

*Coxsackie – Athens Central School District*

# **Strategic Plan, 2007 – 2012**

## **Action Plan for 2007 – 2008**

### **First Quarter Report**

**December 7, 2007**

## **Mission**

**Coxsackie – Athens Central School District will provide a comprehensive education program for all students to compete successfully and to contribute to a global society.**

## **Vision Statement**

**Coxsackie – Athens will be a flagship district that provides educational opportunities to transform lives.**

## **Beliefs**

### **We Believe That:**

- + All students will learn and become responsible citizens.**
- + All students have an innate desire and ability to learn.**
- + All students learn in different ways at a different pace.**
- + All students should have their success measured in a variety of ways.**
- + All students benefit from an equal emphasis on mandated programs, arts and co – curricular activities.**
- + All students benefit from the involvement of families and community.**
- + Diversity is an integral part of a quality education.**
- + We are a diverse community of reflective, life – long learners.**

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

**Action Plan  
2007 – 2008**

**First Quarter Report (December 2007)**

**1. Introduction.** Quarterly reports will be issued as a means “to take stock” of progress being made under the Action Plan for 2007 – 2008. Reports for the First and Third Quarters will be rendered in summary form in writing. Reports at the midterm and conclusion of the school year will be rendered in writing and thereafter 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.

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

**District Office.** Action Plans for 2007 – 2008 were supported and thereafter completed in fall 2007. Implementation of Action Plans has begun as noted below. The Superintendent of Schools prepared this quarterly report on the basis of input from the various components of the school district.

- 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.** Teachers have developed grade level vocabulary lists that are incorporated into daily lessons. More emphasis is being placed on fluency and comprehension. All students in grades K-4 have taken the Development Reading Assessment (DRA) 2 and Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

**E. J. Arthur Elementary.** A 90 – minute uninterrupted reading block for all students has been implemented on a daily basis. Students have been assessed with the DRA 2 and DIBELS. The number of students in need of Academic Intervention Services has already been reduced. There has been improvement among struggling students.

**Middle School.** Core subject area teachers have begun integrating reading instruction focusing on key vocabulary, and Study Guides are being used in Grades 6 – 8 English language arts classes as new chapters and concepts are introduced. Teachers are drawing students’ attention to key features of expository text as they teach literacy techniques. A focus on structure of organization has been a means to help students understand key concepts as they read, especially in

social studies. The vast majority of Grades 5 – 8 students have completed the DRA 2.

**Special Education.** All students with disabilities receiving Consultant teacher services in both E.J. Arthur and Coxsackie Elementary Schools have been evaluated using the DRA 2 and DIBELS. All students in the E.J. Arthur elementary special education class but one (moved into District last month) has been evaluated using both assessments. Further, all students but one in the Middle School special education classes has been evaluated using the DRA 2. Though one student has had behavioral and attendance problems, his evaluation will be completed as soon as these have been stabilized.

- 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.** With Daily Writing at Grades 3 and 4, there has been more tangible evidence of student improvement in writing. This has become apparent to the Principal as quarterly writing assessments have been reviewed. Staff members have attended conferences focused on English language arts, and the teachers have been preparing students for the third and fourth grade assessments to be administered in January 2008.

**E. J. Arthur Elementary.** The implementation of daily writing instruction for 30 minutes has contributed to improvement in the overall quality of student writing on the basis of review by the Principal. Teachers have been preparing students for the third and fourth grade assessments to be given in January 2008.

**Middle School.** Analysis of data from 2007 was completed in spring and fall 2007. A report was delivered to the Superintendent of Schools in June 2007 in which recommendations for improvement were made so as to reduce the probability of a further downturn in grade 7 results. Preparation of students for the New York State assessments has been occurring. The “Tools for Success” motivation program has been introduced for the second year, and countdown timers have been purchased to assist students to manage time on assessments.

**High School.** Comprehensive English Regents examination results have been reviewed to set out baseline data, goals for 2008 have been set, and a portion of data analysis has been accomplished. The tenth grade end – of – year assessment has been reviewed to inform instruction for this year’s eleventh grade students.

**Special Education.** English language arts results for grades 3, 5, and 7 were analyzed during the Superintendent’s Conference Day in October. The Middle School Consultant teachers reviewed the data and developed lesson plans to target weak areas. The teachers of Middle School special education classes reviewed the English language arts assessment data and determined that they needed to provide their students with more opportunities to develop critical thinking skills.

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

**Coxsackie Elementary.** Staff members have started to utilize similar math vocabulary in daily instruction. More emphasis is being placed on problem solving skills, computation, and multiple strategies for problem solving.

**E. J. Arthur Elementary.** Students are working to master addition, subtraction, multiplication, and division facts to 12 by the conclusion of Grade 4, and they are working on Problems of the Day. It is too early in this cycle to determine the level of success.

**Middle School.** Math teachers met during departmental meetings to discuss common teaching strategies. These conversations also happen “informally” as teachers talk to each other outside of the department meetings. An analysis of data for Part I of the mathematics assessments has begun.

**High School.** The student results from the 2007 administration of the Mathematics A Regents examination have been analyzed to obtain baseline data, and targets for 2008 have been set. The Mathematics department has embarked upon the same task in regard to the Mathematics B Regents examination. Dr. Theodore Smith, Questar III B.O.C.E.S., has and will analyze results of these examinations in detail and provide helpful reports to enable teachers to inform instruction, leading to improvement in student achievement.

**Special Education.** Special Education teachers still need to analyze statewide mathematics assessments since time has been focused thus far on analysis and changes in instruction in English language arts.

**District Office.** The district has made another request of B.O.C.E.S. for introduction of a mathematics consultant to work with Middle School mathematics teachers.

- 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.** There is more conscious instruction on the scientific process in grades three and four. Common science vocabulary and terminology are being used in grades three and four.

**E. J. Arthur Elementary.** Teachers are beginning to implement the scientific process so that students can predict and draw inferences and conclusions.

**Middle School.** Mathematics and Science lessons are integrating both decimal place value and graphing. Measuring activities in science are using the Metric system for measurement. Students are asked to test hypotheses as part of experiments.

**High School.** The 2007 Regents examinations in science have been considered to produce baseline data, and goals for 2008 have been set. Data analysis of the 2007 examinations has begun, and the department is awaiting return of a complete analysis of the Chemistry Regents examination from B.O.C.E.S.

- 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.** Teachers have been placing emphasis on social studies vocabulary lists. Students have been working enthusiastically as part of the new fourth grade Community Service Program. This program has been receiving a great deal of support and recognition. It has been a positive experience for our school community.

**E. J. Arthur Elementary.** Teachers have begun to implement strategies leading to students being able to synthesize multiple documents in their own words.

**Middle School.** Teachers and students have been developing a chart of common Social Studies assessment “evaluative” or “task” vocabulary. Students are using political cartoons in preparation for Document Based Questions. They are also practicing Constructed Response Questions and Document Based Questions regularly. Note: The November 2007 Grade 5 Social Studies assessment showed an increase from 22 percent of students scoring at Level 4 in 2006 to 33 percent of students scoring at Level 4 in 2007, with a comparable decrease in students scoring at Levels 3 for the same period, from 61 percent to 50 percent.

Approximately the same percentage of students scored at Levels 1 and 2.

**High School.** Social Studies teachers have created baseline data from the 2007 administration of Regents examinations, and have set targets for 2008. Analysis of 2007 data has begun.

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

**Coxsackie Elementary.** A Spanish immersion program has continued in Grade 2, with the support of a high school Spanish class.

**Middle School.** Languages Other Than English teachers have reviewed the results of the Proficiency Tests and have made adjustments in instruction.

**High School.** Members of the Languages Other Than English department have reviewed statewide assessments, have set targets, and have analyzed data.

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

**District Office.** Practitioners in Art, Business, Home and Careers Skills, Music, Physical Education, Technology, and Computers have begun the task of identifying products or performances that students should prepare to meet Commencement Level Performance Indicators. Once these concrete items have been identified, teachers have and will set out benchmarks for the quality of the product or performance.

**3. Goal Number Two. Cossackie – 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.** The District Office in cooperation with the Professional Development Planning Committee and administrators prepared programs for three Superintendent Conference Days in fall 2007, and one, one – half day professional development program in October. Emphasis was placed on using data to inform instruction.

- b. 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 Education Law.*

**District Office.** The District Office provided training for staff members in regard to Right – To – Know, Harassment, and Bloodborne Pathogens. Administrators and middle managers are reviewing specific protocols for crisis situations on a monthly basis. Administrators also completed a Table Top Exercise with the topic being that of intruders.

**4. Goal Number Three. Cossackie – 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.** A mentoring program has been established for a new administrator, including that of a peer and a member of the central administration.

- 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.** Administrators engage in professional development when discussing a reading selection from professional literature as part of monthly meetings. Administrators share professional literature with colleagues in a less formal manner as well.

**5. 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 Four. *Collaborate with others to lower costs and to elevate program offerings.*

**District Office.** The District has collaborated with other districts to reduce transportation costs. It has also initiated a lease/purchase agreement with the Questar III B.O.C.E.S. to obtain copying machines for the district.

**6. 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.*

**Technology Services.** The Technology Committee has put forth three major goals for the 2007 – 2008 school year. First, teachers should be informed about, and trained to use, SMART Board technology. Second, interested staff members could be trained to use web cameras as a means to produce student projects and to enhance communication. For this to occur, research on their use in the instructional process will be the first step. Third, a process whereby staff members could research and prepare to use technology, perhaps through a pre – established process including proposals, could be initiated.

**7. Goal Number Six. Coxsackie – 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.** The Board of Education Facilities Committee, Superintendent of Schools, Chief Financial Officer, and Director of Facilities worked with the district’s architect to review a draft Long – Range Facility Plan in October. A presentation of the revised draft plan was delivered to the Board of Education on November 6, 2007. The Board of Education has also expressed interest in the architectural firm preparing a feasibility study for a possible building on the Coxsackie campus to house some Questar III B.O.C.E.S. programs.

**District Office.** The District Office set up and facilitated presentations of a draft Long – Range Facilities Plan to the public on two occasions and to staff members on two occasions.

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

**Board of Education.** This strategy has not been implemented since Strategy Number One has not been completed.

**8. Goal Number Seven. Coxsackie – 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 Three. *Initiate processes and procedures for input into the budget process.*

**District Office.** Initial conversations have occurred on how to seek public input into the budgetary process.

**9. Goal Number Eight. Coxsackie – 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 Coxsackie – Athens Teachers’ Association.** Under the auspices of the Professional Partnership Program, the district and CATA have identified mentors for new teachers and have continued the Professional Partnership Program. Building administrators have observed new teachers both formally and informally. The Superintendent of Schools has “checked in” with new teachers periodically to determine how the transition has been going. The district and CATA have begun conversations about extending the induction program from one to two years.

**10. Goal Number Nine: Coxsackie – 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.** The development of Action Plans for 2008 – 2009 will take place during the new calendar year along with the development of the budget and the on – going review of progress under the set of Action Plans for 2007 – 2008.

December 7, 2007