

Comprehensive District Education Plan

THE STATE EDUCATION DEPARTMENT
 THE UNIVERSITY OF THE STATE OF NEW YORK
 ALBANY, NY 12234



School District:	Roxbury Central School		
BEDS Code:	12150204000		
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* Plan Start Date	September 2007	Plan End Date	September 2008

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SECTION I: BACKGROUND / DEMOGRAPHICS

District Name: Roxbury Central School _____

BEDS Code: _____ 121502040000

COMPREHENSIVE DISTRICT EDUCATION PLAN COMMITTEE

Name	Title	Constituencies Represented (If More Than One Applies, Please Indicate)
Dr. Craig Carr	Superintendent	Administration
Thomas O'Brien	Principal	Administration
Phil Zorda	Board President	Board of Ed., community
	Board Member	Board of Ed., community
Ed Fersch	Board Member, Parent	Board of Ed., community, parents
Vic Barraclough	Board Member	Board of Ed., community
Jim Cuttita	Board Member	Board of Ed., community
Jo Hinkley	CDEP co-liaison/Elementary & High School Physical Education/Elementary Computer Teacher	Elementary & High School Classroom Teacher, Technology Committee, Crisis Management Team, SACI
	High School Art	High School Classroom teacher, RIST, Honor Privilege Committee, SACI
Michael Reidlinger	IST/AIS Teacher, CDEP co-liaison	K-6 Instructional Support Teacher, RIST, AIS Committee, 504 Committee, SACI, Crisis Management Team
Laurie Andrews	Remedial/AIS Teacher	Elementary Remedial Teacher, RIST, Crisis Management Team
Greg Muehl		

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Mary Lucas	Special Education	Special Education Department, Mentoring Coordinator
Dora Fowler	AIS/English Teacher	High School Remedial Teacher, AIS, RIST
Sue Cole	LTA	Teaching Assistant
Tammy Alison	Elementary Teacher	Grade 6, Parent
Jen O'Connor	High School Teacher	SACI
Maria Johnson	K – 12 Library Media Specialist	

Communications Process for the CDEP Committee:

Monthly Professional Development Afternoons (one Thursday of each month, from 12-3 p.m.)
District website (<http://www.roxburycs.org>) with e-mail and RCS Forum access to all team members and staff
CDEP bulletin board in faculty room
Monthly CDEP team meetings (alternate each month: 12-3 p.m. and 3-5 p.m.). Summary notes from each meeting are typed and distributed to team members.
CDEP overview at monthly Board of Education meetings and periodic reports by team members
Board member attends CDEP meetings
Monthly collaboration assessment page (cap) tracks and communicates group and individual professional development progress.

Communication Process To Inform All Constituencies in the Community:

District Website (<http://www.roxburycs.org>) offers school news and updates to visitors and has a link to a copy of the CDEP
Monthly school newsletter includes information about CDEP activities
Board agenda – overview every month
K-12 teachers send home bi-weekly newsletters or reports
Articles in local newspapers

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Mission/Vision Statement:

Our vision is to provide a safe and caring environment in which our students can develop academically, creatively, and socially. Each member of the school community will demonstrate personal integrity, a commitment to learning, and an appreciation for cultural diversity.

Belief Statements:

1. We will create a tolerant and respectful environment where learners maximize their potential.
2. We will continually assess our needs to provide an accurate direction for the school and the students.
3. All students will become life-long learners who are prepared to contribute as citizens and meet the challenges and needs of our democratic society.
4. All students who are eligible will pass the Regents exams required by NYSED with an ongoing goal of increasing the level of mastery.
5. All students will respect and practice the civic values of justice, honesty, self-discipline, due process, equality and majority rule.
6. All students will receive experience in the visual and performing arts.
7. All students need to master effective and responsible communication skills.
8. All students will receive practical experience to help them understand the connections and relationships between classroom learning and life outside of the school.
9. All students will participate in various technological experiences.
10. All students will understand healthy living skills and the value of physical and mental fitness.

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District Statement/Influencing Factors:

Please use this space to supply additional information that would be helpful for anyone reading or reviewing the plans. For example, a brief description of the locality, its demographics, number of students and school buildings, economic conditions, etc., that might further clarify the context of the plan.

Roxbury Central School, located in Delaware County among the lovely northern Catskill Mountains, houses 358 students and 44 teachers an 8:1 student-teacher ratio. Encompassing 90 square miles, the district benefits from a broad range of family backgrounds. There are local families who have lived in the area for generations, as well as those who have relocated from downstate. Many are drawn to Roxbury for scenic beauty, available hiking, fishing, hunting, golf, skiing, biking, arts, and peaceful surroundings.

Striving keenly upon academic achievement, the faculty has guided students to perform at the highest levels in English Language Arts, mathematics, social studies, and science. Since 1999, the Comprehensive District Educational Planning (CDEP) Team has engaged all staff in professional development, curricular alignment, instructional strategies, technology planning, and more. Roxbury uses small classes, a full time school psychologist, a student assistance counselor, distance learning, instructional support teams, and K-12 technology instruction to enhance student learning. During 2003 the district began to participate as a member of School Alliance for Continuous Improvement (SACI) to reach even higher achievement levels.

With approximately 19% of inclusion/special education students, RCS uses four full time and one part time special education teacher to meet student needs. A full-time K-6 Instructional Support Teacher assists both students and colleagues with strategies to promote learning.

This small, closely-knit community allows teachers to know families in the district very well. Community support has been shown by the approvals on consecutive budget votes, a major addition during the mid-1990's, and a window and roof project completed in 2005. The past two budgets were overwhelmingly supported by the entire community, proven by the highest voter approval rates in recorded Roxbury history.

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BASIC SCHOOL DISTRICT DATA

STUDENT RACIAL/ETHNIC ORIGIN

	2003-2004		2004-2005		2005 - 2006	
	No. of students	% of Enroll	No. of students	% of Enroll	No. of students	% of Enroll
American Indian, Alaskan, Asian, or Pacific Islander	5	1.4%	5	1.5%	5	1%
Black (Not Hispanic)	8	2.2 %	8	2.3%	9	3%
Hispanic	2	0.6%	4	1.2%	6	2%
White (Not Hispanic)	342	95.8%	325	95%	338	94%

LIMITED ENGLISH PROFICIENT STUDENTS (LEP)

2003-2004		2004-2005		2005 - 2006	
No. of Students	% of Enroll	No. of Students	% of Enroll	No. of Students	% of Enroll
3	0.8%	0	0%	2	1%

ATTENDANCE, SUSPENSION AND DROPOUT RATES

	2003-2004		2004-2005		2005 - 2006	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.3%		94.6%		95%
Student Suspensions	26	7.3%	6	2%	20	6%
Student Dropouts	5	4.4%	1	.9%	0	0%
Entered Alternative HS	4	4.25%	5		4	1%

STUDENT SOCIOECONOMIC AND STABILITY INDICATORS (PERCENT OF ENROLLMENT)

	2003-2004	2004-2005	2005 - 2006
Free Lunch	19.1%	17.3%	17%
Reduced Lunch	10.4%	8.8%	9%
Public Assistance	1 – 10%	NA	NA
Student Stability	97%	NA	94%

DISAGGREGATION OF STUDENT DATA

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Not applicable due to school size. Please see appendix of state report card.

HIGH SCHOOL COMPLETERS

District Name: Roxbury Central School _____

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High School Graduates Earning Regents Diplomas (All Students):

2003-2004			2004-2005			2005 - 2006		
Total Graduates	Regents Diploma	% Regents Diploma	Total Graduates	Regents Diploma	% Regents Diploma	Total Graduates	Regents Diploma	% Regents Diploma
18	8	44%	22	14	64%	30	19	63%

Distribution of 2003-2004 Graduates (All Students):

	To 4-year College	To 2-year College	To Other Postsecondary	To the Military	To Employment	Other
Number	6	6	2	0	4	0
Percent	33%	33%	11%	0%	22%	0

2003 - 2004 High School Completers with Disabilities

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003 - 2004 Completers (a+c)
3	0	2	5

*Local Diplomas (including local diplomas with Regents endorsements)

Distribution of 2004-2005 Graduates (All Students):

	To 4-year College	To 2-year College	To Other Postsecondary	To the Military	To Employment	Other
Number	4	14	0	0	4	0
Percent	18%	64%	0%	0%	18%	0%

2004-2005 High School Completers with Disabilities

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2004 - 2005 Completers (a+c)
5	2	0	5

*Local Diplomas (including local diplomas with Regents endorsements)

Distribution of 2005-2006 Graduates (All Students):

	To 4-year College	To 2-year College	To Other Postsecondary	To the Military	To Employment	Other
Number	13	7	0	3	7	0
Percent	43%	23%	0%	10%	23%	0%

2005-2006 High School Completers with Disabilities

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2006-2006 Completers (a+c)
10	7	2	9

*Local Diplomas (including local diplomas with Regents endorsements)

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Assessment of State/Local Standards						
Benchmarks for Elementary, Middle and Secondary Education	Local School District Essential Data on State Goals					
	2003-2004	2004-2005	2005-2006	- % Gap	- % Gap	- % Gap
				2003-2004	2004-2005	2005-2006
Percent of students scoring 4 on Grade 4 ELA	10%	3%	0%			
Percent of students scoring 3 on Grade 4 ELA	45%	63%	52%	-45%	-27%	-38
Percent of students scoring 2 on Grade 4 ELA	45%	30%	29%			
Percent of students scoring 1 on Grade 4 ELA	0%	3%	19%			
Percent of students scoring 4 on Grade 4 Mathematics	10%	13%	8%			
Percent of students scoring 3 on Grade 4 Mathematics	70%	63%	46%	-20%	-27%	-34
Percent of students scoring 2 on Grade 4 mathematics	20%	23%	42%			
Percent of students scoring 1 on Grade 4 mathematics	0%	0%	4%			
District Mean in Grade 4 Science*/State Mean: Content	90%	86%	77%	+10%	+6%	-3
Percent of students scoring levels 3 & 4 on Grade 5 Social Studies*	75%	69%	93%	-5%	-11%	+13
Percent of students scoring levels 3 & 4 on Grade 8 Social Studies*	32%	50%	52%	-48%	-30%	-28

Assessment of State/Local Standards						
Benchmarks for Elementary, Middle and Secondary Education	Local School District Essential Data on State Goals					
	2003-2004	2004-2005	2005-2006	- % Gap	- % Gap	- % Gap
				2003-2004	2004-2005	2005-2006
Percent of students scoring level 4 on Grade 8 ELA	8%	22%	4%			
Percent of students scoring level 3 on Grade 8 ELA	23%	35%	50%	-69%	-23%	-26
Percent of students scoring level 2 on Grade 8 ELA	58%	26%	38%			
Percent of students scoring level 1 on Grade 8 ELA	12%	17%	8%			
Percent of students scoring level 4 on Grade 8 Mathematics	8%	0%	0%			
Percent of students scoring level 3 on Grade 8 Mathematics	44%	54%	8%	-48%	-46%	-92
Percent of students scoring level 2 on Grade 8 Mathematics	32%	42%	63%			
Percent of students scoring level 1 on Grade 8 Mathematics	16%	4%	29%			
Percent of Graduates obtaining a Regents Diploma	44%	64%	63%			
90% of all students passing Comprehensive English Regents*	63%	67%	82%			
90% of all students passing Math Course 1 Regents* (>65)	NA	NA	NA			
90% of all students passing Math A Regents (>65)	89%	85%	95%	-1%	-5%	+5%
90% of all students passing Math B Regents (>65)	82%	76%	69%	-8%	-14%	-21%
90% of all students passing Physical Setting/Earth Science Regents (>65)	76%	65%	73%	-14%	-25%	-17%

Assessment of State/Local Standards						
Benchmarks for Elementary, Middle and Secondary Education	Local School District Essential Data on State Goals					
	2003-2004	2004-2005	2005-2006	- % Gap	- % Gap	- % Gap
				2003-2004	2004-2005	2005-2006
90% of all students passing Living Environment/Biology Regents (>65)	97%	100%	100%	+7%	+10%	+10%
90% of all students passing Physical Setting/Chemistry Regents (>65)	67%	80%	100%	-24%	-10%	+10%
90% of all students passing Physics Regents (>55)	NA	NA	NA	NA	NA	NA
90% of all students passing Social Studies 11 Regents*(>55)	92%	86%	92%	+2%	-4%	+2%
90% of all students passing Global Studies Regents*(>55)	94%	96%	71%	+4%	+6%	-19%
90% of all students passing Spanish Regents(>55)	93%	100%	100%	+3%	+10%	+10%
An annual district-wide attendance rate in excess of 90%	94.6%	95%	95%	+4.6%	+5.0%	+5.0%
An annual district-wide suspension rate at 1% or less	7.3%	.9%	6%	-7.1%		
An annual drop-out rate of 3% or less	4.4%	.9%	0%	-1.4%	-2.1%	

* = SED Required

Students with Disabilities											
STATE/VESID INDICATORS	STATE/FEDERAL BENCH-MARK	DATA SOURCE	2003-2004			2004-2005			2005-2006		
			Actual # Students/ # Eligible	# SWDs Exempt	%	Actual # Students/ # Eligible	# SWDs Exempt	%	Actual # Students/ # Eligible	# SWDs Exempt	%
1. % of SWDs exiting with a Regents, Local or High School Equivalency Diploma	80%	PD-5 (Section A Summary)	4/6	0	67%	4/5	4	** Transferred	6/9	5 ** Transferred	66%
2. % of SWDs who drop out		PD-5 (Section A Summary)	0/6	0	0%	1/5	NA	20%	1/9	0	11%
3. % of SWDs participating in the 4 th Grade ELA state assessment	95%	School Report Card	1/1	0	100%	3/3	0	100%	5/5	0	100%
4. % of SWDs participating in the 4 th Grade Math state assessment	95%	School Report Card	1/1	0	100%	3/3	0	100%	5/5	0	100%
5. % of SWDs participating in the 8 th Grade ELA state assessment	95%	School Report Card	7/7	0	100%	5/5	0	100%	5/5	0	100%
6. % of SWDs participating in the 8 th Grade Math state assessment	95%	School Report Card	8/8	0	100%	6/6	0	100%	5/5	0	100%
7. % of SWDs scoring 3 or 4 -- 4 th Grade ELA	Annual yearly progress (TBA by Commissioner annually)	School Report Card	1/1	**	**	3/3	0	**	5/5	0	20%
8. % of SWDs scoring 3 or 4 -- 4 th Grade Math	Annual yearly progress (TBA by Commissioner)	School Report Card	1/1	**	**	3/3	0	**	5/5	0	20%

Students with Disabilities											
STATE/VESID INDICATORS	STATE/FEDERAL BENCH-MARK	DATA SOURCE	2003-2004			2004-2005			2005-2006		
			Actual # Students/ # Eligible	# SWDs Exempt	%	Actual # Students/ # Eligible	# SWDs Exempt	%	Actual # Students/ # Eligible	# SWDs Exempt	%
	annually)										
9. % of SWDs scoring 3 or 4 -- 8 th Grade ELA	Annual yearly progress (TBA by Commissioner annually)	School Report Card	7/7	0	0%	5/5	0	0%	5/5	0	0%
10. % of SWDs scoring 3 or 4 -- 8 th Grade Math	Annual yearly Progress (TBA by Commissioner annually)	School Report Card	8/8	0	13%	6/6	0	17%	5/5	0	20%
11. % of SWDs with high score from 55-100 on Regents English		School Report Card	5/5	0	40%	8/8	0	12%	3/3	0	**
12. % of SWDs with high score from 55-100 on Regents Mathematics (Course A)		School Report Card	8/8	0	100%	3/3	#	#	5/5	0	80%
13. % of preschool SWDs receiving special education services in integrated settings	Equal the percentage of school-age SWDs in integrated settings	PD-4 (Section A, lines 1, 3, & 5)	0/0	0	0%	1/1	0	100%	3/3	0	100%
14. % of school-age SWDs receiving services in general education buildings	National average (95.86% as of 1997-98)	PD-4 (Section C, Report of All SWDs)	66/67	NA	99%	68/69	NA	99%	67/68	NA	99%
15. % of school-age SWDs in general education	Exceed national average	PD-4 (Section C, Report of All	50/67	NA	75%	58/69	NA	84%	50/68	NA	74%

Students with Disabilities											
STATE/VESID INDICATORS	STATE/FEDERAL BENCH-MARK	DATA SOURCE	2003-2004			2004-2005			2005-2006		
			Actual # Students/ # Eligible	# SWDs Exempt	%	Actual # Students/ # Eligible	# SWDs Exempt	%	Actual # Students/ # Eligible	# SWDs Exempt	%
classrooms (80-100% of the school day)	(46.42% as of 1997-98)	SWDs)									
16. % of school-age SWDs classified	Will decrease	PD-1; BEDS	67/372	NA	18%	69/358	NA	19%	68/358	NA	19%
17. % of SWDs transitioning to post-school, post-secondary education, employment, or day program alternatives	Equal to nondisabled peers	PD-5 (Section B Total Column)	6/6	0	100%	4/5	NA	80%	9/10	NA	90%

**ASSESSMENT OF STATE STANDARDS
ELA**

ELA 3													ELA 5				
TOTAL POPULATION TESTED																	
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap			
		1	2	3	4				1	2	3	4					
2005-2006	33	18%	24%	55%	3%	139 /150	-11	29	3%	42%	48%	7%	152 /150	+2			
GENERAL EDUCATION STUDENTS																	
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap			
		1	2	3	4				1	2	3	4					
2005-2006	28	14%	22%	60%	4%	150	0	26	**	**	**	**	**	**			
STUDENTS WITH DISABILITIES																	
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap			
		1	2	3	4				1	2	3	4					
2005-2006	5	40%	40%	20%	0%	80	-70	3	**	**	**	**	**	**			
ELA 4									ELA 8								
TOTAL POPULATION TESTED																	
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap			
		1	2	3	4				1	2	3	4					
1999-2000		8%	54%	29%	8%	128 /140	-12	22	5%	36%	45%	14%	154 /140	+14			

2000-2001	20	5%	35%	55%	5%	155 /140	+15		27	7%	37%	37%	19%	149 /140	+9
2001-2002	26	4%	42%	46%	8%	150 /145	+5		33	6%	30%	30%	33%	156 /145	+11
2002-2003	32	0%	41%	50%	9%	159 /150	+9		30	7%	37%	53%	3%	149 /150	-1
2003-2004	20	0%	45%	45%	10%	155 /150	+5		26	12%	58%	23%	8%	120 /150	-30
2004-2005	30	3%	30%	63%	3%	162 /150	+12		23	17%	26%	35%	22%	140 /150	-10
2005-2006	27	18.5%	29.6%	51.9%	0.0%	133 /150	-17		24	8%	38%	50%	4%	146 /150	-4

GENERAL EDUCATION STUDENTS

YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap		# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4					1	2	3	4		
1999-2000									17						
2000-2001	16	**	**	**	**	**	**		19	0%	21%	53%	26%	179	+39
2001-2002	21	5%	38%	47%	10%	152	+7		26	0%	19%	39%	42%	181	+36
2002-2003	25	0%	28%	60%	12%	172	+22		25	0%	36%	60%	4%	164	+14
2003-2004	19	**	**	**	**	**	**		19	5%	53%	31%	11%	137	-13
2004-2005	27	**	**	**	**	**	**		18	6%	22%	44%	28%	166	+16
2005-2006	22	14%	27%	59%	0%	145	-5		19	0%	32%	63%	5%	163	+13

STUDENTS WITH DISABILITIES

YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap		# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4					1	2	3	4		
1999-2000									5	20%	60%	20%	0%	100	-40
2000-2001	4	**	**	**	**	**	**		8	25%	75%	0%	0%	75	-65
2001-2002	5	0%	60%	40%	0%	140	-5		7	29%	71%	0%	0%	71	-74
2002-2003	7	0%	86%	14%	0%	114	-36		5	40%	40%	20%	0%	80	-70
2003-2004	1	**	**	**	**	**	**		7	29%	71%	0%	0%	71	-79
2004-2005	3	**	**	**	**	**	**		5	60%	40%	0%	0%	40	-110
2005-2006	5	40%	40%	20%	0%	80	-70		5	40%	60%	0%	0%	60	-90

		ELA 6						ELA 7						
TOTAL POPULATION TESTED														
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4				1	2	3	4		
2005-2006	20	5%	50%	30%	15%	140 /150	-10	33	6%	30%	64%	0%	158 /150	+8
GENERAL EDUCATION STUDENTS														
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4				1	2	3	4		
2005-2006	19	**	**	**	**			26	0%	23%	77%	0%	177	+22
STUDENTS WITH DISABILITIES														
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4				1	2	3	4		
2005-2006	1	**	**	**	**			7	29%	57%	14%	0%	85	-65

**ASSESSMENT OF STATE STANDARDS
MATH**

		MATH 3						MATH 5						
TOTAL POPULATION TESTED														
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4				1	2	3	4		
2005-2006	33	6%	33%	58%	3%	154 /150	+4	29	7%	45%	45%	3%	141 /150	-9
GENERAL EDUCATION STUDENTS														
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4				1	2	3	4		
2005-2006	28	4%	35%	57%	4%	157	+7	26	**	**	**	**	**	**
STUDENTS WITH DISABILITIES														
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4				1	2	3	4		
2005-2006	5	20%	20%	60%	0%	140	-10	3	**	**	**	**		
		MATH 4						MATH 8						
TOTAL POPULATION TESTED														
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4				1	2	3	4		
1999-2000	24	0%	13%	67%	21%	189 /140	+49	23	4%	57%	35%	4%	135 /140	-5

2000-2001	19	0%	5%	63%	32%	195 /140	+55		27	15%	37%	41%	7%	133 /140	-7
2001-2002	25	0%	60%	40%	0%	140 /145	-5		33	9%	21%	67%	3%	161 /145	+16
2002-2003	31	0%	16%	74%	10%	184 /150	+34		30	10%	47%	43%	0%	133 /150	-17
2003-2004	20	0%	20%	70%	10%	180 /150	+30		25	16%	32%	44%	8%	136 /150	-14
2004-2005	30	0%	23%	63%	13%	175 /150	+25		24	4%	42%	54%	0%	150 /150	0
2005-2006	26	4%	42%	46%	8%	150 /150	0		24	29.2%	62.5%	8.3%	0.0%	79 /150	-71

GENERAL EDUCATION STUDENTS

YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap		# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4					1	2	3	4		
1999-2000	19								17						
2000-2001	15	**	**	**	**	**	**		19	0%	32%	57%	11%	168	+28
2001-2002	20	0%	60%	40%	0%	140	-5		26	4%	11%	81%	4%	181	+36
2002-2003	24	0%	13%	75%	13%	189	+39		25	4%	44%	52%	0%	148	-2
2003-2004	19	**	**	**	**	**	**		17	0%	29%	59%	12%	171	+21
2004-2005	27	**	**	**	**	**	**		18	0%	33%	67%	0%	167	+17
2005-2006	21	0%	38%	52%	10%	162	+12								

STUDENTS WITH DISABILITIES

YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap		# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4					1	2	3	4		
1999-2000	5	0%	20%	80%	0%	180	+40		5	20%	80%	0%	0%	80	-60
2000-2001	4	**	**	**	**	**	**		8	50%	50%	0%	0%	50	-110
2001-2002	5	0%	60%	40%	0%	140	-5		7	29%	57%	14%	0%	85	-60
2002-2003	7	0%	29%	71%	0%	171	+21		5	40%	60%	0%	0%	60	-90
2003-2004	1	**	**	**	**	**	**		8	50%	37%	13%	0%	63	-87
2004-2005	3	**	**	**	**	**	**		6	17%	66%	17%	0%	100	-50
2005-2006	5	20%	60%	20%	0%	100	-50								

MATH 6							MATH 7							
TOTAL POPULATION TESTED														
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4				1	2	3	4		
2005-2006	20	10%	55%	35%	0%	86 /150	-64	33	21%	46%	33%	0%	112 /150	-38
GENERAL EDUCATION STUDENTS														
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4				1	2	3	4		
2005-2006	19	**	**	**	**	**	**	25	16%	44%	40%	0%	124	-26
STUDENTS WITH DISABILITIES														
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4				1	2	3	4		
2005-2006	1	**	**	**	**	**	**	8	37%	50%	13%	0%	76	-74

Key Indicators of Student Success:

List and describe the district-identified key indicators of student success.

Key Indicator of Student Success: A student focused measurable outcome which the district has the ability, desire, or need to influence and for which it is willing, or required, to be held accountable.

1. Increased number of students graduating at the New York State standard level.
2. Increased number of students meeting the National Honor Society Membership criteria.
3. Increased number of students qualifying for the Honor Privilege Eligibility List.
4. Increased number of students placed on Principal and Superintendent's Academic List.
5. Increased student motivation as observed through participation in: NYS Student Athlete Scholars, Drama Performances, Jr./Sr. High School Science Olympiad participation, High School Athletic teams, and Elementary & High School adjudications – NYSSMA.
6. Elementary Students of the Month.
7. Increased number of students qualifying for graduation scholarships – Academic, Athletic, Citizenship, & Leadership.
8. Increased number of students participating in advanced placement and distance & virtual learning offerings.
9. Decreased student numbers requiring Academic Intervention Services (AIS) in the late grades and more effective means of identifying struggling learners in the lower elementary grades.
10. Improved student performance through participation in the Homework Help after school program.
11. Increased number of students attaining mastery on the key benchmarks.
12. Increased number of students achieving level 3 & 4 on all state assessments.
13. Increased number of students scoring within grade appropriate range on the Early Literacy Profile.
14. Increased number of students graduating with NYS Regents Diplomas.
15. Increased number of students attending institutions of higher education.

District Name: Roxbury Central School
BEDS Code: 121502040000

CHECKLIST OF DATA USED: Please check the sources you used.	
X	School Report Card
X	BEDS Data
X	Public School District Reports PD – 1/4 5
X	The CAR Report
X	Attendance Rates; students and teachers
X	Graduation and Drop-Out Rates
X	Special Populations, LEP, Individuals with Disabilities, Homeless
X	Teacher/Student Ratios
X	Number of Uncertified Teachers
X	Student and Community Ethnic Data
X	Dominant Languages
X	Enrollment
X	Special Designation Schools, SURR, Title I
X	Early Literacy Profile
X	Mission Statement/Vision Statement Analysis
X	Belief Statement Survey
X	Honor Privilege Data
X	School Lunch Information
X	Student Activity Data
X	School Alliance for Continuous Improvement (SACI)
X	Error Coding of NYS Assessments
X	Professional Development Hours & Curricular Areas Addressed
X	Numbers of Students receiving AIS

SECTION III: ROOT CAUSES ANALYSIS
Part 1: GAPS

District Name: Roxbury Central School
BEDS Code: 121502040000

Gaps in Relation to Key Indicators	Root Causes
<p>Math K-12</p> <p><i>Gaps exist in student achievement as verified through results of NYS Math exams 3 – 8 in grades 5, 6, 7, & 8</i></p> <p><i>** Due to late & lack of sufficient data, a decision was made to revise this section in the Fall of 2007 when sufficient data is available.</i></p>	<p>While math curriculum has been aligned to NYS standards K – 12 the effect is yet to be determined.</p>

ELA K-12

Gaps in the following areas exist in student achievement as verified through results of NYS Math exams 3 – 8 in grades 3, 4, 6, & 8

- Sequencing events
- Inference
- Using supporting details
- Knowledge of literary elements
- Fact vs. Opinion
- Editing Skills
- Using specific evidenced
- Interpreting data

1. K – 12 curriculum does not have a common document that is designed to align Roxbury Central School ELA standards and benchmarks. (Verified by SACI report)
2. ELA K – 12 is not delivered consistently. (Verified by SACI document)
3. There is a need for a common instructional philosophy throughout the ELA program K – 12 verified through SACI and anecdotal evidence.
4. While progress in the alignment of the writing process and spelling and vocabulary programs has been accomplished in the school calendar year, continued work in these areas is needed.
5. While a literacy program, “Literacy by Design”, has been selected for the 2007 – 2008 academic year, professional development in this curriculum is needed to support the implementation.

ROOT CAUSES ANALYSIS

Part 2: Successes

District Name: Roxbury Central School

BEDS Code: 121502040000

Strengths

Math K-12

***Due to late & lack of sufficient data, a decision was made to revise this section in the Fall of 2007 when sufficient data is available.*

ELA K-12

Verified through error coding the NYS 3 – 3 ELA exams the following strengths have been identified:

- Listening Skills
- Main Idea
- Identifying Themes

SUCSESSES 03 - 04

English Language Arts

Grade 2 – 6 in-house writing consultant from Columbia University

- Writing consultant provides training and instruction through daylong workshops and seminars. This additionally includes modeling of effective writing instruction and techniques.

ELA Monthly Meetings

- Monthly meetings were initiated for the purpose of supporting continuous improvement in ELA K – 12.

Introduction of FLOB

- The program “For the Love of Books” (FLOB) was implemented in replacement of Parents As Reading Partners (PARP). The program is designed to promote literacy throughout the building. It included a variety of collaborative activities that supported student’s literacy development.

Book Club

- The Library and Reading Departments began a book club for grades 5 – 6 that meets during lunchtime.

Math

K – 12 Math Curriculum Alignment

- The math curriculum in grades K – 12 has been aligned to NYS standards. Grades K – 6 have adopted the Saxon Math Series in an effort to create unified consistent math instruction.

Remedial Math

- The remedial math program in grades K – 6 is based on application and use of Math Solutions theories. These theories are research based.

School Alliance for Continuous Improvement (SACI) Math Visit

- SACI is a consortium of rural, urban, and suburban school districts that have a commitment to continuous analysis and reevaluation of their educational programs to maintain a dynamic and growing learning environment. The SACI consortium is supported via a coser through Madison-Onieda BOCES and is recognized by the Middle States Association for School Improvement. A SACI Training Visit was performed in the spring of 04, which generated a document identifying areas of strength, in need of improvement and best practices.

Technology

Integration of technology into the curriculum

- The integration of technology into the curriculum and its plan has been identified by the 2004 SACI report as a best practice of Roxbury Central School.

Technology Presentations

- Roxbury Central School presented at the BOCES Superintendents Day Technology Conference in the area of best practices in integrating technology into the curriculum.

Science

Curriculum Alignment

- The K – 12 science teachers have begun the process of mapping the science curriculum.

Professional Development

SACI Training

- Six additional RCS faculty have been trained in the SACI process. This process trains teams of teachers and administrators as “critical friends”. These professionals who will review and validate evidence of a districts

progress in planning, implementing, and attaining results to provide useful feedback which encourages self reflection and continuous improvement.” (SACI Handbook)

Monthly Professional Development Afternoons

- Continue to provide the RCS faculty and staff with professional development and collaborative opportunities via monthly early release days. These scheduled programs and opportunities are reflective of the CDEP implementation plan.

Tech Thursdays

- Continue to provide professional development in the area of technology via “after school help” for faculty and staff in the computer lab weekly.

Programming/Committees/Plans

CROP

- RCS, in conjunction with other area schools and BOCES, received a CROP grant, which allows students to receive academic and enrichment activities during the summer and after school during the school year.

Middle/High School Meetings

- The middle and high school faculty and staff have opened dialogue in an attempt to address academics, discipline, scheduling, study skills, and general issues.

Middle/High School Interdisciplinary Areas of Study

- The middle and high school level classes have developed interdisciplinary units of study. Examples are the middle school Egyptian Unit and the Global 9 & English projects. A cooperative effort between the Home and Careers and Business education teachers created an employability profile that will follow each student from 8th grade until graduation. Integrated projects and plans have been extended to incorporate Special Education and Option classes.

TONYSS Assessments

- A uniform math and ELA assessment that is aligned with the NYS standards, TONYSS, for grades 2, 3, 5, & 6 were implemented.

Parent Advisory Committee

- The parent advisory committee was developed to assist with determining the proper use of allocated federal funds. Additionally this committee provides a forum for parents to voice their concerns and advise the faculty and BOE on areas that they view as important for school improvement.

Character Education Program

- As a result of the monthly professional development days, the LTA's and Aides have developed a character education program that will be implemented in the fall of 2004.

RCS Buddy Program

- The 2004 SACI report identified the RCS Buddy Program as an area of strength. This program connects people of various age and class levels to increase awareness, communication, collaboration, and cooperation among the various groups.

Mentoring Plan

- RCS has developed a teacher-mentoring plan to assist and support newly hired and certified teachers, new teachers to RCS, and teachers changing positions in the district. This plan will be implemented in fall 2004.

Student and Parent CDEP Representatives

- The membership of the SDM Team has been incorporated into the CDEP Team to promote a more unified decision making process that involves input and representation from all stakeholders in Roxbury's educational community.

Awards

2004 New York State Business Council Pathfinder Award

- This award is presented to schools in New York State which have demonstrated significant improvement in ELA 4 and Math 4.

New York State School Most Improved

- RCS was identified as a 2004 NYS school most improved in the area of ELA 4.

SUCSESSES 04 - 05

English Language Arts

Implemented grade 2 – 6 standardized testing aligned with NYS standards (TONYSS)
Teacher led book study group
Bi-Monthly ELA meetings grades K – 6 to discuss and address ELA issues.

Math

Implemented Saxon Math grades K – 6
Implemented grade 2 – 6 standardized testing aligned with NYS standards (TONYSS)
Math meetings pertaining to the implementation of the Saxon Math Program

Technology

Implemented attendance software
Implemented grading software to network with guidance office grades 5 – 12
Technology Fair

- District wide fair highlighting best practices and integrating technology into the classroom.
- Forums provided for K – 12, professional development and community participation.

Science

A K – 12 Science curriculum was developed and aligned with NYS standards.
A consistent K – 8 Science Vocabulary Document was created.

Professional Development

Monthly Professional Development Afternoons

- Continue to provide the RCS faculty and staff with professional development and collaborative opportunities via monthly early release days. These scheduled programs are reflective of the CDEP implementation plan.

03 –04 Task Groups

- Five task groups were developed to address needs identified by CDEP as key focus areas for the 04 –05 calendar year. The five areas were:
 - Character Education:
Developed a K – 12 character education curriculum, including words of the month, school wide and community connected activities, and various lesson connections.
 - Student Mentoring:
Developed a Student – Teacher mentoring program to provide needed support to students social, behavioral, and academic growth. This program ensures that all students entering into the 7th grade are provided with an adult mentor. Additionally, students identified as students in need are also involved in the program.
 - Integration of Technology into the Classroom:
Assessed the amount and usage of technology within the building as well as in the classroom.
Sponsored and hosted the RCS Technology Fair.
Provided Professional Development in GradeQuick.
 - Science Curriculum Alignment
Developed and aligned K – 12 Science Curriculum
Created K – 8 Vocabulary Document.
 - Middle School (Grade 5 – 8) Issues
Addressed issues pertaining to grades 5 – 8 in the areas of study skills, organizational skills, behavioral issues, & AIS.

Programming/Committees/Plans

RCS hired a full time computer coordinator/technician to provide technical support and services within the building, as well as provide professional development.

CROPS Bridges

- Provides homework help for grades 5 – 8

Homework Help

- Provides homework help for grades 6 - 12

SUCSESSES 05 - 06

English Language Arts

K – 12 Curriculum Alignment

- Aligned vocabulary program grades 5 - 12
- Aligned spelling program grades 2 - 6
- Writing Workshop training grades K – 8

Implementation and in-service training in Read Naturally Program

ELA 4 scores (Levels 3 & 4) over the past three years: 59%, 55%, 66%.

Middle level ELA scores increased at level 3 & 4 from 31% to 58%.

Middle level ELA scores reflect the 04 – 05 goal of a 10% annual increase.

Math

K – 12 Curriculum Alignment

- Implementation of Saxon Math through grade 8

Middle level Math scores at levels 3 & 4 increased from 43% to 54% over the past three years.

Middle level Math scores reflect the 04 – 05 goal of a 10% annual increase.

Technology

Rocketech Page

- A page was created by the Tech Committee to provide templates, best practices in technology integration, and teacher help which is hosted on the network.

Grading Software

Implementation of grading software and IEP's to network with the guidance office.

Science

Middle level Science scores at levels 3 & 4 has increased from 79% to 91%.

Implementation of K – 8 aligned curriculum and vocabulary.

Professional Development

Writing Workshop Consultant for grades K – 8.

Large group consensus presentation identifying and targeting co-teaching needs, resources, and strategies to implement increased co-teaching opportunities in the building.

Training provided in Response To Intervention (RTI) processes, Read Naturally, WYNN/Test Talker to support student needs.

Rural Poverty Presentations including theories and instructional strategies.

Programming/Committees/Plans/Climate/Student Outcomes

Implementation of New York State exams grade levels 3 – 8 and TONYSS grade 2.

Character Education

- Assemblies & Words of the Month
- Inspirational morning messages

Parent & Community Involvement Committee

- Revised newsletter format
- Community fun night

High School students graduating with regents diploma rose from 25% to 64% over the past three years.

SECTION IV: IMPLEMENTATION PLAN

District Name: Roxbury Central School

BEDS Code: 121502040000

SHORT TERM GOALS

English Language Arts - * Priority Area of focus for 2007 – 2008*

Gap:

ELA K – 12 Maintain and improve increased levels of student performance. (AIS, PDP, SACI LAP)

Scores were significantly below standard as indicated by the calculated performance indicator of 139 in grade 3, 133 in grade 4, 140 in grade 6, & 146 in grade 8. (AIS, LAP, PDP, CSPD)

See Gaps identified in Section III Part 1

Overall Goal:

Improve scores on ELA assessments by 10% annually.

<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>	<i>Folded Plans</i>
Supporting Goals	Strategies/Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources To Be Used	Who Does It	
Examine curriculum implementation & development	Development of aligned K – 8 writing process	Monthly Professional Development Days Periodic In-service days	K – 8 Faculty & students	Ongoing 4 - 6 6/08	General Funds, CDEP, enabling grants	consultants, K – 8 faculty Consultants	PDP CSPD LAP SACI

	Implement “Literacy by Design” program grades K - 5	Monthly Professional Development Days Periodic In-service days	K – 5 Faculty & AIS Faculty	6/08	General Funds, CDEP, enabling grants	consultants, K – 6 faculty Consultants	PDP CSPD LAP SACI
	Create grade 6 literacy program to reflect K – 5 “Literacy by Design.”	Monthly Professional Development Days Periodic In-service days	K – 8 Faculty & AIS Faculty	6/08	General Funds, CDEP, enabling grants	consultants, K – 6 faculty Consultants	PDP CSPD LAP SACI

MATH

Gap:

Math K – 12 Scores were below standard as indicated by the calculated performance indicator of 141 in grade 5, 86 in grade 6, 112 in grade 7, and 79 in grade 8 (AIS, LAP, PDP, CSPD)

See Gaps identified in Section III Part I

Overall Goal:

Improve scores on Math assessments by 10% annually.

<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>	<i>Folded Plans</i>
Goals	Strategies/ Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources To Be Used	Who Does It	
Improve student achievement in math classes	Analyze and revise current math curriculum to reflect pre & post March expectations for grades 3 – 8.	Monthly Professional Development Days	Math teachers 3 - 8	1/08	General Funds	3 - 8 math teachers, Principal, Remedial math teacher, CDEP Team	LAP AIS

Implementation Plan: Additional needs as identified via NYS & Federal mandates and district surveys.							
Professional Development, Programming, Scheduling, Committees, etc.							
<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>	<i>Folded Plans</i>
Goals	Strategies/Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources To Be Used	Who Does It	
Improve usage & integration of technology throughout the school	Examine & revise K - 3 report card format & comments to implement grading software to network with guidance office.	K – 3 Faculty meetings, Monthly Professional Development Days	K – 12 faculty, guidance, staff	6/08	General Funds	Technology committee, BOCES consultant, Administration	TECH
	Increase video conferencing opportunities K - 12	K – 12 Faculty meetings, Monthly Professional Development Days	K – 12 faculty staff, & students	6/08	General Funds Enabling Grants	Technology committee, K – 12 faculty, BOCES consultant, Administration	TECH
	Examine opportunities of college course offerings	K – 12 Faculty meetings, Monthly Professional Development Days	K – 12 faculty staff, & students	6/08	General Funds Enabling Grants	Technology committee, K – 12 faculty, BOCES consultant, Administration	
Improve Scheduling	Implementation of 30 minute lunch schedule			9/08			

LONG TERM GOALS

English Language Arts - * Priority Area of focus for 2006 – 2007*

Gap:

ELA K – 12 Maintain and improve increased levels of student performance. (AIS, PDP, SACI LAP)

Scores were significantly below standard as indicated by the calculated performance indicator of 139 in grade 3, 133 in grade 4, 140 in grade 6, & 146 in grade 8. (AIS, LAP, PDP, CSPD)

See Gaps identified in Section III Part 1

Overall Goal:

Improve scores on ELA assessments by 10% annually.

<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>	
Goals	Strategies/ Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources To Be Used	Who Does It	<i>Folded Plans</i>
Examine effective teaching practices & implement best practices.	Assess & implement NYS core curriculum K - 12	Monthly Professional Development Days Monthly K – 12 ELA Meetings	Students K – 12	Ongoing	General Funds, BOCES COSER	Administrati on, Faculty K – 12, BOCES consultants	PDP CSPD SACI LAP

	Create vertically and horizontally aligned ELA curriculum K – 12.	Monthly Professional Development Days Faculty Meetings	K – 12 students	Ongoing	General Funds	K – 12 ELA faculty Administration	SACI PDP AIS CSPD LAP
	Develop a consistent student performance expectation document K – 12.	Monthly Professional Development Days Faculty Meetings	K – 12 students	6/08	General Funds	K – 12 faculty & staff Administration	SACI PDP AIS CSPD
	Utilize consultants for data collection, support, and professional development.	Monthly Professional Development Days	RCS population	Ongoing	General Funds, Grants	CDEP team, Administration, BOCES consultants	PDP CSPD AIS SACI LAP

	Use NYS standardized testing in grades 3 -8 for curriculum development & identify AIS students in grades 3 - 8		Students 3 – 8 Faculty	Ongoing	General Funds	Guidance, 2 – 8 Faculty, AIS Coordinator, Administration, CDEP Team	LAP SACI AIS
	Utilize consultants for effective teaching strategies, support, and professional development.	Monthly Professional Development Days, Differentiated Instruction Training	K – 12 Faculty,	Ongoing	General Funds, BOCES COSER	BOCES consultants, CDEP Team	PDP CSPD AIS SACI LAP TECH
	Create a unified and common ELA instructional philosophy K – 12 in writing and reading.	Professional Development Days Faculty Meetings	K – 12 Students	6/08	General Funds	K – 12 ELA faculty Administration	SACI PDP CSPD LAP AIS

<p>50% of graduating seniors taking higher level course work.</p>	<p>Create opportunities via scheduling, distance & virtual learning.</p>	<p>Professional Development Days Conferences</p>	<p>9 – 12 Faculty & Students</p>	<p>6/08</p>	<p>General Funds, BOCES COSER Grants</p>	<p>Guidance, Administration, 9 – 12 Faculty</p>	
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MATH

Gap:

Math K – 12 Scores were below standard as indicated by the calculated performance indicator of 141 in grade 5, 86 in grade 6, 112 in grade 7, and 79 in grade 8 (AIS, LAP, PDP, CSPD)

See Gaps identified in Section III Part I

Overall Goal:

Improve scores on Math assessments by 10% annually.

<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>	<i>Folded Plans</i>
Goals	Strategies/ Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources To Be Used	Who Does It	
Improve instruction in math classes through effective teaching & use of best practices	Data collection and analysis to determine instructional needs	Monthly Professional Development Days	Math teachers K – 12	Ongoing	General Funds	K – 12 math teachers, Principal, Remedial math teacher, CDEP Team	LAP AIS
	Professional development in best practices, effective teaching strategies	Conferences, Presentations, Monthly Professional Development Days	Math teachers	Ongoing	Enabling grants, General Funds	Principal, K – 12 math teachers	TECH PDP CSPD AIS LAP APPR

Implementation Plan: Additional needs as identified via NYS & Federal mandates and district surveys.

**Professional Development, Programming, Scheduling, Committees, etc.
Priority Focus Areas for 2007-2008**

- **Differentiated Instruction**
- **Response to Intervention (RTI)**

<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>	<i>Folded Plans</i>
Goals	Strategies/ Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources To Be Used	Who Does It	
Effective & efficient use of faculty & support staff to improve student performance.	Continue to provide professional development in areas of co-teaching & differentiated instruction	Conference Days, Monthly Professional Development Days	K – 12 students	Ongoing	General Funds Enabling Grants	Administrati on CDEP Team	AIS CSPD APPR PDP
	Provide professional development and training in the area of RTI to effectively monitor student progress.	Conference Days, Monthly Professional Development Days	K – 12 students	Ongoing	General Funds Enabling Grants	K – 12 Faculty & Staff, Administrati on CDEP Team	AIS CSPD APPR PDP

Increase professional shared knowledge of current best practices	Provide opportunity for participation in professional literacy groups	Monthly Professional Development Days, Meetings	K – 12 faculty & staff	Ongoing	General Funds Enabling Grants	CDEP Team K – 12 faculty Administration Teacher Center	PDP APPR
	Provide opportunities for faculty & staff to participate in professional presentations and lectures	Conference Days, Monthly Professional Development Days	K – 12 faculty & staff	Ongoing	General Funds Enabling Grants	CDEP Team K – 12 faculty Administration Teacher Center	PDP APPR
Curriculum Alignment – Library K – 12	To work collaboratively to align library curriculum with core content areas K - 12	Monthly Professional Development Days	K – 12 Faculty	Ongoing	General Funds	Librarian, Aides, K – 12 Faculty	

Improve Advanced placement and accelerated programs	Continue to monitor and study needs of college level course work at the high school level and their effectiveness		K – 12 faculty	Ongoing	General Funds, Enabling Grants	Administrati on AP Committee	TECH
Improve usage & integration of technology throughout the school	Implement grading software to network with guidance office	Technology Committee/ BOCES consultant	K – 12 faculty Guidance Staff	K – 3 Report Cards 6/08	General Funds, Enabling Grants	Administrati on Technology Committee/ BOCES Tech Services	TECH
	Professional Development in computer applications and curriculum integration	Monthly Professional Days – Open computer lab Teacher Center Courses	All district employees	Ongoing	General Funds Enabling Grants	Technology Staff & BOCES	TECH

	Research and improve distance & virtual learning Increase course offering for students and staff	Monthly Professional Days	RCS Community	Ongoing	General Funds Enabling Grants	Administration Technology Staff & BOCES	TECH
	Increase use of RCS Forum as a form of internal and external communication	APPR, PDP	Students, Community, Teachers	Ongoing	General Funds	Technology Committee & Faculty	TECH AIS LAP PDP CSPD
Safety	Ongoing development and review of school safety; crisis intervention plan; professional development in crisis intervention, first aid, CPR & AED safety management, and SAVE legislation	General Meetings	All district employees	Ongoing	General Funds	Administration Crisis Team, District employees (Maintenance, cafeteria, & transportation staff) Safety Committee	

Character Education	Continue to provide district wide character education & increase 7 – 12 participation.	Monthly Professional Development Days	LTA's K-12 Faculty	Ongoing	Enabling Grants General Funds	K-12 Faculty & Staff, Student Council	
Improve Scheduling	Implement & assess new schedule to incorporate schedule changes	Scheduling Committee	Grades K – 12	6/08	General Funds	Superintendent, Principal, Technology & Scheduling Committees	TECH SACI
Increase Parent Involvement	Provide professional development opportunities	Monthly professional development days, conferences	K – 12 faculty & staff	Ongoing	General Funds Enabling Grants	Administration, CDEP Team	NCLB

	Provide communication on use of RCS forum to increase parental participation	PTSA Meetings, Newsletter, Conferences	RCS Community	Ongoing	General Funds, Grants	Administration, Technology Committee, CDEP Team, K – 12 Faculty & Staff	NCLB TECH AIS LAP PDP
Improve implementation of Academic Intervention Services	Investigate scheduling options & teacher assignments. Research/observe AIS implementation at other districts.	General Meetings Monthly Professional Days Visitation Days	K – 12 Faculty, Staff, & Students	Ongoing	General Funds	K – 12 Faculty & Staff, CDEP Team, Administration	AIS CSPD
Increase & Improve Professional Communication & Climate	Professional discussions to communicate instructional best practices and strategies to improve student performance.	Monthly Professional Days BOE Meetings Conference Days	K – 12 Faculty & Staff	Ongoing		K – 12 Faculty & Staff, Administration, CDEP	PDP APPR TECH

SECTION V: EVALUATING AND REPORTING RESULTS

District Name: Roxbury Central School

BEDS Code: 121502040000

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

The percentage of students in grades 3 - 8 who score above level 2 on the NYS ELA will increase by 10% each year until the state standard is achieved. The percentage of students with disabilities who score above level 2 on the NYS ELA will increase by 10% for the 2004 – 2005 school year and 10% each year after.

Student scores as assessed by the NYS Early Literacy Profile will improve each year, with a 3-year goal of having 90% of student score within their grade appropriate range as defined by the ELP.

The percentage of students in grades 3 - 8 who score above level 2 on the NYS math assessment will increase by 10% each year until the state standard will be achieved. The percentage of SWD's who score above level 2 on the NYS math assessments will increase 10% each year.

Data maintained by the RIST will demonstrate the effectiveness of implementation of instructional strategies and interventions by documenting the number of students receiving services, the improvements in areas of need, and the effect on CSE referrals. The overall effectiveness of the RIST will be demonstrated by meeting the NYS standards in all areas over time.

Student scores below a level 3 on NYS assessments will determine those students in need of AIS. The need for AIS will also be determined by classroom grades, teacher recommendation, RIST, and other professional assessments (speech therapist, psychologist, school counselor). LEP (Limited English Proficient) and special education students are also eligible for AIS services.

The percentage of students in grade 4 & 8 who score above level 2 on the NYS science assessment will increase by 10% each year until the state standard is achieved.

The percentage of students in grade 5 & 8 who score above level 2 on the NYS social studies assessment will increase by 10% each year until the state standard is achieved.

The number of students who receive AIS intervention in ELA and Math at the elementary will decrease by 5% each year.

The percentage of students scoring above 85% level on High School Regents exams will increase 5%.

Increase the number of students receiving a Regents Diploma with advanced designation.

2. Explain how the district and the planning committee will use evaluation results and data to revise strategies.

Data from the NYS assessments and the ELP will be shared and analyzed in staff meetings and curriculum team meetings during early release days. The information will be analyzed to evaluate the effectiveness of instructional strategies being implemented, to compare with other measures of student performance, and to critically examine the effectiveness of both the assessments and instruction in place as tools for increasing student learning and achievement.

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

Student achievement data will be shared with students, parents, the BOE, and the community through dissemination of the school report card, and newsletter reports containing data related to student achievement. The Roxbury Central School website at roxburycs.org contains information on school achievements and provides a link to the New York State Education website with access to our school report card. The website also provides access to this CDEP plan which includes information concerning the PDP, CSPD, APPR, SACI Report, Technology, AIS, and Mentoring plans. Community forums, which include data on the effectiveness of programs and strategies being implemented, will be held throughout the year. Information nights for particular audiences, such as Kindergarten Orientation, Special Education Parent Meetings, PTSA programs, and Academic Awards programs will include information related to student achievement data.

The parents of students identified as in need of AIS will be notified in writing by the RCS principal. The notification will include a summary of the services to be provided, the reason for services and consequences for not achieving expected performance levels.

SECTION VI: EVALUATION

District Name: Roxbury Central School
BEDS Code: 121502040000

AREAS OF SUCCESS

Successes 06 – 07

English Language Arts

Literacy by Design selected as K – 5 ELA reading program

K – 12 Curriculum Alignment

- Writers Workshop implemented grades K – 4
- Grades 5 – 12 Vocabulary Program selected and implemented
- Grades 2 – 6 Spelling Program (Spell Well) implemented
- Implementation of coach books grades 2 - 8

Implementation of NYS core curriculum grades K - 12

Math

Math A Regents Exam Jan. 07
100% at mastery level

Coach books implemented 2 – 8

Technology

Creation & implementation of RCS Forum

A internal & external communication tool for faculty, staff, students, & community members.

Implementation of videoconferencing K – 12

Upgrade in infrastructure for distance learning room

Increased usage of DL room grades K – 12

Addition of server to house student & faculty data

Implementation of administrated software in health office

WYNN implementation

Professional Development

In house professional development in the area of Co-Teaching & Instructional Strategies

Programming/Committees/Plans/Climate/Student Outcomes

Inclusion of grades 3 – 6 in academic awards program

Scheduling committee

Members include faculty, administration, & guidance

Purchase and placement of new outdoor scoreboard

Restoration of RCS Varsity Ski Team

Rocket Rumors bulletin board

Character Education to include grades 7 – 12

Integration of Library Media Specialist grades 7 – 12 in curricular areas

AREAS IN NEED OF CONTINUED IMPROVMENT

GOALS 05 -06:	SUCCESS INDICATOR:	AREA OF IMPROVEMENT:
Create vertically & horizontally aligned ELA curriculum K - 12	A 5 - 12 vocabulary text implemented for use in the 2006 – 2007 school year. A grade 2 – 6 consistent spelling program implemented Literacy by Design selected as K – 5 literacy program	Continued work in aligning the writing and reading curriculums. Successfully implement “Literacy by Design” grades K – 5. Create grade component of program Adopt non-interrupted 90 minute literacy block grades K - 6
Develop a consistent student performance expectation document K - 12		Added to long term goals for the 07 – 08 plan
Continue to monitor AP/accelerated programs and their effectiveness & increase virtual learning opportunities	Updated technology in DL lab from analog to digital. Moved from closed server to open.	Further investigate and analyze distance learning opportunities.

<p>Implement grading software to network with guidance office K - 12</p>	<p>Grades 4 – 12 successfully submitted and utilized GradeQuick program.</p> <p>Uniformity in the format of report card/progress reports grades 4 – 12.</p> <p>Report comments need revision to reflect new standards and expectations.</p>	<p>Grades K – 3 need further revision of report card system.</p>
<p>Improve Scheduling</p>	<p>Bi-monthly meetings occurring</p>	<p>Scheduling committee needs to further research options</p> <p>Evaluate & assess adapted schedule changes</p>
<p>Improve implementation of AIS services</p>	<p>Expanded AIS math class for 9th grade.</p>	<p>A need for scheduling changes in order to provide AIS to students in need.</p> <p>A need for increased personnel in grades 7 – 12 to provide these services</p> <p>Analyze change in personal use for AIS math in the elementary grades</p>
<p>Improve Professional Communication & Climate</p>	<p>“Rocket Rumors” bulletin board installed to improve sharing of information and celebrate successes for the RCS community</p> <p>Revised newsletter format</p> <p>RCS Forum developed and implemented which</p>	<p>Team building activities</p> <p>Faculty meetings to include a time for an open forum.</p> <p>Initiate large group consensus discussions</p>

	<p>provides internal & external communication for faculty, staff, students & community members.</p> <p>Monthly collaborative groups during CDEP afternoons</p> <p>Monthly awards</p>	
<p>Increase professional shared knowledge of current best practices</p>	<p>Faculty “best practices” sharing at Monthly Professional Development Days</p> <p>“The First Days of School’ by Harry Wong as a professional book read</p>	<p>Continue to support faculty and staff in providing opportunities to participate in professional presentations and lectures as well as external visitations and observations at other districts.</p> <p>Continue Monthly Professional Development Days</p> <p>Continue to submit best practices, templates, lesson plans, etc. to Rocketech page & Forum</p> <p>Continue with monthly professional book read.</p> <p>.</p>

SECTION VII: ASSURANCES AND CERTIFICATIONS

District Name: Roxbury Central School
BEDS Code: 121502040000

Comprehensive District Education Plan Assurances

The Superintendent certifies that:

- Planning was conducted as a team process.
- A school profile was developed using all key data elements available.
- Representatives of all funding/planning areas were involved in the plan development.
- Building staff, parents and the school community were informed and involved, as appropriate, in the process.
- Required school building plans (such as Title I School Improvement and SURR Comprehensive Education Plan) are on file at the building level and were a major resource in the establishment of priorities.
- The Plan meets the requirements of State and federal laws and/or regulations that apply to the programs covered by this Plan
- A Board resolution is on file.

Signature (Superintendent of Schools)

Date