

# Coxsackie – Athens Central School District, Strategic Plan, 2007 – 2012

## Action Plan 2009-2010

### Third Quarter Report (April 2010)

**Introduction:** Action Plans have been developed and implemented for the 2009 – 2010 school year. Reported herein is a summary of the second quarter/midyear information reported by each building principal, the Director of Technology, and the Director of Special Education. The midyear report along with the final report at the conclusion of the school year will be rendered in writing and presented formally to the Board of Education at a regular monthly meeting. All reports will be disseminated to various constituent groups and will be posted on the school district's webpage.

**1. Goal Number One.       Coxsackie – Athens will ensure that every student exceeds the learning standards set by State and Federal regulations.**

**District Office:** Research has been conducted and materials gathered relative to a variety of Distance Learning opportunities. The CCIA has applied for an Enhancing Education through Technology ARRA grant for this purpose and will hear on the outcome in May. Data analysis has continued and these results are being used to drive instruction. On March 26<sup>th</sup> vertical alignment conversations were held in the various departments to ensure curriculum continuity.

- a. Strategy Number One. *Provide students with reading instruction, steeped in the latest research to ensure that they will develop the necessary skills to read on grade level by the end of grade 2.*

**Coxsackie Elementary:**

**Kindergarten:** 81% of students have met or exceeded 45 sight words. In fluency 93% know letter names and 93% also know letter sounds. 88% of students understand how print works, while on the Fountas and Pinnell reading assessments 75% have met or exceeded the benchmarks. AIS students in kindergarten have also made gains with 88% learning 10 new sight words and 100% being able to demonstrate 1 to 1 correspondence on the Concepts about Print test.

**First grade:** sight words- 38% of students are above grade level, 52% are at grade level, with 7% of students making progress and 3% below grade level. Reading skills- 28% are reading above grade level, 50% are reading at grade level and 22% are reading below grade level. AIS- 88% met the end of the year DIBELS benchmark and 88% went up at least one reading level.

**Second Grade:** sight words- 83% are at or above grade level, 17% are above grade level. 75% of students are reading at or above grade level. In AIS 100% of students have increased their reading levels since the universal screening.

**E.J. Arthur Elementary:**

**Kindergarten:** 100% of students improved in sight words and 83% know all letter sounds.

**First Grade:** sight words- 74% have low risk of not meeting benchmark in this area, 14% have some risk and 12% are at risk. For reading levels, 39% are reading above grade level, 28% are reading at

grade level, and 33% are below grade level. In first grade, 60% of AIS students have shown improvement in reading.

**Second Grade:** sight words- 85% of students are at low risk of not meeting benchmarks, 10% have some risk, and 5% are at risk. In reading, 47% are above grade level, 29% are at grade level, and 24% are below grade level.

**Special Education:** Elementary: Students in all programs continue to make strides. Teachers are using Foundations.

- b. Strategy Number Two. *Teach students the necessary skills to meet or exceed Level 4 English language arts requirements at Grades 4, 6, 8, and 11 as measured on the statewide assessments.*

**Coxsackie Elementary:**

**Third Grade:** On a piece of nonfiction writing, graded similar to the state assessment, in the area of content, 11% are at a level 4, 73% are at a level 3, 14% are at a level 2, and 2% are at a level 1. For mechanics, 9% are at a level 4, 73% are at a level 3, 16% are at a level 2, and 2% are at a level 1. In reading, 14% are reading at a level 4, 64% are at a level 3, 14% are at a level 2 and 7% are at level 1.

**Fourth Grade:** In writing, 9% of students are above grade level, 64% are meeting grade level, 23% are below grade level and 4% are at risk. In reading, 21% are above grade level, 62% are meeting grade level, 11% are below grade level and 6% are at risk.

**E.J. Arthur Elementary School:**

**Third Grade:** In the area of writing content- 48% are meeting benchmark, 33% are at some risk, and 19% are at risk. For mechanics, 44% are meeting benchmarks, 35% are at some risk, and 21% are at risk. In reading 50% are reading above grade level, 23% are at grade level, and 27% are below. 100% of AIS students have shown improvement in reading.

**Fourth Grade:** In the area of writing content, 58% are meeting benchmark, 19% are at some risk, and 23% are at risk. In mechanics 56% are meeting benchmark, 30% have some risk, and 14% are at risk. In reading 63% are above grade level, 30% are at grade level and 7% are below grade level.

**Middle School:** In preparation for the state tests given the week of April 26<sup>th</sup>, teachers went over test strategies and possible content. Students are given incentive for using these strategies on the test. In AIS, 9 students exited Reading in 6, 7, and 8<sup>th</sup> grades.

**High School:** Staff will be reviewing/evaluating the Regents from January 2010 to see where instruction can be improved for the remainder of the year, concentrating on students who have not yet passed. The AIS teacher has also been pushing into various English classes to further help students in need.

**Special Education:** Special education teachers developed writing rubrics consistent with various developmental levels. These rubrics will be utilized to create consistency in the manner in which students with disabilities will have their writing assessed, thus improving student performance. Dolch Sight Words has shown progress for many students, going from an average of 42 words to 148 words.

- c. Strategy Number Three. *Teach the students the necessary skills to meet or exceed Level 4 Mathematics requirements at grades 4, 6, 8, and on Algebra as measured on statewide assessments.*

**District Office:** The K-12 math department met on March 26<sup>th</sup> to review math procedures.

**Coxsackie Elementary:**

**Kindergarten:** 95% of students mastered the Chapter 9 math test, readiness in addition and subtraction.

**Second Grade:** Subtraction benchmarks have been met by 63% of students and 61% have met or exceeded the addition benchmarks. 78% have met or exceeded the math strategies benchmark.

**Third Grade:** On the chapter 4 test the student average is 88%, on chapter 6 it is 90%. On the cumulative review for chapter 1-6 the average is 83%.

**Fourth Grade:** 17% are above grade level, 79% are meeting grade level expectations, 2% are below grade level with 2% at risk of not meeting benchmarks.

**E.J. Arthur Elementary:**

**First Grade:** 76% have met benchmarks, 16% have some risk of meeting benchmarks, 8% are at risk of not meeting benchmark.

**Second Grade:** 80% are proficient at addition facts to 10, and 60% are proficient at subtraction facts to 10. In subtraction with regrouping 68% of students have low risk of failing to meet benchmarks, 19% have some risk, and 12% are at risk of not meeting benchmarks.

**Third Grade:** In multiplication 85% of students have low risk of not meeting benchmarks and 15% are at risk.

**Fourth Grade:** 65% have low risk of not meeting benchmarks, while 19% have some risk. The 16% who are at risk for meeting benchmark are receiving AIS support.

**Middle School:** Cross curricular units have been developed and implemented that allow for mathematical instruction to become more connected to real life situations. Strategies have been implemented to assist students in solving algebraic equations in a vertical format. There have also been K-12 math department meetings to discuss common vocabulary and strategies.

**High School:** 1) A review of Regents' results and performance has served as the basis for instructional development. During Regents week work was done looking at specific indicators and brainstorming strategies to reinforce these skills. A complete review of the June Geometry Regents was completed and this information will be used to guide instruction for the remainder of the year.

2) The Essentials Math course has been implemented at two levels to build and extend math skills. Also, the integrated Algebra Prep class has been successful with 6 out of 7 students scoring a 65% or better on the January Regents

3) A Core Support period has been implemented. With regard to math students, those assigned to the Math TA's Core Supported Studyhall have been more successful than they would in a regular study hall. However this is a limited number of students and should be looked at.

**Special Education:** Students with disabilities in grades 3-8 will be benchmarked and receive progress monitoring of their computation skills. A similar process will be followed for high school students with disabilities in algebra for skills appropriate to this content.

Students are being monitored on their various developmental skill levels, either basic addition facts, subtraction or multiplication. At the middle school level timed math tests are being used.

- d. Strategy Number Four. *Teach students the necessary skills to meet or exceed Level 4 Science requirements at Grades 4, 8 and in high school as measured on the statewide assessments.*

**Coxsackie Elementary:**

**Third Grade:** This grade focuses on exposing students to vocabulary found on the 4<sup>th</sup> grade test and working on the scientific process.

**Fourth Grade:** On chapter tests, 9% of students are scoring above grade level, 66% are meeting grade level, and 21% are below grade level with 4% at risk.

**E.J. Arthur Elementary:**

**Third Grade:** On ecosystems 65% of students showed mastery, 15% had some risk of not meeting benchmark, 16% were at risk of not meeting benchmarks

**Fourth Grade:** On rocks and minerals 65% of students showed mastery, 25% has some risk of not meeting benchmarks, and 19% are at risk of not meeting benchmarks.

**Middle School:** Lessons pertinent to animal identification have been developed and implemented, allowing students the opportunity to become more skillful in this area, which is a large component of the practical component of the grade eight science assessments. During the vertical alignment conversations key areas of gap and overlap were identified and curriculum is being updated to alleviate these issues.

**High School:** In reviewing the course catalog the science department created a more logical progression for both regents and advance regents tracks.

- e. Strategy Number Five. *Teach students the necessary skills to meet or exceed Level 4 Social Studies requirements at Grades 5, 8, 10, and 11 as measured on the statewide assessments.*

**Coxsackie Elementary:**

**Third Grade:** Students use leveled readers to focus on vocabulary.

**Fourth Grade:** 17% of students are above grade level, 70% are meeting grade level expectations, and 13% are below grade level.

**E.J. Arthur Elementary:**

**Third Grade:** 63% of students are meeting benchmarks, 27% have some risk of not meeting benchmarks, and 10% are at risk of not meeting benchmarks.

**Fourth Grade:** 65% of students are meeting benchmarks, 24% have some risk of not meeting benchmarks, and 11% are at risk of not meeting benchmarks.

**Middle School:** The breakdown of the 09 test results were as follows: 5<sup>th</sup> grade 33% of students attained a 4, 59% a 3, 5% a 2 and 4% received a 1. In 8<sup>th</sup> grade 43% received a 4, 58% a 3, 17% a 2 and 3% a 1. During the vertical alignment conversations the department agreed to use common DBQ- with appropriate rigor for each grade level. In this way students will become familiar with the DBQ but be required to understand them on a deeper level each year. A 4 Square outline is being shared by the department so that “outlines” are done in a consistent manner. The O drive now contains a folder in which resources may be shared by social studies teachers.

**High School:** Constructed responses from past regents are being used on class examinations. Staff members have also reviewed the past regents exams to determine possible essay questions and topics in the future.

- f. Strategy Number Six. *Teach students the necessary skills to meet or exceed Level 4 Language Other Than English requirements on the Proficiency Test and the Comprehensive Regents examination.*

**District:** The ELL teacher has been working with students individually and in small groups. Her instruction has focused on sight words, comprehension and writing- determined by last year's test scores.

Strategy Number Seven. *Establish Level 4 benchmarks in which students do not complete statewide written assessments.*

**High School:**

**Art-** completed benchmarks are on the O drive, Ceramics is still in process. During the vertical alignment the group discussed the elements and principles of art. They found this very helpful.

**Music-** Theory, Band, and Chorus assessments have been used throughout the year. Music in Our Lives is in process.

**Business:** Work has been done to integrate the Career Finance class with Art, as well as with Home and Careers

- 2. Goal Number Two. Coxsackie – Athens will promote continued professional growth of current and future teachers, administrators, and support staff members by providing a coordinated program of affordable, needs – based staff development.**

- a. Strategy Number One. *Provide professional development that will give staff members the knowledge, skills, and abilities to bring students beyond the State and Federal standards.*

**District Office:** Two and one-half Superintendents Conference days have been conducted, providing staff opportunities for viable high quality staff development. The March 26<sup>th</sup> Conference Day allowed for technology work and vertical alignment articulation to ensure flow of information. Initiatives in mathematics and writing have continued utilizing experts in the field. The elementary and middle schools have made significant progress in optimizing their writing programs under the direction of Rochelle Solloway, and Dr. Robert Fulmer. At the elementary level rubrics have been created and were shared March 26<sup>th</sup> among all elementary teachers. Model schools workshops have been in place.

Strategy Number Two. *Give staff members the tools to deal with events in school relative to health and safety consistent with State and Federal guidelines as well as New York State law.*

**District Office:** Mandated Right-to-Know and Blood Borne Pathogen training was conducted in September. Select staff members participated in First Aide, CPR & AED training in August, September & October. A table top exercise was conducted in January with administrators and managers. CPR was offered on March 26<sup>th</sup> to certain staff who needed refreshers, and training was

offered to custodians during Spring break. On March 26<sup>th</sup> Dr. Gregory led a crisis debrief/plan review with the counselors, nurses and administrators.

**3. Goal Number Three. Coxsackie – Athens will deliver the highest quality programs and services by incorporating quality management principles and practices in all operations and by empowering all staff members to engage in continuous progress improvement.**

- a. Strategy Number Two. *Develop and retain leaders with the tools to propel C-A to that of being a flagship district.*

**District Office, High School, and Coxsackie Elementary:** A team including the CCIA, EJA Principal, High School Principal, EJA teacher and HS teacher, has been attending the Leadership for Student Achievement workshops, offered through LEAF.

- b. Strategy Number Three. *Provide professional development that will give staff members the knowledge, skills, and abilities to bring students beyond the State and Federal standards.*

**District Office:** Staff have attended numerous conferences during the year on topics such as RTI, reading, Autism etc. A tour of Tech Valley with a concentration on what Tech Valley strategies can be utilized at CA will be conducted on May 26<sup>th</sup>.

**4. Goal Number Four. Coxsackie – Athens will operate with optimum efficiency consistent with the delivery of high quality, cost effective programs and actively search for non – district funding sources to aid in accomplishing its goals.**

- a. Strategy Number Two. *Collaborate with others to lower costs and to evaluate program offerings.*

**District Office & BOE:** The New Visions Committee & Superintendent of Schools have met with various agencies and gathered additional information in pursuit of establishing an Educational Foundation. This information has been shared at a board meeting. Work has begun on establishment of a steering committee for the foundation.

- b. Strategy Number Four: *Collaborate with others to lower costs and to elevate program offerings.*

**District Office:** The Rensselaer-Columbia-Greene Health Insurance Trust was able to provide an opportunity for the district and the employees to save on health insurance premiums relating to CDPHP by converting from the HMO to an EPO. The conversion took effect January 1, 2010 with an anticipated savings of \$60,000 in the current year. The Chief of Curriculum Instruction and Assessment along with staff members are pursuing a number of grant opportunities.

**5. Goal Number Five. Coxsackie – Athens will develop and use an integrated system of technology to improve communication, enhance operational and instructional effectiveness and efficiency and foster increased student achievement.**

- a. Strategy Number One: *Integrate technology into curriculum support and instruction.*

**District Office:** Meetings of the Technology Committee continue to be supported and a presentation of their work was done at the BOE meeting on April 20<sup>th</sup>. Time was set aside on March 26<sup>th</sup> for technology proposals. The CCIA is also working with curriculum leaders on implementing technology benchmarks.

**Technology Services:** 1) Summer Technology Institute- committee members are brainstorming workshop ideas for this summer, 2) Expanding Smart Classrooms and Professional Development- Two level 1 trainings with a total of 30 participants were conducted and one level two training for 15 staff members was conducted.

**6. Goal Number Six. Cossackie – Athens will ensure that sufficient, appropriate space is available for all programs and services on a continuing basis in a safe and stable environment.**

- a. Strategy Number One. *Prepare a Long – Range Facilities Plan.*

**Board of Education:** Completed.

- b. Strategy Number Two. *Consider and act upon the Long-Range Facilities Plan.*

**District Office:** Architects and district representatives have been meeting about the project. Plans for phase I have been submitted to, and approved by, the State Education Department.

**7. Goal Number Seven. Cossackie – Athens will ensure that all students, staff members, parents, and community members are fully informed in a timely manner as well as involved in addressing issues that affect them.**

- a. Strategy Number One. *Develop enhanced communication protocols.*

**District Office:** The District’s webpage is being used to provide increased up-to-date information in a more timely manner. A new electronic newsletter, the C-A Update has been introduced.

In addition, the District continues to use the Synvoice system to inform parents and guardians about emergency situations, immunization clinics, and the like.

The initial annual meeting of the district wide shared decision making committee was conducted and dates for subsequent meetings were established. In March the SDM committee selected 3 winners of this year’s STAR Awards. The winners were announced at the Superintendent’s conference Day March 26<sup>th</sup>. The SDM committee also reviewed their plan and resubmitted it to the State Education Department.

**Technology services:** 1) Edline is consistently being utilized by staff members to post student information. Building level calendars are being utilized.

2) The Technology Committee has conducted a review of the district web page and made recommendations; these recommendations will be considered along with those put forth as part of the BOCES Communication Study. District Wide Nurses’ Web Page has been developed and is live. A building and renovation link was created to disseminate information. A directions link is in process.

3) Technology staff members in conjunction with the technology committee have developed tech office guides to assist teachers in the use of gradequick, email, smartboards, and office tools.

4) Synervoice continues to be used for emergency closings and meetings.

**8. Goal Number Eight. Cocksackie – Athens will enhance its organizational value by recruiting and retaining a highly qualified and fully diversified staff to meet the present and future needs of its students.**

a. Strategy Number Three. *Develop retention practices for existing staff members.*

**District Office and Cocksackie-Athens Teachers Association:** Mentors for the 2009-10 school year were assigned, new teacher orientation conducted, and mentor meeting are occurring through the year.

**9. Goal Number Nine: Cocksackie – Athens will identify and prioritize its major goals and align resources on an annual basis with appropriate input from stakeholders.**

a. Strategy Number One. *Use a continuous improvement model on a yearly basis whereby goals, strategies, and priorities are reviewed and have impact on the budget process.*

**District Office:** As evidenced in this report, ongoing assessment of progress toward Action Plan completion continues.