

The University of the State of New York  
New York State Education Department  
Albany, NY 12234



## NYS PRIORITIES

# Comprehensive District Education Plan

**Setting High  
Standards**

**School District:** *Marlboro Central School District*

**Building Local  
Capacity**

**BEDS Code:** *62-10-01-06-0000*

**Address:** *50 Cross Road, Marlboro, NY 12542*

**Assessing and  
Reporting  
Results**

**Contact Person:** *Raymond A. Castellani, Director of Curriculum & Assessment*

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**\*Plan Start Date:** *September 1, 2004*

**Plan End Date:** *June 30, 2007*

\* Plans should be for 3 years beginning on September 1.

**PLANS INCLUDED IN THIS CDEP**

*District Name: Marlboro CSD  
BEDS Code: 62-10-01-06-0000*

**List of Plans Included in This Comprehensive District Education Plan**

**Note: If these plans are not included in this CDEP, they must be submitted separately to SED.**

	IASA Consolidated Application Titles I, II, IV, and VI		VATEA
	State Limited English Proficiency	X	Professional Development
	Emergency Immigrant Education		Youth at Risk
	PCEN		Magnet Schools
X	Early Grade Intervention		AI/DP
	Categorical Reading		Comprehensive System of Personnel Development CSPD)*

**Note: If these plans are not included in this CDEP, they must be retained on file within the district.**

X	Technology	X	Gifted and Talented
X	Professional Development		6211 Professional Development COSER
	Guidance		Technology COSER
X	Emergency Management Plan		Operating Standards Aid
	Rural AI/DP	X	Academic Intervention Services *

**The following resources have no plan requirements attached to them. However, a district should consider them when aligning resources to support its CDEP.**

	Extraordinary Needs		Employment Preparation Education
X	Hardware and Technology		ERSSA
X	Software, Library, Textbook		

\* For certain districts this may be a required plan. These districts may incorporate it into their CDEP.= Can be included in CDEP; if it is included, a copy of CDEP will be sent to VESID for review

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**The district used a facilitator: Yes-  No-  If yes:**

**Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_



## SECTION I: BACKGROUND / DEMOGRAPHICS

*School District: Marlboro CSD  
BEDS Code:62-10-01-06-0000*

### COMPREHENSIVE DISTRICT EDUCATION PLAN COMMITTEE

Directions: The Committee should be representative of all constituencies in the school community.

NAME	TITLE	CONSTITUENCIES REPRESENTED (If More Than One Applies, Please Indicate)
Joseph Amodeo	Student	High School Student
Julie V. Amodeo	Superintendent	District Administrator
Fred Bozzo	High School Social Studies Teacher	Classroom Teacher
Raymond Castellani	Director of Curriculum and Assessment	Central Office Administrator
Paul Hughes	High School Principal	Building Administrator
Maryanne Lostaglio	Board of Education Member	School Board
Debbie Marchese	Parent	Community Representative, Parent
Angela Passante	Second Grade Teacher	Classroom Teacher
Joseph Pesavento	Middle School Social Studies Teacher	MFA President, Classroom Teacher
Susan Peters	Parent	Community Representative, Parent
Patricia Russo	Board of Education Member	School Board
Jose Sanchez	Middle School Principal	Building Administrator
Donna Torrisi	Principal, Director of Elementary Education	Building Administrator
Ray VanCuyck	Director of Pupil Personnel	Central Administrator

**Examples of Groups Represented:** Building administrator, classroom teacher, parent, special area teacher, curriculum directors, paraprofessional, community representatives, pupil personnel staff, central office administrator, employer/business/community representative, labor representative, student, Pre-K, Elementary, Middle School, Secondary, Continuing Ed (Adult), and others (please include title).

**Duplicate Any Forms As Needed**

*School District: Marlboro CSD  
BEDS Code: 62-10-01-06-0000*

**Vision Statement•**

The Marlboro Central School District prepares all students for a successful and productive life of learning. We will continue to adjust our learning environment and programs to ensure that our graduates are prepared to meet the ever-changing challenges of the 21<sup>st</sup> century.

**Mission Statement:**

It is the mission of the Marlboro Central School District to provide an educational environment that will prepare our students to become responsible, productive citizens and life-long learners.

**Belief Statements:**

We believe that all students can become responsible citizens and life-long learners. This will be accomplished by:

- Fostering a spirit of honesty, integrity, and cooperation.
- Ensuring that all graduates are competent communicators.
- Establishing high academic standards through a well-balanced and integrated curriculum
- Encouraging students to develop a work ethic by setting and pursuing goals and learning to self-assess.

We also believe that all students can become productive citizens. This can be accomplished by:

- Fostering an understanding and respect for cultural diversity and civic responsibility.
- Providing an environment that promotes personal wellness, safety, and compassion.

**District Statement/Influencing Factors:**

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

The Marlboro Central School District is located in a rural setting in the Hudson Valley between Albany and New York City. It is a small community with a district size of 28.5 square miles. Residents work either on their farms (with apples being a big local crop), own and operate their own small businesses, work in local shops, work in construction trades, or commute to industries located in nearby Newburgh, Poughkeepsie, Kingston, and increasingly, the New York City area. Marlboro provides its residents easy access to a wide range of cultural and recreational activities within and around the Hudson Valley.

The school district itself is made up of 5 public schools. There are three local community elementary schools; Marlboro grades K-5, Milton grades K-4, and Middle Hope grades K-3, one middle school (Marlboro Middle School) grades 6-8, and one high school (Marlboro High School) grades 9-12 which comprise the district. At the present time the total school population is 2144.

Currently, the Marlboro Central School District is facing a financial crisis. There are two contributing factors that have caused this crisis. First, in July 1999, the District no longer qualified for federal Title 1 monies. This funding service was used to pay for the salaries of remedial teachers. The other contributing factor is the devaluation of the assessment of Central Hudson's Roseton and Danskammer generating stations. This has shifted the property tax burden to local homeowners and businesses. Further, a settlement with Central Hudson required the refunding of one million dollars of prior collected taxes. Both of these factors have seriously impacted the financial situation in the District.

<b>CHECKLIST OF DATA USED: Please check the sources you used.</b>	
X	School Report Card
	New York: The State of Learning (Chapter 655 Report)
X	BEDS Data
X	The CAR Report
X	Attendance Rates; students and teachers
X	Graduation and Drop-Out Rates
X	Special Populations, LEP, Individuals with Disabilities, Homeless
	Teacher/Student Ratios
	Number of Uncertified Teachers
X	Student and Community Ethnic Data
	Dominant Languages
	Employment Rates
X	Enrollment
	Immigration patterns
	Longitudinal data
	Major Employers
	Makeup of Tax Base
	Measures of Economic Wealth
	Real Property: Tax Value
	Sources of District Revenues
	Special Designation Schools, SURR, Title I
X	ELA 4 <sup>th</sup> & 8 <sup>th</sup>
X	Math 4 <sup>th</sup> & 8 <sup>th</sup>

**BASIC SCHOOL DISTRICT DATA**

*School District: Marlboro CSD  
BEDS Code: 62-10-01-06-0000*

**STUDENT RACIAL/ETHNIC ORIGIN**

	2000-2001		2001-2002		2002-2003	
	No. of students	% of Enroll	No. of students	% of Enroll	No. of students	% of Enroll
American Indian, Alaskan, Asian, or Pacific Islander	14	0.7%	15	0.7%	19	0.9%
Black (Not Hispanic)	107	5.0%	81	3.9%	101	4.9%
Hispanic	83	3.9%	87	4.2%	95	4.6%
White (Not Hispanic)	1915	90.4%	1898	91.2%	1843	89.6%

**LIMITED ENGLISH PROFICIENT STUDENTS (LEP)**

2000-2001		2001-2202		2002-2003	
No. of Students	% of Enroll	No. of Students	% of Enroll	No. of Students	% of Enroll
30	1.4%	41	2.0%	46	2.2%

**ATTENDANCE, SUSPENSION AND DROPOUT RATES**

	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.4		93.4		94.4
Student Suspensions	195	9.2%	173	8.2%	153	7.3%
Student Dropouts	22	3.7%	10	1.6%	16	2.5%
Entered Alternative HS	5	0.8%	7	1.1%	6	0.9%

**STUDENT SOCIOECONOMIC AND STABILITY INDICATORS (PERCENT OF ENROLLMENT)**

	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>
<b>Free Lunch</b>	9.2%	9.5%	9.1%
<b>Reduced Lunch</b>	6.5%	6.6%	4.9%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

## HIGH SCHOOL COMPLETERS

### High School Graduates Earning Regents Diplomas (All Students)

2000-2001			2001-2002			2002-2003		
Total Graduates	Regents Diploma	% Regents Diploma	Total Graduates	Regents Diploma	% Regents Diploma	Total Graduates	Regents Diploma	% Regents Diploma
101	57	56%	106	60	57%	138	74	54%

### Distribution of 2002-2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Postsecondary	To the Military	To Employment	Other
Number	44	87	0	4	0	3
Percent	32%	63%	0%	3%	0%	2%

### 2002-2003 High School Completers with Disabilities

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002-2003 Completers (a+c)
18	1	4	22

\*Local Diplomas (including local diplomas with Regents endorsements)

*School District: Marlboro CSD*  
*BEDS Code: 62-10-01-06-0000*

<b>Assessment of State/Local Standards</b>						
<b>Benchmarks for Elementary, Middle and Secondary Education</b>	<b>Local School District Essential Data on State Goals</b>					
	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>- % Gap</b>	<b>- % Gap</b>	<b>- % Gap</b>
				<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>
Percent of students scoring 4 on Grade 4 ELA	15%	6%	17%			
Percent of students scoring 3 on Grade 4 ELA	50%	51%	42%			
Percent of students scoring 2 on Grade 4 ELA	29%	39%	37%			
Percent of students scoring 1 on Grade 4 ELA	6%	4%	3%			
Percent of students scoring 4 on Grade 4 Mathematics	23%	12%	18%			
Percent of students scoring 3 on Grade 4 Mathematics	46%	57%	58%			
Percent of students scoring 2 on Grade 4 mathematics	28%	29%	22%			
Percent of students scoring 1 on Grade 4 mathematics	3%	2%	1%			
District Mean in Grade 4 Science*/State Mean	33	32	34			
District Mean in Grade 4 Science*/State Mean: Skills						
District Mean in Grade 4 Science*/State Mean: Manipulatives						
90% of all students above SRP in Grade 5 Writing*						
90% of all students above SRP in Grade 6 Reading*						
90% of all students above SRP in Grade 6 Mathematics*						
Percent of students above the Mean: Grade 6 Social Studies*						
Percent of students above the Mean: Grade 8 Social Studies*						

Assessment of State/Local Standards						
Benchmarks for Elementary, Middle and Secondary Education	Local School District Essential Data on State Goals					
	2000-01	2001-02	2002-03	- % Gap	- % Gap	- % Gap
				2000-01	2001-02	2002-03
Percent of students scoring level 4 on Grade 8 ELA	8%	11%	4%			
Percent of students scoring level 3 on Grade 8 ELA	50%	38%	42%			
Percent of students scoring level 2 on Grade 8 ELA	35%	48%	49%			
Percent of students scoring level 1 on Grade 8 ELA	7%	3%	6%			
Percent of students scoring level 4 on Grade 8 Mathematics	4%	7%	4%			
Percent of students scoring level 3 on Grade 8 Mathematics	35%	42%	38%			
Percent of students scoring level 2 on Grade 8 Mathematics	44%	45%	40%			
Percent of students scoring level 1 on Grade 8 Mathematics	17%	7%	17%			
Percent of Graduates obtaining a Regents Diploma	56%	57%	54%			
90% of all students passing Comprehensive English Regents*						
90% of all students passing Math Course 1 Regents*						
90% of all students passing Biology Regents*						
90% of all students passing Social Studies 11 Regents*						
90% of all students passing Global Studies Regents*						
An annual district-wide attendance rate in excess of 91%						
An annual district-wide suspension rate at 1% or less						
An annual drop-out rate of 3% or less						
<b>VESID GOALS Note: The VESID Goals may be changed Fall 1999</b>						
80% of SWDs** will exit with a local, Regents, or GED						

Assessment of State/Local Standards						
Benchmarks for Elementary, Middle and Secondary Education	Local School District Essential Data on State Goals					
	2000-01	2001-02	2002-03	- % Gap	- % Gap	- % Gap
				2000-01	2001-02	2002-03
diploma						
Percentage of SWDs who drop out will decrease each year						
Percent of SWDs above the minimum passing score on Grade 4 ELA that will participate in each administration						
% of SWDs above the minimum passing score on Grad 4 ELA						
SWDs will participate in and pass Occupational Education Proficiency Exams at the same rate as non-disabled peers.						
Percentage of SWDs receiving services in general education buildings will reach national average (95%)						
Percentage of SWDs receiving services in general education classrooms will exceed the national average (45%)						
Classification rate for SWDs will decrease (currently 11%)						

\* = SED Required

\*\* = Students With Disabilities

**Districts are encouraged to disaggregate all data. For example, the district may want to look at how students with disabilities did on the Grade 4 ELA, how LEP students performed, other socio-economic factors, etc. These benchmarks may be changed. They are current as of August 1999.**

## SECTION II: DATA ANALYSIS

*School District: Marlboro CSD*

*BEDS Code: 62-10-01-06-0000*

### **Data Analysis:**

**Explain how you used data to develop your plan priorities. Be sure to focus on student achievement. Describe the process by which you ensured links between data analysis, priorities identified and needs to be addressed.**

Data was reviewed and gathered through multiple measures by the CDEP committee to develop plan priorities. The following procedures were used:

- Data from the 2002-2003 School Report Card
- Results of the 4<sup>th</sup> and 8<sup>th</sup> grade State ELA & Math assessments
- Results of the ELA Regents and Math A Regents
- Local standardized test results
- Data on students who participate in the district's Early Intervention Program
- Local Data on performance of students receiving special education services
- Teacher staff development survey
- Participation in BOCES DATA Analysis Program

The CDEP committee identified three major need areas relying primarily on the new state assessments and input from teachers. Teachers met to review the 4<sup>th</sup> and 8<sup>th</sup> grade ELA and math assessments to identify significant gaps in student achievement. Although there has been a formalized procedure for collecting data in place, the district participated in a new DATA Analysis Project, which enabled us to identify root causes and establish priorities.

## SECTION III: DISTRICT STRENGTHS AND SUCCESSFUL INTERVENTIONS

**Review the District’s Strengths and Successful Interventions**

A. What processes/programs work best for different groups of students with respect to improving student learning? Also, the District may want to identify and list those benchmarks they are meeting and or exceeding.

Gesell Developmental Program	Afterschool Tutorial Sessions
Early Intervention	AIS Regents Review at HS
Study Skills	Readiness Program
Homework Club	Junior Great Books
National Honor Society Tutoring	Pre-K Summer Program
Early Intervention Summer Program	AIS Programs District Wide
Middle School AIS	PARP
High School Book Discussion Group	100 Books Club

B. What successful interventions does the district have in place that focus on student achievement? Describe and provide evidence of their success.

Student of the Month	Music Scholarship Concert
National Junior Honor Society	NYSSMA Solo/Group Competitions
National Honor Society	Area All State
Spanish National Honor Society	All County
Honor Roll Breakfast – High School/Middle School	All State
In District Art Exhibits	Privilege Pass Program Grade 5
Scholarships and Awards	Senior Enrichment
Scholar Athlete Breakfast	Outstanding Students Recognition Dinner
REACH Program 2-12	Ulster County Scholastic Achievement Dinner
College Bridge classes – High School	Elective Courses
JASON Project	Math/ Science/Technology Fair
Library Programs (Great Read Aloud)	Diversity Week Program at MS
School Resource Officer	DARE

**SECTION IV: DISTRICT NEEDS/AREAS FOR IMPROVEMENT**

Needs			
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(State or Local in Priority Order)	Root Causes	Priority	Rationale for Needs Selected
1. Improve student performance in Reading & Writing	<ul style="list-style-type: none"> <li>-Lack of a writing scope &amp; sequence embedded in curriculum maps K-12 in all content areas</li> <li>-Inconsistent application of curriculum maps</li> <li>-Instructional delivery in ELA</li> <li>-Textbook alignment K-6</li> </ul>	<p>1<sup>st</sup> Priority due to the number of students scoring level and 2 on the 4<sup>th</sup> &amp; 8<sup>th</sup> grade ELA assessments</p> <ul style="list-style-type: none"> <li>-Review of task items that require writing on all new assessments.</li> <li>-Increase percentage of students scoring at the mastery level on the regents.</li> </ul> <p>Reading and Writing are such integral parts of all subject areas. Our study of data has shown that writing and reading throughout the curriculum area is most needed.</p>	<ol style="list-style-type: none"> <li>1. NYS Report Card test scores &amp; Grades 4/8 ELA assessments</li> <li>2. Analysis of students' writing on Grades 4/8 ELA and math assessments</li> </ol>
2. Improve student performance in the area of math	<ul style="list-style-type: none"> <li>-Inconsistent Instructional Delivery of current curriculum</li> <li>-Application of Scope and Sequence Charts K-12</li> <li>-Textbook alignment 6-12 w/ curriculum maps</li> <li>-An inadequate amount of enrichment programs K-12 in order to allow for mastery</li> <li>-Lack of awareness by community of concepts, skills, demands and standards in curriculum</li> </ul>	<p>2<sup>nd</sup> Priority due to the number of students scoring level and 2 on the math grade 4 assessment and the number of students scoring level 1 and 2 on the grade 8 math assessment</p> <p>Increase percentage of students scoring at the mastery level on the regents</p>	<ol style="list-style-type: none"> <li>1. NYS Report Card test scores and Grades 4/8 &amp; Math A Math assessments</li> <li>2. Students need to pass a Regents math course</li> <li>3. The future plans for State Assessments at all grade levels.</li> </ol>
3. Improve communication with the community for the purpose of further developing community trust and an appreciation of the value of education	<ul style="list-style-type: none"> <li>-Negative publicity</li> <li>-Lack of community involvement/perceptions need to change</li> <li>-Poor attendance at district information sessions</li> <li>-Lack of clarity of district's policies and purpose</li> </ul>	<p>3<sup>rd</sup> Priority due to the negative publicity and reactions from the community</p>	<ol style="list-style-type: none"> <li>1. Misinformation or misperceptions in newspaper articles and editorials</li> <li>2. Lack of attendance at district meetings to share information about the new standards &amp; assessments</li> </ol>

## SECTION V: IMPLEMENTATION PLAN

*School District: Marlboro CSD  
BEDS Code: 62-10-01-0000*

Implementation Plan: Complete the following chart for each identified need.						
Need: Improve student performance in reading and writing						
What	How		Who	Time-line	Support	Responsibility
Strategies	Major Tasks/Activities	Professional Development	Target Population	Dates	Funding Sources to Be Used	Who Does It
Continue to further develop & refine current curriculum maps K-12	-Review annually current curriculum maps -Embed assessments at all levels to measure mastery -Design writing tasks for each level	-Summer curriculum writing led by Director of Curriculum or outside consultant	K-12	2004-2005	Local Funds Title Funds	-Director of Curriculum & Instruction -K-12 Teachers -Writing Coordinator
Evaluate the entire ELA Program K-12 to determine its effectiveness	-Analyze student work at each level to determine students' learning needs  -SACI Visitation	-Workshops on analyzing & interpreting student work -Use Grade level and Dept Mtgs. To analyze and discuss data	K-12  2005-2006	2004-2005	Local Funds	-Director of Curriculum & Instruction -K-12 Teachers

## SECTION V: IMPLEMENTATION PLAN

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**Implementation Plan: Complete the following chart for each identified need.**

Need: Improve student performance in reading and writing

What Strategies	How Major Tasks/Activities	Professional Development	Who Target Population	Time-line Dates	Support Funding Sources to Be Used	Responsibility  Who Does It
Re-evaluate AIS programs throughout the District	<ul style="list-style-type: none"> <li>-Analyze data of student performance on ALL assessments</li> <li>-Examine current AIS instruction at all levels through the AIS committee</li> <li>-Analyze data from EI program</li> </ul>	<ul style="list-style-type: none"> <li>-Data Analysis workshops</li> <li>-visit other schools' AIS programs</li> <li>Conferences</li> </ul>	Grades K-12	<ul style="list-style-type: none"> <li>2004-2007</li> <li>2004-2007</li> </ul>	Local Funds	<ul style="list-style-type: none"> <li>-Director of Curriculum &amp; Instruction</li> <li>-Consultants</li> <li>-Regional Computer Center</li> <li>-AIS Committee</li> </ul>

<p>Adopt a K-12 scope &amp; sequence chart in writing across all content areas</p>	<p>-Reinstate Writing Coordinator district wide          -Train a cadre of teachers in a Basic Writing Program          -Organize writing task force          -Develop scope &amp; sequence          -Review use of writing Benchmarks 6-12          Develop Writing Benchmarks K-5</p>	<p>-Presentations &amp; workshops by writing coordinator /consultants at conference days, team leader meetings, coordinator meetings regarding the development of scope/sequence chart</p> <ul style="list-style-type: none"> <li>- Summer curriculum work sessions to develop scope/sequence</li> <li>- Study Groups</li> <li>- Peer Review through District and MHTC</li> </ul>	<p>K-12</p>	<p>2004-2005 2003-2005</p>	<p>Local Funds</p>	<p>-Director of Curriculum &amp; Instruction          -Writing Coordinator          -Task Force          -Principals          -Pupil Personnel Director</p>
<p>Develop a Writing Program that teaches teachers the Writing Process and how to teach good writing to all students</p>	<p>Analyze and Interpret student work to determine expectations of exemplary Writing. Collect Students' work showing exemplar, avg and below papers.</p>	<p>Summer curriculum development Consultants i.e. National Writing Project, NYSUT          -Use 6 Trait Writing Skills Wkshps, Video          -Basic Writing Skills Staff Development</p>	<p>K-12</p>	<p>2004-2007</p>	<p>Local Funds Title Funds</p>	<p>K-12 Teachers          Director of Curriculum &amp; Instruction          -Writing Coordinator          -Task Force          -Principals          Team Leaders          Area Coordinators          EVERYONE</p>

## SECTION V: IMPLEMENTATION PLAN

*School District: Marlboro CSD  
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**Implementation Plan: Complete the following chart for each identified need.**

Need: Improve student performance in reading and writing

What Strategies	How Major Tasks/Activities	Professional Development	Who Target Population	Time-line Dates	Support Funding Sources to Be Used	Responsibility Who Does It
Implementation of a new Reading Language Arts Program K-5	<ul style="list-style-type: none"> <li>-Select three published programs</li> <li>-Pilot two programs</li> <li>-Evaluate piloted programs</li> <li>-Select one program K-6</li> </ul>	<ul style="list-style-type: none"> <li>-Presentations/workshops by publishers to all teachers</li> <li>-Training for teachers who are piloting</li> <li>-Training for all teachers after adoption</li> <li>-Provide all teachers with Teacher's Editions before School Ends.</li> <li>-Provide workshops during the Summer</li> <li>-Provide 1/2 day release time during the year K-5.</li> </ul>	K-5	2004-2005 2003-2005	Local Funds	<ul style="list-style-type: none"> <li>-Director of Curriculum &amp; Instruction</li> <li>-Writing Coordinator</li> <li>-Team Leaders</li> <li>-Building Administrators</li> <li>-K-6 Teachers</li> <li>-Reading Coordinator</li> </ul>

## SECTION V: IMPLEMENTATION PLAN

*School District: Marlboro CSD  
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<b>Implementation Plan: Complete the following chart for each identified need.</b>						
Need: Improve student performance in reading and writing						
What	How	Who	Time-line	Support	Responsibility	
Strategies	Major Tasks/Activities	Professional Development	Target Population	Dates	Funding Sources to Be Used	Who Does It
Develop continuity between grade levels to articulate instructional delivery	-Vertical grade/content area meetings to share ELA instructional strategies being used in the classroom -Utilize instructional strategies techniques from the scope & sequence chart developed by the district	-Staff development workshops to familiarize teachers with a variety of instructional strategies and good lesson design -Collegial study groups focused on specific topics as they relate to the district-wide ELA program	K-12	2004-2005	Local Funds	-Director of Curriculum & Instruction -Pupil Personnel Director -Principals -Team Leaders -Area Coordinators

**Implementation Plan: Complete the following chart for each identified need.**

Need: Improve student performance in the area of math

<b>What</b>	<b>How</b>		<b>Who</b>	<b>Time-line</b>	<b>Support</b>	<b>Responsibility</b>
<b>Strategies</b>	<b>Major Tasks/Activities</b>	<b>Professional Development</b>	<b>Target Population</b>	<b>Dates</b>	<b>Funding Sources to Be Used</b>	<b>Who Does It</b>
Continue to map current curriculum in grades K-12 to identify gaps and redundancies	Continue curriculum mapping of content skills & assessments with district Director of Curriculum & Instruction and an outside consultant -Address Rec. from SACI Visit Continue to create an item analysis of the 4 <sup>th</sup> and 8 <sup>th</sup> grade math assessments along with Local TerraNovas to identify strengths and weaknesses and gaps in curriculum, i.e. fractions	-Math teachers review completed maps for gaps and redundancies -Training on Item analysis	K-12 Teachers	2004-2007	Local Funds ESEA Title II Grant	-All teachers -Director of Curriculum & Instruction -Math Coordinator -Building principals

\*Since the building structure of the district is K-5, 6-8, 9-12, we have grouped sixth grade teachers as middle school content teachers in this document. For legal purposes, sixth grade teachers are considered elementary teachers.

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*School District: Marlboro CSD  
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**Implementation Plan: Complete the following chart for each identified need.**

Need: Improve student performance in the area of math

What Strategies	How Major Tasks/Activities	Professional Development	Who Target Population	Time-line Dates	Support Funding Sources to Be Used	Responsibility  Who Does It

<p>Continue articulation of a K-12 curriculum aligned with the state standards and assessments Especially at key grade levels 2-3 5-6 8-9</p>	<ul style="list-style-type: none"> <li>-Teachers grades K-12 review standards and assessments</li> <li>-Teachers grades K-12 review core curriculum and align instruction to curriculum</li> <li>-Develop local benchmark assessments in Math 6-12</li> <li>-Continue to develop benchmark assessments K-12</li> </ul>	<ul style="list-style-type: none"> <li>-Staff development to familiarize appropriate personnel with format of state assessments, standards &amp; key indicators</li> <li>-Discussions of assessments &amp; learning standards at grade level &amp; dept meetings</li> <li>-Realigning of math curriculum 6-12 during the summer of 2004</li> <li>-Posting of standards &amp; curriculum maps in all classrooms</li> <li>-Practice taking exams at grade level mtgs.</li> <li>-Dedicate at least 1 superintendent's conference day for curriculum development and assessment awareness</li> </ul>	<p>All Faculty and Staff</p>	<p>2004-2007</p>	<p>Local Funds Title Grants</p>	<ul style="list-style-type: none"> <li>-All math teachers grades K-12</li> <li>-Director of Curriculum &amp; Instruction</li> <li>-Math Coordinator</li> <li>-Building principals</li> <li>-Special education teachers</li> <li>-Team Leaders</li> <li>-Area Coordinators</li> <li>-Math Task Force</li> <li>-Mentors</li> </ul>
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## SECTION V: IMPLEMENTATION PLAN

School District: Marlboro CSD  
*BEDS Code: 62-10-01-0000*

**Implementation Plan: Complete the following chart for each identified need.**

Need: Improve student performance in the area of math

<b>What</b>	<b>How</b>		<b>Who</b>	<b>Time-line</b>	<b>Support</b>	<b>Responsibility</b>
<b>Strategies</b>	<b>Major Tasks/Activities</b>	<b>Professional Development</b>	<b>Target Population</b>	<b>Dates</b>	<b>Funding Sources to Be Used</b>	<b>Who Does It</b>
Continue to provide AIS to students at risk of failure or failing	-Provision of focused attention both in the regular classroom and out of the regular classroom where appropriate. -Provision of extra-help classes after school when requested -Provision of math lab classes at the High School -Research and adopt appropriate assessment tools to be used for the AIS program	<ul style="list-style-type: none"> <li>- Staff Development of effective AIS programs both in and out of the regular classroom</li> <li>- How to create and use an item analysis</li> </ul>	-Students who qualify for AIS services under the criteria defined in the District AIS plan	2004-2007	Local Funds Title Grant	K-12 teachers AIS Teachers Administrators Director of Curriculum and Instruction

## SECTION V: IMPLEMENTATION PLAN

*School District: Marlboro CSD  
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**Implementation Plan: Complete the following chart for each identified need.**

Need: Improve student performance in the area of math

What Strategies	How Major Tasks/Activities	Professional Development	Who Target Population	Time-line Dates	Support Funding Sources to Be Used	Responsibility  Who Does It
Inform and familiarize parents on the format and demanded skills of the NYS and local assessments.	<ul style="list-style-type: none"> <li>-Host Math Nights at each building for parents and children</li> <li>-Continue to work with PTA and PTSA in Assessment Information Presentations</li> <li>-Distribute Information regarding assessment at Open Houses i.e. NYSUT pamphlets</li> <li>-Continue to update District Web Site with Math and Assessment Information</li> <li>-Develop a High School Guidance Newsletter</li> <li>-Develop Building Level Monthly Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>-Share information on effective informational programs</li> <li>Apply for Mini-Grants through the MHTC</li> <li>=Newsletter</li> <li>Writing Workshops</li> <li>-Web-Site Development</li> <li>training</li> </ul>	<ul style="list-style-type: none"> <li>Parents of K-12 Students</li> <li>-PTA/PTSA</li> <li>-Faculty and Staff</li> </ul>	2004-2007	Local and possible PTA funds MHTC	<ul style="list-style-type: none"> <li>-Teachers</li> <li>-Administrators</li> <li>-PTA/PTSA</li> <li>-Parents</li> <li>Director of Curriculum and Instruction</li> <li>-BOE</li> <li>-Elementary Education Director</li> <li>-Math Coordinator</li> <li>-AIS Teachers</li> </ul>

\*Since the building structure of the district is K-5, 6-8, 9-12, we have grouped sixth grade teachers as middle school content teachers in this document. For legal purposes, sixth grade teachers are considered elementary teachers.

## SECTION V: IMPLEMENTATION PLAN

**Implementation Plan: Complete the following chart for each identified need.**

Need: Improve student performance in the area of math

<b>What</b>	<b>How</b>		<b>Who</b>	<b>Time-line</b>	<b>Support</b>	<b>Responsibility</b>
<b>Strategies</b>	<b>Major Tasks/Activities</b>	<b>Professional Development</b>	<b>Target Population</b>	<b>Dates</b>	<b>Funding Sources to Be Used</b>	<b>Who Does It</b>
Have Students become more acquainted and familiar with NYS standards and Curriculum	-Objectives of lessons and NYS Standards should be clearly defined for every lesson -All lessons should be designed incorporating effective lesson elements that are based on research	-All teachers will be trained for Effective Lesson Design	-Students	2004-2007	None	-Faculty -Administration -Mentors

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**SECTION V: IMPLEMENTATION PLAN**

**Implementation Plan: Complete the following chart for each identified need.**

Need: Improve student performance in the area of math

<b>What</b>	<b>How</b>		<b>Who</b>	<b>Time-line</b>	<b>Support</b>	<b>Responsibility</b>
<b>Strategies</b>	<b>Major Tasks/Activities</b>	<b>Professional Development</b>	<b>Target Population</b>	<b>Dates</b>	<b>Funding Sources to Be Used</b>	<b>Who Does It</b>
Continue to build Critical thinking skills and build on vocabulary skills in mathematics	-Word Problems -Problems of the Day -Align Vocabulary K-8	-Math Task Force Training -Summer Curriculum Writing	Faculty	2003-2006	Local Funds Federal and State Grants	-All teachers grades K-12 Math Task Force Math Coordinator -Mentors -Administration -Director of Curriculum and Instruction

\*Since the building structure of the district is K-5, 6-8, 9-12, we have grouped sixth grade teachers as middle school content teachers in this document. For legal purposes, sixth grade teachers are considered elementary teachers.

**SECTION V: IMPLEMENTATION PLAN**

**Implementation Plan: Complete the following chart for each identified need.**  
 Need: Continue to improve and monitor communication with the community for the purpose of developing community trust and appreciation of the value of education.

<b>What</b>	<b>How</b>	<b>Who</b>	<b>Time-line</b>	<b>Support</b>	<b>Responsibility</b>	
<b>Strategies</b>	<b>Major Tasks/Activities</b>	<b>Professional Development</b>	<b>Target Population</b>	<b>Dates</b>	<b>Funding Sources to Be Used</b>	<b>Who Does It</b>
Continue a district newsletter to inform the community of the district's commitment to provide an excellent educational environment for all students	Continue newsletter which includes support from all grade levels, content areas and administrators with the assistance of BOCES	-Seek teacher input for district newsletter -Research method procedures to better communicate class requirements & student achievement	Community	2004 – 2007	Local Funds	-Director of Curriculum & Instruction -Superintendent -Building principals -Coordinators -Team Leaders -CDEP Council -PTA/PTSA/etc. -Administration -Director of Technology
	List colleges students have attended in District Newsletter and on District Web-Site.		Community	Beginning June 2004	Local Funds	
	Each building will develop and produce a newsletter that will include building specific information			Sept 2004 – June 2005		

**SECTION V: IMPLEMENTATION PLAN**

*School District: Marlboro CSD  
BEDS Code: 62-10-01-0000*

**Implementation Plan: Complete the following chart for each identified need.**  
 Need: Continue to improve and monitor communication with the community for the purpose of developing community trust and appreciation of the value of education.

<b>What Strategies</b>	<b>How Major Tasks/Activities</b>	<b>Professional Development</b>	<b>Who Target Population</b>	<b>Time-line Dates</b>	<b>Support Funding Sources to Be Used</b>	<b>Responsibility Who Does It</b>
Improve positive communication	<ul style="list-style-type: none"> <li>-Meetings through PTA/PTO which showcase programs/test results</li> <li>-Develop and Distribute a Parent/Community Perception Survey</li> <li>-Gather &amp; interpret data</li> <li>-Share data through cabinet and Building CDEP's</li> <li>-Revise community goal based on survey results</li> <li>-Superintendent to continue to meet with PTA/PTSA executive council</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to present best practices at PTA/PTO</li> <li>-Continue to research method procedures to better communicate class requirements &amp; student achievement</li> <li>-How to create an effective survey training</li> </ul>	Community  Community  Community	2004-2007  Mar – May 2004 May 2004  June 2004  Sept – Oct 2004 Nov 2004 Dec 2004  Jan 2005	Local Funds	<ul style="list-style-type: none"> <li>-Director of Curriculum and Instruction</li> <li>-Superintendent</li> <li>-Building principals</li> <li>-Coordinators</li> <li>-Team Leaders</li> <li>-CDEP Council</li> <li>-PTA/PTSA/etc.</li> <li>Community Sub-Committee</li> </ul>
Assess Parent Attendance	<ul style="list-style-type: none"> <li>-Create methodology for collecting data</li> <li>-Implement process</li> <li>-Share data</li> <li>-Revise goal</li> </ul>		Community  Community Community Community	April 2004  Sept 2004 Nov 2004 Dec 2004		<ul style="list-style-type: none"> <li>-Director of Curriculum and Instruction</li> <li>-Superintendent</li> <li>-Building principals</li> <li>-Coordinators</li> <li>-Team Leaders</li> </ul>

**SECTION V: IMPLEMENTATION PLAN**

*School District: Marlboro CSD  
BEDS Code: 62-10-01-0000*

**Implementation Plan: Complete the following chart for each identified need.**  
 Need: Continue to improve and monitor communication with the community for the purpose of developing community trust and appreciation of the value of education.

<b>What Strategies</b>	<b>How Major Tasks/Activities</b>	<b>Professional Development</b>	<b>Who Target Population</b>	<b>Time-line Dates</b>	<b>Support Funding Sources to Be Used</b>	<b>Responsibility Who Does It</b>
Continue to increase number of parents at school events, workshops & activities	-Advertise school events, workshops & activities in newspapers, newsletters, & flyers -Create workshops for parents on the new standards & assessments	-Foster parent involvement in student's achievement	Community	2004-2005	Local Funds	-Director of Curriculum and Instruction -Superintendent -Building principals -Coordinators -Team Leaders -CDEP Council -PTA/PTSA/etc.
Continue to expand and revise District web-site	-Revise web sites for each school -Include curriculum maps to inform parents of grade level & content area expectations -Train teachers to develop websites -Create a structure/format for teacher web sites	-Seek teacher input on web sites -Revise curriculum maps and communicate to students & parents	Community	2004-2005	Local Funds	-Director of Curriculum and Instruction -Director of Technology

## SECTION VI: ASSESSING AND REPORTING RESULTS

*School District: Marlboro CSD*

*BEDS Code: 62-10-01-06-0000*

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

The effectiveness of the District's CDEP Plan will be monitored and evaluated through the following performance indicators:

- Performance of Marlboro's students on state and local assessments which includes a decrease in the number of students scoring below the state proficiency level and an increase in the number of students scoring at or above mastery level
- Alignment of curricula in math/ELA/science with the state standards
- Increased involvement of parents in district-wide activities and meetings
- Development of a comprehensive and standards driven professional development program, APPR & AIS

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

The district will use a process of continuous assessment designed to evaluate the CDEP Plan. DATA will be collected and reviewed to determine strategies that have been implemented and the effectiveness and impact of the strategies. On a monthly basis, the district will review the ongoing implementation of all strategies included in the CDEP. The process will include:

- Monthly meetings of the CDEP committee
- Monthly meetings of the District Administrative Council (Principal meetings) and monthly cabinet meetings
- Coordinator & Team Leader meetings
- Use of Oracle & Cognos to track student performance

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

Information will be disseminated as follows:

- Updates to the Board of Education by the Superintendent and/or Coordinator of Curriculum & Assessment
- District newsletter
- District and School Report Card Presentations
- Meetings with PTO/PTA/SDM
- Informational Flyers
- Collaboration with local newspapers
- Meeting with community groups – Lions Club etc.

**SECTION VII: EVALUATION**

*School District: Marlboro CSD  
BEDS Code: 62-10-01-06-0000*

1999-2000 Goal/Target	Success Indicator	How Did We Do?	Why?	Implications For Updated Plan
<p>-Increase the success rate of students on the new state assessments</p> <p>-Increase ability of students to read and write for critical analysis and evaluation and be proficient problem solvers and analytical thinkers</p> <p>-Increase parent &amp; community involvement in the district's educational mission</p>	<p>-Achieving or surpassing the state benchmarks on 4<sup>th</sup> &amp; 8<sup>th</sup> grade tests, ELA Regents and Math Regents</p> <p>-Improved scores on state and local assessments in all areas</p> <p>-Increase attendance at district activities and events</p> <p>-Positive newspaper releases</p> <p>-Creation of a District newsletter</p>			

**SECTION VIII: ASSURANCES AND CERTIFICATIONS**

**Comprehensive District Education Plan Assurances**

**The Superintendent certifies that:**

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

\_\_\_\_\_  
Signature (Superintendent of Schools)

\_\_\_\_\_  
Date