list-style-type: none"> Help SIFE and Heritage Language students, who will take the Language Regents develop the necessary skills needed to be successful on this test 				
2008-2013	<p><u>Technology Integration-</u></p> <ul style="list-style-type: none"> Provide the Pod Casting Language Acquisition Team with the knowledge and necessary skills to create pod and vodcasting projects with the ELL students 				
2009-2013	<ul style="list-style-type: none"> Use technology to motivate an encourage High and Middle School English Language Learners to be more active and committed to content area classes 				
2009-2013	<ul style="list-style-type: none"> Use technology to motivate and encourage Elementary School English Language Learners especially new comers to develop joy of reading for pleasure and entertainment. 				

2009-2013	<ul style="list-style-type: none"> • Provide teachers the technology exposure needed to develop the technology skills needed to use technological tools available in the school district to provide instruction and support ESL projects 				
2009-2013	<ul style="list-style-type: none"> • Provide teachers the technology exposure needed to develop the technology skills needed to use technological tools available in the school district to provide instruction and support Language projects 				

STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE**ACTION & IMPLEMENTATION PLAN****TARGET AREA/PRIORITY NEED: Professional Development Plan & Teacher Mentor Plan**

GOAL: Professional development must be intensive and sustained. It will involve observing good practice, practicing good practice, being coached in good practice, reflecting on good practice and repeating the process. Professional development will be structured so that it does not rely on sitting occasionally at the feet of experts in workshops. It will emphasize building skill and knowledge teacher to teacher, being informed from time to time by both the opportunity to observe exemplary practice and to benefit from experts within their setting. Improve the District's ability to provide professional development opportunities to 100% of staff

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2008-2013	<ul style="list-style-type: none"> • 100% of district staff will have a current job description and will be evaluated based upon the job description: <ul style="list-style-type: none"> ○ Administrators ○ Clerical Custodial ○ Security ○ Teachers ○ Teaching Assistants 	All Staff	General Fund	Nassau BOCES	Assistant Superintendent for Human Resources & Professional Development
2008-2013	<ul style="list-style-type: none"> • Revise 100% of District staff appraisal system- 		Academic Improvement Grant (AIG)	Long Island Regional Support Center	Assistant Superintendent for Curriculum & Instruction
2008-2013	<ul style="list-style-type: none"> • Annually create, revise and update the professional development plan that stimulates innovation by district instructional staff and includes the Teacher Mentor Plan - 		NCLB Grants	Wilson	Principals
2008-2013	<ul style="list-style-type: none"> • Professional Development opportunities to include training in the following areas: <ul style="list-style-type: none"> ○ <u>Instructional School Leadership:</u> <ul style="list-style-type: none"> ▪ Preparing school leaders to implement a new teacher evaluation system that provides both support and accountability ▪ Three Minute Walk Through ▪ NYSED School Accountability ○ <u>Curriculum:</u> <ul style="list-style-type: none"> ▪ Online curriculum mapping software ▪ Hayes-Jacob Curriculum Mapping ▪ Developing effective Band, Chorus and Orchestra programs ▪ Advanced Placement training 		IDEA Grants	Harcourt & Houghton Mifflin	Teachers
				Prentice Hall	
				Scholastic Read 180	
				Expanding the Reach II Initiative	
				Rubicon	

	<ul style="list-style-type: none">▪ Handwriting with Tears▪ Six Traits of Writing				
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STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE

ACTION & IMPLEMENTATION PLAN

TARGET AREA/PRIORITY NEED: Professional Development Plan & Teacher Mentor Plan

GOAL: Professional development must be intensive and sustained. It will involve observing good practice, practicing good practice, being coached in good practice, reflecting on good practice and repeating the process. Professional development will be structured so that it does not rely on sitting occasionally at the feet of experts in workshops. It will emphasize building skill and knowledge teacher to teacher, being informed from time to time by both the opportunity to observe exemplary practice and to benefit from experts within their setting. Improve the District’s ability to provide professional development opportunities to 100% of staff

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2008-2013	<ul style="list-style-type: none"> ○ <u>Instruction:</u> <ul style="list-style-type: none"> ▪ Dr. Marrazano’s vocabulary development indirect instructional strategies ▪ Differentiated Instruction ▪ Gifted Education Program ▪ Balanced Literacy ▪ Multiple Intelligences ▪ Blooms Taxonomy’s Questioning Techniques ▪ Response to Intervention ○ <u>Learning Environment</u> <ul style="list-style-type: none"> ▪ Staff will be trained as local and regional PBIS Coaches with the role of providing leadership and guidance to PBIS implementation at the building level ○ <u>Academic Intervention Service:</u> <ul style="list-style-type: none"> ▪ 6th-8th Grade Staff will continue to receive training in Scholastic Read 180 ▪ Harcourt’s Strategic Intervention Kits ▪ Wilson ▪ Foundations: Wilson Language Basics K-3 ▪ Touch Math ▪ FAST Math ▪ System 44 ○ <u>Instructional Technology:</u> <ul style="list-style-type: none"> ▪ Effective instructional use of graphing calculators ▪ Effective instructional use of Smart Boards 	All Staff	General Fund Academic Improvement Grant (AIG) NCLB Grants IDEA Grants	Nassau BOCES Long Island Regional Support Center Wilson Harcourt & Houghton Mifflin Prentice Hall Scholastic Read 180 Expanding the Reach II Initiative	Assistant Superintendent for Human Resources & Professional Development Assistant Superintendent for Curriculum & Instruction Principals Teachers

	<ul style="list-style-type: none"> Effective instructional use of the Internet Effective research use of Library online data bases 				
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STRUCTURED STRATEGIES/ACTIVITIES FOR IMPROVED PERFORMANCE

ACTION & IMPLEMENTATION PLAN

TARGET AREA/PRIORITY NEED: Professional Development Plan & Teacher Mentor Plan

GOAL: Professional development must be intensive and sustained. It will involve observing good practice, practicing good practice, being coached in good practice, reflecting on good practice and repeating the process. Professional development will be structured so that it does not rely on sitting occasionally at the feet of experts in workshops. It will emphasize building skill and knowledge teacher to teacher, being informed from time to time by both the opportunity to observe exemplary practice and to benefit from experts within their setting. Improve the District’s ability to provide professional development opportunities to 100% of staff

Timeline	Objective	Targeted Population	Funding Source	Provider/Vendor Technical Assistance	Responsibility
2008-2103	<p><u>Data & Assessment:</u></p> <ul style="list-style-type: none"> Train staff on the various types of assessments used to monitor student progress: benchmark assessment; curriculum based measurement Provide district-wide and school-based professional development in effective use of a variety of reading NYSED/benchmark assessments to guide instructional decisions; and Train staff to administer classroom-based assessments in all areas (mathematics, reading, writing, science social studies, visual and performing arts, health and fitness) <p><u>Student Support Services:</u></p> <ul style="list-style-type: none"> Provide professional development in Social Emotion Learning (SEL) program development <p><u>Student with Disabilities:</u></p> <ul style="list-style-type: none"> Provide rigorous training program for general education, special education, and building leaders, and providing mentorship for special education teachers in the area of the Reauthorization of IDEA 2004; Response to Intervention (RTI); and Functional Behavior Analysis (FBA) and Behavioral Intervention Plan (BIP) 	All Staff	General Fund Academic Improvement Grant (AIG) NCLB Grants IDEA Grants	Nassau BOCES Long Island Regional Support Center Wilson Harcourt & Houghton Mifflin Prentice Hall Scholastic Read 180 Expanding the Reach II Initiative	Assistant Superintendent for Human Resources & Professional Development Assistant Superintendent for Curriculum & Instruction Principals Teachers

	<p><u>Limited English Proficiency:</u></p> <ul style="list-style-type: none"> ▪ Provide a training program for general education, and building leaders on the difference between English as a Second Language and Bilingual education programs to ensure that LEP students needs are being met according to NYSED regulation 				
2008-2013	<ul style="list-style-type: none"> • Create more In District professional development opportunities 				
2008-2013	<ul style="list-style-type: none"> • Create more classroom embedded professional development opportunities 				

FIVE-YEAR EVALUATION PLAN

Goal/ Target	Successful Outcome Indicators	How Did We Do? Indicate success indicators that were addressed according to the year:					Progress Monitoring Are we moving towards indicators?		Implication for Updated Plan Revised Action Plan	
		08- 09	09- 10	10- 11	11- 12	12- 13	Yes	If, not why?	Who?	How?
Instructional School Leadership	1. The vision and mission of the school are effectively communicated to staff, parents, students, and community members.						X			
	2. Assessment data related to student learning are used to develop the school vision and goals.						X			
	3. The vision, mission, and implementation plans are regularly monitored, evaluated, and revised.						X			
	4. Barriers to student learning are identified, clarified, and addressed.						X			
	5. Multiple opportunities to learn are available to all students.						X			
	6. Knowledge of learning, teaching, and student development is used to inform management decisions.						X			
	7. Time is managed to maximize attainment of organizational goals.						X			
	8. Problems are confronted and resolved in a timely manner.						X			
	9. Financial, human, and material resources are aligned to the goals of schools.						X			
	10. Stakeholders are involved in decisions affecting schools						X			
	11. Effective shared decision group-process and consensus-building skills are used.						X			
	12. Effective communication skills are used.						X			
	13. Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.									
	14. Opportunities for staff to develop collaborative skills are provided.						X			

	<p>15. Leaders serve as role models.</p> <p>16. Leaders demonstrate appreciation for and sensitivity to the diversity in the school community.</p> <p>17. The school is open to public scrutiny.</p> <p>18. There is ongoing dialogue with representatives of diverse community groups.</p>													
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FIVE-YEAR EVALUATION PLAN

Goal/ Target	Success Indicators	How Did We Do? Indicate success indicators that were addressed according to the year:					Progress Monitoring Are we moving towards indicators?		Implication for Updated Plan Revised Action Plan	
		08- 09	09- 10	10- 11	11- 12	12- 13	Yes	If, not why?	Who?	How?
Curriculum	1. Curriculum decisions are based on research, expertise of teachers, and the recommendations of policy makers		X				X			
	2. 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.		X				X			
	3. The local curriculum is articulated across grades/buildings to ensure that all skills and strategies are explicitly taught.		X							
	4. Teachers have developed and use integrated, interdisciplinary learning experiences based on NY State standards and performance indicators.									
	5. All students, including at-risk populations, are expected to meet all NY State standards.		X				X			
	6. The curriculum is based on New York State expectations for grade level work, and is rigorous, with little repetition from grade to grade.		X				X			
	7. The curriculum is designed to promote a depth of understanding of important concepts.		X				X			
	8. The curriculum and learning units are challenging, highly engaging, and clearly linked to the standards and strategies being taught.		X				X			
	9. Curriculum is cultural and language appropriate.		X				X			

	<p>10. 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.</p>		X				X			
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FIVE-YEAR EVALUATION PLAN

Goal/ Target	Success Indicators	How Did We Do? Indicate success indicators that were addressed according to the year:					Progress Monitoring Are we moving towards indicators?		Implication for Updated Plan Revised Action Plan	
		08- 09	09- 10	10- 11	11- 12	12- 13	Yes	If, not why?	Who?	How?
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).		X							
	2. Co-teaching and team teaching strategies are flexible, with all staff working together equitably.		X							
	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. Lesson plans/instruction reflects Scientifically Based Research/best practices, and the culture and languages of the student populations.									
	5. There is evidence of student exemplars and reflective work.									
	6. Learning goals/standards are clear to students.									
	7. Students are actively engaged in learning.									
	8. There is a high level of rigor of instruction.									
	9. 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									
	10. 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.									
	11. There is evidence of integration of subject areas, project-based learning, integrated technology									

	<p>instruction, systematic individual instruction, frequent independent reading, guided reading, small flexible group reading and independent work.</p> <p>12. Rubrics/alternative assessments used by teacher to re-teach.</p> <p>13. Students self assess and monitoring their own work using rubrics.</p> <p>14. Quality academic student work displayed with specific feedback.</p>											
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FIVE-YEAR EVALUATION PLAN

Goal/ Target	Success Indicators	How Did We Do? Indicate success indicators that were addressed according to the year:					Progress Monitoring Are we moving towards indicators?		Implication for Updated Plan Revised Action Plan	
		08- 09	09- 10	10- 11	11- 12	12- 13	Yes	If, not why?	Who?	How?
Learning Environment	1. Administrators, teachers and staff communicate openly, positively and effectively with each other and demonstrate mutual respect, support and collegiality.									
	2. The teacher bargaining unit is a collaborative partner in the school improvement process.									
	3. Administrators, teachers and staff communicate openly, positively and effectively with parents and students and demonstrate respect and support.									
	4. 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.									
	5. Students are involved in decision making and feel their concerns are important to the administration.									
	6. Teachers and administration are actively engaged in and enthusiastic about ongoing school improvement.									
	7. The district/school provides adult education (GED, literacy, ESL, career, continuing education services).		X							
	8. Students are actively engaged in and enthusiastic about learning.									
	9. Teacher classroom management is evident									
	10. Teachers, administrators and staff have									

	<p>high expectations for the achievement of all students.</p> <p>11. Teachers and administrators recognize/reward the academic performance of students.</p> <p>12. Student suspensions and other approaches that remove students from classes are minimal.</p>												
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FIVE-YEAR EVALUATION PLAN

Goal/ Target	Success Indicators	How Did We Do? Indicate success indicators that were addressed according to the year:					Progress Monitoring Are we moving towards indicators?		Implication for Updated Plan Revised Action Plan	
		08- 09	09- 10	10- 11	11- 12	12- 13	Yes	If, not why?	Who?	How?
Learning Environment	13. 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.									
	14. Providing social and emotional counseling support to all schools;									
	15. Developing and implementing a truancy prevention plan at each school which									
	16. Providing training and support for schools' bullying, harassment, and violence prevention programs; and									
	17. The classroom has a positive, supportive environment for student learning.									

FIVE-YEAR EVALUATION PLAN

Goal/ Target	Success Indicators	How Did We Do? Indicate success indicators that were addressed according to the year:					Progress Monitoring Are we moving towards indicators?		Implication for Updated Plan Revised Action Plan	
		08- 09	09- 10	10- 11	11-12	12-13	Yes	If, not why?	Who?	How?
Academic Intervention Services	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.		X							
	2. AIS are made available to students during the school day, and may be provided after school, before school, weekends.		X							
	3. Attendance in AIS is routinely recorded. There is a consequence when students fail to attend AIS classes.		X							
	4. The school keeps an updated record of all students currently receiving AIS.		X							
	5. There are standardized criteria for referring students to AIS using multiple measures/indicators. There are established criteria for exiting AIS.		X							
	6. AIS delivery is grounded in researched-based practices.		X							
	7. AIS is targeted and individualized to match student needs.		X							
	8. Parents are notified in writing when AIS is prescribed and when students exit from services.		X							
	9. AIS-related student support services are provided to address barriers to learning such as attendance, discipline, and health.		X							
	10. When AIS is not provided by the subject area teacher, coordination is achieved between students' primary and AIS instructor.		X							
	11. The school maintains records of all students being provided AIS and monitors the progress and attendance of each student in AIS.		X							

	<p>12. Students in AIS are assessed on a routine and periodic basis</p> <p>13. The school provides timely reports to parents about their children’s specific AIS needs and their progress while receiving AIS.</p> <p>14. The building’s AIS practices are consistent with the district’s AIS description.</p> <p>15. The school provides parents with strategies for providing support to their youngsters at home.</p>		X											
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FIVE-YEAR EVALUATION PLAN

Goal/ Target	Success Indicators	How Did We Do? Indicate success indicators that were addressed according to the year:					Progress Monitoring Are we moving towards indicators?		Implication for Updated Plan Revised Action Plan	
		08- 09	09- 10	10- 11	11- 12	12- 13	Yes	If, not why?	Who?	How?
Student Support Services	1. School maintains an accurate, accessible and active data system		X							
	2. School staff meets to review attendance data and develop and revise strategies to improve attendance.		X							
	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.		X							
	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.		X							
	9. Students have opportunities to participate in academic and social enrichment activities.		X							
	10. Students are receiving extra academic and developmental support as deemed necessary (e.g., Academic Intervention Services, character development).		X							
	11. The student support services program provides support groups for students who need additional social support (i.e., education/career		X							

	<p>counseling/violence/alcohol/drug counseling).</p> <p>12. 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.</p>	X											
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FIVE-YEAR EVALUATION PLAN

Goal/ Target	Success Indicators	How Did We Do? Indicate success indicators that were addressed according to the year:					Progress Monitoring Are we moving towards indicators?		Implication for Updated Plan Revised Action Plan	
		08- 09	09- 10	10- 11	11- 12	12-13	Yes	If, not why?	Who?	How?
Student Support Services	13. 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.		X							
	14. 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.		X							
	15. There is designated student support services supervisor who manages and coordinates student support services for this district and/or school.		X							
	16. 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.		X							
	17. 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.		X							
	18. The school includes student support services staff in regular education team meetings. The student support services staff provides professional consultation and support to both		X							

	<p>school staff and parents.</p> <p>19. School staff, students, and parents are aware of the district Code of Conduct and have opportunities for input into any developments.</p> <p>20. 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</p> <p>21. The school makes referrals both in-house and to community agencies for services needed by students and families.</p>	<p>X</p>												
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FIVE-YEAR EVALUATION PLAN

Goal/ Target	Success Indicators	How Did We Do? Indicate success indicators that were addressed according to the year:					Progress Monitoring Are we moving towards indicators?		Implication for Updated Plan Revised Action Plan	
		08- 09	09- 10	10- 11	11- 12	12- 13	Yes	If, not why?	Who?	How?
Data & Assessments	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									
	5. Implementing valid and reliable beginning, middle, and end-of-the-year benchmark assessments in core subjects and grade levels.									
	6. Aligning classroom-based assessment with grade level expectations.									
	7. Developing and implementing more authentic assessment practices (projects, performance based, etc.); and									
	8. The leadership and staff commit to, participate in, and share in accountability for student learning									
	9. Assessment of student learning and performance is aligned with curriculum and instruction in a coherent system consistent with the school’s philosophy/mission.									
	10. Assessment results are analyzed with appropriate frequency and rigor for: a. individual students as they move									

	<p>through the school</p> <p>b. cohorts of students as they move through the school</p> <p>c. comparable (local, state, and national) groups outside of the school</p>												

FIVE-YEAR EVALUATION PLAN

Goal/ Target	Success Indicators	How Did We Do? Indicate success indicators that were addressed according to the year:					Progress Monitoring Are we moving towards indicators?		Implication for Updated Plan Revised Action Plan	
		08- 09	09- 10	10- 11	11- 12	12- 13	Yes	If, not why?	Who?	How?
Data & Assessments	11. Assessment results are used to make decisions regarding allocation of resources.		X							
	12. The assessment of student learning and performance enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.									
	13. Records of students' learning and performance are maintained. General standards for transcript control and use, including those related to confidentiality, are known and observed.		X							
	14. Assessment results are the basis for making recommendations to families whose children may benefit from further evaluation. Referrals to specialists are made for early identification of possible disabilities and/or health conditions.		X							
	15. Members of the staff work collaboratively with colleagues and families to review data about learners' progress and to develop appropriate strategies for continued progress.		X							
	16. The school communicates its assessment policies and practices to the total school community (e.g., via parent handbooks, web sites, teacher handbooks, policy manuals).		X							

	<p>17. Communication with families regarding students' progress in learning and performance is regular, productive, and meaningful.</p> <p>18. Students learn and perform at levels expected, or progress is being made to raise results accordingly.</p>											
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FIVE-YEAR EVALUATION PLAN

Goal/ Target	Success Indicators	How Did We Do? Indicate success indicators that were addressed according to the year:					Progress Monitoring Are we moving towards indicators?		Implication for Updated Plan Revised Action Plan		
		08-09	09-10	10-11	11-12	12-13	Yes	If, not why?	Who?	How?	
Instructional Technology	<p>1. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:</p> <p>a. promote, support, and model creative and innovative thinking and inventiveness</p> <p>b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p> <p>c. promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes</p> <p>d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments</p> <p>2. Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes</p> <p>Teachers:</p> <p>a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and</p>										

	<p>creativity</p> <p>b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress</p> <p>c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources</p>											
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FIVE-YEAR EVALUATION PLAN

Goal/ Target	Success Indicators	How Did We Do? Indicate success indicators that were addressed according to the year:					Progress Monitoring Are we moving towards indicators?		Implication for Updated Plan Revised Action Plan	
		08- 09	09-10	10- 11	11-12	12-13	Yes	If, not why?	Who?	How?
Instructional Technology	d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching									
	3. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:									
	a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations									
	b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation									
	c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats									
	d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning									
	4. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:									
	a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources									
	b. address the diverse needs of all learners by using									

	<p>learner-centered strategies and providing equitable access to appropriate digital tools and resources</p>												
<p>Instructional Technology</p>	<p>c. promote and model digital etiquette and responsible social interactions related to the use of technology and information</p>												
	<p>d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools</p>												
	<p>5. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:</p>												
	<p>a. participate in local and global learning communities to explore creative applications of technology to improve student learning</p>												
	<p>b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others</p>												
	<p>c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning</p>												
	<p>d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community</p>												

FIVE-YEAR EVALUATION PLAN

Goal/ Target	Success Indicators	How Did We Do? Indicate success indicators that were addressed according to the year:					Progress Monitoring Are we moving towards indicators?		Implication for Updated Plan Revised Action Plan	
		08- 09	09- 10	10- 11	11- 12	12- 13	Yes	If, not why?	Who?	How?
Parent Community Involvement	1. Providing friendly, welcoming environments for all families at every school and school facility, increasing personal contact between teachers/school staff and parents including off-site visits, and developing and implementing a school-family plan;									
	2. Providing accessible, ongoing, improved communication to families and communities including increases in the use of native language publications;		X							
	3. Providing leadership and decision-making opportunities with relevant parent education for families;									
	4. Expanding partnerships with community organizations and families;		X							
	5. Regularly showcasing student achievement; and holding regular family events at schools Includes communicating to families in their own language and actively reaching out and intervening with potential dropouts and their families;									
	6. A parent resource room exists within the school.									
	7. A staff person has been designated to strengthen home/school linkages.		X							

FIVE-YEAR EVALUATION PLAN

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		08- 09	09- 10	10- 11	11- 12	12- 13	Yes	If, not why?	Who?	How?
Student with Disabilities	District SWD program must meet the NYS averages as specified in the IDEA PART B STATE PERFORMANCE PLAN 2005-2010:									
	http://www.vesid.nysed.gov/specialed/spp/plan/contents.htm									
	1) Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.									
	2) Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.									
	3) Participation and performance of children with disabilities on statewide assessments.									
	a) Percent of districts meeting the State’s annual yearly progress (AYP) objectives for progress for disability subgroup.									
	b) Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.									
	c) Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.									
	4) Rates of suspensions and expulsions. a) Percent of districts identified by the State as having a significant discrepancy in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school									

	<p>year; and</p> <p>b) Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.</p>													
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FIVE-YEAR EVALUATION PLAN

Goal/ Target	Success Indicators	How Did We Do? Indicate success indicators that were addressed according to the year:					Progress Monitoring Are we moving towards indicators?		Implication for Updated Plan Revised Action Plan	
		08- 09	09- 10	10- 11	11- 12	12- 13	Yes	If, not why?	Who?	How?
Student with Disabilities	5) Percent of children with IEPs aged 6 through 21 (Least Restrictive Environment).									
	a) Removed from regular class less than 21 percent of the day;									
	b) Removed from regular class greater than 60 percent of the day; or									
	c) Served in either public/private separate schools, residential placements or in homebound or hospital placements.									
	6) Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).									
	7) Percent of preschool children with IEPs who demonstrate improvement.									
	a) positive social-emotional skills (including social relationships);									
	b) acquisition and use of knowledge and skills (including early language/communication and early literacy); and									
	c) use of appropriate behaviors to meet their needs.									
	8) Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with									

	<p>disabilities.</p> <p>9) Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>10) Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p>										
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FIVE-YEAR EVALUATION PLAN

Goal/ Target	Success Indicators	How Did We Do? Indicate success indicators that were addressed according to the year:					Progress Monitoring Are we moving towards indicators?		Implication for Updated Plan Revised Action Plan	
		08- 09	09- 10	10- 11	11- 12	12- 13	Yes	If, not why?	Who?	How?
Student with Disabilities	11) Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).									
	12) Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. days (or State established timeline).									
	13) Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.									
	14) Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.									
	15) General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.									
	16) Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.									
	17) Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.									

FIVE-YEAR EVALUATION PLAN

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		08- 09	09- 10	10- 11	11- 12	12- 13	Yes	If, not why?	Who?	How?
Student with Disabilities	18) Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.									
	19) Percent of mediations held that resulted in mediation agreements.									
	20) State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.									

FIVE-YEAR EVALUATION PLAN

Goal/ Target	Success Indicators	How Did We Do? Indicate success indicators that were addressed according to the year:					Progress Monitoring Are we moving towards indicators?		Implication for Updated Plan Revised Action Plan	
		08- 09	09- 10	10- 11	11- 12	12- 13	Yes	If, not why?	Who?	How?
Limited English Proficient English as Second Language	1) District has a policy in place to identify and assess students who come from language and cultural backgrounds other than English.									
	2) District uses state approved language proficiency assessments.									
	3) District has an ongoing assessment plan, which includes language proficiency assessment, academic achievement, progress in meeting state content standards, and first language assessment.									
	4) District plan for reclassification is consistent with state criteria for reclassifying students into higher proficiency levels and for reclassifying students as proficient.									
	5) District provides an alternative language instructional program for students identified as lacking English language proficiency because they come from diverse language and cultural backgrounds.									
	6) The alternative language program addresses both language development and academic achievement.									
	7) District has a designated program director qualified to supervise personnel, manage budgets, oversee personnel development, and provide programmatic leadership.									
	8) District has appropriately trained instructional staff that meets state requirements for alternative language program.									
	9) Individuals hired as teaching assistance are supervised by an ESL/ bilingual education									

	<p>teacher or classroom teacher and do not provide the majority of instructional services for English language learners.</p> <p>10) District makes efforts to hire staff from the language and cultural background of targeted students.</p>												
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FIVE-YEAR EVALUATION PLAN

Goal/ Target	Success Indicators	How Did We Do? Indicate success indicators that were addressed according to the year:					Progress Monitoring Are we moving towards indicators?		Implication for Updated Plan Revised Action Plan	
		08- 09	09- 10	10-11	11- 12	12- 13	Yes	If, not why?	Who?	How?
Limited English Proficient English as Second Language	11) Appropriate, research-based instructional materials designed for limited English proficient children and youth are available.									
	12) District libraries have materials appropriate for culturally/linguistically diverse students.									
	13) District makes efforts to purchase reading material in the home language of the students.									
	14) Students have access to instructional technology.									
	15) District collects data on students receiving services, including:									
	a) Language proficiency,									
	b) Academic achievement,									
	c) Progress related to non limited English proficient peers,									
	d) Progress related to state content and performance standards,									
	e) Retention and drop-out rates,									
	f) Employment and educational status upon graduation.									
	16) District provides information to parents in the language they know best.									
	17) District involves parents of English language learners in school activities to the same extent as other parents.									
	18) District has safeguards/policies to ensure that English language learners are being placed in the special education program because of actual qualifying conditions and not simply because of cultural differences or lack of English language skills.									
	19) District coordinates and integrates educational programs targeting English									

	Language Learners, including Title III of No Child Left Behind and others.									
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FIVE-YEAR EVALUATION PLAN

Goal/ Target	Success Indicators	How Did We Do? Indicate success indicators that were addressed according to the year:					Progress Monitoring Are we moving towards indicators?		Implication for Updated Plan Revised Action Plan	
		08- 09	09- 10	10- 11	11-12	12- 13	Yes	If, not why?	Who?	How?
Professional Development & Teacher Mentor Plan	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. 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.									
	6. Is evaluated on the basis of its impact on teacher effectiveness and student learning.									
	7. Feedback mechanisms are in place and encouraged, so that adjustments can be made on a continuous basis to professional development initiatives.									
	8. Engages all staff responsible for increasing student performance.									
	9. Enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards.									
	10. Staff is held accountable for implementing learned strategies in their practice.									

	<p>11. There are a variety of options for professional development such as in-the-classroom mentoring and teacher study groups.</p> <p>12. Professional development and mentoring support for new teachers and administrators is systemic and planned to support individual needs for growth.</p> <p>13. Professional development promotes a focus on student learning consistent with the school vision and goals</p>												
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PARENT/COMMUNITY INVOLVEMENT PLAN

MISSION STATEMENT

The Roosevelt Union Free School District is committed to building strong partnerships, and to enhancing relationships and communication among home, school and community. When parents/caretakers and schools act as partners in supporting and celebrating the achievements of students, everyone benefits.

The Parent & Community Involvement Plan (PCIP) encourages all families to become involved in our schools. Together we will promote the academic, social, and emotional growth of all children to enable them to become intellectually competent, to be responsible citizens, successful home members, and productive learners and workers who can compete confidently in a dynamic global society by providing an individualized, nurturing, educational foundation that draws strength from our community's spiritual roots and rich cultural heritage.

PARENT/COMMUNITY INVOLVEMENT GOALS

1. Help parents develop parenting skills to meet the basic obligations of family life and foster conditions at home which emphasize the importance of education and learning.
2. Promote two way (school-to-home and home-to-school) communications about school programs and students' progress.
3. Involve parents, with appropriate training, in instructional and support roles at the school and in other locations that help the school and students reach stated goals, objectives, and standards.
4. Provide parents with strategies and techniques for assisting their children with learning activities at home that support and extend the school's instructional program.
5. Prepare parents to actively participate in school decision-making and develop their leadership skills in governance and advocacy.
6. Provide parents with skills to access community and support services that strengthen school programs, family practices, and student learning and development.

The Roosevelt Union Free School District recognizes that a child's education is a responsibility shared by the school and family during the entire time the child spends in school. To support the goal of the schools to educate all students effectively, the schools and parents must work as knowledgeable partners. Parents are an integral component of a school's ability to provide for the educational success of their children.

The school endeavors to meet the diverse cultural and language needs of parents and children. The Roosevelt Union Free School District acknowledges that engaging parents is essential to improve student achievement and that schools should foster and support active parental involvement.

In response to this commitment to active parental and community involvement and in compliance with The Laws of Chapter 33; the Elementary and Secondary Education Act, re-authorized as the No Child Left Behind Act of 2002, Title I; and the Individuals With Disabilities Education Act, Roosevelt Union Free School District has developed this parent & community involvement plan.

PARENT/COMMUNITY INVOLVEMENT PLAN

The Roosevelt Union Free School District Parent & Community Involvement Plan, established in collaboration with parents, includes programs and practices that enhance parental involvement and reflects the specific needs of students and their families. The Parent & Community Involvement Plan involves the parents of students of all grade levels in a variety of roles. The plan recognizes that communication between home and school should be regular, two-way and meaningful. To encourage this communication, the district has identified strategies and activities that are appropriate for the age and grade of each student:

- To encourage communication with parents, at least (1) parent teacher conference per semester is scheduled on each campus in the district.
- To promote and support responsible parenting, each school in the district has a Title I: School Parent Compact.
- Each school will purchase books, magazines, and other informative material regarding responsible parenting through the school libraries and Title I, if applicable. These materials will be advertised through the school's newsletters and Student Handbooks, and parents will have an opportunity to borrow the materials for study and/or review.
- An "Open House" evening will be scheduled on each campus. Topics that could be covered include:
 1. School Accountability Status
 2. Annual Academic Benchmark
 3. New York State Assessments
 4. What parents should expect for their child's education.
 5. How parents can assist and make a difference in their child's education.
- Each school will publish a volunteer resource pamphlet listing the interests and availability of volunteers. The pamphlet will help match school needs with volunteer interests. To develop the volunteer pamphlet, the schools will:
 1. Survey parents regarding their interests, so volunteer work will be meaningful;
 2. Determine how frequently a volunteer would like to participate, including just one time a year;
 3. Include options for those who are available to help at home; and,
 4. Provide the parent/volunteer application form for district approval.
 5. Volunteering Ideas:
 - Listen to students read.
 - Tutor a student.
 - Work in the library.
 - Practice vocabulary with students learning to speak and read English.
 - Help set up Homework Club.
 - Photocopy materials.
 - Play instructional games with students.
 - Help with book fairs.
 - Make cultural presentations.
 - Chaperone field trips.
 - Assist with before and after-school programs.
 - Help in the classroom.

PARENT/COMMUNITY INVOLVEMENT PLAN

- Serve on school or district committees.
 - Demonstrate different skills.
 - Serve as a guest speaker to share professional experience.
- As part of the Parent & Community Involvement Plan, tri-fold pamphlets will be printed attesting to the school district's commitment to parental involvement and will be distributed to parents of students and community businesses.
 - The District will sponsor monthly Parent & Community Involvement workshops to inform the K-12 parents on how to be involved in the decisions affecting school improvement plan, parent involvement plans, course selection, career planning, and preparation for post-secondary opportunities.
 - The District recognizes that community resources strengthen school programs, family practices, and student learning. To take advantage of both parent and community resources, the following strategies will be used to develop and build schools' and parents' capacity in order to achieve effective and regular involvement:
 - District-Wide Calendars
 - System wide parent notification memos
 - Distribution of system/school policies and procedures
 - Open House/Orientation
 - Weekly publication of system/school wide activities in local paper and web
 - Title I: Parent Advisory Council
 - Business Advisory Council
 - Student Advisory Council
 - Pre-K Community Advisory Council
 - Student Support Services Advisory Council
 - Availability of updated individual school profiles
 - Parent-Teacher Conferences
 - Monthly Title I: Parent Involvement Meeting
 - Monthly/Bi-monthly PTA meetings
 - Phone calls, home visits, e-mail

PARENT/COMMUNITY INVOLVEMENT PLAN

- The Roosevelt Union Free School District will support the development, implementation, and regular evaluation of the plan to involve parents in the decisions and practices of the school district, using to the degree possible, the following components:
 1. The principal of each school in the district will designate one staff member that is willing to serve as a parent facilitator to organize meaningful training for staff and parents promoting and encouraging a welcoming atmosphere to parent involvement in the school.
 2. The parent facilitator will also undertake efforts to ensure that parent participation is recognized as an asset to the school.
- Staff development opportunities, as required by the New York State Board of Education, will be offered each year. Professional development, at the school and/or district level, will be designed to enhance understanding of effective parent involvement strategies and to create a climate conducive to parental participation.

It is the goal of the Roosevelt Union Free School District to assure an ongoing partnership between families, communities, and schools. We believe such a partnership is fundamental to the academic and social success of students. From this partnership a support system will evolve that will have a positive effect on student achievement and will produce a sense of cooperative responsibility in ensuring excellence in the educational process.

ASSESSING AND REPORTING RESULTS

1. Describe the performance indicators you have developed to assess the effectiveness of the strategies identified.

The following performance indicators will be used when assessing the effectiveness of the strategies identified in the Five-Year Education Plan, School Instructional Improvement Plan, Academic Intervention Services Plan, Professional Development Plan and all other related District Plan:

- **S** - specific, significant, stretching
 - Well defined
 - Clear to anyone that has a basic knowledge of the project
- **M** - measurable, meaningful, motivational
 - Know if the goal is obtainable and how far away completion is
 - Know when it has been achieved
- **A** - agreed upon, attainable, achievable, acceptable, action-oriented
 - Agreement with all the stakeholders what the goals should be
- **R** - realistic, relevant, reasonable, rewarding, results-oriented
 - Within the availability of resources, knowledge and time
- **T** - time-based, timely, tangible, trackable
 - Enough time to achieve the goal
 - Not too much time, which can affect project performance

2. Explain how the District and the planning committee will use evaluation results and data to review strategies.

Systematic review of the Five-Year District Education Plan and its key evaluation findings, conclusions and recommendations will occur to ensure that all stakeholders have a clear understanding of the District's goal before reviewing each school's School Instruction Improvement Plan (SIIP). After analyzing each school's SIIP, the committee will suggest recommendations to enhance the alignment of SIIP to the district plan, such as:

- Identify which elements of the SIIP are accepted and supported by the Five-Year District Education Plan and which are not
- Determine whether any adjustments/revisions are necessary to improve effectiveness of the action plan
- Establish an implementation plan, including the identification of specific follow-up actions and assignment of clear responsibilities with a timetable for undertaking them
- Monitor the status of implementation.

ASSESSING AND REPORTING RESULTS

3. Explain how the school will disseminate its evaluation results to the public.

On annual basis, evaluation results will be disseminated and communicated to all key stakeholders and other audiences as soon as possible and in forms that are easy to understand and use:

- Principals, Assistant Principals and Curriculum Support Staff who have a direct impact on the day to day decision makings in meeting the specified target areas.
- Public Meetings will be held with various key stakeholders using a variety of techniques such as power point presentations and oral presentations to: communicate evaluation results and findings; help users assimilate and interpret the information evaluation; describe what the findings imply for action plan implementation, redirection, funding, and expansion, as appropriate.
- Seminars, workshops and discussion groups can also be organized. Such working sessions offer opportunities for stakeholders not only to hear about evaluation findings, but also interpret them and construct meaning – these are opportunities for learning.
- In some cases, it may be worthwhile publishing the evaluation report either in its entirety or in shorter versions for dissemination to a wider audience
- Ensuring openness and a wider access to evaluation results increases their credibility and use.
- Other examples of formats:
 - Detailed written annual evaluation report
 - Executive summary, summaries of evaluation findings and key conclusions
 - Brochure on the principal evaluation lessons and recommendations
 - Article in District newsletter
 - News release
 - Press conference
 - Media appearance
 - Electronically (e-mail, Internet, websites)