

UPSTATE/LONG ISLAND

GUIDANCE MANUAL

*COMPREHENSIVE
EDUCATIONAL
PLAN
(C E P)*

2011 - 12

GUIDANCE FOR ALL NYSED IDENTIFIED SCHOOLS

- All schools identified by the New York State Education Department (NYSED) as not meeting state standards **must** use the New York State Comprehensive Education Plan (CEP) template (www.emsc.nysed.gov/rss) to develop a two-year improvement plan, whether they receive Title I funding or not. All sections required for the specific phase (identification level) and category(ies) (subject areas) for the school must be completed. **ALL** identified schools, whether receiving Title I funds or not, are required to complete and submit this CEP to NYSED and will receive the same levels of support from NYSED regional liaisons. Certain identified schools must participate in NYSED Differentiated Accountability interventions (SQR, Curriculum Audits, or Joint Intervention Teams) and use the information from those reviews in developing their CEP. The only difference for non-Title I schools is that they are NOT required to provide Supplemental Educational Services (SES) and School Choice and they will not receive School Improvement Grant funds.
- CEP plans must be revised annually and revisions must be sent to NYSED by August 31 of each year. See the cover page (Page 1) of the CEP template for mailing addresses.
 - If a school is moving from one phase to the next during 2011-12 (Corrective Action 1, Restructuring 1), they must submit their new plan, and the district must submit the Corrective Action Plan or Restructuring Plan, by August 31 of the year they reach that status.
 - If the school is remaining in the same phase, they must submit their revised plan, using the template in use when they first wrote the plan. That revision must describe specific changes and provide reasons for the change. The school must use Part 7 of this plan to report revisions. Schools that make AYP for a first year may continue for a second year with the same CEP, even if the plan extends beyond the two years. They must, however, submit a Part 7 update (see above) to NYSED.
- Newly identified schools (Improvement Year 1) have ninety days from date of identification to complete and submit a CEP to NYSED. See the cover page (Page 1) of the CEP template for addresses.
- Districts should work closely with designated schools, assisting them in developing effective plans and providing oversight and support to ensure effective implementation.
 - If a school is entering either Corrective Action or Restructuring, the **DISTRICT** must complete and submit the appropriate district Corrective Action Plan (Part 4) or Restructuring Plan (Part 5).
 - For schools already in Corrective Action or Restructuring, the **DISTRICT** must review the district level plans (Part 4 or Part 5 of the CEP) and submit annual revisions.
 - **Schools newly identified in 2011-12 that are receiving Title I funds**, must provide Supplemental Educational Services (SES) in Year One (1) of Improvement and School Choice **and** SES in Year Two (2) of Improvement and beyond.
 - **Schools newly identified for 2011-12** as Improvement Year One, Corrective Action Year One, Restructuring Year One (1) and Advanced Restructuring will participate in designated NYSED interventions. The recommendations from these reports must be incorporated into the 2011-12 CEP; these schools may have to revise and resubmit their CEPS during the year if changes are mandated.
- **Districts and schools should contact NYSED's Office of School Improvement for additional guidance.** The office has liaisons assigned by regions for all identified schools that are available to support schools and districts. The office phone number is 518-474-5923. The office's website is www.emsc.nysed.gov/rss

GUIDELINES FOR COMPLETING THE COMPREHENSIVE EDUCATIONAL PLAN

SHARED DECISION MAKING (100.11)

All NYSED plans are required to follow the requirements in Commissioner's Regulation 100.11 (Shared Decision Making), which requires districts to include parents and teachers in school-based planning and shared decision making. Specific requirements can be found at <http://www.emsc.nysed.gov/ppd/SharedDecisionMaking/>. These requirements must be followed in developing and evaluating this plan.

PREPARING FOR PLANNING

Planning for school improvement requires systematic analysis of data/information, including an analysis of student needs, existing school processes and improvement initiatives to determine which strategies will improve student achievement. The two-year CEP planning process allows CEP Planning Teams to:

- Review longitudinal (at least the past three years) and current student data (both state and local, summative and formative) and scientifically-based research (SBR),
- Assess the effectiveness of current instructional programs, and school processes; discuss proposed modifications and/or alternatives; develop goals and objectives, and
- Create action plans that translate into observable, actionable and effective strategies to improve student achievement.

Strategies for improvement must include the use of scientifically-based methods for the delivery of high-quality initial instruction to all students identified from any subgroup(s) that did not make AYP. Strategies must also include effective interventions (Academic Intervention Services (AIS) and Response to Intervention (RtI)) for students who score below proficiency on State assessments and/or who are identified as at-risk of not achieving the State standards based on local assessments. In addition, the Action Plan must include a system of timelines for completion of action steps and include a system to monitor implementation. The plan must also identify who is responsible for assessing the impact of action plan strategies on student performance and for adjusting initiatives to support improvement in each priority area.

Parts 1 and 2 of the CEP provide a guide for schools to identify critical information and analyze the school's strengths and needs. In addition, they may add additional sources of information. All schools should gather the suggested information, but should also identify and analyze other information that will assist in identifying specific needs. For example, a team might discover a correlation between student suspensions and lower scores and investigate further to determine **why**. Are students performing poorly because they are missing classes? Following a chain of questions often ends with valuable information that can make a significant difference. By the time a school has worked through Parts 1 and 2, it should have a focused list of priorities and strategies for each priority to use in developing their Action Plan (Part 3).

The **Action Plan (Part 3)** should be developed through collaboration with the CEP Planning Team. This team should include: parents, staff, administrators and students (required for high schools, suggested for middle level). Once the Comprehensive Education Plan (CEP) is approved, it must serve as a basis for implementing instructional strategies, professional development opportunities, and parent involvement activities for the following two school years.

Consider the following guidelines as the plan is developed:

- All school staff, as well as parents, students, and other key stakeholders should have input into the development of the plan.
- Decisions must be informed by an intensive analysis of data (evidence) about student achievement and about the quality and effectiveness of the educational practices, at both school and district levels.
- Identify and review information about best practices and research-based approaches, and learn about best practices and strategies from similar schools that are getting good results.
- Focus on only those few high-impact priorities that will support improvement in identified areas of need.
- Align resources (staff, budget, etc.) to priorities.
- The plan is a living document; evaluate progress at least monthly and adjust as experiences and the evidence justify.
- Careful implementation of strategies, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

As schools progress through NYSED identification status, there is a transition from a school-based plan to an expectation of much greater district oversight and, finally, to more regulation from NYSED. **Differentiated Accountability has been implemented as the new accountability system to determine school status. Each school's status is based on the prior year's testing results.**

- Schools that are not in Good Standing are designated as Basic, Focused, or Comprehensive.
 - Basic designation includes: any school identified for only one subject area and one subgroup (e.g., ELA/SWD or Math/SWD).
 - Focused designation includes: any school that has more than one subject area or subgroup.
 - Comprehensive designation includes: any school identified for the "All Students" group or all subgroups in any subject areas.
- School Improvement plans in Basic and Focused schools can be more focused on identified needs rather than meeting all current federal and state school improvement plan requirements.

RECOMMENDED STEPS TO COMPREHENSIVE EDUCATION PLANNING CHECKLIST

- School superintendent, building principal and administrative team meet to:
 - Ensure that the **district** plans for Corrective Actions and/or Restructuring responsibilities, if the school is at Corrective Action or Restructuring level before the school begins planning, and that the district plan guides development of the school plan.
 - Review CEP template and contact Regional Liaison if there are questions.
 - Identify planning team members, consistent with CR 100.11 and develop a plan to ensure district, school, parent and community involvement (<http://www.emsc.nysed.gov/ppd/SharedDecisionMaking/>).
 - Set timelines and team procedures.
 - Determine what information should be collected and analyzed.
 - Review performance accountability data.
- School superintendent and building principal may identify additional partners and determine roles and responsibilities in developing the *Comprehensive Education Plan (CEP)*, and, where required, the *Corrective Actions/Restructuring* components.
- Planning facilitator is identified (optional, but recommended).
- CEP Planning Team is trained or receives a review of causal analysis and team functions.
- Team reviews and analyzes State assessment data, identifies performance gaps **and** identifies school processes/structures that are problematic (curriculum, instruction, scheduling, climate and culture, attendance, etc.).
- Team reviews and discusses the research on school improvement.
- Team analyzes information and determines which school improvement strategies will have the greatest impact on improving student achievement (Part 1 and 2 of CEP)
- Team shares findings with the district, school faculty, parents and community representatives and receives feedback on proposed improvement strategies.
- District and building administrators approve priorities and identify supports and resources, including Title I School Improvement funding, if applicable.
- Action Plans (Part 3 of CEP) are developed based upon the approved priorities and identified resources. Processes for ongoing review and evaluation of the plan are included.

- Team considers costs of implementing the plan and determines, with the district, how those costs will be funded.
- Consultation sign off is completed (page 2 of CEP).
- Actions plans are reviewed by district and school leaders and by key staff responsible for implementing each component of the action plan.
- CEP* is prepared and approved by the superintendent and school board of education.
- Plan is submitted to RSS Office within 90 days of initial identification for first year as a targeted school. Subsequent CEPs and Updates are submitted to NYSED by August 31 of each year.
- When a school is required to participate in a specific NYSED intervention, once that intervention is completed and the school is provided with a report, the school must analyze the report and incorporate the recommendations into a revised CEP.

WHAT PARTS OF THE PLAN DO WE NEED TO COMPLETE?

Choose ONLY the pages from the following section (pages 7 - 15) that describe the *highest level identification* for 2011-12 for your school. For example, if your school is a Restructuring/focused Year 1 for ELA and an Improvement Year 2 for mathematics, you must select the pages for Restructuring, and only complete the sections for focused schools. Your entire plan will be based on this higher level. Discard the other pages in this section, as all of the requirements for your planning are provided on the Restructuring page.

IF THE SCHOOL IS: **USE PAGE(S):**

IMPROVEMENT

- | | |
|------------------------------|---|
| <input type="radio"/> YEAR 1 | 7 |
| <input type="radio"/> YEAR 2 | 8 |

CORRECTIVE ACTION

- | | |
|------------------------------|--------|
| <input type="radio"/> YEAR 1 | 9 - 10 |
| <input type="radio"/> YEAR 2 | 11 |

RESTRUCTURING

- | | |
|--------------------------------|---------|
| <input type="radio"/> YEAR 1 | 12 - 13 |
| <input type="radio"/> YEAR 2 | 14 |
| <input type="radio"/> ADVANCED | 15 - 16 |

SCHOOLS IN IMPROVEMENT YEAR ONE

ALL NEWLY IDENTIFIED IMPROVEMENT 1 SCHOOLS MUST:

- Complete the Quality Indicators (Q.I.) document to analyze the school's needs and participate in a School Quality Review (SQR).
- Develop a 2-year school improvement plan, using the sections of the official NYSED Comprehensive Education Plan (CEP) template (www.emsc.nysed.gov/rss) required for their status (see below).
- Ensure that the planning team meets the requirements of NYSED 100.11. **Please be aware that parents must be included on this team per NYSED regulations. Core parent should not be employee of school/district.**
- Calculate the costs of the implementation activities in the Action Plan and work with the district to determine which funding streams will be used for implementation.
- Ensure that progress on school improvement is monitored by the district during monthly or bi-monthly meetings with the school's planning team, and that any implementation problems are promptly resolved.
- Submit the CEP (hard copy and electronic) to NYSED'S Office of School Improvement (see address on cover page) within 90 days of NYSED identification.
- If the school makes AYP as an Improvement Year One school, complete a review, revision and submit (Part 7 of the CEP) to NYSED (see copy page for address).
- Begin implementation of the plan as soon as the district and board of education have approved it.
- If receiving Title I funding, notify parents of the school's designation as Improvement Year One and students' eligibility to receive Supplemental Education Services (SES).
- If receiving Title I funding, begin SES services.

FOR IMPROVEMENT YEAR 1 BASIC SCHOOLS:

- Complete the Quality Indicators (QI) document and work with the district SQR team to complete the School Quality Review (SQR) **for the subject area and disaggregated subpopulation for which you are identified.**
- Follow the findings and requirements from your SQR report. Also include any other information that you identify as critical to your school's improvement efforts as you develop the two-year Comprehensive Education Plan (CEP). **The CEP may focus on only the one subject area and the one subpopulation where AYP was not made. Other sections may be completed if you wish to do so.**
- Work closely with your district as it provides oversight and support for improvement efforts.

FOR IMPROVEMENT YEAR 1 FOCUSED SCHOOLS:

- Complete the Quality Indicators (QI) document and work with the SED-designated team to complete the School Quality Review (SQR) report.
- Ensure that the CEP meets all of the requirements detailed in the SQR report.
- Use information from the SQR report, as well as any other information identified as critical to the school's improvement efforts to develop your two-year Comprehensive Education Plan (CEP). **The plan must focus on the subject area(s) for which you are identified and on Literacy Across the Content Areas, and also include a focus on the subpopulation(s) where you did not make AYP. Other sections may be completed if desired.**
- Work closely with your district and NYSED-designated regional liaison as they provide oversight and support for improvement efforts.

FOR IMPROVEMENT YEAR 1 COMPREHENSIVE SCHOOLS

- Complete the Quality Indicators (QI) document and work with the SED-designated team to complete the School Quality Review (SQR).
- Ensure that the CEP meets all of the requirements detailed in the SQR report.
- Use the information from the SQR as well as any other information that is critical to your school's improvement efforts to develop a two-year Comprehensive Education Plan (CEP). **The plan must include all core subject area(s), with a specific emphasis on the subpopulation(s) where AYP was not made.**
- Work closely with your district and NYSED-designated regional liaison as they provide oversight and support for improvement efforts.

SCHOOLS IN IMPROVEMENT YEAR TWO

ALL IMPROVEMENT YEAR 2 SCHOOLS MUST:

- Ensure that the CEP planning team meets the requirements of NYSED 100.11. **Please be aware that parents must be included on this team per NYSED regulations.**
- Calculate the costs of implementation activities in the Action Plan and work with their district to determine which funding streams will be used for implementation.
- Ensure that progress on school improvement is monitored by district during monthly or bi-monthly meetings of the planning team, and that any implementation problems are promptly resolved.
- **Revise the 2-year school improvement plan** before the beginning of year two, based on an evaluation of successful progress, and submit revisions, using Part 7 of the CEP template (hard copy and electronic) to NYSED'S Office of School Improvement (see address on cover page)
- If a school makes AYP as an Improvement Year Two school, continue with the previous plan, even if it has been in effect for two years already. The school must, however, complete a review and revision and submit Part 7 as described above.
- If receiving Title I funds, continue SES for all qualified students.
- If receiving Title I funds, notify parents of the option for School Choice.

FOR IMPROVEMENT YEAR 2 BASIC SCHOOLS:

- Continue to implement the CEP and to carefully evaluate the school's progress in improving student achievement on a regular basis. (Typically, school teams met on a monthly or bi-monthly basis, often with district staff present, to review progress, celebrate success and make minor adjustments. **Please be aware that parents must be included on this team per 100.11 Commissioners Regulations.**

FOR IMPROVEMENT YEAR 2 FOCUSED SCHOOLS

- Continue to implement the CEP and carefully evaluate the school's progress in improving student achievement on a regular basis. (Typically, school teams met on a monthly or bi-monthly basis, often with district staff present, to review progress and celebrate success and make minor adjustments. **Please be aware that parents must be included on this team per 100.11 Commissioners Regulations.**

FOR IMPROVEMENT YEAR 2 COMPREHENSIVE SCHOOLS

- Continue to implement the CEP and to carefully evaluate the school's progress in improving student achievement on a regular basis. (Typically, school teams meet on a monthly or bi-monthly basis, often with district staff present, to review progress and celebrate success and make minor adjustments.) **Please be aware that parents must be included on this team per 100.11 Commissioners Regulations.**

SCHOOLS IN CORRECTIVE ACTION YEAR ONE

ALL NEWLY IDENTIFIED CORRECTIVE ACTION 1 SCHOOLS MUST:

- Work with the NYSED External School Curriculum Audit (ESCA) team to evaluate the school's level of enacted curriculum in the area(s) for which the school is identified.
- Work with the district to analyze what Corrective Actions are needed in order for students to succeed, and follow the district-developed Corrective Actions (Part 4)
- Develop a 2-year school improvement plan, using the sections of the official NYSED Comprehensive Education Plan (CEP) template (www.emsc.nysed.gov/rss) required for Corrective Action and for the school's phase (see below).
- Ensure that the planning team meets the requirements of NYSED 100.11. **Please be aware that parents must be included on this team per 100.11 Commissioners Regulations.**
- Calculate the costs of the implementation activities in the Action Plan and work with the district to determine which funding streams will be used for implementation.
- Ensure that progress on school improvement is monitored during monthly or bi-monthly meetings with the school's planning team, and that any implementation problems are promptly resolved.
- Submit the CEP (hard copy and electronic) to NYSED Office of School Improvement (see address on cover page) within 90 days of NYSED identification.
- If the school makes AYP as a Corrective Action Year One school, complete a review and revision for the next year and submit (Part 7 of the CEP) to NYSED (see cover page for address).
- If receiving Title I funding, continue SES and School Choice; notify parents of the availability of those options.
- At the end of the academic year, evaluate the success of the improvement plan. Make any necessary revisions and submit CEP Updates to NYSED.

ALL DISTRICTS WITH CORRECTIVE ACTION SCHOOLS MUST:

- Complete a thorough analysis of the causes of the school's failure to make AYP, develop a comprehensive Corrective Action Plan (Part 4 of the CEP) and supervise the development of the school level plan.
- Closely monitor progress of the Corrective Action school to ensure the plan is implemented with fidelity
- Work with NYSED to jointly support improvement efforts in the school.
- Ensure that the school has sufficient resources to meet the challenges for their student population.

FOR CORRECTIVE ACTION YEAR 1 FOCUSED SCHOOLS:

- Work with your district and the ESCA team to complete the school's Audit of Enacted Curriculum.
- Ensure that all recommendations from the ESCA report are used to revise/update the Corrective Action CEP and resubmit it to NYSED.
- Use information from the ESCA report, as well as any other information identified as critical to the school's improvement efforts to revise/update the two-year Comprehensive Education Plan (CEP). **The plan must focus on the subject area(s) where AYP was not made and on Literacy Across the Content Areas, and also include a focus on the subpopulation(s) where AYP was not met. Other sections may be completed if desired.**
- Work closely with your district and NYSED-designated regional liaison as they provide oversight and support for improvement efforts.

FOR CORRECTIVE ACTION YEAR 1 COMPREHENSIVE SCHOOLS

- Work with your district and the ESCA team to complete the school's audit of enacted curriculum.
- Ensure that all recommendations from the Curriculum Audit report are used to revise/update the Corrective Action CEP and resubmit it to NYSED.
- Use the information from ESCA, as well as any other information that are critical to your school's improvement efforts to develop a two-year Comprehensive Education Plan (CEP). **The plan must include all core subject area(s), with a specific emphasis on the subpopulation(s) where AYP was not made.**
- Work closely with your district and NYSED-designated regional liaison as they provide oversight and support for improvement efforts.

SCHOOLS IN CORRECTIVE ACTION YEAR TWO

ALL CORRECTIVE ACTION YEAR 2 SCHOOLS MUST:

- Ensure that the CEP planning team meets the requirements of NYSED 100.11. **Please be aware that parents must be included on this team per 100.11 Commissioners Regulations.**
- Calculate the costs of implementation activities in the Action Plan and work with their district to determine which funding streams will be used for implementation.
- Ensure that progress on school improvement is monitored by the district during monthly or bi-monthly meetings of the planning team, and that any implementation problems are promptly resolved.
- **Revise the 2-year school improvement plan (CEP)** before the beginning of year two, based on an evaluation of successful progress and submit revisions, using Part 7 of the CEP template (hard copy and electronic) to NYSED'S Office of School Improvement (see address on cover page).
- If a school makes AYP as an Improvement Year Two school, continue with the previous plan, even if it has been in effect for two years already. The school must, however, complete a review and revision and submit Part 7 as described above.
- If receiving Title I funds, continue SES and School Choice, and notify parents of the availability of those options.

ALL DISTRICTS WITH CORRECTIVE ACTION SCHOOLS MUST:

- Complete a thorough analysis of the causes of the school's failure to make AYP and develop a comprehensive Corrective Action Plan (Part 4 of the CEP) and supervise the development of the school level plan.
- Closely monitor progress of the Corrective Action school to ensure the plan is implemented with fidelity and make revisions as needed.
- Work with NYSED to jointly support improvement efforts in the school.
- Ensure that the school has sufficient resources to meet the challenges for their student population.

FOR CORRECTIVE ACTION YEAR 2 FOCUSED SCHOOLS

- Continue to implement the CEP and to carefully evaluate the school's progress in improving student achievement on a regular basis. (Typically, school teams meet on a monthly or bi-monthly basis, often with district staff present, to review progress and celebrate success and make minor adjustments.) Please be aware that parents must be included on this team per NYSED regulations.

FOR CORRECTIVE ACTION YEAR 2 COMPREHENSIVE SCHOOLS

- Continue to implement the CEP and to carefully evaluate the school's progress in improving student achievement on a regular basis. (Typically, school teams meet on a monthly or bi-monthly basis, often with district staff present, to review progress and celebrate success and make minor adjustments.) Please be aware that parents must be included on this team per NYSED regulations.

SCHOOLS IN RESTRUCTURING YEAR ONE

ALL NEWLY IDENTIFIED RESTRUCTURING 1 SCHOOLS MUST:

- Work with the NYSED Joint Intervention Team (JIT) to complete an assessment of the school's educational program.
- Work with the district to analyze what changes are required in order for students to succeed. The district is required to develop a comprehensive Restructuring Plan (Part 5 of the CEP), and the school must build its improvement plan based on that Restructuring Plan.
- Develop a 2-year school improvement plan, using the sections of the official NYSED Comprehensive Education Plan (CEP) template (www.emsc.nysed.gov/rss) required for Restructuring and for the school's phase (see below).
- Ensure that the planning team meets the requirements of NYSED 100.11. **Please be aware that parents must be included on this team per 100.11 Commissioners Regulations.**
- Calculate the costs of the implementation activities in the Action Plan and work with the district to determine which funding streams will be used for implementation.
- Ensure that progress on school improvement is monitored during monthly or bi-monthly meetings with the school's planning team, and that any implementation problems are promptly resolved.
- Submit a draft CEP, including the district's Restructuring Plan (hard copy and electronic) to NYSED'S Office of School Improvement (see address on cover page) by 8/31 of the year of identification. This draft plan will be revised during the first year of Restructuring based on findings of the JIT and on-going analysis by the school and district.
- If the school makes AYP as a Restructuring Year One school, complete a review and revision for the next year and submit (Part 7 of the CEP) to NYSED (see cover page for address).
- If receiving Title I funding, continue SES and School Choice.
- At the end of the academic year, evaluate the success of the improvement plan, make any necessary revisions and submit the CEP Updates to NYSED.

ALL DISTRICTS WITH RESTRUCTURING SCHOOLS MUST:

- Complete a thorough analysis of the causes of the school's failure to make AYP and develop a comprehensive Restructuring Plan (Part 5 of the CEP).
- Work with NYSED to jointly support improvement efforts in the school.
- Ensure that the school has sufficient resources to meet the challenges for their student population.
- Closely monitor progress of the Restructuring school and phase out or close the school if progress is not made.

FOR RESTRUCTURING YEAR 1 FOCUSED SCHOOLS:

- Work with your district and the NYSED JIT to complete the assessment of the school's educational program.
- Ensure that all recommendations from the JIT report are used to revise/update the Corrective Action CEP and resubmit a final version to NYSED within 30 days after the JIT report is received.
- Use information from the JIT report, as well as any other information that you identify as critical to the school's improvement efforts to revise/update your two-year Comprehensive Education Plan (CEP). **The plan must focus on the subject area(s) for which you are identified, on Literacy Across the Content Areas, and on the subpopulation(s) where you did not make AYP. You may complete other sections if desired.**
- Work closely with your district and NYSED-designated support person(s) as they provide oversight and support for improvement efforts.

FOR RESTRUCTURING YEAR 1 COMPREHENSIVE SCHOOLS

- Work with your district and the NYSED JIT to complete the assessment of the school's educational program.
- Ensure that all recommendations from the JIT report are used to revise/update the Corrective Action CEP and resubmit a final version to NYSED within 30 days after the JIT report is received.
- Use information from the JIT report, as well as any other information that you identify as critical to the school's improvement efforts to revise/update your two-year Comprehensive Education Plan (CEP). **The plan must include all core subject area(s), with a specific emphasis on the subpopulation(s) where AYP was not made.**

- Work closely with your district and NYSED-designated liaison as they provide oversight and support for improvement efforts.

SCHOOLS IN RESTRUCTURING YEAR TWO

ALL RESTRUCTURING YEAR 2 SCHOOLS MUST:

- Ensure that the CEP planning team meets the requirements of NYSED 100.11. **Please be aware that parents must be included on this team per 100.11 Commissioners Regulations.**
- Calculate the costs of implementation activities in the Action Plan and work with the district to determine which funding streams will be used for implementation.
- Ensure that progress on school improvement is monitored during monthly or bi-monthly meetings of the planning team, and that any implementation problems are promptly resolved.
- **Revise the 2-year school improvement plan (CEP)** before the beginning of year two, based on an evaluation of successful progress and submit revisions, using Part 7 of the CEP template (hard copy and electronic) to NYSED'S Office of School Improvement (see address on cover page).
- If a school makes AYP as a Restructuring Year Two school, continue with the previous plan, even if it has been in effect for two years already. The school must, however, complete a review and revision and submit Part 7 as described above.
- If receiving Title I funds, continue SES and School Choice for all qualified students.
- If receiving Title I funds, notify parents of the option for SES and School Choice.

ALL DISTRICTS WITH RESTRUCTURING SCHOOLS MUST:

- Complete a thorough analysis of the causes of the school's failure to make AYP and develop a comprehensive Restructuring Plan (Part 5 of the CEP)
- Closely monitor progress of the Restructuring school and be prepared to phase out or close the school if progress is not made.
- Work with NYSED to jointly support improvement efforts in the school.
- Ensure that the school has sufficient resources to meet the challenges for their student population

FOR RESTRUCTURING YEAR 2 FOCUSED SCHOOLS

- Continue to implement the CEP and to carefully evaluate the school's progress in improving student achievement on a regular basis. (Typically, school teams meet on a monthly or bi-monthly basis, often with district staff present, to review progress and celebrate success and make minor adjustments.) Please be aware that parents must be included on this team per NYSED regulations.

FOR RESTRUCTURING YEAR 2 COMPREHENSIVE SCHOOLS

- Continue to implement the CEP and to carefully evaluate the school's progress in improving student achievement on a regular basis. (Typically, school teams meet on a monthly or bi-monthly basis, often with district staff present, to review progress and celebrate success and make minor adjustments.) Please be aware that parents must be included on this team per NYSED regulations.

SCHOOLS IN RESTRUCTURING YEAR THREE AND ABOVE

ALL RESTRUCTURING YEAR 3 AND ABOVE SCHOOLS MUST:

- Work with the NYSED Joint Intervention Team (JIT) to complete an assessment of the school's educational program.
- Work with the district to analyze what changes are required in order for students to succeed. The district is required to revise their original comprehensive Restructuring Plan (Part 5 of the CEP), and the school must build its improvement plan based on that Restructuring Plan.
- Develop a 2-year school improvement plan, using the sections of the official NYSED Comprehensive Education Plan (CEP) template (www.emsc.nysed.gov/rss) required for Restructuring and for the school's phase (see below).
- Ensure that the planning team meets the requirements of NYSED 100.11. **Please be aware that parents must be included on this team per 100.11 Commissioners Regulations.**
- Calculate the costs of the implementation activities in the Action Plan and work with their district to determine which funding streams will be used for implementation.
- Ensure that progress on school improvement is monitored during monthly or bi-monthly meetings with the school's planning team, and that any implementation problems are promptly resolved.
- Submit a draft CEP, including the district's Restructuring Plan, (hard copy and electronic) to NYSED'S Office of School Improvement (see address on cover page) by 8/31 of the year of identification. This draft plan will be revised during the first year of Restructuring based on findings of the JIT and on-going analysis by the school and district.
- If the school makes AYP as a Restructuring Year One school, complete a review and revision for the next year and submit (Part 7 of the CEP) to NYSED (see cover page for address).
- Notify parents of the school's designation.
- If receiving Title I funding, continue SES and School Choice and notify parents of the availability of those options.
- At the end of the academic year, evaluate the success of the improvement plan. Make any necessary revisions and submit CEP Updates to NYSED.

ALL DISTRICTS WITH RESTRUCTURING THREE AND ABOVE SCHOOLS MUST:

- Work with the NYSED JIT to assess the school's educational program.
- Work with the Outside Educational Expert (OEE) and the JIT Report recommendations to develop a plan that will ensure the school makes significant, rapid growth or, if that is not possible, to develop a Phase Out or Closure Plan for the school.
- Complete a thorough analysis of the causes of the school's failure to make AYP and develop a comprehensive Restructuring Plan (Part 5 of the CEP)
- Closely monitor progress of the Restructuring school and be prepared to phase out or close the school if progress is not made.
- Work with NYSED to jointly support improvement efforts in the school.
- Ensure that the school has sufficient resources to meet the challenges for their student population.

FOR RESTRUCTURING YEAR THREE AND ABOVE FOCUSED SCHOOLS:

- Work with your district and the NYSED JIT to complete the assessment of the school's educational program.
- Ensure that all recommendations from the JIT report are used to revise/update the Corrective Action CEP and resubmit a final version to NYSED within 30 days after the JIT report is received.
- Use information from the JIT report, as well as any other information that you identify as critical to the school's improvement efforts to revise/update the two-year Comprehensive Education Plan (CEP). **The plan must focus on the subject area(s) where AYP was not made and on Literacy Across the Content Areas, and also include a focus on the subpopulation(s) where AYP was not met. Other sections may be completed if desired.**
- Work closely with your district and NYSED-designated regional liaison as they provide oversight and support for improvement efforts.

FOR RESTRUCTURING YEAR THREE AND ABOVE COMPREHENSIVE SCHOOLS

- Work with your district and the NYSED Joint Intervention Team to complete the assessment of the school's educational program.
- Ensure that all recommendations from the JIT report are used to revise/update the Corrective Action CEP and resubmit a final version to NYSED within 30 days after the JIT report is received.
- Use information from the JIT report, as well as any other information that you identify as critical to the school's improvement efforts to revise/update the two-year Comprehensive Education Plan (CEP). **The plan must include all core subject area(s), with a specific emphasis on the subpopulation(s) where AYP was not made.**
- Work closely with your district and NYSED-designated support person(s) as they provide oversight and support for improvement efforts.

APPENDICES

APPENDIX 1: FACTORS THAT IMPACT STUDENT PERFORMANCE

APPENDIX 2: Sample Action Plan (for use with Part 4)

APPENDIX 3: BIBLIOGRAPHY

APPENDIX 4: DIFFERENTIATED ACCOUNTABILITY CHART

APPENDIX 1: FACTORS THAT IMPACT STUDENT PERFORMANCE

Directions: The following lists of indicators of effective practice are drawn from a wide range of nationally recognized researchers, many of whom are listed in the bibliography. The list is quite extensive so you may wish to focus on those strategies that evidence indicates are most critical for your school's improvement. The plan is not expected to address all items. Use the major categories (Curriculum, Instruction, etc.) to help organize conversations and refer to the bibliography for additional resources.

I. CURRICULUM

1. There is a written district level curriculum that is aligned with NY State standards, performance indicators and core competencies that forms the basis for all classroom instruction.
2. The local curriculum is articulated across grades/buildings to ensure that all skills and strategies are explicitly taught.
3. Teachers have developed and use integrated, interdisciplinary learning experiences based on NY State standards and performance indicators.
4. All students, including at-risk populations, are expected to meet all NY State standards.
5. The curriculum is based on New York State expectations for grade level work, and is rigorous, with little repetition from grade to grade.
6. The curriculum is designed to promote a depth of understanding of important concepts.
7. The curriculum and learning units are challenging, highly engaging, and clearly linked to the standards and strategies being taught.
8. Curriculum is cultural and language appropriate.
9. Extended school day programs focused on academic improvement are aligned with the local curriculum, and there is a process in place for communication between regular classroom teachers and after school staff.

II. INSTRUCTION

1. Classroom organization is flexible including, as appropriate, whole group instruction/work (lecture, whole group activity), small group instruction/work (such as individual or paired learning, work centers in use, cooperative/collaborative learning, individual tutoring/conferencing, and direct instruction of small group).
2. Co-teaching and team teaching strategies are flexible with all staff working together equitably.
3. Class time is used effectively with the full period used effectively for instruction with seamless transitions and effective endings/transitions to the next class.
4. Discipline is effective, positive and focused on engaging students.
5. Lesson plans/instruction reflect Scientifically Based Research/best practices, and the culture and languages of the student populations.
6. Lesson plans are based on district curriculum/ State standards.
7. Teachers work together to improve instruction.
8. There is evidence of student exemplars and reflective work.
9. Learning goals/standards are clear to students.
10. Students are actively engaged in learning.
11. There is a high level of rigor of instruction.
12. The classroom has a positive, supportive environment for student learning.

13. There is evidence of effective use of best practices in instructional strategies/focus on student learning including: direct instruction, differentiated instruction, modeling/teacher-guided practice, scaffolding, experimental/hands-on learning, lessons beginning with activating/engaging strategies, content-area literacy (reading/writing), evidence of high level questioning strategies, linking new content to students' prior knowledge/interests, and student use of goals/rubrics.
14. Students are taught: summarizing strategies, structured note-taking, content vocabulary, reflection/self-evaluation, text structure, metacognitive strategies, research strategies, and problem solving/organizational strategies.
15. There is evidence of integration of: subject areas, project-based learning, integrated technology instruction, systematic individual instruction, frequent independent reading, guided reading, small flexible group reading and independent work.
16. Teachers focus on ensuring student responsibility.
17. Rubrics/alternative assessments are used by teacher to reteach.
18. Students self assess and monitoring their own work using rubrics.
19. Quality academic student work is displayed with specific feedback.
20. Student performance assessments are used to provide focused interventions.
21. Additional instruction is provided after school, Saturdays and/or during summer sessions.

III. PROFESSIONAL DEVELOPMENT

1. Is aligned with district goals to improve education.
2. Is based on a comprehensive needs assessment and guided by a coherent, long-term plan.
3. Is driven by disaggregated data and relates to improving student learning.
4. Is informed by research on teaching and learning.
5. Incorporates principles of adult learning.
6. Provides sufficient time and other resources.
7. Provides system supports that ensure teachers regular opportunities to collaborate with peers in such activities as: co-observation, peer review, looking at and discussing student work and assessments, shared planning time, joint lesson planning and mentoring and coaching.
8. Is evaluated on the basis of its impact on teacher effectiveness and student learning.
9. Feedback mechanisms are in place and encouraged so that adjustments can be made on a continuous basis to professional development initiatives.
10. Engages all staff responsible for increasing student performance.
11. Enables teachers to develop further expertise in: subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards.
12. Staff is held accountable for implementing learned strategies in their practice.
13. There are a variety of options for professional development such as in-the-classroom mentoring and teacher study groups.
14. Professional development and mentoring support for new teachers and administrators is systemic and planned to support individual needs for growth.

IV. SCHOOL CLIMATE

1. The school welcomes parents and the community into the school.
2. The school encourages the involvement of parents and the community in the work of the school.

3. Administrators, teachers and staff communicate openly, positively and effectively with each other and demonstrate mutual respect, support and collegiality.
4. The teacher bargaining unit is a collaborative partner in the school improvement process.
5. Administrators, teachers and staff communicate openly, positively and effectively with parents and students and demonstrate respect and support.
6. There is a collaborative and comprehensive approach to meeting the needs of students that includes all aspects of their life, including academic, social, emotional and physical.
7. Students are involved in decision making and feel their concerns are important to the administration.
8. Teachers and administration are actively engaged in and enthusiastic about ongoing school improvement.
9. A parent resource room exists within the school.
10. A staff person has been designated to strengthen home/school linkages.
11. The district/school provides adult education (GED, literacy, ESL, career, continuing education services).
12. Students are actively engaged in and enthusiastic about learning.
13. Teachers, administrators and staff have high expectations for the achievement of all students.
14. Teachers and administrators recognize/reward the academic performance of students.
15. Student suspensions and other approaches that remove students from classes are minimal.
16. Within classes, students have learned and follow classroom routines so that time is used effectively to further learning and the teacher has solid, proactive classroom management skills.
17. A parent survey is conducted to identify needs of parents.
18. A safety audit is conducted to develop an action plan to resolve safety issues.

V. STANDARDS FOR SCHOOL LEADERS

1. The vision and mission of the school are effectively communicated to staff, parents, students, and community members.
2. The vision is developed with and among stakeholders.
3. An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
4. Assessment data related to student learning are used to develop the school vision and goals.
5. Existing resources are used in support of the school vision and goals.
6. The vision, mission, and implementation plans are regularly monitored, evaluated, and revised.
7. Professional development promotes a focus on student learning consistent with the school vision and goals.
8. Barriers to student learning are identified, clarified, and addressed.
9. Multiple opportunities to learn are available to all students.
10. Curriculum decisions are based on research, expertise of teachers, and the recommendations of policy makers.
11. A variety of sources of information is used to make decisions.
12. Knowledge of learning, teaching, and student development is used to inform management decisions.
13. Time is managed to maximize attainment of organizational goals.
14. Problems are confronted and resolved in a timely manner.
15. Financial, human, and material resources are aligned to the goals of schools.
16. Stakeholders are involved in decisions affecting schools.

17. Effective group-process and consensus-building skills are used.
18. Effective communication skills are used.
19. Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
20. Opportunities for staff to develop collaborative skills are provided.
21. Leaders serve as role models.
22. Leaders demonstrate appreciation for and sensitivity to the diversity in the school community.
23. The school is open to public scrutiny.
24. There is ongoing dialogue with representatives of diverse community groups.

. VI. STUDENT SUPPORT SERVICES

1. School maintains an accurate, accessible and active data system.
2. School staff meets to review attendance data and develop and revise strategies to improve attendance.
3. The school has developed and implemented student behavior intervention plans to reduce violent and disruptive incidents.
4. The school has an updated written discipline policy that is periodically disseminated to staff, students, and parents.
5. The school uses VADIR data in developing strategies to improve student behavior.
6. Attendance policies are appropriate and uniformly enforced.
7. School staff has regular team meetings to review and analyze effectiveness of student support services.
8. Students are receiving regular guidance, career planning, social and psychological assessment services as needed.
9. Students have opportunities to participate in academic and social enrichment activities. This could include leadership, award ceremonies, student council, student clubs and Junior/Senior Honor Society activities.
10. Students are receiving extra academic and developmental support as deemed necessary (e.g., Academic Intervention Services, character development).
11. The student support services program provides support groups for students who need additional social supports (i.e., education/career counseling/violence/alcohol/drug counseling).
12. The school provides staff with professional development training on strategies to improve student support services.
13. The district has developed and implemented a prevention-oriented policy, programs and services that reduce risky behaviors such as alcohol, tobacco and other drug use, bullying and violence, truancy and school violence.
14. The district has established a district-wide and/or school based student support service teams to assess the health and mental health needs of the school community. This should include an array of services that include early intervention and intervention and crisis response.
15. Support service specialists analyze existing research to identify best practices in the provision of student support services and have designed evaluation studies to assess effectiveness of district/school programs and services.
16. There is a designated student support services supervisor who manages and coordinates student support services for this district and/or school.
17. The district provides continuing education for all school professionals on collaborative models of service delivery to prepare staff to recognize students at risk for educational or social failure and how to refer students for assistance.

18. The district has developed a life skills curriculum that focuses on the students' personal/social, career and academic development. This would include service learning experiences, community volunteer work and leadership experiences.
19. The school includes student support services staff in regular education team meetings. The student support services staff provides professional consultation and support to both school staff and parents.
20. School staff, students and parents are aware of the district Code of Conduct and have opportunities for input into any developments.
21. A bill of rights and responsibilities of students which focuses upon positive student behavior is publicized and explained to all students on an annual basis
22. The school makes referrals both in-house and to community agencies for services needed by students and families.
23. The district has an adequate number of support services staff to meet the needs of students.

VII. ACADEMIC INTERVENTION SERVICES (AIS)

1. AIS is made available to all students at risk of not meeting state standards in all the core content areas where academic deficiencies have been assessed.
2. AIS is made available to students during the school day and may be provided after school, before school, weekends.
3. Attendance in AIS is routinely recorded. There is a consequence when students fail to attend AIS classes.
4. The school keeps an updated record of all students currently receiving AIS.
5. There are standardized criteria for referring students to AIS using multiple measures/indicators. There are established criteria for exiting AIS.
6. AIS delivery is grounded in researched-based practices.
7. AIS is targeted and individualized to match student needs.
8. Parents are notified in writing when AIS is prescribed and when students exit from services.
9. AIS-related student support services are provided to address barriers to learning such as attendance, discipline, and health.
10. When AIS is not provided by the subject area teacher, coordination is achieved between students' primary and AIS instructor.
11. The school maintains records of all students being provided AIS and monitors the progress and attendance of each student in AIS.
12. Students in AIS are assessed on a routine and periodic basis
13. The school provides timely reports to parents about their children's specific AIS needs and their progress while receiving AIS.
14. The building's AIS practices are consistent with the district's AIS description.
15. The school provides parents with strategies for providing support to their youngsters at home.

VII. ASSESSMENT

1. Teachers use a wide range of assessment strategies, from state and local tests and informal classroom assessments.
2. Each student's progress is reviewed on an on-going basis to ensure students are meeting State academic standards.

3. The school regularly analyzes and uses disaggregated assessment data to support school improvement.
4. Teachers use assessment data to inform instruction.

APPENDIX 2: SAMPLE ACTION PLAN

PART 3: Action Plan (Sample)

Literacy Across the Content (*Reading, writing, and literacy strategies across the curriculum*)

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

Strategy :	The school community will learn, practice and model effective reading comprehension strategies.			
Objectives <i>(Please write objectives as responses to the italicized guiding questions.)</i>	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE: Instructional teams will select, learn, and teach four key reading comprehension strategies to every teacher. Each teacher will incorporate these four strategies in their instruction, regardless of content.			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
OBJECTIVE: Students will name and use four key reading strategies independently while reading material at their identified level in all content areas.				
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? Provide sufficient detail to ensure successful implementation of the activities.	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
1. Superintendent’s conference day and two after-school sessions will be used as staff development on reading comprehension strategies. Participants will be all teachers in all content areas.	<ul style="list-style-type: none"> • <i>Strategy Instruction in Action</i> DVD by Harvey and Goudvis • <i>Tools for Teaching Literacy Content</i> by Janet Allen 	September 24 & 25, 2009 and Superintendent’s Conference Day October 10	Grade level teams, Assistant Superintendent for Instruction, ELA Coordinator and Principal	Teachers will sign an attendance log at superintendent’s conference day and after-school sessions. Agendas and handouts pertaining to comprehension strategies will be kept in school improvement team binder. Principals will look for reading strategies during classroom visits.

<p>2. Each team will agree upon 4 key reading comprehension strategies to learn and use regularly in their teaching. School teams will use team time (minimum weekly) to enhance their understanding of these key reading comprehension using one or more of the following:</p> <ol style="list-style-type: none"> a. review the text, b. watch the video, and c. share classroom practice. 	<ul style="list-style-type: none"> • <i>Eastern Region Adolescent Literacy Resource</i> • <i>Comprehending Content DVD</i> by Tovani • <i>Do I Really Have to Teach Reading?</i> by Tovani 	Weekly	School teams with support from Principal, ELA Coordinator, and building literacy coach	Teams will keep a log of team time interaction. School teams will share practices at faculty meetings. ELA coordinator and/or building coach will discuss with teachers their level of comfort in using new strategies and will support teacher implementation.
<p>3. School teams will identify and post four key reading comprehension strategies on classroom walls and in take-home materials for students and families.</p>	<ul style="list-style-type: none"> • Laminated, wall-size charts • School Newsletter highlights comprehension strategies 	October 30	School teams, Teacher teams	Principals will look for reading comprehension strategies on display in the classroom and within instructional resources.
<p>4. Parents will be provided an overview of the four key strategies during parent orientation. Teachers will model strategies for parents.</p>	<ul style="list-style-type: none"> • Parent Orientation Meeting 	Orientation day, October 30	Teachers Principal	Principal will observe teachers modeling strategies for parents at the orientation. Agendas and materials will be kept in school improvement team binder.
<p>5. Students will list the four key reading comprehension strategies in content specific notebooks as a reminder to use them on a regular basis.</p>	<ul style="list-style-type: none"> • Student notebooks • Laminated wall charts 	November 15	Students, Teachers	Teachers will check student notebooks periodically and direct students' attention to the strategies on a regular basis.

Activities	Resources	Timeline	Who is responsible?	Monitoring Implementation
6. During class instruction, students will be given frequent opportunities (whole class discussions, small group discussion, paired readings, book talks, and conducting research) to identify and use the four key reading comprehension strategies.	<ul style="list-style-type: none"> • Learning experiences that provide opportunities for active reading 	Ongoing	Students, Teachers and Principal	Teachers will evaluate student use of reading comprehension strategies. Samples of student work will be displayed on walls and shared at team meetings and parent-student conferences.
7. Teachers and Library Media Specialist will encourage frequent reading and discussion of comprehension strategies as they help students meet the 25-book challenge. Teachers will provide access to texts and students will keep a reading log/record.	<ul style="list-style-type: none"> • Library/Media book display • Motivational posters • Classroom record of student readings • List of favorite texts 	Ongoing	Students, Teachers, Library/Media Specialists and ELA coordinator	Teachers will check student reading log bi-weekly. Library media specialist and teachers will display charts, posters and text to motivate students to read. All students will have texts to read outside of classroom.

APPENDIX 3: BIBLIOGRAPHY

There are numerous highly respected resources that districts and schools can use as they analyze reasons for schools' difficulties and search for the best solutions for their particular schools. The following list introduces some of the best.

- ❖ Annenberg Institute for School Reform – Provides a focus on urban education, with a strong research base and excellent templates for district level analyses. <http://www.annenberginstitute.org/>
- ❖ ASCD (Association for Supervision and Curriculum Development) - Nearly everyone in education knows “Educational Leadership” magazine, published by ASCD. Fewer people know the depth and breadth of their support for scientifically based research: books, videos, study groups, research. Check out their website for cutting edge information. <http://www.ascd.org>
- ❖ Bernhardt, Victoria – has written several excellent books on planning for school improvement. If you need a guide to data analysis, her website is a good starting point. <http://eff.csuchico.edu/home/>
- ❖ Edutopia. Founded by the George Lucas Foundation, Edutopia provides practical cutting edge research, professional development, videos, blogs and a range of other resources for educators, from administrators to teachers. (<http://www.edutopia.org/>)
- ❖ Good Schools and Classrooms for Children Learning English. A recent publication of The Intercultural Development Research Association (IDRA). The site provides a list of 25 characteristics to schools that have shown ability to produce positive results for students who are learning English as a second language. <http://www.idra.org/Research/indicat.htm#indicators>
- ❖ Marzano, Robert. You will find several resources by Marzano at ASCD, but his website will provide additional information on his “What Works in Schools” series. Marzano’s work focuses directly on what research indicates is most effective in improving education. <http://www.marzanoandassociates.com/html/resources.htm>
- ❖ MiddleWeb. Interested in education for “middle” kids (grade 4 – 8)? This website provides everything from chat rooms for ELA teachers to supports for administrators. <http://www.middleweb.com/>
- ❖ North Central Regional Educational Laboratory Website (NCREL)/Learning Point. There is an excellent section titled "Pathways to School Improvement" as well as many other resources, including issues in professional development and mentoring, assessment tool kits, early childhood, school-to-work, science, etc. Check out Strategic Teaching and Learning Project (STRP), an excellent approach to professional development for reading and writing <http://www.ncrel.org> (Also look for links to other regional labs.)
- ❖

- ❖ Project 2061: Improving Science, Mathematics, and Technology Education. Look for the project “Improving Mathematics Learning,” which is studying best practice in improving middle level mathematics education, criteria for reviewing math textbooks and materials, and Project 2061’s online newsletter. <http://www.project2061.org/>
- ❖ TERC Science and Mathematics Learning. TERC is the Northeast’s link to the Eisenhower (Title II) National Center. As such, it provides a wide range of resources, from how to include parents in their youngsters’ learning through research on working with special education students and mathematics education. TERC is the Northeast’s link to the Eisenhower (Title II) National Center. As such, it provides a wide range of resources, from how to include parents in their youngsters’ learning through research on working with special education students and mathematics education. (www.terc.edu)
- ❖ The Center for Research on Education, Diversity, and Excellence (CREDE). Website has great links to reports of research on language learning and academic achievement. (<http://www.crede.org/research/llaa/llaa.html>)
- ❖ The Education Commission of the States. Website page on Closing the Achievement Gap (<http://www.ecs.org/html/IssueSection.asp?issueid=194&s=Selected+Research+%26+Readings>) provides many links to resources, including articles from the journal *The Progress of Education Reform*, research summaries, a section on what states are doing, and links to other websites. The site also includes a PDF document on Hispanic Achievement at <http://epaa.asu.edu/epaa/v12n64/>
- ❖ The National Clearing House for Language Acquisition. The federal Department of Education website for second language acquisition resources. The site points to resources about legislation and regulation, parent/family resources, teacher quality, assessment and accountability, and “what works” (a summary of related research which will eventually house a searchable data base, but currently contains a number of links). (<http://www.ncela.gwu.edu>)
- ❖ “West Ed” The Western Educational Lab. Like NCREL, a regional educational laboratory sponsored by the USDOE, with the best in educational research in many areas. Check out their literacy supports, including their Reading Apprentice program. (<http://www.wested.org/>)