Comprehensive District Education Plan

School District: UNION FREE SCHOOL DISTRICT #24 VALLEY STREAM, NY	
BEDS Code: 28-02-24-02-0000	
Address: 75 Horton Avenue, Valley Stream, NY 11581	
Contact Person: Don Sturz, Ph.D. (name & title) Superintendent of Schools	
Telephone: 516-434-2830	Fax Number: 516-256-0163
E-Mail Address: dsturz@vs24.org	
* Plan Start Date: July 1, 2016	Plan End Date: June 30, 2019

PLANS INCLUDED IN THIS CDEP

List of Plans Included in This Comprehensive District Education Plan	
These plans may be included in CDEP:	
☐	Technology
X	RTI Plan
☐	Guidance
☐	Local Assistance Plan (LAP)
☐	Shared Decision Making (100.11)
X	Gifted and Talented
☐	Operating Standards Aid
X	Academic Intervention Services
X	Professional Development Plan
X	Comprehensive System of Personnel Development (CSPD)
☐	Annual Professional Performance Review (APPR)

ADDITIONAL INFORMATION FOR PLANS INCLUDED IN THIS CDEP

Opportunities are provided for certified teachers, provisional teachers, teaching assistants and substitute teachers who work on a long term basis to participate in the professional development program of the district.

Opportunities are provided for staff to maintain professional certificates in good standing based upon successfully completing 100 hours of professional development every five years. This professional development will include full and half day workshops, approved external professional development opportunities such as college courses or conferences, or internal professional development opportunities such as during school or after school in-service. Principals can use the time for the observations toward their CTLE hours (100 hours for Professional Development) observing ELA, math and other curricular areas.

Mentoring program is provided according to collective bargaining obligations. The following criteria are included: Procedures for selection of mentors, role of the mentors, preparation of mentors, time allotted for mentoring, and mentoring activities.

SECTION I: BACKGROUND / DEMOGRAPHICS

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)
Carol Cannonito	Intermediate Reading Teacher	Reading & Early Intervention Teachers / District wide
Cathy Cipriano	Math Support	Math Specialists / District wide
Scott Comis	Principal	Administrator
Lisa Conte	Director of Curr./Facilitator	District wide
Keith Goldstein	Classroom Teacher	Grade K – 2 / Classroom Teachers /Union
Cathy Hicks	Registered Nurse	Health Care Personnel
Toni Hertwig	Classroom Teacher	Grade K-2/Classroom Teachers/Union
Rosario Iacono	Principal	Administrator
Nancy Jakobsen	Account Clerk	Business Office
Sophia Kalemkeridis	Special Education Teacher	Special Education Teachers (K-6)
Krista Kinirons	Classroom Teacher	Grade 3- 6/ Classroom Teachers/District wide
Joe Mangini	Physical Education Teacher	Special Area Teachers
Risa Miller	Challenge /Teacher Ctr.	District wide
Kathleen Murray	ENL Teacher	ENL Teachers / District wide
Vanessa Myers	Director of Special Education	Special Education Teachers / District wide/SEPTA Representative
Karen Mylan	Librarian	Librarians/ District wide
Lourdes Onesto	Parent	Parent/Community/SEPTA
Mark Onorato	Principal/Technology	Administrator/Technology
Daniel Onorato	Assistant to Super.-Data	District wide
Joseph Schumpf	Classroom Teacher	Grade 3 – 6 / Classroom Teachers / District wide

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).

Communications Process for the CDEP Committee:

CDEP meets for full day for March to June (4 sessions)
Informal conversations among members
Within Committee:
     - meetings
     - e-mails
     - inter-office memos

Communication Process To Inform All Constituencies in the Community:

Parent:
     - PTA meetings
     - District web site
 	
Stake Holders:
     - Building meetings
     - Department meetings
     - e-mails
 	
Board:
     - will vote on document

Mission Statement
The Mission of the Valley Stream School District Twenty-four is to create a learning environment that challenges each student to become a self-sufficient, cooperative, responsible, and contributing member of a global society and encourages each to achieve his/her highest potential.

Belief Statement
We believe that all children have a potential to learn. Their progress requires the district to be creative and maximize educational opportunities. We support excellence and innovative learning experiences in partnership with family and community.

Vision
To accomplish this goal, the Board of Education is committed to employ, train, and support a staff that acts to achieve mastery and excellence in education. Our nurturing educational environment and the programs contained within will provide strategies, skills and resources necessary for children to become self-reliant, educated, and socially responsible individuals.

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

Valley Stream UFSD #24 serves about 1,111 students in the villages of Valley Stream and a portion of Lynbrook in Nassau County with a staff of 124 professional staff members and 87 civil service personnel. The district includes three elementary school buildings, grades K–6 only. Our oldest school, Brooklyn Avenue School, is 107 years old. The William L. Buck School is 61 years old and the Robert W. Carbonaro School is 60 years old. Our school district completed a Geo-Thermal Project at the William L. Buck School, which was environmentally responsive and will reduce our energy and operating costs. This project will significantly improve the comfort of the building environment and lighting quality/aesthetics of the classrooms and common areas. The peak energy demand and overall load on the district's utility systems will be reduced. In addition, the future operational costs and capital outlay needs will be reduced. Our district is one of three Valley Stream Districts (the others are Elementary Districts 13 and 30) whose students graduate to a separately managed district, Valley Stream Central High School District, for grades 7 through 12. The average class size is 20 students (all grades).

Approximately, 3,771 residents make their home in Valley Stream UFSD #24. Our annual market value for a single family home is $299,808. The average resident's taxes are $6,239.50. Over the past five years, the average tax increase was 1.6%. Our district's per pupil spending is less than the per pupil expenditures across New York State for general education and special education programs. Our general education per pupil expenditure is $10, 677 and the New York State per pupil expenditure is $11, 739. The same is true for special education. Our district's special education expenditure per pupil is $30, 207 and the state's reported expenditure per pupil is $31, 502.

Most of the current demographic data sites report from the census report of 2010. In this report it was concluded that there were 37,511 people, 12,189 households, and 9,541 families residing in the Village. The racial composition of the village was 46% White (not Hispanic), 18.6% African American, 0.3% Native American, 11.4% Asian, .1% from other races and 3.5% from two or more races. Hispanic or Latino was 22.2% of the population (U.S. Census Bureau). Median household income for the village was $82,279, and the median income for a family was $93,214. Males had a median income of $56,201 versus $48,925 for females. About 4.0% of families and 4.5% of the population were below the poverty line, including 7.1% of those under age 18 and 4.9% of that age 65 or over. About 35% of households had children under the age of 18 living with them, 58.8% were married couples living together, 14.4% had a female householder with no husband present, and 21.7% were non-families. 18.4% of all households were made up of individuals and 31% had someone living alone who was 65 years of age or older. The average household size was 3.07 and the average family size was 3.50. This data has dramatically changed for our district in the past six years.

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

Most recently reported with the 2014-15 BEDS data, Valley Stream UFSD #24 had 37% of the students receive free or reduced lunch. The racial composition of the students in the district was about 13% Asian, 23% Black, 37% Latino, 12% multi-racial and 26% White. During the time from the past census, the demographics for the Village and the school district have changed. The racial composition for the 2010 Census was 46% White (not Hispanic) and in 2014-15 the White (not Hispanic) composition for our district was 26%. In 2010, 18.6 % of the Village population was African American; in 2014-15 our district's African American population was 23%. The Latino population for 2010 was 22.2 % of the Village population and the district's population last year was reported as 37% for the Latino population. There was also a variation noted for the Asian population from 11.4% to 13%. The multi-racial population changed from 3.5% for the Village to 12% for the district. Our special education population is comprised of 9.7% of our total population. This data is very important as it reflects the changes that our district's population has made over the past few years. Our diversity has increased and portrays a very different picture from the Census data. We provided for an additional English as a New Language (ENL) teacher and have provided more translators/translation programs to accommodate more of our parents. In addition, with the new building projects in the area the district is anticipating that more classroom space will be necessary, as we are predicting an increase in our district's student population.

SECTION II: INITIAL DATA ANALYSIS

	Please check what you used.
X	School Report Card
☐	System for Tracking Education Performance – STEP
X	Nassau BOCES Instructional Data Warehouse Report
☐	New York: The State of Learning (Chapter 655 Report)
X	BEDS Data
X	Comprehensive System of Personnel Development (CSPD) Data
X	Comprehensive Information Report (CIR)
☐	Graduation and Dropout rates
X	Disaggregated State assessments, Cohort Reports
X	Locally developed assessments – specify – ELP – Gr. 2 ELA & Math
☐	Number of uncertified/out of title teachers
☐	Community and Student Data: ELL, Individuals with Disabilities, Ethnicity, Poverty, Gender, Homeless, Migrant
☐	Student Employment rates
X	Enrollment
☐	Student participation in co-curricular or other activities
X	Parent surveys and input
☐	Focus Groups
☐	Student surveys
X	Other: Please specify: U.S. Census Bureau
X	Community Forums, Rotating Board Meetings for Parent Input
☐	

Key Indicators of Student Success: List and describe the district-identified State and local key indicators of success. Definition of Key Indicator of Student Success: A student-focused, measurable outcome which the district has the ability, desire, or need to influence for which it is willing, or required, to be accountable.

Content Area	Intervention	Target Population	Evidence	Growth Goal
ELA: Classroom Instruction	1. Emotional Intelligence – Ruler – Feeling Words Curriculum	K-6	NWEA MAP/MAP Primary	
	2. Jr. Great Books	K-6	NWEA MAP/MAP Primary	
	3. Raz-Kids	K-2	Raz-Kids Assessments	
	4. ELA Interim Diagnostic Assessments/Activities	3-6	NWEA MAP/SLO	
	5. Learning Farm	2-6	NWEA MAP/Map Primary/SLO	
	6. NYS Common Core Learning Standards Resources (i.e. Ready Assessments)	3-6	NWEA MAP	

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Content Area	Intervention	Target Population	Evidence	Growth Goal
ELA: Intervention	AIS: Early Intervention / Reading Teachers / Resource Room	K-6	ELP-Gr. K/ District Developed ELA SLO Assessment –Gr. K-2/NYSED ELA Assessment-Gr. 3-6	
	Operation Success	3-6	NYSED ELA Assessment / NWEA or comparable assessment / SLO Assessment (Gr. 3 pre-test)	
	Extra Help – 1x week	K-6	ELP-Gr. K/District Developed ELA SLO Assessment-Gr. K-2/NYSED ELA Assessment-Gr. 3-6	
	ENL Program	K-6	NYSESLAT, NWEA or comparable assessment, SLO Assessment	
	Enrichment Program	K-6	NYSED ELA Assessment / NWEA or comparable assessment	
	Summer School	Pre K – 5	Post Summer School Assessment	
	Speech and Language Improvement	K-6	CELF Assessment, Goldman Fristoe Assessment	
	Fundations	K-6	Fundations Assessment, ELP, NWEA, SLO Assessment	

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Content Area	Intervention	Target Population	Evidence	Growth Goal
Mathematics: Intervention	AIS: Early Intervention / Math Teacher / Resource Room	K-6	NYSED Math Assessment – Gr. 3-6 / District Developed Math Assessment – Gr. K-2	
	Operation Success	3-6	NYSED Math Assessment – Gr. 3-6 / NWEA or comparable assessment / SLO Assessment (Gr. 3 pre-test)	
	Extra Help-1x week	K-6	NYSED Math Assessment – Gr. 3-6 / District Developed Math Assessment – Gr. K-2	
	Enrichment Program	4-6	NYSED Math Assessment – Gr. 3-6 / NWEA	
	Learning Farm	2-6	NWEA MAP/SLO Assessment	
	Summer School	Pre K – 5	Post Summer School Assessment	
	NYS Common Core Learning Standards Resources (i.e. Crosswalk Coach Plus)	3-6	NWEA MAP/SLO Assessment	

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Content Area	Intervention	Target Population	Evidence	Growth Goal
Science	Enrichment Program	4-6	NYSED Science Assessment (Grade 4)	Passing level 3-4
	Extra Help-1x week	K-6	NYSED Science Assessment (Grade 4)	Passing level 3-4

BASIC SCHOOL DISTRICT DATA

STUDENT RACIAL/ETHNIC ORIGIN

	2012-2013		2013-2014		2014-2015	
	No. of Students	**% of Enroll**	**No. of students**	**% of Enroll**	**No. of students**	**% of Enroll**
American Indian, Alaskan, Asian, or Pacific Islander	172	15%	148	14%	147	13%
Black (Not Hispanic)	217	20%	221	21%	241	22%
Hispanic	373	34%	376	35%	407	37%
White (Not Hispanic)	347	31%	312	29%	283	26%
Multi Racial	5	0.5%	--	--	12	11%

LIMITED ENGLISH PROFICIENT STUDENTS (LEP)

2012-2013		2013-2014		2014-2015	
No. of Students	**% of Enroll**	**No. of Students**	**% of Enroll**	**No. of Students**	**% of Enroll**
99	9%	88	8%	87	8%

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BASIC SCHOOL DISTRICT DATA

ATTENDANCE, SUSPENSION AND DROPOUT RATES

	2012-2013		2013-2014		2014-2015	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96%		96%		96%
Student Suspensions	17	2%	26	2%	19	2%
Student Dropouts	N/A	N/A	N/A	N/A	N/A	N/A
Entered Alternative HS	N/A	N/A	N/A	N/A	N/A	N/A

STUDENT SOCIOECONOMIC AND STABILITY INDICATORS (PERCENT OF ENROLLMENT)

	2012-2013	2013-2014	2014-2015
Free Lunch	23%	22%	24%
Reduced Lunch	7%	6%	6%
Public Assistance	N/A	N/A	N/A
Student Stability	N/A	N/A	N/A

DISAGGREGATION OF STUDENT DATA

2014/2015 Grade 3 ELA

	Total Students	% of Total	Level 1 Count	% at Level 1	Level 2 Count	% at Level 2	L3 + L4 Count	% at L3 + L4
Disabled	16	12.8%	13	81.2%	3	18.8%	0	0%
Not Disabled	109	87.2%	25	22.9%	44	40.4%	40	36.7%
LEP Eligible	11	8.8%	8	72.7%	2	18.2%	1	9.1%
Not LEP Eligible	114	91.2%	30	26.3%	45	39.5%	39	34.2%
Total	125	100%	38	30.4%	47	37.6%	40	32%

2014/2015 Grade 3 Math

	Total Students	% of Total	Level 1 Count	% at Level 1	Level 2 Count	% at Level 2	L3 + L4 Count	% at L3 + L4
Disabled	14	12.4%	11	78.6%	3	21.4%	0	0%
Not Disabled	99	87.6%	6	6.1%	31	31.3%	62	62.6%
LEP Eligible	9	8%	5	55.6%	2	22.2%	2	22.2%
Not LEP Eligible	104	92%	12	11.5%	32	30.8%	60	57.7%
Total	113	100%	17	15%	34	30.1%	62	54.9%

DISAGGREGATION OF STUDENT DATA

2014/2015 Grade 4 ELA

	Total Students	% of Total	Level 1 Count	% at Level 1	Level 2 Count	% at Level 2	L3 + L4 Count	% at L3 + L4
Disabled	9	8.4%	8	88.9%	1	11.1%	0	0%
Not Disabled	98	91.6%	8	8.2%	53	54.1%	37	37.8%
LEP Eligible	5	4.7%	2	40%	3	60%	0	0%
Not LEP Eligible	102	95.3%	14	13.7%	51	50%	37	36.3%
Total	107	100%	16	15%	54	50.5%	37	34.6%

2014/2015 Grade 4 Math

	Total Students	% of Total	Level 1 Count	% at Level 1	Level 2 Count	% at Level 2	L3 + L4 Count	% at L3 + L4
Disabled	9	8.7%	8	88.9%	0	0%	1	11.1%
Not Disabled	95	91.3%	3	3.2%	29	30.5%	63	66.3%
LEP Eligible	8	7.7%	4	50%	1	12.5%	3	37.5%
Not LEP Eligible	96	92.3%	7	7.3%	28	29.2%	61	63.5%
Total	104	100%	11	10.6%	29	27.9%	64	61.5%

DISAGGREGATION OF STUDENT DATA

2014/2015 Grade 5 ELA

	Total Students	% of Total	Level 1 Count	% at Level 1	Level 2 Count	% at Level 2	L3 + L4 Count	% at L3 + L4
Disabled	13	10.7%	12	92.3%	1	7.7%	0	0%
Not Disabled	108	89.3%	14	13%	54	50%	40	37%
LEP Eligible	3	2.5%	2	66.7%	1	33.3%	0	0%
Not LEP Eligible	118	97.5%	24	20.3%	54	45.8%	40	33.9%
Total	121	100%	26	21.5%	55	45.5%	40	33.1%

2014/2015 Grade 5 Math

	Total Students	% of Total	Level 1 Count	% at Level 1	Level 2 Count	% at Level 2	L3 + L4 Count	% at L3 + L4
Disabled	10	9%	9	90%	1	10%	0	0%
Not Disabled	101	91%	10	9.9%	32	31.7%	59	58.4%
LEP Eligible	3	2.7%	2	66.7%	1	33.3%	0	0%
Not LEP Eligible	108	97.3%	17	15.7%	32	29.6%	59	54.6%
Total	111	100%	19	17.1%	33	29.7%	59	53.2%

DISSAGGREGATION OF STUDENT DATA

2014/2015 Grade 6 ELA

	Total Students	% of Total	Level 1 Count	% at Level 1	Level 2 Count	% at Level 2	L3 + L4 Count	% at L3 + L4
Disabled	20	15.3%	12	60%	8	40%	0	0%
Not Disabled	111	84.7%	9	8.1%	52	46.8%	50	45%
LEP Eligible	5	3.8%	3	60%	2	40%	0	0%
Not LEP Eligible	126	96.2%	18	14.3%	58	46%	50	39.7%
Total	131	100%	21	16%	60	45.8%	50	38.2%

2014/2015 Grade 6 Math

	Total Students	% of Total	Level 1 Count	% at Level 1	Level 2 Count	% at Level 2	L3 + L4 Count	% at L3 + L4
Disabled	17	14%	8	47.1%	6	35.3%	3	17.6%
Not Disabled	104	86%	5	4.8%	22	21.2%	77	74%
LEP Eligible	6	5%	4	66.7%	1	16.7%	1	16.7%
Not LEP Eligible	115	95%	9	7.8%	27	23.5%	79	68.7%
66.1	121	100%	13	10.7%	28	23.1%	80	66.1%

DISSAGGREGATION OF STUDENT DATA

ELA Trends

	% at L3 + L4 2012-13	*% at L3 + L4 2013-14*	% at L3 + L4 2014-15
Gr 3 ELA Regional	*46%*	*44.0%*	43%
Gr 3 ELA VS 24	*50%*	*29%*	32%
Difference	4%	-15%	-11%

	% at L3 + L4 2012-13	*% at L3 + L4 2013-14*	% at L3 + L4 2014-15
Gr 4 ELA Regional	*43%*	*42%*	45%
Gr 4 ELA VS 24	*47%*	*31%*	35%
Difference	4%	-11%	-10%

	% at L3 + L4 2012-13	*% at L3 + L4 2013-14*	% at L3 + L4 2014-15
Gr 5 ELA Regional	*43%*	*40%*	42%
Gr 5 ELA VS 24	*38%*	*28%*	33%
Difference	-5%	-12%	-9%

	% at L3 + L4 2012-13	*% at L3 + L4 2013-14*	% at L3 + L4 2014-15
Gr 6 ELA Regional	*42%*	*39%*	42%
Gr 6 ELA VS 24	*36%*	*27%*	38%
Difference	-6%	-12%	-4%

DISSAGGREGATION OF STUDENT DATA

Math Trends

	% at L3 + L4 2012-13	*% at L3 + L4 2013-14*	**% at L3 + L4 2014-15**
Gr 3 Math Regional	47%	55%	54%
Gr 3 Math VS 24	41%	42%	55%
Difference	-6%	-13%	1%

	% at L3 + L4 2012-13	*% at L3 + L4 2013-14*	**% at L3 + L4 2014-15**
Gr4 Math Regional	48%	55%	58%
Gr 4 Math VS 24	43%	47%	62%
Difference	-5%	-8%	4%

	% at L3 + L4 2012-13	*% at L3 + L4 2013-14*	**% at L3 + L4 2014-15**
Gr 5 Math Regional	42%	53%	57%
Gr 5 Math VS 24	25%	54%	53%
Difference	-17%	1%	-4%

	% at L3 + L4 2012-13	*% at L3 + L4 2013-14*	**% at L3 + L4 2014-15**
Gr 6 Math Regional	44%	54%	54%
Gr 6 Math VS 24	38%	49%	66%
Difference	-6%	-5%	12%

DISSAGGREGATION OF STUDENT DATA

Science 4 Results

	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 3+4
2012-2013	0.6%	1.9%	28%	69.4%	98.7%
2013-2014	0.6%	6.6%	28.3%	64.5%	92.8%
2014-2015	1.8%	8%	19.6%	70.5%	90.2%

			Students with Disabilities Grade 4								
STATE/VESID INDICATORS	**STATE/ FEDERAL BENCH-MARK**	**DATA SOURCE**	**2012-2013**			**2013-2014**			**2014-2015**		
			Actual # Students/ # Eligible	**# SWDs Exempt**	**%**	**Actual # Students/ # Eligible**	**# SWDs Exempt**	**%**	**Actual # Students/ # Eligible**	**# SWDs Exempt**	**%**
3. % of SWDs participating in the 4th Grade ELA state assessment	95%	School Report Card	16	---	91%	25	2	93%	19	0	47%
4. % of SWDs participating in the 4th Grade Math state assessment	95%	School Report Card	16	---	91%	23	2	92%	13/19	0	68%
7. % of SWDs scoring 3 or 4 – 4th Grade ELA	Annual yearly progress (TBA by Commissioner annually)	School Report Card	0	---	26%	16	---	6%	0	---	0%
8. % of SWDs scoring 3 or 4 – 4th Grade Math	Annual yearly progress (TBA by Commissioner annually)	School Report Card	0	---	26%	17	---	12%	1/13	---	8%

Exempt – SWD participating in NYSAA

			Students with Disabilities								
			2012-2013			2013-2014			2014-2015		
STATE/VESID INDICATORS	STATE/ FEDERAL BENCH-MARK	DATA SOURCE	Actual # Students/ # Eligible	# SWDs Exempt	%	Actual # Students/ # Eligible	# SWDs Exempt	%	Actual # Students/ # Eligible	# SWDs Exempt	%
13. % of preschool SWDs receiving special education services in integrated settings	Equal the percentage of school-age SWDs in integrated settings	VR Reports VR Report 1and 5 IEP Direct	5/24		20%	13/25		52%	2/21		10%
14. % of school-age SWDs receiving services in general education buildings	National average (95.86% as of 1997-98)	VR Reports VR Report 5 IEP Direct	103/119		87%	105/119		88%	104/124		84%
15. % of school-age SWDs in general education classrooms (80-100% of the school day)	Exceed national average (46.42% as of 1997-98	VR Reports VR 5 IEP Direct	81/119		68%	83/119		70%	82/124		66%
16. % of school-age SWDs classified	Will decrease	BEDS							124/1109		11%

District Essential Data							
Key Indicator	**Target/Goal 2016 – 2019**	**2012-2013**	**2013-2014**	**2014-2015**	**% Gap 2012-2013**	**% Gap 2013-2014**	**% Gap 2014-2015**
ELA 3	44.2% on Levels 3 & 4	50.7% on Levels 3 & 4	29% on Levels 3 & 4	32% on Levels 3 & 4	6.5%	-15.2%	-12.2%
Mathematics 3	52.2% on Levels 3 & 4	41.5% on Levels 3 & 4	42% on Levels 3 & 4	55% on Levels 3 & 4	-10.7%	-10.2%	2.8%
ELA 4	43.4% on Levels 3 & 4	47.2% on Levels 3 & 4	31% on Levels 3 & 4	36% on Levels 3 & 4	3.8%	-12.4%	-7.4%
Mathematics 4	53.6% on Levels 3 & 4	42.5% on Levels 3 & 4	47% on Levels 3 & 4	62% on Levels 3 & 4	-11.1%	-6.6%	8.4%
ELA 5	41.6% on Levels 3 & 4	37.8% on Levels 3 & 4	28% on Levels 3 & 4	35% on Levels 3 & 4	-3.8%	-13.6%	-6.6%
Mathematics 5	50.5% on Levels 3 & 4	25.3% on Levels 3 & 4	54% on Levels 3 & 4	54% on Levels 3 & 4	-25.2%	3.5%	3.5%
ELA 6	41% on Levels 3 & 4	36.3% on Levels 3 & 4	27% on Levels 3 & 4	38% on Levels 3 & 4	-4.7%	-14%	-3%
Mathematics 6	51% on Levels 3 & 4	38.4% on Levels 3 & 4	49% on Levels 3 & 4	68% on Levels 3 & 4	-12.6%	-2%	17%
Science 4	94.3% on Levels 3 & 4	98.7% on Levels 3 & 4	92.8% on Levels 3 & 4	90.2% on Levels 3 & 4	4.4%	-1.5%	-4.1%

Note: This is based on current data. The target/goal was set to reflect at or above scores for the region for the past three years for levels 3 and 4. The target/goal will be re-evaluated to reflect any new NYSED Assessments and cut scores in the future.

PRIORITY GAP

Prioritize area gaps and provide a rationale for prioritization	
Priority Gap	**Rationale**
ELA	Difference from region
Math	Difference from region and sustain current improvement

Note: Special Education did not meet AYP for 2 years district-wide (2010/2011, 2014/2015). Therefore, Special Education will be a focus within ELA and mathematics.

SECTION III: ROOT CAUSE ANALYSIS

Area: ELA
Gap: (Specify desired change in student performance) refer to page 25
Target: refer to page 25

Primary Root Causes	Justification	Rationale
Central Ideas/Message and Details	2014 – 2015 ELA data (NYSED)	Gap reports items below county
Text Evidence/Claims/Reasons	2014 – 2015 ELA data (NYSED)	Gap reports items below county
Text Features/Structures-time, cause/effect,	2014 – 2015 ELA data (NYSED)	Gap reports items below county
Unfamiliar words in context – lack of academic /domain specific vocabulary, multiple meaning words	2014 – 2015 ELA data (NYSED)	Gap reports items below county
Literary elements – events, characters, actions	2014 – 2015 ELA data (NYSED)	Gap reports items below county
Author's Purpose/Reason	2014 – 2015 ELA data (NYSED)	Gap reports items below county
Genres: Summarize text, poetry, drama, fables, folktales	2014 – 2015 ELA data (NYSED)	Gap reports items below county
Lack of parent understanding of Common Core Learning Standards	Parent Survey	
Lack of stamina	Students do not complete interim assessments/activities	Predicted length of NYSED Assessment
Pre-school (lack of)	Parent Survey/Registration Material	

SECTION III: ROOT CAUSE ANALYSIS

Area: **Math**
Gap: (Specify desired change in student performance) refer to page 25
Target: refer to page 25

Primary Root Causes	Justification	Rationale
Common Core Learning Standard aligned material – complex text, level of reading material,	2014 – 2015 MATH data (NYSED)	Gap reports items and teacher input
Lack of Stamina	Students do not complete interim assessments/activities	Predicted length of NYSED Assessment
Lack of conceptualization with 1 and 2 step word problems/real world problems	2014 – 2015 MATH data (NYSED)	Gap reports items and teacher input
Pre-school/ (lack of)	Parent Survey/Registration Material	
Lack of parent understanding of Common Core Learning Standards	Parent Survey	

SECTION IV: IMPLEMENTATION PLAN /PROFESSIONAL DEVELOPMENT PLAN

This plan addresses continuing Teacher Leader Education (CTLE) Activities that will be offered in appropriate subject areas highlighted in this plan. The activities:
- will expand educators' content knowledge, and the knowledge and skills necessary to provide rigorous, developmentally appropriate instructional strategies and assesses student progress;
- are research-based and provide educators with opportunities to analyze, apply, and engage in research;
- include the necessary opportunities for professionals to obtain CTLE to meet the English language learner provisions.

This plan is designed to ensure that educators:
- have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment;
- have the knowledge and skill to meet the diverse needs of all students;
- have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students;
- have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

This plan:
- uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth;
- promotes technological literacy and facilitates the effective use of all appropriate technology;
- evaluates using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Professional Development activities provided in this plan for CTLE credit will be:
- offered by a SED- approved sponsor;
- professional development programs and technical activities offered by national, state, and local professional associations and other organizations acceptable and approved by SED;
- any other organized educational and technical activities that are acceptable and approved by SED

Valley Stream #24's Professional Development Plan is being supported in part by BOCES, RIC, RBERN, RSE-TASC, Teacher Centers and approved consultants.

SECTION IV: IMPLEMENTATION PLAN

Implementation Plan: Complete the following chart for each identified gap or success.	

Area: ELA
Gap: (Specify desired change in student performance) refer to page 25
Target: refer to page 25

What	*How*		*Who*	*Time-line*	*Support*	*Responsibility*
Strategies	**Major Tasks / Activities**	**Professional Development**	**Target Population**	**Dates**	**Funding Sources To Be Used**	**Who Does It**
Common Core Learning Standards aligned materials	Implement Common Core Learning Standards materials / New Reading Programs	Workshops / Coaching-Presented by District Staff or BOCES	K-6 Teachers	2016-2019	District	Director of Curriculum
Central idea & details, evidences, Author's Purpose / Reason	Professional Development	Workshop Workshops / Coaching-Presented by District Staff or BOCES s	K-6 Teachers	2016-2019	District	Director of Curriculum
Literary elements – events, characters, actions / Genres: Summarize text, poetry, drama, fables, folktales	Professional Development	Workshops / Coaching-Presented by District Staff or BOCES shops	K-6 Teachers	2016-2019	District	Director of Curriculum
Unfamiliar words and context	Professional Development	Workshops / Coaching-Presented by District Staff or BOCES	K-6 Teachers	2016-2019	District	Director of Curriculum

SECTION IV: IMPLEMENTATION PLAN

Implementation Plan: Complete the following chart for each identified gap or success.							
Area: ELA (continued) **Gap: (Specify desired change in student performance)** refer to page 25 **Target:** refer to page 25							
What	*How*			*Who*	*Time-line*	*Support*	*Responsibility*
Strategies	**Major Tasks / Activities**	**Professional Development**		**Target Population**	**Dates**	**Funding Sources To Be Used**	**Who Does It**
New materials / standards New curriculum program materials (ELA, Social Studies, Science)	Implement new standards/materials	Workshops / Coaching- Presented by Harcourt Houghton Mifflin /Superkids Consultants/ BOCES Consultants		K-6 Teachers	2016-2019	District	Director of Curriculum
CDEP Sub-Committee	Data disaggregation to determine ELA Focus	Workshops		K-6 Teachers	2016-2019	District	Director of Curriculum
Use Technology Resources (software, programs, data bases, etc.) (Refer to Instructional Technology Plan and Smart Schools Investment Plan)	Research and implement technology resources/strategies	Workshops- Presented by District Technology Team, BOCES consultants		K-6 Teachers	2016-2019	District	Director of Curriculum / Technology Liaison

SECTION IV: IMPLEMENTATION PLAN

Implementation Plan: Complete the following chart for each identified gap or success.

Area: ELA (continued)
Gap: (Specify desired change in student performance) refer to page 25
Target: refer to page 25

What	*How*		*Who*	*Time-line*	*Support*	*Responsibility*
Strategies	**Major Tasks / Activities**	**Professional Development**	**Target Population**	**Dates**	**Funding Sources To Be Used**	**Who Does It**
Target Professional Development based on needs identified by NYSED Assessment	Data Interpretation	Based on 2016-2019 data- Presented by District Staff	K-6 Teachers	2016-2019	District	Director of Curriculum / Professional Development Committee / Principals
Co-teaching Strategies	Workshop	Co-teaching Workshop- Presented by BOCES consultant/ District staff	K-6 Co-teaching Teams	2016-2019	District	Director of Special Education
Primary Research / Big 6 Research / Writing Genre Log	Students prepare major research project	Workshop- Presented by District Librarians	K-3 Teachers	2016-2017	District	Director of Curriculum
Parent Common Core Learning Standards meeting	Workshop – Common Core Learning Standards content and assessment tips	Workshop- Presented by District Staff	Pre-K-6 Parents	2016-2019	District	Director of Curriculum

SECTION IV: IMPLEMENTATION PLAN

Implementation Plan: Complete the following chart for each identified gap or success.

Area: ELA (continued)
Gap: (Specify desired change in student performance) refer to page 25
Target: refer to page 25

What	*How*		*Who*	*Time-line*	*Support*	*Responsibility*
Strategies	**Major Tasks / Activities**	**Professional Development**	**Target Population**	**Dates**	**Funding Sources To Be Used**	**Who Does It**
Differentiation of Tiered Tasks / Stamina	Professional Development	Workshops (15% ENL Workshops) – District Staff or BOCES Consultant	K-6	2016-2019	District	Director of Curriculum / Director of Special Education / Professional Development Committee
Teacher Strategies	Observations and Pre- and Post Conferences	Observations - Principals can use the time for the observations toward their CTLE hours (100 hours for Professional Development) observing ELA and other curricular areas. Workshop – Presented by District Staff	K-6	2016-2019	District	Superintendent / Director of Curriculum

SECTION IV: IMPLEMENTATION PLAN

Implementation Plan: Complete the following chart for each identified gap or success.
Area: Math Gap: (Specify desired change in student performance) refer to page 25 Target: refer to page 25

What	*How*		*Who*	*Time-line*	*Support*	*Responsibility*
Strategies	**Major Tasks / Activities**	**Professional Development**	**Target Population**	**Dates**	**Funding Sources To Be Used**	**Who Does It**
Fluency	Use Sprints and Choral Recitations	As needed- District staff	K-6	2016-2017	District	Director of Curriculum
Common Core Learning Standards aligned materials – complex text, level of reading material	Continue adaptation of NYSED Modules	As needed- Presented by District staff or BOCES Consultant	K-6 Teachers	2016-2019	District	Director of Curriculum
Co-teaching Strategies	Workshop	Co-teaching- Presented by BOCES Consultant or District Staff	K-6 Co-teaching Teams	2016-2019	District	Director of Special Education
Parent Common Core Learning Standards meeting	Plan Common Core Learning Standards workshop for parents (content & assessment tips)	Workshop- Presented by District Staff	Pre-K – 6	2016-2019	District	Director of Curriculum

SECTION IV: IMPLEMENTATION PLAN

Implementation Plan: Complete the following chart for each identified gap or success.						
Area: Math (continued) **Gap: (Specify desired change in student performance)** refer to page 25 **Target:** refer to page 25						
What	*How*		*Who*	*Time-line*	*Support*	*Responsibility*
Strategies	**Major Tasks / Activities**	**Professional Development**	**Target Population**	**Dates**	**Funding Sources To Be Used**	**Who Does It**
Reinforce K-6 teaching strategies (procedural, conceptual and application strategies; Lack of conceptualization, stamina	Workshop / Grade Level Meetings	Workshop / Grade Level Meetings – Presented by District staff or BOCES	K-6 Teachers	2016-2019	District	Director of Curriculum / Professional Development Committee
CDEP Sub-Committee	Data disaggregation to determine Math focus	CDEP Sub-Committee Meeting/ Correspondence	K-6 Teachers	2016-2019	District	Director of Curriculum
Differentiation of Tiered Tasks	Professional Development	Workshop-Presented by District staff or BOCES	K-6	2016-2019	District	Director of Curriculum / Director of Special Education / Professional Development Committee

SECTION IV: IMPLEMENTATION PLAN

Implementation Plan: Complete the following chart for each identified gap or success.

Area: Math (continued)
Gap: (Specify desired change in student performance) refer to page 25
Target: refer to page 25

What	*How*		*Who*	*Time-line*	*Support*	*Responsibility*
Strategies	**Major Tasks / Activities**	**Professional Development**	**Target Population**	**Dates**	**Funding Sources To Be Used**	**Who Does It**
Use Technology Resources (software, programs, data bases, etc.) (Refer to Instructional Technology Plan and Smart Schools Investment Plan)	Research and implement technology resources/strategies	Workshop- Presented by BOCES consultant or District Technology Team	K-6 Teachers	2016-2019	District	Director of Curriculum / Technology Liaison
Teacher Strategies	Observations and Pre and Post Conferences	Observations – Principals can use the time for the observations toward their CTLE Hours (100 hours for Professional Development) observing Math and other curricular areas. Workshop presented by District staff.	K-6	2016-2019	District	Superintendent / Director of Curriculum

SECTION IV: IMPLEMENTATION PLAN

Implementation Plan: Complete the following chart for each identified gap or success.

Area: RTI/AIS
Gap: Did not make AYP for district for three years (2010, 2011and 2014) and in 2013 the EAMO was very close to the PI.
Target: Make AYP yearly for math and ELA for all subgroups

What	*How*		*Who*	*Time-line*	*Support*	*Responsibility*
Strategies	**Major Tasks / Activities**	**Professional Development**	**Target Population**	**Dates**	**Funding Sources To Be Used**	**Who Does It**
Differentiation of Tiered Tasks	Professional Development	Workshops, grade level meetings- Presented by District staff	All teaching staff	2016-2019	District	Director of Special Education / Director of Curriculum
Address CCLS needs of identified students	Professional Development	Workshops, grade level meetings- Presented by District staff	All teaching staff	2016-2019	District	Director of Special Education / Director of Curriculum
Progress monitoring for ELA and Math	Identify appropriate assessments and data collection	Workshops- Presented by District Staff	All teaching staff	2016-2019	District	Director of Special Education / Director of Curriculum

SECTION IV: IMPLEMENTATION PLAN

Implementation Plan: Complete the following chart for each identified gap or success.						
Area: ELA – RTI/AIS						
Gap: refer to page 25						
Target: refer to page 25						
What	*How*		*Who*	*Time-line*	*Support*	*Responsibility*
Strategies	**Major Tasks / Activities**	**Professional Development**	**Target Population**	**Dates**	**Funding Sources To Be Used**	**Who Does It**
RTI/AIS small group instruction	3-4 times per cycle; 30 min. per session; Groups: 1 – 5		High RTI/AIS need K – 6 students, include Sp. Ed. & ELL	Sept. - June	District	RTI Liaison / Director of Curriculum
RTI/AIS small group instruction	2-3 time per cycle; 30 min. per session; Groups : up to 10		Low RTI/AIS need K – 6 students, include Sp. Ed. & ELL	Sept. - June	District	RTI Liaison / Director of Curriculum

Possible modification based on NWEA and NYSED results.

*** For 2016-17: The cut-off scores for AIS are now the "median scale scores" to between a level 2 and 3, as determined by the Commissioner; the two-step procedure is now used for students scoring below the cut-off score, the district-developed procedure now explicitly requires consideration of multiple measures of student performance. The multiple measures are listed on the next page.

*Identification Grade

    K   ELP, BRI (for readers), NWEA MAP Primary,
             Common district assessment, Diagnostic Math Assessment

    1   ELP, BRI (for readers), NWEA MAP Primary,
             Common district assessment, Diagnostic Math Assessment

    2   BRI, NWEA Map Primary,
             Common district assessment, Diagnostic Math Assessment

    3   BRI, NYSED assessment, NWEA MAP, Diagnostic Math Assessment

    4   BRI (optional), NYSED assessment, NWEA MAP, Diagnostic Math Assessment

    5   BRI (optional), NYSED assessment, NWEA MAP,
             Diagnostic Math Assessment

    6   BRI (optional), NYSED assessment, NWEA MAP,

Optional: (For the 2016 / 2017 school year the reading teachers will assist with administering the BRI.)

ELP/BRI:
Low need – Proficient
High need – Marginal

Diagnostic Math:
70%-80% - consideration
Below 70%-qualifies for AIS

NWEA – MAP and Primary MAP:

K-2 Low need – 2 lows out of 4 performance areas
High need – 3 lows out of 4 performance areas

3-6 Low need – 1 low out of 3 performance areas
High need – 2 lows out of 3 performance areas

NYSED:
Low need – Levels 2H
High need – Level 1 & 2L

Common Assessment:
Low need – 56-70%
High need – 0-55%

Two-Step AIS Process:

Step 1:

Level 3 or higher: AIS not required

At or above the median scale score but below a Level 3: not required; district determines if AIS needed

Step 2:

Below a median scale score: Considered for AIS and must use a district developed procedure:

        -Utilize BRI/ELP and NWEA for ELA.

        -Utilize District Diagnostic Assessment and NWEA for math.

SECTION IV: IMPLEMENTATION PLAN

Implementation Plan: Complete the following chart for each identified gap or success.							
Area: Math – RTI/AIS **Gap:** refer to page 25 **Target:** refer to page 25							
What	*How*			*Who*	*Time-line*	*Support*	*Responsibility*
Strategies	**Major Tasks / Activities**	**Professional Development**	**Target Population**	**Dates**	**Funding Sources To Be Used**	**Who Does It**
RTI/AIS small group instruction	3-4 times per cycle; 30 min. per session; Groups: 1 – 5		High RTI/AIS need K – 6 students, include Sp. Ed. & ELL	Sept. - June	District	RTI Liaison / Director of Curriculum
RTI/AIS small group instruction	2-3 time per cycle; 30 min. per session; Groups : up to 10		Low RTI/AIS need K – 6 students, include Sp. Ed. & ELL	Sept. - June	District	RTI Liaison / Director of Curriculum

Possible modification based on NWEA and NYSED results.

*Identification Grade

K ELP, BRI (for readers), NWEA MAP Primary,
   Common district assessment, Diagnostic Math Assessment

1 ELP, BRI (for readers), NWEA MAP Primary,
   Common district assessment, Diagnostic Math Assessment

2 BRI, NWEA Map Primary,
   Common district assessment, Diagnostic Math Assessment

3 BRI, NYSED assessment, NWEA MAP, Diagnostic Math Assessment

4 BRI (optional), NYSED assessment, NWEA MAP, Diagnostic Math Assessment

5 BRI (optional), NYSED assessment, NWEA MAP,
   Diagnostic Math Assessment

6 BRI (optional), NYSED assessment, NWEA MAP,

Optional: (For the 2016 / 2017 school year the reading teachers will assist with administering the BRI.)

ELP/BRI:
Low need – Proficient
High need – Marginal

Diagnostic Math:
70%-80% - consideration
Below 70%-qualifies for AIS

NWEA – MAP and Primary MAP:

K-2 Low need – 2 lows out of 4 performance areas
         High need – 3 lows out of 4 performance areas

3-6 Low need – 1 low out of 3 performance areas
         High need – 2 lows out of 3 performance areas

NYSED:
Low need – Levels 2H
 High need – Level 1 & 2L

Common Assessment:
Low need – 56-70%
High need – 0-55%

Two-Step AIS Process:

Step 1:
Level 3 or higher: AIS not required
At or above the median scale score but below a Level 3: not required; district determines if AIS needed

Step 2:
Below a median scale score: Considered for AIS and must use a district developed procedure:
    -Utilize BRI/ELP and NWEA for ELA.
    -Utilize District Diagnostic Assessment and NWEA for math.

SECTION IV: IMPLEMENTATION PLAN

Implementation Plan: Complete the following chart for each identified gap or success.
Area: Emotional Literacy/Character Education Gap: Increase in behavior referrals/suspensions Target: Decrease suspension rates

What	*How*		*Who*	*Time-line*	*Support*	*Responsibility*
Strategies	**Major Tasks / Activities**	**Professional Development**	**Target Population**	**Dates**	**Funding Sources To Be Used**	**Who Does It**
Continuation of Emotional Literacy Program	Emotional Literacy Strategies – Anchor Program, RULER Curriculum / Taxi Dog	Workshops, Building/ Grade Level meetings- Presented by District staff or outside consultant – Marc Brackett	All teachers	2016-2019	District	Director of Curriculum / Emotional Literacy Liaison / Principals
Dignity for All Students Act	Overview of DASA	In-service- Presented by District Staff	All staff	2016-2019	District	Superintendent

SECTION V: MONITORING, EVALUATING, AND REPORTING RESULTS

1.   Describe the performance indicator you will use to assess the implementation and effectiveness of the strategies you identified in Section IV.
Survey principals annually. Results of NYSED assessments Grades 3 – 6. Measures of Academic Progress (Primary) K- Gr. 2, and Measures of Academic Progress (Grades 3-6). Document the implementation of workshops and purchases.
2.   Explain how the district and the planning committee will use evaluation results and data to revise strategies.
Administrators and representative teachers will meet annually to review the data and revise strategies for improving student achievement.
3.   Explain how the district will disseminate its evaluation results to the public.
The NYSED School Report Card will be presented at a public Board of Education meeting. (Also will be available in the Principal's office and on the District website.)

SECTION VI: EVALUATION

2016 - 2019 Goal/Target	Success Indicator	How Did We Do?	Why?	Implications For Updated Plan
	The achievement of the students in the district will improve from year to year relative to the Nassau County benchmark.			

SECTION VII: ASSURANCES AND CERTIFICATIONS

Comprehensive District Education Plan Assurances

The Superintendent certifies that:

- Planning was conducted as a team process.

- A district profile was developed using all key data elements available

- Representatives of all constituencies and 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

- The Board has reviewed and approved this Plan and a Board resolution is on file

_____
Signature (Superintendent of Schools)

_____
Date