UTICA CITY SCHOOL DISTRICT
AUDIT OF CURRICULUM

ACTION PLAN

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Narrative

The Utica City School District has been identified as a District in Need of Improvement (DINI), year 3 due to the failure of the Special Education and English Language Learners subgroups to meet targeted assessment goals in English Language Arts. The Utica City School District is committed to improving the quality of English Language Arts instruction and increasing achievement for all students. We fully agree with all Learning Point Associates' recommendations and we intent to fully implement all aspects of the Action Plan with fidelity and strict adherence to the timeline.

The Action Plan was developed by a team of veteran educators and responds to all areas of concern indicated by the findings and subsequent recommendations by Learning Point Associates.

Process

Upon learning that the District would be participating in an Audit of the Written, Taught and Tested English Language Arts Curriculum, key leaders in the District initiated a process which would include all stakeholders and which would lead to an Action Plan that would fully address the recommendations for improvement. The initial step was to form a steering committee consisting of teachers, administrators, community members, parent representatives, and a member of the Board of Education. The steering committee met with State Education advisors and lead representatives from Learning Point to review the entire audit process and clarify anticipated outcomes. Learning Point spent several months gathering information from various members of the learning community. They presented their findings at a two-day "Co-Interpretation" session in March, 2008 to an expanded steering committee. At that session, "Key Findings" were identified and prioritized.

The District immediately formed curriculum committees to begin to address the finding with the highest priority which was to have in place an "Articulated K-12 English Language Arts (ELA) Curriculum." Simultaneously, members of the committee were meticulously reviewing the large body of documents containing survey and interview data, findings, and recommendations from Learning Point Associates. In July, all District administrators participated in a four-day work session with Learning Point Associates. The format for the Action Plan was presented and participants worked on developing goals, strategies, and activities to address all key findings and recommendations.

A sub-committee of administrators and teachers has diligently worked on creating and refining the Action Plan so that it is a document which can be used as a blueprint for improving ELA instruction and outcomes for all students.

Action Plan

The format of the Action Plan is one which we believe is clear, contains all necessary elements, and can be fully implemented by all administrators and instructional staff. The Action Plan is divided in to five sections. The first page of each section states the key finding, recommendations from Learning Point Associates and the corresponding Utica City School District goal. On the pages following, we have articulated the objectives, the strategies we will use, and the activities needed to fully meet the objective. We have included a timeline for activities as well as resources needed to achieve the objective. At the end of the description of each strategy, we have included responsible parties (with the lead party in bold print), indicators/evidence, and evaluation of the strategy.

Driving Forces

- *Expert Staff* We have brought and will continue to bring to this Action Plan and its' implementation, a highly skilled, dedicated and motivated, staff, both administrators and teachers. Many members of our learning community are experienced in curriculum writing and have a deep understanding of the

process through prior building-level initiatives. They have brought this expertise to the Action Plan.

- *Willingness*   A district-wide recognition of the need for, and the willingness to contribute and adhere to a well-articulated K-12 ELA curriculum for all students.

- *Gap Facilitators*   The Gap Facilitators are exemplary retired teachers who work with a select number of Special Education teachers to provide instructional support (strategies, modeling, collaborating). These Gap Facilitators are highly effective but financial contracts limit their time and therefore the scope of their work. We would like to expand this valuable program.

- *Contract for Excellence*   The Utica City School District, in recognition of the need for a district-wide initiative to improve instruction in English Language Arts, especially for English Language Learners and Students with Disabilities, has used the Contract for Excellence funds to provide greatly needed staff. The Contract for Excellence has enabled us to hire a Director of Staff Development, and an ESL Facilitator who provides embedded classroom-level support and modeling of instructional techniques. Additionally, we were able to add AIS teachers, Special Education teachers, ESL teachers, Content area teachers, guidance counselors, social workers, psychologists.

- *Board of Education Goal*   One of the high priority goals established by our Board of Education is to "Implement recommendations from the Audit of Curriculum and monitor the District Action Plan." We believe this Board-level support is critical to the long-term success of the Action Plan.

Restraining Forces

- *Time*   There is a great need for teacher release time to work on the various committees needed to actuate the initiatives articulated in the Action Plan.

- *Training*   Several district-wide initiatives are planned, especially for SWDs and ELLs. Those initiatives need planning, structuring and implementation as well as embedded aspects and follow-up. The staff development and training

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initiatives include differentiated instruction, Response to Intervention (RTI), Sheltered Instruction Observation Protocol (SIOP), higher order questioning skills, and Professional Learning Communities (PLCs). It will be challenging to schedule and ensure the meaningful participation of the entire instructional staff.

- *Money*   With a "Free & Reduced Lunch" percentage of 76%, the district struggles with funding for targeted instruction and relies heavily on grants and entitlements which are subject to reduction without prior notification.

- *High Student Mobility*   Students, especially SWDs and ELLs have a very high mobility rate. They may be in the District insufficient time to fully benefit from programs designed to improve achievement.

- *Larger Than Typical Subgroup Population*   The Utica City School District has a larger percent of Student with Disabilities (15%) and English Language Learners (13%) than most small cities. This places a large burden on the District to ensure these subgroups meet the rigorous assessment targets set by the State.

- *Technology Infrastructure*   The technology infrastructure in some existing buildings is limited. We plan on addressing this issue in the approved Capitol Project.

- *Outside Placements*   The District has many students placed in outside alternative education settings. Although we do not deliver the instruction nor monitor the attendance, we are still responsible for their performance on all State assessments. This is a disconnect that contributed significantly to our being designated as a "DINI" district.

- *Lack of Space*   The District has no room in any elementary building for additional special education classrooms. If more elementary students are classified as needing special education services, there are no rooms to house more classes. Furthermore, most elementary ESL teachers are sharing rooms with one or more other teachers. This is an untenable situation for language teaching, especially when English Language Learners are expected to master the language within one year.

We recognize the changes necessary to ensure the achievement of all students in our District and we believe the Audit of Curriculum process has been beneficial and productive. The Action Plan resulting from this process will be enacted faithfully and will, we believe, lead to systemic changes that will improve academic achievement in English Language Arts for our entire student population.

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LPA RECOMMENDATION #1→	←BASED UPON KEY FINDING #1	→→→UCSD GOAL #1
Utica City School District should implement a district-wide system of curriculum designed to create a coherence of expectations and experiences within and across schools, including materials, assessments, and outcomes that: • Are aligned to the breadth and depth of the state standards • Have written information for teachers on instructional expectations • Include explicit performance expectations for students including benchmarks • Include links to both formative and summative assessments The system as a whole will contain a monitoring component, providing opportunities for data collection, reflection, and improvement as implementation of curriculum progresses.	The Utica City School District does not have a district-wide written and articulated curriculum in English Language Arts K-12 that is aligned with New York State Learning Standards in the area of General Education, Special Education, and English Language Learners. In the absence of this, instructional planning is approached in multiple ways and lacks consistency.	The Utica City School District has implemented a comprehensive fully aligned and articulated Board of Education approved K-12 curriculum for ELA that meets the needs of all students.

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GOAL: The Utica City School District has implemented a comprehensive fully aligned and articulated Board of Education approved K-12 curriculum for ELA that meets the needs of all students.

Objective 1: By the end of Year 3, 100% of ELA instructional staff will use a district-wide K-12 ELA curriculum with coherent instructional expectations and experiences as demonstrated by observations and lesson plans, and measured by student assessments.

Objective 1 Strategy 1	Activities	Timeline	Resources
By the end of Year 1, the Utica City School District ELA Curriculum Committee will have developed a comprehensive, fully aligned and articulated district-wide K-12 curriculum for ELA.	Establish teams to write the curriculum (K-2, 3-5, 6-8, 9-12) including representatives for Students with Disabilities, English Language Learners, and outside placement staff.	K-2 team—August, 2008 3-5 team—October, 2008 6-8 team—January, 2009 9-12 team—February, 2009	• NYS ELA Core Curriculum • NYS ELA indicators • Scott Foresman Reading Series lessons/activities • Prentice-Hall Literature Series • Office Supplies • Computer Access • Supplement Materials • Money for substitutes, extended staff hours • Money to pay ELA Curriculum Facilitator(s)
	Hire facilitator(s) to lead curriculum development	Fall 2008	
	Examine the NYS Core Curriculum to identify specific indicators using the certain criteria (clarity, essential and measurable) in light of what is needed for ELA Assessment and what is a reasonable expectation for students at a grade level.	Fall 2008 through Spring 2009	
	Identify areas of instructional deficiency and need for additional materials	Fall 2008 through Spring 2009	
	Identify and eliminate assessments areas which do not support the indicators	Fall 2008 through Spring 2009	
	Design any needed assessments	Fall 2008 through Spring 2009	
	Finalize the nonnegotiable curriculum to be taught and assessed providing consistency and accountability within and across all grade levels including Special Education and ESL	May 2009	
	Submit the final curriculum to The UCSD Board of Education for approval.	June 2009	

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Responsible Staff:	**Directors of Elementary & Secondary Education,** ELA Curriculum Facilitator(s), ELA Committee
Indicators/Evidence:	Notes from meetings, minutes from progress meeting(s) with ELA Curriculum Facilitator(s)
Evaluation:	Board approved fully aligned K-12 ELA curriculum

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Objective 1 Strategy 2	Activities	Timeline	Resources
By the end of Year 2, the Utica City School District will have implemented the comprehensive, fully aligned and articulated district-wide K-12 curriculum for ELA	Distribute the ELA curriculum document and a detailed pacing guide to all ELA instructional staff (including ESL, Special Education, & outside placement staff) and administration. Also, post on District's website	June 2009	• NYS ELA Core Curriculum • NYS ELA indicators • Scott Foresman Reading Series lessons/activities • Prentice-Hall Literature Series • e-Chalk • Feedback form • Paper & curriculum binders • Survey of the Enacted Curriculum (SEC) & money to administer and interpret
	ELA committee members will meet with building level administration and district directors to explain the curriculum and to discuss resources, assessments, and lessons, and administrative monitoring.	June 2009 through September 2009	
	ELA committee members will meet with teachers in grade level teams to explain the why, what, how, and who of the curriculum and to discuss resources, assessments, and lessons.	June 2009 through September 2009	
	All district ELA teachers including outside placement staff will implement the ELA curriculum.	September 2009 through June 2010	
	Create a document to gather feedback on the effectiveness of the implementation of the curriculum.	Summer 2009	
	Teachers will meet in grade level teams and/or content teams within buildings to gather feedback on the effectiveness of the curriculum.	Monthly-- September 2009 through June 2010	
	Teachers will meet in district grade level teams and/or content teams to share feedback on the effectiveness of the curriculum.	Mid-year 2009-2010	
	Reconvene members of the ELA Committee to review feedback and revise the curriculum as needed.	January 2010 through June 2010	
	ELA staff will participate in the Survey of the Enacted Curriculum (SEC).	June 2010	
Responsible Staff	**Directors of Elementary & Secondary Education,** ELA Committee Members**,** Building Administrators**,** ELA Instructional Staff including ESL, Special Education, & outside placement staff		
Indicators/Evidence:	Attendance, committee meeting minutes, minutes/notes from grade level/content team meetings, feedback responses		
Evaluation:	Lesson plans, informal & formal observations, SEC data		

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Objective 1 Strategy 3	Activities	Timeline	Resources
By the end of Year 2, the UCSD will develop a plan to meet regularly with outside placement staff to share the UCSD Board Approved K-12 ELA Curriculum and the *Guide to the UCSD ELA Instruction Process.*	UCSD will identify the outside placement agencies that provide services to UCSD students.	January 2009	• UCSD Board Approved K-12 ELA Curriculum • The *Guide to the UCSD ELA Instruction Process* • NYS ELA Learning Standards
	Selected district directors will meet with outside placement administrators to share the curriculum and encourage the use of the *Guide.*	June 2009	
	Invite outside placement staff to attend relevant UCSD Profession Development sessions related to ELA curriculum and instruction.	September 2009-June 2010 Ongoing thereafter	
	UCSD Directors and Administrators will make site visits to outside placement to observe implementation of NYS Standards-based instruction.	September 2009 – June 2010 & Ongoing thereafter	
Responsible Staff	**Elementary and Secondary Directors,** Directors of Special Education, ESL, and Special Programs and the Administrator of Instructional Services for Special Education		
Indicators/Evidence:	Attendance at joint meetings, professional development evaluation forms		
Evaluation:	List of outside placement agencies, meeting minutes		

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Objective 1 Strategy 4	Activities	Timeline	Resources
By the end of Year 3, the Utica City School District ELA Curriculum Committee will have a system in place for ongoing review and monitoring of the curriculum for ELA.	Teachers will meet in grade level teams and/or content teams within buildings to gather feedback on the effectiveness of the curriculum.	Four times a year	• e-Chalk • Feedback form • Paper & curriculum binders • Survey of the Enacted Curriculum
	Teachers will meet in district grade level teams and/or content teams to share feedback (including SEC data) on the effectiveness of the curriculum.	Once a year	
	Reconvene members of the ELA Committee to review feedback and revise the curriculum as needed.	Spring of each year	
	Submit revised curriculum for Board approval.	June of each year	
	Publish, distribute, and post on District website revised curriculum for implementation	June of each year	
Responsible Staff	**Directors of Elementary & Secondary Education,** ELA Committee Members**,** Building Administrators**,** ELA Instructional Staff including ESL, Special Education, & outside placement staff		
Indicators/Evidence:	Attendance, committee meeting minutes, minutes/notes from grade level/content team meetings, feedback responses, SEC data		
Evaluation:	Revised ELA curriculum		

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Objective 2: By the end of Year 3, 100% of ELA instructional staff will use the UCSD ELA Curriculum prioritized for Students with Disabilities as demonstrated by observations and lesson plans.

Objective 2 Strategy 1	Activities	Timeline	Resources
By the end of year 2, UCSD Special Education ELA subcommittee will have prioritized the adopted UCSD ELA curriculum to support Students with Disabilities	Establish Special Education teams including outside placement staff to prioritize the adopted ELA curriculum (K-2, 3-5, 6-8, 9-12) for Students with Disabilities.	K-2 team—August, 2009 3-5 team—October, 2009 6-8 team—January, 2010 9-12 team—February, 2010	• Board approved UCSD ELA K-12 Curriculum • NYS ELA indicators • Scott Foresman Reading Series lessons/activities • Prentice-Hall Literature Series • e-Chalk • Paper & curriculum binders • Money for a Special Education Facilitator(s) • Money for substitutes or extended day pay • Money for additional supplemental materials for differentiated instruction
	Select facilitator(s) to lead curriculum prioritization process.	Fall 2009	
	Examine the adopted ELA curriculum and prioritize essential elements to meet the needs of Students with Disabilities.	Fall 2009 through Spring 2010	
	Identify areas of need for supplemental materials to facilitate differentiated instruction	Fall 2009 through Spring 2010	
	Publish prioritized Special Education ELA curriculum and post on the District's website.	Spring 2010	
	Distribute prioritized Special Education ELA curriculum to all instructional staff including outside placement staff and administration.	Spring 2010	
Responsible Staff:	**Directors of Special Education,** Special Education ELA Committee Members, Building Administrators, Special Education Facilitator(s), ELA Instructional Staff including Special Education, & outside placement staff		
Indicators/Evidence:	Notes from meetings, minutes from progress meeting(s) with Special Education Curriculum Facilitator(s)		
Evaluation:	Final Prioritized ELA Curriculum for Students with Disabilities		

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Objective 2 Strategy 2	Activities	Timeline	Resources
By the end of Year 3, the Utica City School District will have implemented the prioritized Special Education curriculum for ELA	Distribute the prioritized Special Education ELA curriculum document to all ELA instructional staff including outside placement staff and administration.	June 2010	• Board approved UCSD ELA K-12 Curriculum • NYS ELA indicators • Scott Foresman Reading Series lessons/activities • Prentice-Hall Literature Series • e-Chalk • Paper & curriculum binders • Money for summer stipends
	Special Education ELA committee members will meet with building level administration and district directors to explain the prioritized Special Education curriculum.	June 2010 through September 2010.	
	Special Education ELA committee members will meet with teachers in grade level teams to explain the prioritized curriculum.	June, 2010 through September 2010	
	All relevant ELA teachers including outside placement staff will implement the prioritized Special Education ELA curriculum.	September 2010 through June 2011	
	Create a document to gather feedback on the effectiveness of the implementation of the Special Education prioritized curriculum.	Summer 2010	
	Special Education teachers will meet in grade level teams and/or content teams within buildings to gather feedback on the effectiveness of the curriculum.	Monthly-- September 20010 through June 2011	
	Special Education teachers will meet in district grade level teams and/or content teams to share feedback on the effectiveness of the curriculum.	Mid-year 2010--2011	
	Reconvene members of the Special Education ELA Committee to review feedback and revise the prioritized curriculum as needed.	Spring 2011	
Responsible Staff:	**Directors of Special Education,** Special Education ELA Committee Members, Building Administrators, ELA Instructional Staff including Special Education, & outside placement staff		
Indicators/Evidence:	Attendance, committee meeting minutes, minutes/notes from grade level/content team meetings, feedback responses		
Evaluation:	Lesson plans, formal and informal classroom observations		

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Objective 2 Strategy 3	Activities	Timeline	Resources
By the end of Year 4, the Utica City School District Special Education ELA Curriculum Committee will have a system in place for ongoing review and monitoring of the prioritized Special Education curriculum for ELA.	Special Education teachers including outside placement will meet in grade level teams and/or content teams within buildings to gather feedback on the effectiveness of the curriculum.	Four times a year	• Board approved UCSD ELA K-12 Curriculum • NYS ELA indicators • Scott Foresman Reading Series lessons/activities • Prentice-Hall Literature Series • e-Chalk • Paper & curriculum binders • Money for extended day pay
	Special Education teachers including outside placement will meet in district grade level teams and/or content teams to share feedback on the effectiveness of the curriculum.	Once a year	
	Reconvene members of the Special Education ELA Committee to review feedback, revise, and prioritize the curriculum as needed.	Spring of each year	
	Submit revised Special Education ELA curriculum for Board approval.	June of each year	
	Publish, distribute, and post on the District's website the revised Special Education ELA curriculum for implementation	June of each year	
Responsible Staff:	**Directors of Special Education,** Special Education ELA Committee Members, Building Administrators, ELA Instructional Staff including Special Education, & outside placement staff		
Indicators/Evidence:	Attendance, committee meeting minutes, minutes/notes from grade level/content team meetings, feedback responses		
Evaluation:	Revised ELA Curriculum for Students with Disabilities		

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Objective 3: *By the end of Year 3, 100% of ELA instructional staff will use the ELA Curriculum that is expanded to include scaffolded foundation English skills* for English Language Learners leading to equal access to the ELA curriculum as demonstrated by observations and lesson plans, and measured by student assessments.*

Objective 3 Strategy 1	Activities	Timeline	Resources
By the end of year 2, the UCSD ESL ELA subcommittee will have expanded the adopted UCSD ELA curriculum to provide equal access to ELLs.	Establish ESL ELA teams to expand the adopted ELA curriculum (K-2, 3-5, 6-8, 9-12) for English Language Learners to include scaffolded foundation English skills.	K-2 team—August, 2009 3-5 team—October, 2009 6-8 team—January, 2010 9-12 team—February, 2010	• Board approved UCSD ELA K-12 Curriculum • NYS ELA indicators • NYS ESL indicators • Hampton Brown Reading Series lessons/activities • Visions Reading Series • Highpoints Reading Series • Prentice-Hall Literature Series • e-Chalk • Paper & curriculum binders • Money for extended day pay • Money for additional materials needed to expand the curriculum
	Select facilitator(s) to lead curriculum expansion process.	Fall 2009	
	Examine the adopted ELA curriculum and expand it to include scaffolded foundation English skills to ensure the equal access for English Language Learners.	Fall 2009 through Spring 2010	
	Identify areas of instructional deficiency and need for supplemental materials	Fall 2009 through Spring 2010	
	Finalize expanded ESL ELA curriculum.	Spring 2010	
	Submit expanded ESL ELA curriculum to all instructional staff and administration.	June 2010	
Responsible Staff	**Director of ESL**, ESL Facilitator, ESL ELA Committee Members, Building Administrators, ESL Instructional Staff		
Indicators/Evidence:	Notes from meetings, minutes from progress meeting(s) with ESL Curriculum Facilitator(s)		
Evaluation:	Expanded ESL ELA Curriculum		

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Objective 3 Strategy 2	Activities	Timeline	Resources
By the end of Year 3, the Utica City School District will have implemented the expanded ESL ELA curriculum.	Distribute and post on the District's website the expanded ESL ELA curriculum document to all ELA instructional staff and administration.	June 2010	• Expanded ESL ELA curriculum • NYS ELA indicators • NYS ESL indicators • Hampton Brown Reading Series lessons/activities • Visions Reading Series • Highpoints Reading Series • Prentice-Hall Literature Series • Money for extended day pay
	ESL ELA committee members will meet with building level administration and district directors to explain the expanded ESL ELA curriculum.	June 2010 through September 2010.	
	ESL ELA committee members will meet with teachers in grade level teams to explain the expanded ESL ELA curriculum.	June 2010 through September 2010	
	All appropriate ELA ESL teachers will implement the expanded ESL ELA curriculum.	September 2010 through June 2011	
	Create a document to gather feedback on the effectiveness of the implementation of the expanded ESL ELA curriculum.	Summer 2011	
	ESL teachers will meet in grade level teams and/or content teams within buildings to gather feedback on the effectiveness of the expanded ESL ELA curriculum.	Monthly-- September 2010 through June 2011	
	ESL teachers will meet in district grade level teams and/or content teams to share feedback on the effectiveness of the expanded ESL ELA curriculum.	Mid-year 2010--2011	
	Reconvene members of the ESL ELA Committee to review feedback and revise the expanded ESL ELA curriculum. as needed.	Spring 2011	
Responsible Staff:	**Director of ESL,** ESL ELA Committee Members, Building Administrators, ESL Instructional Staff		
Indicators/Evidence:	Notes from meetings, minutes from progress meeting(s) with ESL Curriculum Facilitator(s)		
Evaluation:	Revised Expanded ESL ELA Curriculum		

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Objective 3 Strategy 3	Activities	Timeline	Resources
By the end of Year 4, the Utica City School District ESL ELA Curriculum Committee will have a system in place for ongoing review and monitoring of the Expanded ESL ELA curriculum.	ESL teachers will meet in grade level teams and/or content teams within buildings to gather feedback on the effectiveness of the expanded ESL ELA curriculum.	Four times a year	• Expanded ESL ELA curriculum • NYS ELA indicators • NYS ESL indicators • Hampton Brown Reading Series lessons/activities • Visions Reading Series • Highpoints Reading Series • Prentice-Hall Literature Series • Money for extended day pay
	ESL teachers will meet in district grade level teams and/or content teams to share feedback on the effectiveness of the expanded ESL ELA curriculum.	Once a year	
	Reconvene members of the ESL ELA Committee to review feedback, revise, and expand the expanded ESL ELA curriculum as needed.	Spring of each year	
	Submit expanded ESL ELA curriculum for Board approval.	June of each year	
	Publish, distribute, and post on the District's website the expanded ESL ELA curriculum. for implementation	June of each year	
Responsible Staff	**Director of ESL,** ESL ELA Committee Members, Building Administrators, ESL Instructional Staff		
Indicators/Evidence:	Notes from meetings, minutes from progress meeting(s) with ESL Curriculum Facilitator(s)		
Evaluation:	Revised Expanded ESL ELA Curriculum		

* Foundation English skills include: oral/aural communication in English, pre-literacy and/or basic literacy skills similar to skills that a child would typically develop in his/her native language before entering school

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Objective 4: *By the end of Year 2, 100% of UCSD building-level administrators will use a monitoring process to ensure the ELA curriculum is fully and consistently implemented as demonstrated by reports of informal and formal observations.*

Objective 4 Strategy 1	Activities	Timeline	Resources
By the middle of year 2, the UCSD will have developed a monitoring process to ensure the adopted ELA curriculum is fully and consistently implemented.	Establish a committee of administrators and teacher representatives to develop a monitoring process.	Spring 2009	• Money for substitutes for teachers who serve on the committee
	The committee will review existing monitoring process.	Spring 2009	
	The committee will identify deficiencies in the existing monitoring process.	Summer 2009	
	The committee will design and/or revise the monitoring process.	Summer 2009	
	The committee will finalize and post on the District's website the monitoring process.	Fall 2009	
Responsible Staff	**Directors of Elementary and Secondary Education**, Administrators and teacher representatives, Technology Staff		
Indicators/Evidence:	Minutes from committee meetings, draft of the monitoring process		
Evaluation:	Finalized monitoring process documents		

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Objective 4 Strategy 2	Activities	Timeline	Resources
By the end of year 2, the UCSD will use a monitoring process to ensure the adopted ELA curriculum is fully and consistently implemented.	Distribute the monitoring process documents to appropriate administrators and all ELA instructional staff	Fall 2009	• Office supplies
	Directors of Elementary and Secondary Education will review the monitoring process with building administrators	Fall 2009	
	Building level administrators will review the process with ELA instructional staff	Fall 2009	
	All building level administrators will implement the monitoring process	Ongoing	
	The monitoring process will be reviewed and revised if necessary	Spring 2010 and annually thereafter	
Responsible Staff:	**Directors of Elementary and Secondary Education,** Building Administrators, ELA Instructional Staff, APPR Committee		
Indicators/Evidence:	meeting agendas, formal and informal observations, lesson plans		
Evaluation:	completed monitoring process documents		

PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT

LPA RECOMMENDATION #2 →	←BASED UPON KEY FINDING #2	→→→UCSD GOAL #2
Create and implement a cohesive systematic and system-wide three to five year professional development plan that is aligned with the District and School Comprehensive Education Plans. Two areas stood out in the audit findings and should be considered key areas for the professional development plan: • Create a system-wide approach to professional development by increasing the focus for professional development to the school and district levels. This includes a centralized District-level professional development department. • Additional professional development for general education teachers to better meet the needs of students with disabilities and English language learners should be included, as well as including increased collaboration with teachers who support these populations. The plan should include professional development that is differentiated, ongoing, job-embedded, and designed to address the needs of individual teachers in meeting the district and school objectives. The plan should include a process for monitoring implementation and impact on teaching and learning in ELA, particularly for SWDs and ELLs.	The District does not have a well-articulated documented plan or policy for implementation for English Language Arts professional development, and it lacks of a full-time Director for Professional Development.	The Utica City School District (UCSD) has a system of professional development that enhances the ELA teaching practices of all instructional staff.

PROFESSIONAL DEVELOPMENT

> GOAL: The Utica City School District (UCSD) has a *System of Professional Development* that enhances the ELA teaching practices of all instructional staff.

*System of Professional Development

  Provide a diverse and dynamic system of professional development for all instructional staff in order that they might increase the depth and quality of services
  provided to the District and its students
- *Preparation of a knowledgeable and effective instructional staff*
- *Monitoring and evaluation of success of these efforts*
- *Utilization of best strategies for learning*

> Objective 1: By the end of Year 3, 90% of instructional staff will have participated in ongoing and integrated ELA Professional Development as measured by feedback and recorded observations.

Objective 1 Strategy 1	Activities	Timeline	Resources
By the end of Year 1, a district-wide ELA professional development plan for teachers and administrators will have been developed.	Establish PDP and Administrative PDP meeting schedules.	September 2008	• Curriculum Audit Report • Curriculum Audit Action Plan • NYS Report Cards • Other data • Information on presenters • Special Education Training and Resource Centers (SETRC)
	PDP and Administrative PDP will review Curriculum Audit Report, Curriculum Audit Action Plan, District and Building NYS Report Cards, and other data to determine district needs of professional development in ELA.	September 2008 – March 2009	
	Select topics, presenters/facilitators, venues, dates, and target audience for professional development offerings. Topics must include Response to Intervention(RTI), Differentiated Instruction, Student Engagement, Higher Level Thinking, Sheltered Instruction Observation Protocol (SIOP), etc.	March 2009 – June 2009	
	Determine the method of delivery for each ELA professional development offering.	March 2009 – June 2009	
	PDP Committee(s) will draft PD Plan and submit to Superintendent for review and feedback.	June 2009	
	Finalize the draft PDP based on Superintendent's feedback, and submit to Board of Education for approval.	July 2009	

PROFESSIONAL DEVELOPMENT

Responsible Staff:	**Director of Professional Development,** PDP Committees, Superintendent
Indicators/Evidence:	Meeting notes, PD needs analysis, table of PD offerings with who, what, where, when, etc.
Evaluation:	Approved ELA PD Plan

Objective 1 Strategy 2	Activities	Timeline	Resources
By the end of Year 2, a district-wide ELA professional development plan for teachers and administrators will have been implemented and monitored.	PDP committees will create a standard evaluation form for all district-wide PD events (PDEs).	Summer 2009	• ELA PD Plan • Money for presenters • Money for substitutes and teacher stipends as needed
	The ELA PD Plan will be presented to teachers on the first Superintendent's Conference Day of the 2009-2010 school year.	September 2009	
	Professional development events will take place according to the schedule outlined in the ELA PD Plan.	September 2009 – June 2010	
	The ELA PD Plan will be posted on the district website and distributed to all administrators.	August 2009	
	Evaluations will be completed and collected at the conclusion of each PD event.	September 2009 – June 2010	
	Evaluations will be summarized and analyzed.	September 2009 – June 2010	
	Feedback from all PDEs will be shared with the PDP Committee and building administrators and used to plan the next event/future events.	September 2009 – June 2010	
	The PDP committees will review feedback and data to formulate the following school year's PD Plan.	March 2010 – July 2010	
Responsible Staff:	**Director of Professional Development,** PDP Committee, building administrators		
Indicators/Evidence:	Schedule, agendas, evaluation forms		
Evaluation:	Summary of feedback and evaluation forms		

PROFESSIONAL DEVELOPMENT

Objective 1 Strategy 3	Activities	Timeline	Resources
By the middle of Year 1, the district will develop a Professional Learning Community (PLC) framework.	The PDP subcommittees will research Professional Learning Committees by reading research based professional literature.	Summer 2008	• Research based professional literature on PLCs • Report Form • Supplies • Stipends for PDP subcommittee
	Establish a definition and guidelines including a report form for Professional Learning Communities (PLCs) for the UCSD.	September 2008	
	Share with all administrators and instructional staff and post on district website, the definition, guidelines and report form.	September 2008	
	Create PLC teams at each building.	September 2008	
Responsible Staff:	**PDP Committees**, PDP Subcommittee, Professional Development Department, Building Administrators, Instructional Staff		
Indicators/Evidence:	PDP minutes, PDP calendar, research material, list of PLC teams		
Evaluation:	PLC Framework Document		

PROFESSIONAL DEVELOPMENT

Objective 1 Strategy 4	Activities	Timeline	Resources
By the end of Year 2, Professional Learning Communities will be fully implemented and monitored in each building.	Each building will create PLC teams.	September 2008	• Research based professional literature on PLCs. • Report Form • Supplies • Money for substitutes • Stipends for teachers' summer workshops & meetings • Money for Consultant for Facilitation Training
	Building PLC teams will meet on designated Superintendent Conference Days and district-wide in-service days.	September 2008- June 2009	
	Each building will develop a PLC meeting schedule that reflects, at minimum, monthly meeting dates.	June 2009	
	Train key PLC team members in PLC facilitation skills.	By June 2009	
	Team members who were trained in facilitation skills will meet to refine skills and develop a turnkey training plan.	Summer 2009	
	PLC team members who were trained in facilitation skills will train all PLC team members in facilitation skills.	September – December 2009	
	PLC teams will meet according to their schedule.	September 2009-June 2010	
	Report forms from each PLC meeting will be completed and submitted to the building principal(s) and the Director of Professional Development.	Within 1 week of each meeting	
Responsible Staff:	**Director of Professional Development, Building Administrators**, Instructional staff		
Indicators/Evidence:	List of PLC teams, PLC meeting schedule, PLC Report Forms, attendance log from training		
Evaluation:	Summary of PLC Report Forms		

PROFESSIONAL DEVELOPMENT

Objective 1 Strategy 5	Activities	Timeline	Resources
By the end of Year 2, a Professional Learning Library (PLL) will be established in each building and the District Professional Development office.	Identify materials to purchase for the Professional Learning Libraries (PLLs).	Spring 2009	• Money to purchase books, journals, and media for the professional libraries
	Purchase the materials including multiple copies when used for book studies	Summer 2009	
	School Library Media Facilitators will receive, catalog, and shelve PLL materials.	September 2009	
	PD Director will publicize the PLLs and procedures for using them in PLCs.	September 2009	
	Teachers will use PLL materials in PLCs.	September 2009 – June 2010 and ongoing thereafter	
	PD Director will collect quarterly circulation reports of materials in the PLLs to analyze the use of the PLL.	September 2009 – June 2010 and ongoing thereafter	
	PD Director will include a summary of the PLL circulation reports in her annual report to the Board of Education.	July 2010	
Responsible Staff:	**Director of Professional Development, School Library Media Specialists**		
Indicators/Evidence:	Annotated bibliography of professional materials in PLL, circulation reports, purchase orders		
Evaluation:	Report to Board of Education on use of the PLLs		

INSTRUCTION

INSTRUCTION

LPA RECOMMENDATION #3→	←BASED UPON KEY FINDING #3	→→→UCSD GOAL #3
Create, implement, and monitor an ELA classroom instruction process that: • Aligns with the student expectations presented in the district-wide ELA written curriculum • Incorporate a variety of research-based instructional strategies to engage all students in learning and improving student achievement in literacy • Monitors the implementation of the ELA instructional strategies throughout the district	Differentiated instruction, collaborative learning, and higher level questioning strategies are used with limited frequency.	The Utica City School District has a consistent research-based K-12 ELA classroom instruction process that uses the adopted ELA curriculum consistently and with fidelity and improves student achievement in literacy.

GOAL: The Utica City School District has a consistent research-based K-12 ELA classroom instruction process that improves student achievement in literacy.

Objective 1: By the end of Year 3, the UCSD will use a consistent, research-based ELA classroom instruction process that is aligned to the district-wide ELA curriculum and is designed to promote higher level thinking, to engage all students in learning, and to differentiate instruction for ELLs and SWDs, as documented by an internally published _Guide to the UCSD ELA Instruction Process._

Objective 1 Strategy 1	Activities	Timeline	Resources
By the end of Year 2, the UCSD District-Wide ELA Instruction Committee will have created a _Guide to the UCSD ELA Instruction Process_ that includes a repertoire of research-based ELA instruction strategies and suggestions for when and how these strategies are used.	Form a K-12 team of teachers that includes representatives from ESL, special education, outside placement staff, and AIS teachers as well as classroom teachers, to research, develop, and/or recommend a research-based ELA instruction process.	Summer 2009	• Board Approved ELA K-12 District-Wide Curriculum • Money for substitutes and/or teacher stipends • Money for research materials • Money for photocopying, binders, dividers • Typist
	Research and gather information about research-based ELA instruction processes, including information on effective ELA Instruction for ELLs and SWDs.	Summer 2009- January 2010	
	Analyze the relative strengths, weaknesses, and suitability of each process for the UCSD.	Summer 2009- January 2010	
	Select the specific ELA instructional strategies and/or instructional delivery model(s) to be included in the _Guide_.	February 2010	
	Develop a format for the _Guide_ that includes: a description of the ELA instruction process for K-2, 3-5, 6-8, 9-12; a repertoire of engaging instructional strategies for teachers of each grade; higher order thinking strategies, appropriate differentiated strategies for ELLs and SWDs and a glossary of common language.	March 2010 - May 2010	
	Draft, edit, and publish the written _Guide._	June 2010	
	Film exemplars of selected instructional processes and post on District Website	June 2010	

INSTRUCTION

Responsible Staff:	Directors of Elementary and Secondary Education, **USCD District-Wide ELA Instruction Committee**
Indicators/Evidence:	Research articles and summaries, documented repertoire of instructional strategies, meeting notes
Evaluation:	Published *Guide to the UCSD ELA Instruction Process*

INSTRUCTION

Objective 1 Strategy 2	Activities	Timeline	Resources
By the beginning of Year 3, the UCSD District-Wide ELA Instruction Committee will have implemented the district-wide *Guide to the UCSD ELA Instruction Process* to all ELA providers, including ESL, AIS, and Special Education teachers.	Publish copies of the *Guide*.	June 2010	• Printing costs • Supplies – paper, binders, etc. • Money for substitutes and/or teacher stipends
	Distribute hard copies of the *Guide* to all ELA providers and administrators and post on the District website.	June 2010	
	ELA Instruction Committee members will meet with building level administration and district directors to explain the *Guide* and discuss implementation.	Summer 2010	
	ELA Instruction Committee members will meet with all ELA providers, including ESL, AIS, and Special Education teachers to explain the *Guide* and discuss implementation.	Summer 2010	
	Teachers will identify strategies for use in their classrooms.	September 2010-June 2011 Ongoing thereafter	
	Teachers will adjust their use of strategies as needed based on their analysis of the success of each strategy.	September 2010-June 2011 Ongoing thereafter	
Responsible Staff:	Directors of Elementary and Secondary Education, **USCD District-Wide ELA Instruction Committee, ELA providers, including ESL, AIS, and Special Education teachers**		
Indicators/Evidence:	*Guide* distribution list, attendance log		
Evaluation:	*Guide to the UCSD ELA Instruction Process,* hard copy and on-line		

INSTRUCTION

Objective 1 Strategy 3	Activities	Timeline	Resources
By the end of Year 3, the UCSD will have in place a system for ongoing review and monitoring of the use of the *Guide to the UCSD ELA Instruction Process.*	Teachers will meet in grade level teams and/or content teams within buildings to gather feedback on the effectiveness of specific instructional strategies and instructional delivery models.	Four times a year	• Printing costs • Supplies – paper, binders, etc. • Money for substitutes and/or teacher stipends
	Teachers will meet in district grade level teams and/or content teams to share feedback on the effectiveness of specific instructional strategies and instructional delivery models.	Twice a year	
	Reconvene members of the ELA Committee to review feedback and make necessary adjustments to the *Guide.*	Spring of each year	
	Publish, distribute, and post on the District website the revised *Guide.*	June of each year	
	Administrators will review lesson plans regularly to ensure that they are consistent with the curriculum, use the repertoire of instructional strategies and delivery models with differentiation for ELLs and SWDs.	Beginning September 2010 Ongoing thereafter	
	Building administrators will conduct 5x5s, informal and formal observations to monitor implementation of the instruction ELA process.	Beginning September 2010 Ongoing thereafter	
	Administrators will provide feedback to teachers on their formal and informal observations for the purpose of guiding teachers toward consistent implementation of the ELA instruction process.	Beginning September 2010 Ongoing thereafter	
Responsible Staff:	**Directors of Elementary and Secondary Education**, Building Administrators, USCD District-Wide ELA Instruction Committee, ELA providers, including ESL, AIS, and Special Education teachers		
Indicators/Evidence:	Informal classroom observations, teachers' logs of strategies used, minutes from grade level and district team meetings, 5x5s		
Evaluation:	Formal observations and teacher evaluations, revised *Guide*, exemplars posted on District website		

INSTRUCTION

Objective 1 Strategy 4	Activities	Timeline	Resources
Beginning Year 3, literacy coaches will facilitate the implementation of the ELA instruction process.	Develop a job description for Literacy Coach positions	Spring 2009	• Funds for district-wide literacy coaches (ELA & ESL Facilitators)
	Hire Literacy Coaches	Summer 2009	
	Literacy Coaches will work with the UCSD district-wide ELA Instruction Committee to participate in research for and development of the *Guide*	Summer 2009— September 2010	
	Literacy coaches will meet regularly with all ELA providers, including ESL, AIS, and Special Education teachers to model and coach the ELA instruction process.	September 2010 – June 2010	
	Literacy coaches will review with the ELA provider, student work samples to identify and adjust the use of the ELA instruction process.	September 2010 – June 2010	
Responsible Staff	**Directors of Special Programs, Elementary, and Secondary Education**, Building Administrators, Literacy coaches, ELA providers, including ESL, AIS, and Special Education teachers		
Indicators/Evidence:	Lesson plans, coaching/modeling logs, logs of informal observations		
Evaluation:	Formal evaluation of Literacy Coaches		

INSTRUCTION

Objective 1 Strategy 5	Activities	Timeline	Resources
By the end of Year 2, the UCSD will develop a plan to meet regularly with outside placement staff to share the UCSD Board Approved K-12 ELA Curriculum and the *Guide to the UCSD ELA Instruction Process.*	UCSD will identify the outside placement agencies that provide services to UCSD students.	January 2009	• UCSD Board Approved K-12 ELA Curriculum • The *Guide to the UCSD ELA Instruction Process* • NYS ELA Learning Standards
	Selected district directors will meet with outside placement administrators to share the curriculum and encourage the use of the *Guide.*	June 2009	
	Invite outside placement staff to attend relevant UCSD Profession Development sessions related to ELA curriculum and instruction	September 2009- June 2010 Ongoing thereafter	
	UCSD Directors and Administrators will make site visits to outside placement to observe implementation of NYS Standards-based instruction.	September 2009 – June 2010 Ongoing thereafter	
Responsible Staff	**Directors of Elementary and Secondary,** Special Education, ESL, and Special Programs and the Administrator of Instructional Services for Special Education		
Indicators/Evidence:	Attendance at joint meetings, professional development evaluation forms		
Evaluation:	List of outside placement agencies, meeting minutes		

ENGLISH LANGUAGE LEARNERS

LPA RECOMMENDATION #4→	←BASED UPON KEY FINDING #4	→→→UCSD GOAL #4A
Develop and implement a district-wide system for planning, delivering, and monitoring targeted academic services for low-performing ELLs and SWDs by: • Identifying and providing interventions that meet individual student needs • Enabling staff access to student assessment data to inform curricular and instructional decisions • Developing a district-wide system of using and sharing formative assessment to track individual student growth in language and literacy development • Providing ongoing and embedded professional development on Ell's and SWDs to all staff members who provide services to ELL'S and SWDs, particularly general education teachers, AIS coordinators and administrations Devising and further developing alternative methods of providing intensive academic support services during and outside of the school day.	There is a need for targeted services and differentiated instruction for low performing English Language Learners.	A. The Utica City School District has a district-wide system for planning, delivering, and monitoring targeted academic intervention services for low-performing English Language Learners. B. The Utica City School District has a district-wide system for planning, delivering, and monitoring targeted academic intervention services for Students with Disabilities.

ENGLISH LANGUAGE LEARNERS

GOAL: The Utica City School District has a district-wide system for planning, delivering, and monitoring targeted academic intervention services for low-performing English Language Learners(ELLs).*

*Low-performing English Language Learner is defined relative to typical progress in language acquisition for the grade and English proficiency level and further identified by not meeting appropriate benchmarks/performance indicators

<u>Objective 1:</u> *By the end of Year 2, 100% of ESL teachers will be able to identify ELLs in need of targeted AIS services through systematic screening and diagnostic procedures.*

Objective 1 Strategy 1	Activities	Timeline	Resources
By January of Year 2, the ESL Department will develop K-12 ESL criteria to identify low-performing ELLS.	Establish district-wide ESL curriculum committees (K-5, 6-8, 9-12).	By January of Year 1.	• Money for substitutes or extended day pay to release teachers serving on committees • Office supplies • Instructional resources including ELA curriculum for reference
	Committees will review the ELA K-5 curriculum and NYS ESL and ELA standards, test data, and other relevant documents to establish criteria and an eligibility form for each grade span and each proficiency level to identity low-performing ELLs.	By June of Year 1.	
	Committees will review the ELA 6-8 curriculum and NYS ESL and ELA standards, test data, and other relevant documents to establish criteria and an eligibility form for each grade span and each proficiency level to identity low-performing ELLs.	By January of Year 2.	
	Committees will review the ELA 9-12 curriculum and NYS ESL and ELA standards, test data, and other relevant documents to establish criteria and an eligibility form for each grade span and each proficiency level to identity low-performing ELLs.	By January of Year 2.	
Responsible Staff:	**Director of ESL**, ESL Facilitator, ESL Committee Members		
Indicators/Evidence:	Minutes of committee meetings, criteria document, and draft eligibility form		
Evaluation:	Final criteria document; final eligibility form		

ENGLISH LANGUAGE LEARNERS

Objective 1 Strategy 2	Activities	Timeline	Resources
By the end of year 2, schools will implement the eligibility process and monitor the use of criteria to identify low-performing ELLs.	A member from each committee will facilitate a review of the appropriate use of the established criteria and eligibility process with administrators and teachers.	By the end of year 2	• Student eligibility forms
	Criteria and eligibility process documents will be distributed to all ESL, AIS, and ELA teachers for implementation.	By the end of year 2	
	ESL teachers in coordination with AIS and ELA teachers will identify and compile list of low-performing ESL students.	Ongoing	
Responsible Staff:	**ESL Facilitator**, ESL Committee Members, ESL, AIS, and ELA teachers		
Indicators/Evidence:	Training schedule and attendance log, student eligibility forms submitted as needed, lists of low-performing ELLs		
Evaluation:	Verified attendance logs, completed annual student eligibility forms, annual lists of low-performing ELLs		

ENGLISH LANGUAGE LEARNERS

Objective 2: *By the end of Year 2, 100% of Instructional Support Teams (IST) will use the Response to Intervention (RTI) process to prescribe interventions for low-performing ELLs as demonstrated by IST meeting minutes and progress monitoring logs*

Objective 2 Strategy 1	Activities	Timeline	Resources
By the end of Year 2, staff will consistently utilize the RTI process of tiered interventions with documented evidence of implementation.	Provide all directors and building administrators with information on the RTI process.	By the end of Year 1	• Funds for training time • Funds for substitutes
	Provide all staff including outside placement staff and the Instructional Support Teams with information on the RTI process.	Ongoing year 1 and year 2	
	Examine, review, and modify current IST forms to include progress monitoring for ELL eligibility for AIS services.	Ongoing year 1 and year 2	
	Implement the use of RTI by the IST team	By the end of Year 2	
	IST and building principals monitor the use of RTI.	Ongoing	
Responsible Staff:	**Director of Special Education,** Directors of Elementary, Secondary, Special Programs, ESL, and Staff Development**,** Building administrators		
Indicators/Evidence:	Training schedule for RTI Process, IST minutes		
Evaluation:	Annual report from building level IST meetings		

ENGLISH LANGUAGE LEARNERS

> *Objective 3: By the end of Year 3, 100% of teachers providing AIS services will use an AIS program that targets individual low-performing ELL students' needs as documented by student schedules, lesson plans, observations, and classroom logs.*

Objective 3 Strategy 1	Activities	Timeline	Resources
By the beginning of Year 3, implement an AIS program appropriate for low-performing ELLs.	Establish a committee of AIS and ESL teachers.	By the middle of Year 1	• Money for AIS/ESL materials • Money for training AIS teachers • Smart Boards/Interactive whiteboards for Special Education Classrooms • Money for Smart Board Training • LCD Projectors • Laptops & Carts
	Review and select appropriate research-based instructional materials	By the end of Year 1	
	Provide AIS teachers with a repertoire of ESL methodologies and instructional strategies (PD)	Ongoing during Year 2	
	Schedule groups of ESL students according to identified ELA deficits as indicated by established criteria.	By the end of Year 2, and then continuing.	
	ESL and AIS teachers will provide intensive academic support services to scheduled groups of ESL students during and/or beyond the school day.	By the end of Year 2 and then continuing.	
	Reconvene members of the AIS/ESL committee to gather feedback and reviewed AIS program as needed.	Ongoing, end of each year	
Responsible Staff:	**ESL Facilitator**, AIS and ESL teachers,		
Indicators/Evidence:	Student schedules, lesson plans, observations, classroom logs, committee meeting minutes		
Evaluation:	Completed implementation of AIS program as evidenced through schedules, rosters, and observations		

ENGLISH LANGUAGE LEARNERS

> _Objective 4:_ By the end of Year 2, the Utica City School District will have a district-wide system of using and sharing students' assessment data to inform curricular and instructional decisions.

Objective 4 Strategy 1	Activities	Timeline	Resources
By the end of Year 2, the UCSD will develop a comprehensive electronic profile for every ELL student containing biographical and assessment data.	Director of ESL will provide a list of necessary biographical and assessment data to be included in the ELL Electronic Student Profile.	By the beginning of Year 1	• Money for expanding SchoolTool
	Examine current district-wide database (SchoolTool) to ascertain what additional data is needed to complete ELL student profiles	By the middle of Year 2	
	Special Program staff will work with the RIC and Mindex to design the ELL Electronic Student Profile tab in SchoolTool.	By the middle of year 2	
	Input ELL biographical and assessment data.	By the end of year 2	
	Train instructional staff in accessing and interpreting data available in ELL Electronic Student Profile **(PD)**	By the end of year 2	
Responsible Staff	**Director of ESL,** Special Program Staff, Technology Staff, ESL Department Staff		
Indicators/Evidence:	Minutes of meetings with relevant staff, examine progress of input in student profiles periodically, attendance at training sessions		
Evaluation:	Electronic Profile System in place and in use to inform curricular and instructional decisions		

STUDENTS WITH DISABILITIES

STUDENTS WITH DISABILITIES

LPA RECOMMENDATION #4→	←BASED UPON KEY FINDING #4	→→→UCSD GOAL #4B
Develop and implement a district-wide system for planning, delivering, and monitoring targeted academic services for low-performing ELL's and SWD's by: • Identifying and providing interventions that meet individual student needs • Enabling staff access to student assessment data to inform curricular and instructional decisions • Developing a district-wide system of using and sharing formative assessment to track individual student growth in language and literacy development • Providing ongoing and embedded professional development on ELL's and SWD's to all staff members who provide services to ELL'S and SWD's, particularly general education teachers, AIS coordinators and administrations Devising and further developing alternative methods of providing intensive academic support services during and outside of the school day.	There is a need for targeted services and differentiated instruction for low performing Students With Disabilities (SWDs).	A. The Utica City School District has a district-wide system for planning, delivering, and monitoring targeted academic intervention services for low-performing English Language Learners. B. The Utica City School District has a district-wide system for planning, delivering, and monitoring targeted academic intervention services for Students with Disabilities.

STUDENTS WITH DISABILITIES

GOAL: The Utica City School District has a district-wide system for planning, delivering, and monitoring targeted academic intervention services for Students with Disabilities.*

Objective 1: _By the end of Year 3, 100% of teachers providing AIS services will use an AIS program that targets the individual needs of Students with Disabilities as documented by student schedules, lesson plans, observations, and classroom logs._

Objective 1 Strategy 1	Activities	Timeline	Resources
By the end of Year 2, AIS providers will develop an AIS program that targets the individual needs of Students with Disabilities.	Establish district-wide Committee of AIS and Special Education Teachers (K-5, 6-8, 9-12)	By September 2009	• Money for substitute teachers • Money for stipends • Money for AIS/Special Education materials/resources • Supplies
	Committees will review the prioritized ELA K-5	September – December 2009	
	Committees will review the prioritized ELA 6-8	September – December 2009	
	Committees will review the prioritized ELA 9-12	September – December 2009	
	Committees will review and identify appropriate research-based instructional strategies and supplemental instructional materials to target individual needs of Students with Disabilities	January-June 2010	
	Finalize AIS Program Framework which includes research-based instructional strategies and supplemental instructional materials to target individual needs of Students with Disabilities	June 2010	
Responsible Staff:	**Director of Special Education and Special Education Administrators,** AIS and Special Education Teachers, AIS Facilitators, GAP Facilitators		
Indicators/Evidence:	Meeting minutes from the Special Education AIS Committee, list of methodologies, instructional strategies, and supplemental materials, attendance log		
Evaluation:	Completed Special Education AIS program framework		

STUDENTS WITH DISABILITIES

Objective 1 Strategy 2	Activities	Timeline	Resources
By the end of Year 3, AIS providers, in conjunction with Special Education teachers, will implement research-based remedial programs to support the ELA curriculum.	Provide the AIS Facilitators with a repertoire of methodologies and instructional strategies (PD)	Summer 2010	• Money for substitute teachers • Money for stipends • Money for AIS/Special Education materials & resources • Supplies
	Central Office Special Education Administration will meet with building level administration to explain the Special Education AIS program framework	Summer 2010	
	Provide AIS teachers with a repertoire of methodologies and instructional strategies (PD)	Fall 2010	
	Using the Special Education AIS program framework, AIS providers will implement instructional strategies to meet the targeted needs of individual Students with Disabilities.	On-going	
	AIS providers will document use of instructional strategies to meet the targeted needs of individual Students with Disabilities	On-going	
Responsible Staff:	**Director of Special Education and Special Education Administrators,** Building Administrators, AIS and Special Education Teachers, AIS Facilitators, GAP Facilitators		
Indicators/Evidence:	Congruence logs, lesson plans, formal and informal observations and classroom logs		
Evaluation:	Observations and teacher documentation		

STUDENTS WITH DISABILITIES

Objective 1 Strategy 3	Activities	Timeline	Resources
By the end of year 3, AIS providers, in conjunction with Special Education teachers, will develop a process to monitor and evaluate the effectiveness of the Special Education AIS program framework.	Create a document to gather feedback on the effectiveness of the implementation of the framework	Summer 2010	• Money for substitute teachers • Money for stipends • Money for AIS/Special Education materials & resources • Supplies
	Distribute the feedback document to AIS providers and post on the District's website	Fall 2010	
	AIS providers will meet for round table discussions to share feedback on the effectiveness of the implementation of the program	December 2010 - May 2011	
	AIS teams in each building will review assessment data	Ongoing 2010 - 2011	
	Reconvene the committee to review the feedback and other data in order to revise the Special Education AIS program framework as needed	June 2011	
Responsible Staff	**Director of Special Education and Special Education Administrators,** Building Administrators**,** AIS and Special Education Teachers, AIS Facilitators**,** GAP Facilitators**,** Technology Staff		
Indicators/Evidence:	Feedback forms, congruence logs, assessment data, minutes of meetings		
Evaluation:	Improvement as evidenced by the NYS ELA Assessment, the Terra Nova, the NYS ELA Regents Examination, the NYS RCT, or the NYS Alternative Assessment and Special Education Declassification rate		

STUDENTS WITH DISABILITIES

> *Objective 2: By the end of Year 2, 100% of Instructional Support Teams (IST) will use the Response to Intervention (RTI) process to prescribe interventions for targeted academically "at risk" students as demonstrated by IST meeting minutes and process monitoring logs.*

Objective 2 Strategy 1	Activities	Timeline	Resources
By the end of Year 2, staff will consistently utilize the RTI process of tiered interventions with documented evidence of implementation.	Provide all directors and building administrators with information on the RTI process	By the end of 2009	• Money to employ substitute teachers for in-service days • Photocopying costs • Money for consultants to train staff on RTI procedures and requirements
	Provide all staff including outside placement staff and the Instructional Support Teams with information on the RTI process.	Ongoing 2009 & 2010	
	Examine, review, and modify current IST forms to include progress monitoring for Students with Disabilities	Ongoing 2009 & 2010	
	Implement the use of RTI by the IST teams	By the beginning of 2010	
	IST and building principals monitor the use of RTI	Ongoing	
Responsible Staff:	**Director of Special Education,** Directors of Elementary, Secondary, and Special Programs, District and building level administrators, Related Service Providers including Psychologists, CSE Chairpersons, Instructional Staff		
Indicators/Evidence:	Training schedule for RTI Process, IST minutes		
Evaluation:	Annual report from building level IST meetings, Special Education Referral logs		

STUDENTS WITH DISABILITIES

> _Objective 3:_ By the beginning of Year 3, 100% of AIS providers will differentiate instruction for targeted Students with Disabilities as demonstrated by observations and lesson plans.

Objective 3 Strategy 1	Activities	Timeline	Resources
By the end of Year 3, AIS providers will apply strategies learned through professional development regarding differentiated instruction.	Professional Development training in Differentiated Instruction	By December 2009	• Money for substitute teachers while district staff are trained • Guides/Resources/ References on effective differentiation of instruction • Smart Boards/Interactive whiteboards for Special Education Classrooms • Money for Smart Board Training • LCD Projectors • Laptops & Carts • Assistive Technology (i.e. Touch Screens, etc)
	AIS providers will implement strategies learned through differentiated instruction training	January 2010 Ongoing	
	AIS providers will meet to share, reflect upon, and refine the strategies for differentiated instruction.	March 2010 - June 2010 Ongoing Year 3	
	Administrators will conduct 5X5 walkthroughs and review lesson plans	March 2010 – June 2010 Ongoing Year 3	
Responsible Staff:	**Director of Professional Development,** Director of Special Education**,** Director of Special Programs**,** AIS Facilitators**,** Building level and district administrators**,** Instructional Staff		
Indicators/Evidence:	Attendance logs, training schedule, minutes from meetings with relevant staff, lesson plans, informal and formal observations		
Evaluation:	Formal Observation Reports, Lesson Plans		

STUDENTS WITH DISABILITIES

> *Objective 4: By the end of Year 3, 100% of the UCSD Special Education and AIS staff who are providing intensive academic support services during and/or beyond the school day will use alternative methods/programs, as demonstrated by a schedule and description of these services.*

Objective 4 Strategy 1	Activities	Timeline	Resources
By the end of Year 3, Special Education and AIS staff will use alternative methods/programs of providing instruction to students with disabilities.	Gap facilitators will model alternative methods of providing instruction to students with disabilities	January 2009 - June 2009 Ongoing Year 2 & 3	• Fast ForWord Program with necessary hardware and software • Extend Gap Facilitators' contract and time • Money for additional materials and teacher stipends for beyond the school day tutorials • Special Education transportation (small bus with wheelchair capacity) as necessary • Additional Scott Foresman, Sidewalks intervention kits • Successmaker Licenses • Portable Lab
	Provide before/during/after school tutorials targeted toward Students with Disabilities	September 2009 – June 2010 Ongoing thereafter	
	Provide Fast ForWord and Successmaker for identified Students with Disabilities with instructional interventions	September 2009 – June 2010 Ongoing thereafter	
	Monitor through observations and lesson plans the implementation of Sidewalks as a K-5 core ELA intervention tool for students with disabilities	January 2009 – June 2009 Ongoing thereafter	
Responsible Staff	**Director of Special Education,** Special Education Administrator(s), Gap Facilitators,* Special Education Teachers, Regular Education Teachers, AIS Staff		
Indicators/Evidence:	Fast ForWord Progress Tracker, Successmaker Tracking, summary reports from Gap Facilitators, informal observations, lesson plans, student attendance rosters, tutorial schedules		
Evaluation:	Attendance logs for student participation, program description brochure, end of year Fast ForWord and Successmaker Progress Reports		

* Gap Facilitators are retired exemplary teachers who are employed as consultants to assist special education instructional staff with lesson planning, instructional techniques and strategies.