

# AGENDA

Board of Education Regular Meeting  
Monday, February 27, 2012  
7:00 pm  
Community Room: Thomas A. Edison High School

## **A. Call to Order**

## **B. Roll Call**

## **C. Approval of Agenda/Minutes**

- C-1 a. Approve the agenda of the February 27, 2012 Regular Board of Education Meeting.

Motion \_\_\_\_\_ Second \_\_\_\_\_ VOTE \_\_\_\_\_

- b. Recommendation to suspend the regular order of business to accommodate guests, special discussion topics and presentations in an order of business as deemed appropriate.

Motion \_\_\_\_\_ Second \_\_\_\_\_ VOTE \_\_\_\_\_

- C-2 a. Approve the minutes from the February 13, 2012 Board of Education Meeting. SEE ATTACHED

Motion \_\_\_\_\_ Second \_\_\_\_\_ VOTE \_\_\_\_\_

## **D. Executive Session**

D-1 Personnel

D-2 Negotiations

## **E. Comments from the Public and Staff**

E-1 Superintendent

E-2 Elementary Principal

E-3 Middle School Principal/CSE Chair

E-4 High School Principal

E-4 Business Manager

E-5 Other Staff

E-6 Public Comments

**F. Personnel**

**At this point the Board will consider whether to proceed with personnel  
Items F-1a – F2a**

Recommendation to approve the following consent items F-1a through F-2a  
Motion \_\_\_\_\_ Second \_\_\_\_\_ VOTE \_\_\_\_\_

**F-1 Appointments**

Recommendation to approve the following personnel. Be it further resolved that upon receipt of final clearance from the State Education Department, any conditional appointments shall be changed to regular appointments, reflecting the effective date of said Board meeting.

**a. Volunteers**

Recommendation to approve the following volunteers to work with our athletic program for the 2011-12 school year:

Devin Burch – Baseball  
Ashley Crozier - Softball

**F-2 Salary Correction**

a.) Recommendation to correct the salary for Laura Carozza, Ms. Carozza was appointed at the February 13, 2012 Board of Education Meeting as a long-term substitute in Grade 4. Her pro-rated salary under EHTA contract should be the equivalent of Step 1 \$35,955 with 30 graduate hours at \$74.00 per hour for a per diem rate of \$190.88.

**G. Financial**

**H. Facilities**

H-1 Capital Project Update

**I. Old Business**

**J. New Business**

No report

**K. Consent**

**At this point the Board will consider whether to proceed with consent agenda items K-1 through K-2**

Recommendation to approve the following consent items, K-1 through K-2

Motion \_\_\_\_\_ Second \_\_\_\_\_ VOTE \_\_\_\_\_

K-1 Recommendation to approve the student placement determinations from the February 9,13,14,15,16, 2012 CSE meetings and the funds to support such recommendations. SEE ATTACHED

K-2 Recommendation to approve the contract for services agreement between the Elmira Heights CSD and the Datamatics Inc. d.b.a. Achieve HighPoints, pending certificate of insurance, for the purpose of providing supplemental educational instructional mandates of No Child Left Behind. SEE ATTACHED

**L. Awards/Honors/Achievements**

**M. Communications**

**N. Discussion Topic**

N-1 Health Insurance Costs Savings: Nancy Zito

N-2 Equity in School Lunch Pricing USDA Mandate

N-3 Comprehensive Education Plan (CEP)

N-4 Corning Community College Developmental Placement Data

N-5 Shared Director of Facilities Pilot

N-6 Budget Development

**O. Next Meeting**

**Monday, March 12, 2012 Regular Meeting 7:00pm Community Room**

**P. Adjournment**

Motion \_\_\_\_\_ Second \_\_\_\_\_ VOTE \_\_\_\_\_ Time \_\_\_\_\_

ELMIRA HEIGHTS CENTRAL SCHOOL DISTRICT  
ELMIRA HEIGHTS, NEW YORK

C-2

Board of Education Meeting  
February 13, 2012

**CALL TO ORDER:** The Board of Education Members were onsite early, thus the meeting was called to order at 6:35 p.m. by President, Harry Blish, at which time they immediately entered into executive session.

**MEMBERS PRESENT** Lisa Benedict, Harry Blish, William Brewer, Christopher Callas, Harvey Harris, Joseph Sullivan, Andrew Willard

**OTHERS PRESENT** Mary Beth Fiore, Debra Palmer, Dawn Hanrahan, Andy Lutz, Joe Robinson, Mike Coghlan, Barb Day, Carol Cady, Carol Sullivan, Jamie Shaw, Marbury Cafolla, Kristina Leshick, Ang Leshick, Media, Colleen Dengler

**EXECUTIVE SESSION:**

At 6:36pm a motion was made by Christopher Callas, seconded by *Harvey Harris* and carried 7-0 to enter executive session to discuss personnel and negotiations.

**ADJOURN EXECUTIVE SESSION:**

At 6:55pm a motion was made by Andrew Willard seconded by Lisa Benedict and carried 7-0 to adjourn executive session.

**APPROVAL OF AGENDA/MINUTES**

**Agenda:**

A motion was made by Lisa Benedict seconded by Christopher Callas and carried 7-0 to approve the February 13, 2012 agenda.

**Order of Business:**

A motion was made by Andrew Willard seconded by William Brewer and carried 7-0 to suspend the regular order of business to accommodate guests, special discussion topics and presentations in an order of business as deemed appropriate.

**Minutes:**

January 23, 2012 Regular Meeting- A motion was made by Andrew Willard seconded by William Brewer and carried 7-0 to approve the minutes of the January 23, 2012 Regular Meeting.

**Awards/Honors/Achievements**

Congratulations were express for the following achievements

- ◆ Middle School Responsibility Awards
  - 8<sup>th</sup> grade - Kristina Leshick
  - 7<sup>th</sup> grade -Bradley Churches
  - 6<sup>th</sup> grade - Molly Tolbert
- ◆ Ms. Jamie Shaw - WETM Golden Apple Teacher of the Month
- ◆ School Board U: Board Achievement Award:
  - Lisa Benedict, Harry Blish, William Brewer, Harvey Harris, Joe Sullivan

**COMMENTS FROM THE PUBLIC AND STAFF**

Mary Beth Fiore - Superintendent ◆Governor will do a budget amendment, implementing an evaluation plan if deadline is not met by NYSUT and State Education Department ◆There is a mandate relief team that will visiting different areas of the state canvassing ideas

Andy Lutz -Elementary School Principal ◆February is Fashion Month ◆Thursday is Career Day – guest speakers have been invited ◆Cohen Yearbook sales have begun ◆DDI teams – beginning to analyze Benchmark 2 ◆Principal APPR -meeting soon to draft ◆Wed night – Test Enlightening Night for parents.

Dawn Hanrahan - Middle School Principal/CSE/CPSE Chair ◆8<sup>th</sup> grade parent night – information for transition to high school next year ◆SPCA drive in progress ◆Received Grant for supplemental service-this will help our SINI status ◆8<sup>th</sup> grade semiformal was well attended ◆CSE – full week of meetings coming up

Joe Robinson – High School Principal ◆Spartan Leadership Rewards program has been revamped as part of PBIS to reward positive actions and is looking successful ◆L-Drive -sharing best practices ◆Systemic intervention increase ◆School Spirit – assembly being planned – Paint it Yellow with Christine Baze ◆Teacher schedules have been adjusted to allow time to share information ◆Fundraising – student generated ideas being considered

Debra Palmer – Business Manager ◆Mandate relief –the board will need to do a resolution and we will need to request a review of up to three specific areas per ;year ◆ASBO – presentation regarding new voting machines and the high costs involved. Chemung County will not loan their machines. Paper ballots appear to be our available option ◆Workers

Compensation – experience rate is down, thus our premium rate will be going down ♦Health Insurance – depending on the plan – the rates will be going up 10%, 11% or 12% Expenses are leveling off now that the run out from the dropped districts is finalizing

## PERSONNEL

A motion was made by Lisa Benedict seconded by Andrew Willard and carried 7-0 to approve the following recommended personnel items F-1a through F-3a as presented, and being further resolved that upon receipt of final clearance from the State Education Department, any conditional appointments shall be changed to regular appointments, reflecting the effective date of said Board meeting.

### **F-1 Appointments**

#### **a. Substitutes** – for the 2011-12 school - approved

Substitute Support Staff George Keith Elizabeth Sowell  
Substitute Teacher Elizabeth Sowell

#### **b. Substitutes - conditional**– for the 2011-12 school year pending fingerprint clearance - approved

Substitute Support Staff Phyllis Hatfield

#### **c. Long-Term Substitute - Elementary- approved**

Laura Carozza

The Board of Education approved Ms. Laura Carozza as a long term substitute in Grade 4 on or about April 18 through June 22, 2012. Ms. Carozza shall be paid a pro-rated salary equivalent to step 1: \$35,955 of the current EHTA contract with credit for 24 graduate hours at \$74.00 per hour. Ms. Carozza's per diem rate shall be \$188.66. Ms. Carozza shall be limited to additional benefits in accordance with BOE Policy #221: Long Term Substitutes.

#### **d. Coach - approved**

The Board of Education appointed the following coach to work with our athletic program for the 2011-12 school year, pending coaching license requirements:

Cory Tremaine Modified Track Year 2 Level 2 Stipend \$1,905.62

#### **e. Volunteers - approved**

The Board of Education approved the following volunteers to work with our athletic programs for the 2011-12 school year pending completion of required paperwork:

Zack Brown	Baseball	Tom Meneschella	Tennis	Connie Warren	Softball
Andy Pesesky	Baseball	Kevin Weber	Tennis	Mike Storch	Softball
Rob Cannavino	Baseball	Callie Black	Softball		

### **F-2 Tenure - approved**

Upon recommendation of the Superintendent the Board of Education granted tenure to the following:

- |                              |                   |                              |
|------------------------------|-------------------|------------------------------|
| a.) <u>Becky Arthur</u>      | Teacher Assistant | effective February 24, 2012. |
| b.) <u>Mary Rae Bahantka</u> | Teacher Assistant | effective February 24, 2012. |
| c.) <u>Donna Brayton</u>     | Teacher Assistant | effective February 24, 2012. |
| d.) <u>Barbara Day</u>       | Teacher Assistant | effective February 24, 2012  |
| e.) <u>Connie Gleason</u>    | Teacher Assistant | effective February 24, 2012  |
| f.) <u>Lynne Hatch</u>       | Teacher Assistant | effective February 24, 2012  |
| g.) <u>Bobbi Roote</u>       | Teacher Assistant | effective February 24, 2012  |
| h.) <u>Debra Sherman</u>     | Teacher Assistant | effective February 24, 2012  |
| i.) <u>Christine Skinkle</u> | Teacher Assistant | effective February 24, 2012  |

### **F-3 Parental Leave - approved**

#### **a. Leslie Tremblay**

Parental leave for Leslie Tremblay was approved to begin on or about July 28, 2012 with an anticipated return to work on or about September 10, 2012.

## FINANCIAL

### **G-1 Budget Status Report for February 6, 2012- acknowledged**

A motion was made by Andrew Willard, seconded by Joseph Sullivan and carried 7-0 to acknowledge the budget status report for February 6, 2012.

### **G-2 Treasurer's Report (December 2011) - acknowledged**

A motion was made by William Brewer, seconded by Harvey Harris and carried 7-0 to accept the Treasurer's report for December 2011.

### **G-3 Investment Report**

No Report

### **G-4 Claims Auditor Report (December 2011) - acknowledged**

A motion was made by Lisa Benedict, seconded by Harry Blish and carried 7-0 to accept the Claims Auditor Report for December 2011.

**G-5 Extra-Classroom Report (December 2011) - acknowledged**

A motion was made by Joseph Sullivan, seconded by Andrew Willard and carried 7-0 to accept the Extra-Classroom Report for December 2011.

**G-6 Tax Certiorari – Refund – Winchester Optical \$8,024.08 - approved**

A motion was made by Andrew Willard, seconded by Christopher Callas and carried 7-0 to approve the resolution as per the attached court order:

RESOLVED, That the Winchester Optical Company be refunded taxes for property at 1935-1945 Lake Street (79.11-1-48.1), in the amount of \$8,024.08. This reflects a reduction in the assessed valuation for that year as decided by the Supreme Court of the State New York, County of Chemung on January 11, 2012 and filed with the County Clerk of Chemung on January 19, 2012. This represents an assessment reduction from \$1,192,000 to \$810,000 and a tax reduction from \$25,038.49 to \$17,014.41 for the 2010-11 tax year.

**G-7 Gas & Electric Resolutions and Agreements - approved**

A motion was made by Harvey Harris, seconded by William Brewer and carried 7-0 to approve the below listed resolutions and agreements

- ▶ Electricity Cooperative Energy Purchasing Service Billing Schedule and Agreement
- ▶ Resolution Authorizing Participation in Cooperative Energy Purchasing Service(NYSMEC) for Electricity.
- ▶ Natural Gas Cooperative Energy Purchasing Service Billing Schedule and Agreement
- ▶ Resolution Authorizing Participation in Cooperative Energy Purchasing Service(NYSMEC) for Natural Gas.

**G-8 Sieba Bancorp Account Agreement - approved**

A motion was made by Lisa Benedict, seconded by Harry Blish and carried 7-0 to approve the Sieba Bancorp Account Agreement to fund the Sieba "Benny" account purchases by a direct debit from Bancorp to our bank account

**FACILITIES**

Capital Project – update –

- ◆ Continue to close out projects – and narrowing the options to maximize the use of remaining funds. This will most likely be in the area of security and safety.

**OLD BUSINESS**

Volunteers – Hold Harmless

The Board of Education was advised of the modifications to the insurance policy and the hold harmless form relative to volunteers in the District. Board Members, being volunteers themselves, completed the form.

**NEW BUSINESS**

NONE

**CONSENT**

A motion was made by William Brewer seconded by Lisa Benedict and carried 7-0 to approve the following consent agenda items K-1 through K-3.

**K-1 CSE Recommendations and Funding - approved**

Approved recommendations and funds to support placements for determinations made at the January 26, 30 and February 1,2,3, 2012 CSE meetings.

**K-2 Club Z! In-Home Tutoring Services - approved**

Approved the contractual services agreement between the School board of the Elmira Heights Central School District and the Club Z! In-Home Tutoring Services, Inc., for the purpose of accomplishing the supplemental educational instructional mandates of *No Child Left Behind*.

**K-3 Donation \$500.00 - PFO - accepted**

Accepted with thanks and appreciation, a donation of \$500.00 from the Elmira Heights Rotary Club to be used to support Family Literacy Nights at Cohen Elementary School.

**COMMUNICATIONS**

- ◆ None

**DISCUSSION**

- ◆ Budget Development Calendar – Update  
There will be no budget workshop on March th5
- ◆ Projected Budget/Next Steps  
Presentation on projected 2012-12 budget income and expenditures.
- ◆ Transportation Study  
Report from the study indicates that many options are blocked by regulations.
- ◆ Policy 6221 – Part-Time & Substitute Professional Staff Employment  
Policy included for the board to review relative to benefits allowable to long term substitutes that are here for year.  
Currently there is no personal or bereavement days allowed.
- ◆ Legislative Event - March 8, 2012 6:00 pm Campbell-Savona HS  
Please advise if you will be attending

**NEXT MEETING**

Mon February 27, 2012 7:00 pm -Regular Meeting TAE Community Room

**ADJOURNMENT** – At 8:42pm a motion was made Joseph Sullivan, seconded by Harvey Harris and carried 7-0 to adjourn the meeting.

\_\_\_\_\_  
Clerk

DRAFT for BOE APPROVAL on 2/27

## Elmira Heights Central School District CONTRACTUAL SERVICES AGREEMENT

THIS AGREEMENT, made and entered into at 2083 College Avenue, Elmira Heights, NY this 27 day of January, 2012, by and between the School Board of Elmira Heights Central School District, hereafter referred to as the "Board," and Datamatics Inc. d.b.a Achieve HighPoints, hereafter referred to as the "Provider."

WITNESSETH:

WHEREAS, the Board requires certain professional services to assist in accomplishing the supplemental educational instructional mandates of *No Child Left Behind*, and

WHEREAS, the Provider is qualified as determined by the New York State Department of Education to perform these services for students,

NOW, THEREFORE, for the consideration hereinafter named, the parties agree as follows:

1. The Provider will perform the professional services described in the attached scope of work, specifications, and/or proposal dated January 27, 2012 and attached hereto and made a part of this agreement as Attachments A, B, and C.
2. The Provider shall perform these services described on Attachments A, B, and C, according to the schedule indicated therein.
3. The price and consideration for which this agreement is made shall be in the amount of \$1329.00 per student who is provided Supplemental Educational Services.
4. The Board's representative for purposes of administration of this agreement shall be Mary Beth Fiore, whose position is Superintendent of Schools.
5. The Provider acknowledges that its relationship to the Board is that of an independent contractor and that no employer-employee relationship is created by virtue of this agreement.



6. The Provider acknowledges and agrees that the responsibility for payment of taxes, employees' salaries/contracts, or other expenses of the Provider shall be said Provider's obligation.
7. The Provider shall not assign any interest in this agreement and shall not transfer any interest by assignment or novation.
8. The Provider agrees to make available upon request, during normal working hours at the 2083 College Avenue, Elmira Heights, NY 14903, to the Board, the Board's auditors, the New York State Department of Education, New York State Legislative Auditors, and/or the Office of the Governor or Division of Administration auditors, records and documents relating to the conduct of this agreement.
9. The Provider shall indemnify and hold harmless the Board and its representatives against any and all claims, demands, suits, and judgments of sums of money to any party for loss of life, injury, or damage to person or property resulting from, or by reason of, any negligent act or omission, operation or work of the Provider, its agents or employees while engaged upon or in connection with the services required or performed by the Provider hereunder.

To the extent allowed by the law, the Board shall indemnify and hold harmless the Provider against any and all claims, demands, suits, and judgments of sums of money to any party for loss of life, injury, or damage to person or property resulting from, or by reason of, any negligent act or omission, operation or work of the Board, its agents or employees while engaged upon or in connection with the services required or performed by the Board hereunder.

10. The Provider agrees to abide by the requirements of the following as applicable: Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Opportunity Act of 1972, Federal Executive Order 11246, the Federal Rehabilitation Act of 1973, as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education amendments of 1972, the Age Act of 1972, and the Americans with Disabilities Act of 1990.

The Provider agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, color, religion, gender, national origin, veteran status, political affiliation, or disabilities. Any act of discrimination committed by Provider or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

11. Provider will not receive reimbursement for travel expenses.
12. This agreement may be amended or extended by mutual written consent of the parties.
13. The Board reserves the right to cancel this agreement upon a thirty (30)-day written notice should funds no longer be available due to budget reductions imposed by the federal government, if the New York State Department of Education revokes approval of the Supplemental Educational Services Provider, or if the Board determines that the Provider is unable to meet the specified goals and timetables.
14. The Board reserves the right to cancel this agreement upon a thirty (30) day written notice if the determination is made by the Board that the Provider disclosed to the public the identity of any student who is eligible for, or receiving educational services, without the written permission of the parents/legal guardians of the student.
15. The Board may cancel this agreement due to non-performance of work described in Attachments B and C, upon giving seven (7) days' written notice.
16. Any claim or controversy arising out of this contract shall be resolved by the provisions of LSA-R.S. 39:1524 and 1526.
17. All records, reports, documents, and other material delivered to or transmitted to the Board, its agent, or the New York State Department of Education by the Provider shall remain the property of the Board/State.
18. This agreement shall be effective on the day and the date first above written and shall expire on June 30, 2012, unless extended or canceled as provided herein.

IN WITNESS WHEREOF, the parties have executed this act in the presence of the undersigned competent witnesses.

Witnesses:

Board of Education, Elmira Heights CSD

\_\_\_\_\_

By \_\_\_\_\_

Title: Superintendent

 \_\_\_\_\_

By  1-30-12  
(Signature of Provider)

Type Name: Devina Singh

Type Title: SES Administrator

# **ATTACHMENT A**

## **SCHOOL BOARD OF Elmira Heights Central School District**

### **GENERAL CONTRACTOR INFORMATION**

**CONTRACTOR:** Datamatics Inc. d.b.a Achieve HighPoints  
Devina Singh- SES Administrator  
3505 Duluth Park Lane Suite 210  
Duluth GA 30096  
678-518-5237



If the contractor is a company, print the name and title of the person authorized to sign contract:

**TIME PERIOD:** Start Date: February 14, 2012 Completion Date: June 21, 2012

**PAYMENT AMOUNT:** \$1329.00

#### **PAYMENT TERMS:**

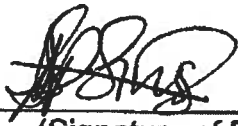
Payment shall be completed on a monthly basis. The payment will be calculated by dividing the total amount for the student(s) whom the Provider is serving by the number of months in the contract. Payment shall be due by the 15th of the month following the progress reporting to the district for each student on the 15th of the month prior. If a student has a partial month in the contract, the amount will be prorated for the partial month. If a student is absent and no services are provided, the district may deny payment for that time.

**SOURCE OF FUNDS:** Title I

**SCHOOL RECEIVING SERVICES:** Cohen Middle School

**BOARD REPRESENTATIVE:** Mary Beth Fiore

I certify that the above taxpayer identification number is true and correct.



(Signature of Provider)

1-30-12

SE8 ADMINISTRATOR

Title

## **ATTACHMENT B SCOPE OF SERVICES**

*(Attach a separate sheet if necessary.)*

### **1. Statement of Work:**

The Provider will meet with parents and district personnel to develop statements of specific achievement goals for the student who will receive services from the Provider through the Supplemental Educational Services program.

The Provider will provide Supplemental Educational Services on a regular basis for the duration of the contractual period.

The Provider will follow the Individual Learning Plan as developed with parents and district personnel. The Provider will measure student progress using pre- and post-testing which is consistent with state content standards and the objectives set in the Individual Learning Plan documents.

An objective will not be considered "met" until at least an 80% mastery rate is demonstrated by the student. All objectives for a goal must be met for the goal to be met.

Where applicable, the Provider will provide services that are aligned with the student's Individual Learning Plan.

The Provider will provide services that will allow the timetable written in the Individual Learning Plan to be met.

The Provider will provide progress reports to parents and teachers/schools on a monthly basis. The parent's copy of the report will be mailed to the parents by the 15th of each month of the contract. The school's copy can be mailed or hand-delivered by the 15th of each month. (In the event that the 15th of the month falls on a weekend or holiday, the prior work day will be the report day.) The Provider will send one copy of the Progress Report and the student's sign-in sheet as documentation to the district representative so that Provider contract payment can

be made. If parents or teachers desire more frequent reporting to them, the Provider may agree to provide additional reports as a part of the Individual Learning Plan.

## 2. Key Personnel:

The Provider will employ individuals in keeping with the non-discrimination clause of the contract.

The individuals who will serve the students for Supplemental Educational Services must meet all of the criteria for the District's volunteers in the schools, including a criminal background check through the New York State Education Department. The cost of the background check will be the expense of the Provider or the individual, not of the Board.

The District volunteer policy (#3150) can be found at <http://heightsschools.com/uploadeddocs/policymanual.pdf>

# **ATTACHMENT C MONITORING PLAN**

*(Attach a separate sheet if necessary.)*

## **1. Goals and Objectives:**

The goal of this program is the demonstration of increased student achievement. The Provider will use strategies consistent with objectives as written in the Individual Learning Plan and will use assessment to verify student achievement.

The monthly student progress reports and the final summary report will be used to determine the effectiveness of the Provider in increasing student achievement.

The Individual Learning Plan and the Final Summary Report will be signed by the parent, the school representative, and the Provider so that consultation is evident.

## **2. Delivery or Performance Schedule:**

The Provider will determine with the school and the parent the time requirement for meeting the goals within the budget of the district as determined in the *No Child Left Behind Act of 2001*.

## **3. Plan for Performance Measurement:**

The Provider will complete assessments to determine objective completion. Reporting to parents and schools will include the results of assessments with strengths and weaknesses being stressed.

## **4. Contract Monitoring Plan:**

The district representative will provide monitoring duties as monthly and final reports are submitted from the Provider.



## 1. What is the "Equity in School Lunch Pricing" Provision?

- Effective July 1, 2011, section 205 of the Healthy, Hunger-Free Kids Act of 2010 requires school food authorities (SFAs) participating in the National School Lunch Program to provide the same level of support for lunches served to students who are not eligible for free or reduced price lunches (i.e., paid lunches) as they are for lunches served to students eligible for free lunches. The Act directs SFAs to:
  1. Compare the average price charged for lunches served to students not eligible for free or reduced price lunches (i.e., students receiving "paid lunches") to the difference between the higher Federal reimbursement provided for free lunches and the lower Federal reimbursement provided for paid lunches.
  2. If the average paid lunch price is *less than* the difference, an SFA must either gradually adjust average prices or provide non-Federal funding to cover the difference.

## 2. Why is this provision important?

- Historically, there have been three main sources of funds provided to nonprofit school food service accounts: Federal reimbursements, paid meal revenues, and State and local funding. The Federal reimbursement for paid meals was designed to be minimal in relation to these other sources and has always been substantially less than the reimbursement for free and reduced price meals.
- Research indicates that average prices charged for paid lunches in some SFAs are less than the cost of producing those lunches.
- Pricing paid lunches below the cost of production effectively increases Federal subsidies for higher income children because Federal funds intended for free and reduced price lunches are being used to help fill in the gap between what a paid lunch costs and what the school receives for it. Children across all income levels are negatively affected by limiting the funds available to provide nutritious meals.
- This provision will help ensure that schools have funding available to support serving nutritious meals to all students.





### 3. Which SFAs will be affected by this provision?

- Not all SFAs will be required to adjust prices or find alternative sources of funding for paid lunches. Applying this provision using current Federal reimbursement rates, SFAs in the continental U.S. now charging, on average, \$2.46 or more for a paid lunch would not be required to adjust prices in school year 2011-12.
- An SFA in the continental U.S. currently charging, on average, less than \$2.46 for a paid lunch may be required to either gradually increase prices or provide additional non-Federal support for its lunches. To determine how much, these SFAs must calculate an adjusted average paid lunch price.
  - For school year 2011-2012, the adjusted average price is the average price charged in school year 2010-2011 increased by a factor equal to two percentage points above the inflation rate and may be rounded down to the nearest 5 cents. For school year 2011-2012, the inflation factor is 1.14 percent. Combined with the required annual 2 percentage point increase, the total adjustment required is 3.14 percent.
  - This year's relatively low food price inflation, combined with the ability to round down, means that for this coming school year, SFAs in the continental U.S. with lunch prices below \$2.46 in School Year 2010-11 would have to increase lunch prices by only five cents or not at all.
- In general, when the adjusted average price is more than the current price, an SFA would have to either increase its average paid lunch price to the adjusted average price or provide additional non-Federal support for its paid lunches. The law caps the required increase in the average paid lunch price at 10 cents in any year. Therefore, an SFA with a significant gap between its price and the required level will have several years to make adjustments to its prices and/or provide other funding to the SFA account in order to meet this requirement.



**4. Will SFAs have control over establishing paid lunch prices?**

- SFAs maintain significant local control in establishing the prices for paid lunches. SFAs may maintain low paid lunch prices if they ensure that sufficient funding from non-Federal sources is added to the school food service account to cover the required revenue. SFAs also may vary paid lunch prices by school (for example, charging lower prices in schools located in lower-income areas or charging different prices in elementary and secondary schools), as long as the average revenue requirement is met across the SFA.

**5. Will families with incomes slightly above the threshold for free and reduced price meals be disproportionately impacted by this provision?**

- This provision does not require that additional revenue be secured through paid lunch price increases. Revenue can be generated from any non-Federal source.
- By limiting the maximum required annual average price increase to 10 cents, the Act allows for a gradual increase in paid lunch prices, thereby minimizing the impact on families with incomes just above the level eligible for reduced price meals.
- SFAs can also choose to vary the price of paid lunches by school as long as the average paid lunch price across the district meets the requirement. Therefore, SFAs could choose to keep lunch prices lower in schools with higher concentrations of low-income students.
- USDA's analysis suggests that the effect on participation of a 5 or 10 cent increase in the price of a paid lunch is very small – less than a 5 percent difference even after many years of implementation. However, USDA will carefully monitor the implementation of this provision and any impact on participation.

**Paid Price Equity Calculation for School Lunches**

Bath	Elmira	Elm Fights	Horsesheds	Odeasa-M	Spencer-Ve	Watkins	Waverly	Adison	Alfred Almond	Bradford	Campbell-Savona	Canister-Greenwood	Hornell	Pattsburgh
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**2011-2012 Prices**

Elem	\$1.35	\$1.25	\$1.70	\$1.30	\$1.80	\$1.55	\$1.55	\$1.25	\$1.85	\$1.60	\$1.55	\$1.80	\$1.80	\$1.50
MS	\$1.50	\$1.45	\$1.95	\$1.55	\$2.05	\$1.80	\$1.80	\$1.40	\$2.05	\$1.70	\$1.80	\$2.05	\$2.05	\$1.65
HS	\$1.50	\$1.75	\$1.45	\$1.55	\$2.05	\$1.80	\$1.80	\$1.40	\$2.05	\$1.70	\$1.80	\$2.05	\$2.05	\$1.65
Avg Price	\$1.45	\$1.50	\$1.38	\$1.47	\$1.97	\$1.72	\$1.72	\$1.35	\$1.98	\$1.67	\$1.72	\$1.97	\$1.97	\$1.60

**required per USDA**

Food Inflation rate	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%
Increase %	4.7%	4.7%	4.7%	4.7%	4.7%	4.7%	4.7%	4.7%	4.7%	4.7%	4.7%	4.7%	4.7%	4.7%
	6.7%	6.7%	6.7%	6.7%	6.7%	6.7%	6.7%	6.7%	6.7%	6.7%	6.7%	6.7%	6.7%	6.7%

**Increase \$ calc**

Rounded Down	\$0.10	\$0.10	\$0.09	\$0.10	\$0.13	\$0.12	\$0.12	\$0.09	\$0.13	\$0.11	\$0.12	\$0.13	\$0.13	\$0.11
	\$0.10	\$0.10	\$0.10	\$0.10	\$0.10	\$0.10	\$0.10	\$0.06	\$0.10	\$0.10	\$0.10	\$0.10	\$0.10	\$0.10

Required increase.

**2012-2013 Prices**

Elem	\$1.45	\$1.35	\$1.30	\$1.80	\$1.40	\$1.90	\$1.65	\$1.65	\$1.30	\$1.95	\$1.70	\$1.65	\$1.90	\$1.60
MS	\$1.60	\$1.60	\$1.50	\$2.05	\$1.65	\$2.15	\$1.90	\$1.90	\$1.45	\$2.15	\$1.80	\$1.90	\$2.15	\$1.75
HS	\$1.60	\$1.85	\$1.50	\$2.05	\$1.65	\$2.15	\$1.90	\$1.45	\$2.15	\$1.80	\$1.90	\$2.15	\$2.15	\$1.75

# CEP TEMPLATE FOR UPSTATE/LONG ISLAND AND CHARTER SCHOOL 2011-12

**COMPLETE THOSE SECTIONS OF THIS PLAN  
REQUIRED FOR YOUR HIGHEST LEVEL OF  
IDENTIFICATION, AS DESCRIBED  
IN THE GUIDANCE MANUAL.**

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

## **WE HAVE COMPLETED AND ARE SUBMITTING**

- |                                     |                      |   |
|-------------------------------------|----------------------|---|
| <input checked="" type="checkbox"/> | Pages 1- 2           | <b><u>Cover page and CEP Planning Team Membership Table (ALL SCHOOLS)</u></b>   |
| <input checked="" type="checkbox"/> | Pages 3 – 4          | <b><u>PART 1: School Profile</u> and other data/information used in analyzing school improvement issues (ALL SCHOOLS)</b>   |
| <input checked="" type="checkbox"/> | Pages 5 – 14         | <b><u>PART 2: Causal Analysis</u> - Submit only those pages required for the school's identification level</b>  |
| <input checked="" type="checkbox"/> | Pages 15 - 20        | <b><u>PART 3: Action Plan</u> – Submit only those pages required for the school's identification level</b>  |
| <input checked="" type="checkbox"/> | Page 21 - 22         | <b><u>Part 4: District Corrective Action Plan</u> – The district submits this part only for a school in Corrective Action</b>   |
| <input type="checkbox"/>            | Pages 23 - 28        | <b><u>Part 5: District Restructuring Plan</u> – The district submits this part only for a school in Restructuring</b>   |
| <input checked="" type="checkbox"/> | <b>Pages 29 - 35</b> | <b><u>Part 6: USDOE and NYSED Required Forms</u> –All schools must complete and submit the forms in this section that pertain to their status. Non-Title I do not have to complete the federally required forms, and charter schools do not have to complete the AIS forms.</b> |
| <input checked="" type="checkbox"/> | Pages 36 - 37        | <b>Part 7: CEP Revision Form – Use these pages only to submit second year revisions</b>   |



New York State Education Department

**ALL SCHOOLS SUBMIT THIS PA**

## COMPREHENSIVE EDUCATIONAL PLAN (CEP) For Upstate/Long Island Schools and All Charter Schools 2011-2012

<b>SCHOOL NAME</b>	Cohen Middle School	<b>DISTRICT NAME</b>	Elmira Heights Central School District
<b>CONTACT NAME</b>	Dawn Hanrahan	<b>CONTACT NAME</b>	Dawn Hanrahan
<b>PHONE</b>	(607) 734-5078	<b>PHONE</b>	(607) 734- 5078
<b>E-MAIL</b>	dhanrahan@gstbooces.org	<b>E-MAIL</b>	dhanrahan@gstbooces.org

**APPROVAL OF THIS PLAN BY THE SCHOOL SUPERINTENDENT AND BOARD OF EDUCATION IS MANDATORY. THE SIGNATURES BELOW CONFIRM APPROVAL.**

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

**PLEASE NOTE:**

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

**SCHOOL LEADERSHIP TEAM MEMBERSHIP TABLE:**

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

Name	Position / Constituency Represented	Signature**
Patricia Horton	SE SIS	
Dawn Hanrahan	MS Principal/CSE Chair	
Nancy Monks	Special Education Teacher	
Jean Ryan	General Education Teacher	
Jill Wood	Special Education Teacher	
Kelly Doherty-Maggs	General Education Teacher	
Courtney Perez	Special Education Teacher	
Connie Warren	General Education Teacher	

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

## PART I: SCHOOL PROFILE: COLLECT YOUR DATA

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

<b>MAJOR BUILDING INITIATIVES</b>				<b>EXTRACURRICULAR ACTIVITIES</b>			
Alignment to Common Core Standards, Implementation of Marzano Rubric, Building wide reading instruction				Builders Club, Student Council, National Junior Honor Society, School Store Student Council, Medieval Festival Club, Talent Show			
<b>MAJOR COMMUNITY /IHE PARTNERS</b>				<b>PARENT/SCHOOL SUPPORTS</b>			
Elmira Heights Rotary, PTO				PTO			

Enrollment (BEDS Day)	08-09	09-10	10-11	Recent Immigrants (Students enrolled during each academic year who had immigrated to the U.S. within the past three years.)	08-09	09-10	10-11
Kindergarten				Total Number/Percent of Total Enrollment	0	0	0
Grade 1				Most Prevalent Places of Birth for Recent Immigrants	0	0	0
Grade 2							
Grade 3				Country 1	0	0	0
Grade 4				Country 2	0	0	0
Grade 5				Country 3	0	0	0
Grade 6	92	89	84	<b>Attendance Information</b>			
Grade 7	78	97	79		08-09	09-10	10-11
Grade 8	94	88	92	Average daily student attendance rate	96%	95%	95%
Grade 9				Average daily teacher attendance rate	93%	92%	91%
Grade 10				<b>Suspensions</b>			
Grade 11				- 1 day out of school			
Grade 12				- 2-4 days out of school			
Ungraded				- 5+ days out of school			
<b>Graduation Rate</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	- In school suspension rate			
<b>Special Education Enrollment (Students are also included in the total number of enrolled students, so this is a double count.)</b>				<b>Poverty Rate (Free and Reduced Lunch)</b>			
	08-09	09-10	10-11	FRPL Reported to NYSED	97	119	130
Total number of students with IEPs	27	7	28	<b>English Language Learners</b>			
Total number with resource room	18	7	19	Total number of students receiving ELL services	0	1	0
Total number inclusion	27	7	25	Total number of ELLs graduated from ELL services	0	0	0
Total 15:1	0	0	3	Number of ELLs also receiving Special Education services	0	0	0
Total 12:1:1	0	0	0	Number of ELLs that are also SIFE (interrupted education)	0	0	0
Total 8:1:1	0	0	0		08-09	09-10	10-11
Total 6:1:1	0	0	0	NCLB Accountability Level	Good standing	Good standing	Good standing
Total related Services	4	2	6	SURR Status	No	No	No
				SPP Status (VESID)	Meets Requirements	Meets Requirements	Meets Requirements

PART I: SCHOOL PROFILE – Continued

Number of: Staff	08-09	09-10	10-11		08-09	09-10	10-11		
Teachers with full certification in area taught	19	19	19	Percent fully licensed and permanently assigned to this school	100%	100%	100%		
Teachers teaching outside of certification area (20% rule)	0	0	0	Percent more than two years teaching in this school	93%	93%	93%		
Uncertified Teachers	0	0	0	Percent more than five years teaching anywhere	89%	84%	84%		
Administrators	1	1	1	Percent Masters Degree or higher	100%	100%	100%		
Teaching Assistants (General Education)	0	0	0	Percent participating fully in Professional development	100%	100%	100%		
Teaching Assistants (Special Education)	0	2	2						
Teaching Aides	3	0	0						
Funding Sources Available for This School Building to Support School Improvement (2010-11)				Title I A	School Improvement Grant	Local Funds	C4E Funding	IDEA	Other (Specify)
Professional Development/Mentoring for Administrators on Effective Instruction									
Professional Development/mentoring for Teachers and Teaching Assistants on Effective Instruction									
Professional Development and training regarding support for students with disabilities									\$2726 (summer conference-section 611 ARRA funds)
Curriculum Development/Pacing									
Use of Time (Lengthen School Day/Year)				\$5055 (Summer School)					\$1714 (Saturday School- Title 1 ARRA)
Restructuring of School Day/ Block Scheduling, etc.									
Planning and Implementation of Effective Interventions for At-Risk Students (AIS/RtI)									
Development and Implementation of High Quality Instructional Units in Mathematics									
Development and Implementation of High Quality Instructional Units in ELA									
Development and Implementation of High Quality Instructional Units in Literacy Across the Content Areas									
Staff Planning time Focused on Analysis of Student Work and Other Data and Using Those Data to Impact Student learning									
Administrative Focus on Monitoring of Effective Instruction (Professional Evaluations)									
Parent Involvement (Including CEP Planning, School-Parent Compact, etc.)									
Service Learning Initiatives									\$1720 (Learn & Serve Grant)
Attendance Improvement									
Dropout Prevention									
Instructional Technology								\$7857 (Laptops-section 611)	\$17,692 (laptops cart-Section 611-ARRA)
Other Priorities (Specify)									



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

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

**There are TWO SECTIONS in Part 2 ANALYZE!! The directions for these parts are included here rather than in the Guidance document to make it easier to refer to them.**

**Directions for Section A:**

**Section A** will guide you through an analysis of the quantitative and qualitative data collected in Part 1 the *possible causes* of the school's achievement gap and potential best practices that will support school improvement. The leadership team should plan to meet several times over an extended period of time to analyze data and information and to research and evaluate promising improvement strategies. Refer to the Guidance Manual to determine which sections of the CEP must be completed. The Appendices in the Guidance Manual also provide additional resources.

- Complete at least the section(s) for which the school was targeted (e.g. math and/or ELA), the Literacy Across the Curriculum section.
- Only high schools are accountable for the "graduation rate" section.
- Also identify critical schoolwide issues that are not strictly ELA, Math or Graduation Rate, school safety or attendance) that impact student achievement. Use the "Other" section to analyze those factors.

District and school administrators should assist the school in determining what data the Leadership Team will analyze. This should be done by considering all the factors already described in Part 1 of the document including:

- An evaluation of school processes and procedures,
- Parent and student surveys,
- School Quality Review (SQR) Reports, External School Curriculum Audits (ESCA) and Intervention Team (JIT) Reports if appropriate,
- Any other information that is critical in the school such as:
  - *Student performance in feeder schools.*
  - *Specific areas of strength and weakness (including major findings of item skills analysis)*
  - *Analysis of effectiveness of intervention programs.*

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

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

**Analysis of Current Status of Student Achievement and Program Effectiveness**

**Directions:**

Conduct a comprehensive review and causal analysis using

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

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

**ELA Core Instruction Findings:**

6<sup>th</sup>  
-Under the standard literary response and expression there is a weakness in the area of identification of literary elements, setting, plot, character, rhythm and rhyme.  
-Evaluating details within critical analysis is a weakness for the total population.  
-Drawing conclusions and making inferences, interpreting data, determining meaning of unfamiliar words, determining relevant and irrelevant details, and revising predictions are all a weakness within the standard information and understanding.

7<sup>th</sup>  
-Evaluating details within critical analysis is a weakness for the total population.  
-Drawing conclusions and making inferences, interpreting data, determining meaning of unfamiliar words, determining relevant and irrelevant details, and revising predictions are all a weakness within the standard information and understanding.  
-Under the standard literary response, there is a weakness of interpreting character. Plot, setting and theme as well as use of language to create image, feeling, identifying purpose and poetic elements.

8<sup>th</sup>  
-Under the standard of information and understanding, there is a weakness in the area of recall significant ideas and details and describe the relationships between and among them, classifying, inferring, and interpreting, identifying purpose of reading and missing unclear information, structure, content and vocab.  
-Under the standard of critical analysis there is a weakness in the area of evaluate examples, details, or reasons used to support ideas and analysis of text.  
-Under the standard literary response and expression there is a weakness in the areas of author's use of language, poetic elements, and interpreting plot, characters, setting, theme and dialogue.

**BASIC SCHOOLS IDENTIFIED FOR ELA AND ALL FOCUSED AND COMPREHENSIVE SCHOOLS SUBMIT THIS PAGE**

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

**SECTION A (2): LITERACY ACROSS THE CONTENT AREAS**

**Directions:**

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

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

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

**Literacy Across the Content Areas Findings:**

Possible areas of improvement as identified through walk through data analysis:

**Vocabulary:**

- teaches multisyllabic word reading strategies

**Comprehensive:**

- Teaches comprehensive monitoring
- Semantic organizers
- Summarizing/paraphrasing
- Question generating

**Discussions:**

- taking positions
- questions the author

**Motivator:**

- provides a range of activity choices
- provides interesting texts at multiple reading levels

**BASIC SCHOOLS IDENTIFIED FOR MATH AND ALL FOCUSED AND COMPREHENSIVE SCHOOLS SUBMIT THIS PAGE**

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

**SECTION A (3): MATHEMATICS**

**Directions:**

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

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

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

**Mathematics Findings:**

NA

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

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

**Directions:**

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

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

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

**Graduation Rate Findings:**

NA

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

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

**Directions:**

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

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

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

**Social Studies and Science Findings:**

NA

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

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

**Directions:**

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

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

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

**Findings for Other:**

NA



PART 2: SCHOOL PROFILE – Continued

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

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

During the 2010-2011 school year, the 7<sup>th</sup> grade ELA teacher was out for the entire year unexpectedly. Initially there were day to day substitutes in the position and then a LTS was hired for the remainder of the year.

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

It was evident in all three grade levels that evaluating details is a weakness. Utilizing common core standards, teachers are reinforcing the skill into their lessons. Data collection is being utilized to determine if progress is being made.

After reviewing the data and the new requirements through the common core curriculum, key findings will be addressed with the implementation of the common core units and alignment of instruction to these standards.

- 3. Describe any major events/issues in the community that have significantly impacted how this school has been able to educate students in the past three years.**

NA

**PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT**

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

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

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

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

KEY PRIORITIES	STRATEGIES
<ul style="list-style-type: none"> <li>• English Language Arts</li> <li>-Literary response and expression</li> <li>-Critical analysis</li> </ul>	<p>English Language Arts Recommendations from Appendix A</p> <ul style="list-style-type: none"> <li>-The curriculum is designed to promote depth and understanding.</li> <li>-Discipline is effective, positive and focused on engaging students.</li> <li>-Students are actively engaged in learning.</li> <li>-Time is managed to maximize attainment of organizational goals.</li> <li>-Teachers focus on ensuring student responsibility, students self assess and monitoring their own work using rubrics.</li> </ul> <p>Findings and recommendations from the School Quality Review:</p> <ul style="list-style-type: none"> <li>-after each benchmark is given, teachers will analyze the data to point out strengths and weaknesses in skills to reteach those needed.</li> <li>-professional development activities and multiple and diverse</li> </ul>

efforts to motivate students towards higher standards and continuous improvement by creating an environment where we can teach and students can learn.

Literacy Skills Across the Curriculum  
 Recommendations from Appendix A

Instruction

-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 questioning strategies, linking new content to students' prior knowledge/ interests, and student use of goals/ rubrics.  
 - Students are taught: summarizing strategies, structured note-taking, content vocabulary, reflection/ self-evaluation, text structure, metacognitive strategies, research strategies, and problem-solving/ organizational strategies

- Rubrics/ alternative assessments are used by the teacher to reteach

Students self assess and monitor their own work using rubrics

Findings and recommendations from School Quality review:

- Plan and deliver instruction for conceptual depth by using proactive questioning and activities that develop higher level thinking skills. Monitor progress and adjust instruction accordingly
- Professional development should be provided to teachers on the effective use of data and the use of data in planning daily lessons. All visitations should include feedback on the use of data to group students and differentiate by content, process, and product

- Literacy Skills Across the Curriculum

- Comprehension strategies utilizing text based evidence
- Inferences/ critical analysis

KEY PRIORITIES	STRATEGIES
<ul style="list-style-type: none"> <li>Mathematics</li> </ul> <p>NA</p>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul> <p>NA</p>
<ul style="list-style-type: none"> <li>Graduation Rate</li> </ul> <p>NA</p>	<ul style="list-style-type: none"> <li>Graduation Rate</li> </ul> <p>NA</p>
<ul style="list-style-type: none"> <li>Social Studies and Science</li> </ul> <p>NA</p>	<ul style="list-style-type: none"> <li>Social Studies and Science</li> </ul> <p>NA</p>
<ul style="list-style-type: none"> <li>Other (Specify)</li> </ul> <p>NA</p>	<ul style="list-style-type: none"> <li>Other (Specify)</li> </ul> <p>NA</p>

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

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

<p><b>Strategy :</b></p> <p><b>Objectives</b> (Please write objectives as responses to the italicized guiding questions.)</p>	<p>Improvement for struggling readers and writers utilizing data to drive instruction.</p> <p><i>What school practices/programs will be improved through this strategy?</i></p> <p><b>OBJECTIVE:</b> Teachers will be knowledgeable in implementing lessons after analyzing, interpreting, and implementing data</p> <p><i>How will student learning be improved/enhanced through this strategy?</i></p> <p><b>OBJECTIVE:</b> Student improvement will be measured according to the benchmarks, state level assessments and pre/post tests.</p>			
<p><b>Activities</b></p>	<p><b>Resources</b></p>	<p><b>Timeline</b></p>	<p><b>Who is Responsible? Who is Involved?</b></p>	<p><b>Monitoring Implementation</b></p>
<p>What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).</p>	<p>What are existing resources that can be used? What new resources can be used?</p>	<p>When will this activity begin and end?</p>	<p>Who will take primary responsibility? Who else needs to be involved?</p>	<p>What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p>

<p>Professional development (PD) on explicit instruction of strategies and skills for adolescent literacy to all staff; emphasis on higher level thinking/ questioning, Cooperative Learning, Kagan Structures, for student engagement, active reading strategies, and evidence based questions.</p>	<p>Existing: materials, staff with expertise, regional SIP courses, BOCES curriculum mentor, and SESIS</p>	<p>Spring 2012</p>	<p>Administration,</p>	<p>Sign in sheet, staff feedback</p>
<p>Special education teachers will receive professional development to begin progress monitoring students after each benchmark to analyze academics, engagement in curriculum, gaps in instruction, and re-teach as necessary. Staff will become knowledgeable on how to analyze interpret, and implement instructional changes through data analysis.</p>	<p>Existing: materials, staff with expertise, regional SIP courses, BOCES curriculum mentor, and SESIS</p>	<p>Spring 2012</p>	<p>Administration</p>	<p>Meeting agendas Sample student work</p>
<p>Provide collaborative time to examine instructional strategies, analyze data, create lessons/units implementing strategies/analysis learned from the above professional development</p>	<p>Existing staff meetings Conference days Release time</p>	<p>Winter 2012</p>	<p>Administration Staff</p>	<p>Meeting agendas Professional Development Plan Teacher reflection/feedback</p>

ADD ROWS AS NEEDED

**PART 3: Action Plan (continued)**  
**Literacy Skills Across the Content Areas** *(Reading, writing, and literacy strategies across the curriculum)*

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

<p><b>Strategy :</b></p> <p><b>Objectives</b> <i>(Please write objectives as responses to the italicized guiding questions.)</i></p>	<p>Improvement in reading, writing and reporting across content areas</p> <p><i>What school practices/programs will be improved through this strategy?</i></p> <p><b>OBJECTIVE:</b> Teachers will be knowledgeable in implementing lessons after analyzing, interpreting, and implementing data</p> <p><i>How will student learning be improved/enhanced through this strategy?</i></p> <p><b>OBJECTIVE:</b> Student improvement will be measured according to the benchmarks, state assessments and pre/post tests.</p>			
<p><b>Activities</b></p> <p>What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).</p> <p>Professional development (PD) on explicit instruction of strategies and skills for adolescent literacy to all staff; emphasis on higher level thinking/ questioning, Cooperative Learning, Kagan Structures, for student engagement, active reading strategies, and evidence based questions.</p>	<p><b>Resources</b></p> <p>What are existing resources that can be used? What new resources can be used?</p> <p>Existing: materials, staff with expertise, regional SIP courses, BOCES curriculum mentor, and SESIS</p>	<p><b>Timeline</b></p> <p>When will this activity begin and end?</p> <p>Spring 2012</p>	<p><b>Who is Responsible? Who is Involved?</b></p> <p>Who will take primary responsibility? Who else needs to be involved?</p> <p>Administration,</p>	<p><b>Monitoring Implementation</b></p> <p>What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p> <p>Sign in sheet, staff feedback</p>

<p>Special education teachers will receive professional development to begin progress monitoring students after each benchmark to analyze academics, engagement in curriculum, gaps in instruction, and re-teach as necessary. Staff will become knowledgeable on how to analyze interpret, and implement instructional changes through data analysis.</p>	<p>Existing: materials, staff with expertise, regional SIP courses, BOCES curriculum mentor, and SESIS</p>	<p>Spring 2012</p>	<p>Administration</p>	<p>Meeting agendas Sample student work</p>
<p>Provide collaborative time to examine instructional strategies, analyze data, create lessons/units implementing strategies/analysis learned from the above professional development</p>	<p>Existing staff meetings Conference days Release time</p>	<p>Winter 2012</p>	<p>Administration Staff</p>	<p>Meeting agendas Professional Development Plan Teacher reflection/feedback</p>

ADD ROWS AS NEEDED



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

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

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

ADD ROWS AS NEEDED

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

**Graduation Rate**

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

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

ADD ROWS AS NEEDED

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

**Social Studies and Science**

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

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

ADD ROWS AS NEEDED

**THIS PAGE IS REQUIRED FOR RESTRUCTURING SCHOOLS, OPTIONAL FOR OTHERS**

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

**Other (Specify):**

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

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

ADD ROWS AS NEEDED

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

Corrective Action level schools have not made AYP for at least five years, despite developing and implementing school improvement plans in previous years. At the Corrective Action level the DISTRICT and STATE exert more control of the school and make changes necessary to enable the school to improve. NYSED requires a thorough school level audit of enacted curriculum during the first year of Corrective Action. The district is required to perform a careful analysis of the school as well and to develop specific corrective actions based upon a careful analysis of why the school is not improving and what sanctions must be applied. The Corrective Actions chosen should be those that will ensure that the school meets AYP. The district and school should begin analyzing the reasons for lack of progress and begin planning as soon as possible, definitely by the summer before the school enters Corrective Action and provide a draft Corrective Action Plan to NYSED by 8/31. NYSED will facilitate the External School Curriculum Audit (ESCA) as early in the first year of Corrective Action as possible. The plan will be reviewed, adjustments made based on Audit results and resubmitted.

The USDOE identifies as possible Corrective Actions:

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

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

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

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

DISTRICT NAME:

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

## **PART 5: DISTRICT RESTRUCTURING PLAN (MANDATORY FOR ALL SCHOOLS IN RESTRUCTURING)**

### **RESTRUCTURING Year 1 and 2:**

Districts and NYSED are jointly responsible for the improvement of schools at the Restructuring Level. Unlike Corrective Actions, Restructuring requires a district to make extensive, rapid change in the school to avoid continued failure and the possibility of closure. The school must rapidly improve. NYSED will require a Joint Intervention Team (JIT) to evaluate the school's program during the first year of Restructuring and again when they reach advanced restructuring status. The district is required to perform a careful analysis of the school, and develop a major restructuring of the school based upon a careful analysis of why the school is not improving and what sanctions must be applied. Restructuring should be systemic and far-reaching and include significant district changes necessary for the school to make an immediate, major change. The district and school should begin analyzing the reasons for lack of progress and begin planning as soon as possible, definitely by the summer before the school enters Restructuring and provide a draft plan to NYSED by 8/31.

The district must:

- Change the governance of the school to include either the diminution of school-based management and decision making and/or increasing their monitoring and oversight of the school's operations and educational program.
- Provide technical assistance that continues to emphasize: 1) instructional strategies based on scientific research; and 2) the importance of data analysis in decision making.
- Reallocate/supplement district resources to support the implementation of the Restructured School.
- Make major, significant changes in the structure and operation of the school based on a thorough analysis of data and other evidence.

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

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

**DIRECTIONS PAGE – DO NOT SUBMIT**

**ADVANCED RESTRICTURING SCHOOLS (YEAR 3 PLUS):**

Schools that fail to make AYP during the first two years of restructuring must develop a new plan, based on the results of a new Joint Intervention Team (JIT) review, results of other interventions or audits and the decision of a Outside Educational Expert (OEE).



## **MANDATORY DISTRICT RESTRUCTURING PLAN**

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

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

**DISTRICTS WITH SCHOOLS IN RESTRUCTURING MUST SUBMIT THIS PAGE**

District \_\_\_\_\_ **RESTRUCTURING PLAN** SCHOOL YEAR \_\_\_\_\_  
 School \_\_\_\_\_

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

<input type="checkbox"/> Curriculum <input type="checkbox"/> Instruction <input type="checkbox"/> Instructional Resources <input type="checkbox"/> Instructional Time <input type="checkbox"/> Cultural Competence <input type="checkbox"/> Behavior Management/ School Safety	<input type="checkbox"/> Building Leadership/ Structures/Strategies <input type="checkbox"/> Building Organizational Structures <input type="checkbox"/> Parent Involvement <input type="checkbox"/> Assessment <input type="checkbox"/> Professional Development <input type="checkbox"/> Communication	<input type="checkbox"/> Data Management/Analysis/ Interpretation/Use <input type="checkbox"/> Staffing <input type="checkbox"/> Student Enrollment/ Placement <input type="checkbox"/> Student Support Systems <input type="checkbox"/> Other _____
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RESTRUCTURED COMPONENT	DETAILED DESCRIPTION OF SPECIFIC RESTRUCTURING STRATEGY	DISTRICT ROLE/PERSON RESPONSIBLE	COST AND FUNDING SOURCE	HOW IMPLEMENTATION WILL BE MONITORED

Provide additional space and rows as necessary.

**DISTRICTS WITH SCHOOLS IN RESTRUCTURING MUST SUBMIT THIS PAGE**

**STAFF ROSTER FOR RESTRUCTURING SCHOOLS**

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

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

<b>2011-2012 Staff Roster</b>				
<b>Name</b>	<b>Position/Assignment Grade/Subject Area</b>	<b>Certification Status<sup>1</sup>/Area (Indicate Certified or Uncertified)</b>	<b>Years in Education</b>	<b>Years at Current School</b>
Allison, Terry	Science – 6 <sup>th</sup>	Certified/NK 1-6		24
Moore, Sherry	Math – 6 <sup>th</sup>	Certified/PreK 1-6		7
Smith, Lenny	SS – 6 <sup>th</sup>	Certified/Child Ed 1-6		6
Warren, Connie	English – 6 <sup>th</sup>	Certified/NK 1-6		26
Crandall, Dan	SS – 7 <sup>th</sup> /Dean	Certified/Social Studies 7-12		18
Maggs, Kelly Doherty	English – 7 <sup>th</sup>	Certified/English 7- 12		<1 LTS
Howe, Jason	Science – 7 <sup>th</sup>	Certified/Biology 7- 12		11
Klee, Chris	Math 7 <sup>th</sup>	Certified/Math 7-12		19
Holloway, Don	Science – 8 <sup>th</sup>	Certified/Biology & General Science 7- 12		14
Pierce, Geoffrey	SS – 8 <sup>th</sup>	Certified/Social Studies 7-12		14
Ryan, Jean	English – 8 <sup>th</sup>	Certified/English 7- 12		15
Sharp, Tim	Math – 8 <sup>th</sup>	Certified/Math 7-12		7
Perth, Cristin	Art	Certified/Child Ed 1-6 & Visual Arts		4
Thomas, Jennifer	Library	Certified/Art & School Media Specialist (Library)		13

<sup>1</sup> Certification Status: State certified, including approved alternative certification (i.e., Teaching Fellow) or uncertified.  
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**2011-2012 Staff Roster**

Name	Position/Assignment Grade/Subject Area	Certification Status <sup>1</sup> /Area (Indicate Certified or Uncertified)	Years in Education	Years at Current School
Rice, Andi	Spanish	Certified/Spanish 7-12		18
Vesey, Tiffany	Health	Certified/Health Education		8
Robinson, Marcie	FACS	Certified/Home Economics		8
Tremblay, Leslie	Math Support	Certified/NK 1-6		7
Becker, Scott	Music	Certified/Music		14
Cornell, Randall	Music	Certified/Music		9
Hauptman, Betsy	Gym	Certified/Physical Education		21
Day, Sara	Guidance	Certified/School Counselor		5
Harper, Carol	Nurse	Uncertified/LPN		12
Andreine, Lori	Psychologist	Certified/School Psychologist		12
Monks, Nancy	Sp Ed	Certified/Special Education		11
Wood, Jill	Sp Ed	Certified/Special Education		7
Perez, Courtney	Sp Ed	Certified/Students w/ Disb 1-5, 6-9		3
Cleveland, Pam	Aide	Uncertified		11
Herriman, Jodi	Café Aide	Uncertified		6
Manning, Elizabeth	Aide	Uncertified		4
Hatch, Lynne	Teacher Assistant	Certified/Teaching Asst Level III		4
Skinkle, Christine	Teacher Assistant	Certified/Teaching Asst Level III		11
Nelson, David	Technology	Certified/Technology Education		7
Lagonegro, Janice	MS/CSE Secretary	Uncertified		11
Hanrahan, Dawn	Principal	Certified/School District Admin		5
Smith, Gretchen	Dean	Certified/NK 1-6		21

## PART 6: USDE/NYSED REQUIRED FORMS

### FORM 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

Grade	ELA		Mathematics		Science		Social Studies		At-risk Services:	
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A	N/A	N/A	N/A	N/A		
1			N/A	N/A	N/A	N/A	N/A	N/A		
2			N/A	N/A	N/A	N/A	N/A	N/A		
3			N/A	N/A	N/A	N/A	N/A	N/A		
4										
5										
6	37									
7	34									
8	57									
9										
10										
11										
12										

**Part B: AIS PROGRAM DESCRIPTIONS**

<p><b>Name of Academic Intervention Services (AIS)</b></p>	<p><b>Description:</b> Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), record-keeping and assessments used to identify students for beginning and ending services and to measure progress, method for delivery of service (e.g., small group, one-to-one, peer tutoring, etc.), size of instructional groups and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). Note: Since AIS is a mandated service, schools MUST ensure that students who cannot receive services outside of the school day receive adequate services during the academic day.</p>
<p><b>ELA:</b></p>	<p>All students who are required to receive AIS for ELA receive a minimum of 30 minutes daily of additional ELA instruction by a certified ELA teacher or reading specialist. The students receive instruction in small group with students of comparable skill deficits. The service is provided during the school day.</p>
<p><b>Mathematics:</b></p>	<p>NA</p>
<p><b>Science:</b></p>	<p>NA</p>
<p><b>Social Studies:</b></p>	<p>NA</p>
<p><b>At-risk Services Provided for Behavior-Related Issues (Guidance, Psychologist, Social Worker)</b></p>	<p>NA</p>
<p><b>At-risk Services for Attendance-and/or Drop Out-related Issues</b></p>	<p>NA</p>

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

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

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

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

The needs assessment of students in our school will be gathered through data analysis of benchmarks, AIMS Web, state assessments and pre/post tests. As teams, we review the results and make individualized adjustments for students based on their academic needs.

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

As outlined earlier, our staff analyze data regularly to modify instruction and make other necessary adjustments to meet students' needs. The data is used to either reteach specific skills to the whole group and/or to reteach specific skills to a small group or individual. We break the data down in alignment with the NYS standards and skills expected at each grade level.

3. How will the school implement instruction by highly qualified staff?
  - All staff are highly qualified.

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

Staff receives on-going professional development a minimum of 8 times per year on days when students are in school half of the day. In addition to this there are offerings through BOCES which teachers are encouraged to participate. District has always given teachers the opportunity to attend private conferences as well.

The district utilizes the supports from a curriculum mentor through BOCES as well as an "in-house" IST.



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

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

The district will foster communication through Synervoice, emails, phone calls, building newsletter, parent meetings, open houses, community events, flyers home with students and mailings.

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

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

Teachers are currently part of our data driven instruction teams and are involved through grade level and department teams with sharing and analyzing data to drive effective instruction.

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

Students will receive academic intervention services on a regular basis. Students are also offered the opportunity to attend Saturday School and/or after school support.

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

Through the guidance department and health education classes, students are educated in positive emotional and nutritional skills. Other aspects, appropriate for the grade levels, are addressed throughout the district.

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

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

1. **How will the school use program resources to help participating students meet the State standards?**  
Students will receive high quality instruction by highly qualified teachers who are partially funded through the Title I grant. Resources to align with Common Core Standards and implementation of relevant and rigorous instruction will assist students as well.
2. **How will the school ensure that planning for students served under this program is incorporated into existing school planning?**  
The infrastructure of the Middle School schedule allows for students to receive the required instruction by certified and highly qualified teachers.
3. **How will the school use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program of the school and that:**
  - a. **Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;**
  - b. **Help provide an accelerated, high quality curriculum, including applied learning; and**
  - c. **Minimize removing children from the regular classroom during regular school hours;**

The district will utilize the common core standards, Marzano's practices, research based instruction and technology to ensure students are receiving appropriate instruction. Staff will work with the curriculum mentor to ensure these units are rigorous and relevant. Students receive instruction during school and at-risk students are offered opportunities after school and at Saturday School.

4. **Coordinate with and support the regular educational program; See 3**
5. **Provide instruction by highly qualified teachers; See 3**
6. **Provide professional development opportunities for teachers, principals and paraprofessionals including, if appropriate, pupil services personnel, parents, and other staff;**

Staff receives on-going professional development a minimum of 8 times per year on days when students are in school half of the day. In addition to this there are offerings through BOCES which teachers are encouraged to participate. District has always given teachers the opportunity to attend private conferences as well.

The district utilizes the supports from a curriculum mentor through BOCES as well as an "in-house" IST.

**7. Provide strategies to increase parental involvement; and**

The district will foster communication through Synervoice, emails, phone calls, building newsletter, parent meetings, open houses, community events, flyers home with students and mailings.

**8. Coordinate and integrate Federal, State and local services and programs.**

Through the guidance department and health education classes, students are educated in positive emotional and nutritional skills. Other aspects, appropriate for the grade levels, are addressed throughout the district.

**FORM 3: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

***NCLB requirement for all Title I schools***

**Part A: School Parental Involvement Policy**

**ATTACH A COPY OF THIS SCHOOL'S SCHOOL PARENT INVOLVEMENT POLICY, PER THE FOLLOWING REGULATION:**

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

**Part B: School-Parent Compact**

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

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

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

**For Title I Schools that Have Been Identified for School Improvement**

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

(a) Provide the following information:

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

Our status is basic improvement and therefore the 10% set aside does not apply based on Consolidated Application Review Form provided by State Ed. The 10% set aside is for schools in the comprehensive improvement not the basic improvement. Information found at link below:

Q&A put out by State Ed on Differentiated Accountability. On page 9 Question V. A. it states: Title I schools designated as Improvement/Basic and Improvement/Focused are no longer required to set aside ten percent of Title I funds for professional development. [http://www.p12.nysed.gov/accountability/APA/Differentiated\\_Accountability/DA\\_QA.pdf](http://www.p12.nysed.gov/accountability/APA/Differentiated_Accountability/DA_QA.pdf)

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

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

3. *Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.*

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

## PART 7: CEP Second Year Update Form

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

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

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

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

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

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



## Institutional Research Memo

To: Dr. James Jansen, Associate Dean

Re: 2006-2011 Developmental Placements

New and Transfer, Recent HS in GST BOCES

From: *Monica Joy Defendorf, Director of Institutional Research*

Date: February 1, 2012

The tables below contain basic headcount and percentages of recent graduates from high schools affiliated with GST BOCES who enrolled as a First-Time or Transfer student at Corning Community College over a five year period. Before viewing the data, it is important to be clear about who is included in these datasets:

- **New/First-Time students (at CCC or any college/university):** A student can only be New/First-Time for one semester and therefore the numbers across years are unduplicated.
- **Transfer students (previously attended another college/university):** A student can only be coded a Transfer student at CCC for one semester and therefore the numbers across years are unduplicated.
- **Recent Graduates:** For this request, New/First-Time or Transfer students were only included if they graduated from high school one to two years prior to their starting semester at CCC.

Based on Table 1, the percent of students with developmental placements from high schools affiliated with GST BOCES has declined since 2008-2009.

Table 1: Developmental vs. Non-Developmental by Year

Category	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
Non-Developmental	406	62%	376	54%	343	49%	410	51%	530	74%
Developmental Placements	253	38%	326	46%	357	51%	393	49%	186	26%
<b>Total</b>	<b>659</b>	<b>100%</b>	<b>702</b>	<b>100%</b>	<b>700</b>	<b>100%</b>	<b>803</b>	<b>100%</b>	<b>716</b>	<b>100%</b>

Table 2 further depicts students from from high schools affiliated with GST BOCES with developmental placements, broken down by number.

Table 2: Developmental Placements by Number and by Year

Developmental Placements	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
One	123	49%	159	49%	152	43%	159	40%	123	66%
Two	63	25%	87	27%	116	32%	105	27%	37	20%
Three	67	26%	80	25%	89	25%	129	33%	26	14%
<b>Total</b>	<b>253</b>	<b>100%</b>	<b>326</b>	<b>100%</b>	<b>357</b>	<b>100%</b>	<b>393</b>	<b>100%</b>	<b>186</b>	<b>100%</b>

Looking closer at the students with one developmental placement in Table 3, very few students with one placement required English developmental coursework from 2008 to 2008. However, that percentage increased from 2008-2010.

**Table 3: Subject Placement of Students with One Developmental Placements**

Developmental Placements	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	English	4	3%	2	1%	29	19%	23	14%	11
Math	83	67%	100	63%	70	46%	105	66%	107	87%
Reading	36	29%	57	36%	53	35%	31	19%	5	4%
<b>Total</b>	<b>123</b>	<b>100%</b>	<b>159</b>	<b>100%</b>	<b>152</b>	<b>100%</b>	<b>159</b>	<b>100%</b>	<b>123</b>	<b>100%</b>

Table 4 provides additional data about placements of students with two developmental placements.

**Table 4: Subject Placements of Students with Two Developmental Placements**

Developmental Placements	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	English and Math	2	3%	4	5%	18	16%	10	10%	7
English and Reading	32	51%	38	44%	58	50%	72	69%	18	49%
Math and Reading	29	46%	45	52%	40	34%	23	22%	12	32%
<b>Total</b>	<b>63</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>116</b>	<b>100%</b>	<b>105</b>	<b>100%</b>	<b>37</b>	<b>100%</b>

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Please direct all inquiries concerning this memo to:  
 Monica Defendorf / Director, Institutional Research / 607.962.9587 / [mdefendo@corning-cc.edu](mailto:mdefendo@corning-cc.edu)

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It is the responsibility of the individual(s) receiving this information to protect its confidentiality according to the Family Educational Rights and Privacy Act (FERPA) Regulations, and to completely destroy this information upon completion of the study.

# Institutional Research Memo



To: Dr. James Jansen, Associate Dean

Re: 2006-2011 Developmental Placements

New and Transfer, Recent HS – Thomas Edison

From: *Monica Joy Defendorf, Director of Institutional Research*

Date: February 18, 2012

The tables below contain basic headcount and percentages of recent graduates from **Thomas Edison High School** who enrolled as a First-Time or Transfer student at **Coming Community College** over a five year period. Before viewing the data, it is important to be clear about who is included in these datasets:

- **New/First-Time students (at CCC or any college/university):** A student can only be New/First-Time for one semester and therefore the numbers across years are unduplicated.
- **Transfer students (previously attended another college/university):** A student can only be coded a Transfer student at CCC for one semester and therefore the numbers across years are unduplicated.
- **Recent Graduates:** For this request, New/First-Time or Transfer students were only included if they graduated from high school one to two years prior to their starting semester at CCC.

**Table 1: Developmental vs. Non-Developmental by Year**

Category	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
Non-Developmental	28	72%	26	81%	16	47%	18	69%	19	83%
Developmental Placements	11	28%	6	19%	18	53%	8	31%	4	17%
<b>Total</b>	<b>39</b>	<b>100%</b>	<b>32</b>	<b>100%</b>	<b>34</b>	<b>100%</b>	<b>26</b>	<b>100%</b>	<b>23</b>	<b>100%</b>

**Table 2: Developmental Placements by Number and by Year**

Developmental Placements	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
One	6	55%	4	67%	7	39%	1	13%	2	50%
Two	5	45%	2	33%	9	50%	2	25%	1	25%
Three	0	0%	0	0%	2	11%	5	63%	1	25%
<b>Total</b>	<b>11</b>	<b>100%</b>	<b>6</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>8</b>	<b>100%</b>	<b>4</b>	<b>100%</b>

**Table 3: Subject Placement of Students with One Developmental Placements**

Developmental Placements	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	English	0	0%	0	0%	2	29%	0	0%	1
Math	5	83%	3	75%	0	0%	0	0%	1	50%
Reading	1	17%	1	25%	5	71%	1	100%	0	0%
<b>Total</b>	<b>6</b>	<b>100%</b>	<b>4</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>1</b>	<b>100%</b>	<b>2</b>	<b>100%</b>

**Table 4: Subject Placements of Students with Two Developmental Placements**

Developmental Placements	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	English and Math	0	0%	1	50%	0	0%	0	0%	0
English and Reading	4	80%	1	50%	9	100%	1	50%	1	50%
Math and Reading	1	20%	0	0%	0	0%	1	50%	1	50%
<b>Total</b>	<b>5</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>2</b>	<b>100%</b>

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Please direct all inquiries concerning this memo to:  
 Monica Defendorf / Director, Institutional Research / 607.962.9587 / [mdefendo@corning-cc.edu](mailto:mdefendo@corning-cc.edu)

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## Regional Model Schools Committee

**Thursday, February 23, 1:30-3:30**

**BOCES Bush Campus, ISC (Building #11) Large Conference Room**

1. Introductions
2. District Initiatives/Needs
3. Discussion of Tablets and Apps
4. Registration and Paperwork PDTracker
  - a. Electronic Notice of Completion
  - b. Electronic Evaluation
  - c. Moving towards optional teacher self-registration
5. Model Schools “Goings On”
  - a. Online and Hybrid Courses
  - b. Working with SIP/Common Core Shifts
  - c. Summer Administrative Sunrise Specials
  - d. Presentation—Toolbox Pro II Overview and Trainings
6. Review of Summer, Fall and Winter/Spring Courses to Date
7. Timeline for Summer Registration
  - a. Monday, May 7—ITT Catalog Out to Districts
  - b. Friday, June 8—Registration Deadline
  - c. Wednesday, June 20—Confirmations/Regrets Out to Teachers
  - d. Monday, July 9—Classes Begin
8. Next Regional Model Schools Meeting: **Thursday, 4/5, 1:30-3:30**
9. 2012-2013 Meetings
10. Presentation—Camera Mouse—free special needs software that allows mouse control with the head
11. Presentation—Symbaloo—free Web 2.0 social bookmarking with visual webmixes.
12. For the Good of the Order