

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

Action Plan 2008 – 2009

First Quarter Report (December 2008)

Introduction: This is the first Quarterly report of progress being made under the Action Plan for 2008 – 2009. Unlike the first year of Action Plan reporting, building Action Plans were in place prior to the start of the 2008 - 2009 school year. What follows is a summary of the first quarter information reported by each building principal and department chairperson. This report will be rendered in summary form in writing only. 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.

- 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: In grades K-2 initial assessments of site word recognition, fluency and reading strategies were conducted and serve as the basis for classroom instruction. In many cases students were performing at or above desired levels. AIS services are being provided to students not meeting benchmarks, and are having the desired effect.

E.J. Arthur Elementary: In kindergarten, a dedicated AIS teacher has proven to be successful; students experiencing difficulty are able to be immediately identified and addressed through appropriate interventions. The 90 minute reading block is enhanced by data collected through DIBEL's and teacher made assessments, as well as the use of *Foundations*, subsequently the vast majority of Kindergarten students can identify letters and most letter sounds. In first grade, assessment results are being utilized to inform reading instruction. Implementation of *Foundations* has provided the opportunity to monitor student performance, and provide instruction in decoding strategies. Ninety minute reading blocks at grade 2 create an opportunity to regularly assess and regroup students according to ability, and allows for teacher interaction with all students. AIS instruction has shown improvement in student performance as indicated through weekly monitoring results.

Middle School: Teachers across all subjects continue to expand use and mastery of content area vocabulary by utilizing vocabulary in daily instruction and assessment. The continued use of study guides encourages improvement in content area comprehension. Instruction continues in the proper use of expository text in assignment completion.

Special Education: All special education students have been assessed and literacy levels determined. Resulting instruction that is systematic and explicit has been implemented and is ongoing. All students with disabilities in grades 3 - 8 have been benchmarked, and will continuously be monitored using *AIMS Web*; thus future reports will be able to provide specific measures of progress.

- 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: In grade 3, student's daily writing is assessed using a rubric for both content and mechanics, which is consistent with the rubric used as part of the state assessment. Daily direct reading instruction has enabled 90% of students to meet *Accelerated Reader* goals. In grade 4, as a result of the analysis done of last year's assessments, instruction relative to graphic organizers and planning pages has been implemented, enhancing student construction of paragraphs and essays. According to results of the *DIBELS* Fluency subtest, daily direct reading instruction has led to positive results for the majority of students. All AIS students have shown improvement as a result of implemented strategies.

E.J. Arthur Elementary School: Writing in kindergarten is integrated throughout the classroom day. In grade 1, daily writing instruction of at least 30 minutes provides opportunity for ongoing class work with one-to-one student conferencing. At grade 2 allotted time for writing provides the opportunity to teach, model and practice skills. Rubric assessments help to formulate subsequent instruction. Daily writing at grade 3 provides ongoing instruction in mechanics. AIS teachers are able to provide additional support to students during the designated writing instruction.

Middle School: Data analysis of last year's assessment results occurred during Superintendent's Conference Days. Countdown clocks continue to be utilized during classroom instruction to acclimate students to time sensitive work. Students are participating in "Tools for Success" motivational program.

High School: The English department along with the interim principal is reviewing past performance on ELA Regents Exams to establish targets for future performance. They have aligned practices at grades 9 and 10 with the requirements of the Grade 11 assessment.

Special Education: Students in grades 3 - 8 were benchmarked relative to writing, and monthly progress has and will occur. Similarly, students in grades 9 - 12 with disabilities receiving special education support in English will have writing progress monitored.

- 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 district through the office of the Chief of Curriculum, Instruction and Assessment continues to support the embedded staff development being conducted at both the middle school and high school by a math specialist from Questar III. Time was spent during the October Superintendent's Conference Day analyzing past assessment results.

Coxsackie Elementary: Students in grade 2 were assessed to determine benchmarks in math fact fluency (addition and subtraction) and these assessments will be used to determine future progress. Focused instruction on vocabulary and problem solving strategies has occurred at grades 2 and 3. Assessment of math fact fluency at grade 4 indicates that 90% of students are able to recall desired multiplication and division facts. AIS instruction has had a positive impact on students as evidenced by classroom performance relative to fact fluency, vocabulary and problem solving skills.

E.J. Arthur Elementary: In grade 1 addition strategies are currently being taught and practiced. In grade 2 strategies for math fact fluency continue to be taught, and weekly timed tests indicate student progress. Problem solving strategies are being taught in both grades 2 and 3. AIS students receiving instruction in math fact fluency are showing improvement.

Middle School: Math teachers are participating in embedded staff development facilitated by the Questar III staff developer. Transition meetings have been held, and skill rating sheets have been

completed. The department has begun to analyze past assessment results to better inform instructional practices. Teachers regularly review and update maps assure alignment with standards. Classroom tests are designed in a format similar to state assessments.

High School: The math department continues to incorporate Regent's questions in classroom assignments and assessments, and utilize Smart Boards to bring students to sites dedicated to assessment preparation. Teachers are working to standardize formatting for final exams. High school math staff has utilized time during Superintendent's Conference Days to collaboratively develop curriculum for recently mandated courses in Algebra and Geometry.

Special Education: Special education teachers in grades 1 through 8 have established benchmarks for math fact fluency for all students receiving special education services in math, and have implemented curriculum based probes. At middle school students are graphing their own progress, and have experienced success. At the high school 14 of the 18 students with disabilities taking Algebra are meeting success. It seems those students not meeting success have had poor attendance, thus collaboration has occurred with the guidance office.

- 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 students are receiving instruction in, and performing investigations utilizing the scientific process. In fourth grade 80% of students are reported to be performing at or above grade level in science. AIS instruction in vocabulary and reading are positively impacting performance in the science classroom.

E.J. Arthur Elementary: Past performance indicates that nearly all grade 4 students are achieving above proficiency in science. Thus, practices that have proven successful in the past continue to be implemented.

Middle School: Students continue to experience opportunities to incorporate metric measurement, in all lab activities. Incorporated in instruction is scientific measurement and its components, as is the calculation of direct and inverse relationships.

High School: Through review of past performance on Chemistry and Living Environment Regent's Exams, the high school science department continues to identify areas of weakness, and develop lessons and assessments to address these areas. Members of the department recently attended the STANYS conference.

- 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: Instruction at grade 3 is focused on vocabulary, geography, social studies concepts and development of citizenship. 80% of fourth graders are reported to be performing on grade level at grade 4. AIS instruction in vocabulary and reading are positively impacting performance in the science classroom.

E.J. Arthur Elementary: Practices that have proven successful in the past continue to be implemented.

Middle School: A chart of commonly used social studies terms is being used in all classrooms. Students are regularly being exposed to political cartoons and are receiving instruction and practice in interpreting them. Students are receiving instruction in Document Based Questions.

High School: Global studies and U.S. history teachers implemented a number of classroom practices to address the areas of concerns arising from analysis of past exams; this includes instruction and

incorporation of commonly used vocabulary, as well as using questions and questioning techniques which parallel those routinely found on Regent's exams.

- 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.*
Coxsackie Elementary: Second grade students are participating in the second year of a PILOT program that pairs elementary students with high school Spanish students.
E.J. Arthur Elementary: A second grade teacher is incorporating American Sign Language into her classroom instruction.
High School: The foreign language department has used internal data regarding student performance to identify and address areas of weakness. They are utilizing assessments for year 1 and 2 students that align with NYS standards, and parallel the content and format of the Comprehensive Regents Exam.
- g. Strategy Number Seven. *Establish Level 4 benchmarks in which students do not complete statewide written assessments.*
District Office: Staff members were provided time during the October Superintendent's Conference Days to continue work toward creating performance indicators. Teachers in the non - assessed areas have or will develop evaluation products. Work to date has been shared with the Board of Education and implementation has begun.

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: Superintendent's Conference Days have occurred, inclusive of three full and one half day to address areas of need identified by the Professional Development Planning Committee as well as to review and analyze pertinent data.
- 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 law.*
District Office: Mandated Right -to Know and Blood Borne Pathogen training, as well as First Aid and CPR training were provided to required staff in September. At the October meeting of district administrators, protocols were reviewed for crisis management, and Title IX Sexual Harassment Training was conducted by Needham Risk Management. Emergency and Chemical Hygiene Plans have been reviewed and updated.

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: The Chief of Curriculum Instruction and Assessment has held informal discussions with two staff members currently pursuing administrative certification.

- 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: Review and discussion of professional literature pertaining to issues currently impacting the district is ongoing at monthly meetings of the administrative team. Additional research and information is shared as necessitated by particular circumstances.

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

District Office: The District’s Chief Financial Officer was able to collaboratively bid out transportation, diesel fuel, heating oil and gasoline cooperatively with other Greene County districts. She has also pursued cooperative purchasing with Questar III for groceries, meat, milk and bread for the school lunch program.

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: The district continues to support the recommendations of the Technology Committee and provide professional development relative to technology. Such was the case during the October 10 Conference Day when elementary and special area teachers were afforded the opportunity to submit and complete technology proposals. The Chief of Curriculum, Instruction and Assessment attended three of five scheduled training opportunities to further explore Value Added Assessment. She also attended a forum hosted by the State Education Department relative to the design and implementation of a *Growth Model*.

Technology Services: Thirty-one teachers participated in the Technology Institute held over the summer. The primary focus was Smart board technology. Internet and Microsoft applications were also addressed. Fourteen wall mounted Smart boards have been installed throughout the district, and fully integrated into daily classroom instruction. Building level smart board training has and will continue to occur. Research and utilization of web cameras is ongoing. The technology department facilitated the completion of technology proposals submitted by elementary and special area teachers during the October 10 Superintendent Conference Day.

6. 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: Completed.

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

Board of Education: Given the defeat of the proposition on December 16, the Board must now turn to dealing with critical infrastructure needs such as leaky roofs.

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 Shared decision Making Plan has been revised and submitted to SED. The district-wide committee has been reorganized and meets regularly. They are in the process of establishing a staff recognition program. Building level teams have been established.

b. Strategy Number Three. *Initiate processes and procedures for input into the budget process.*

District Office: Information for review has been obtained from Greeneville relative to the feasibility and logistics of developing a Budget Advisory Committee.

8. Goal Number Eight. Cossackie – 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 Cossackie-Athens Teachers Association: The Chief of Curriculum, Instruction, and Assessment has met with the existing coordinator's of the Professional Partner's Program and will be meeting with a sub-committee that will research extending the current program.

9. Goal Number Nine: Cossackie – 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.