



Contract for Excellence

Needs and Strategies Report For School Year 2009-10

AMSTERDAM CITY SD

SUPERINTENDENT THOMAS PERILLO

Contract Plan: Describe the overall strategy your district will implement under the Contract for Excellence to address the above needs. Detail the new and innovative programs selected and how they will integrate with existing improvement plans.

The District will support improved data analysis with the full staffing of a Data Analyst/Testing/Personnel position, partially funded under C4E. The District will continue to develop a cohesive reading and ELA program through the K-12 Reading/Literacy Supervisor, literacy coaches for grades K-8, and a new reading series (K-5). Additionally staffed alternative education programs facilitate a small learning environment with a work-study component to reduce the dropout rate and increase graduation rates. Staff development will be provided to address reading, language arts, and math at all levels. Differentiating the curriculum, curriculum alignment, and new and innovative reading instruction will be implemented for both the general programs and the specific needs of at-risk students.

The four magnet school themes will expand in their ability to address critical thinking, communication, problem solving, diversity and globalization, real world applications, learning through the arts, and literacy. These programs are completely integrated into core instruction in order to increase motivation and enhance the overall learning experience.

Maintenance of Effort: Describe how you will continue your previous years' C4E expenditures. Districts are required to maintain total expenditures for C4E allowable programs at the level of their 2007-08 and 2008-09 amounts, as approved by the Commissioner. The total amount to be maintained in 2009-10 therefore is equal to the approved 2008-09 Contract amount, including the 2007-08 MOE amount.

Significant programs continuing in the 2009-10 school year under C4E include: Alternative Education, ROTC, instruction for students on Out of School Suspension, GED instruction, elementary magnet schools, research-based reading/literacy initiatives, district-wide K-12 curriculum alignment, differentiation of the core content areas, extended day programs, and tutoring.

Reallocation: Specifically describe how you will reallocate any funds which will not continue to support prior year C4E programs. The reallocation of funds must be for new C4E allowable programs and be approved by the Commissioner. Reallocated funds will reduce the prior year's MOE by an equal amount. Describe specific programs and items to be purchased and how the new programs will improve student achievement. Revised Narratives, Programs, Options, Input Metrics, Performance

Reallocation of funds have been budgeted to support maintenance of existing programs across the district as well as to expand programs in targeted buildings, in particular at Amsterdam High School and McNulty Elementary. Tecler Elementary, also an identified building, has received a significant amount of funding (sources include: C4E, SQR, SIG) over the last few years and is thus not in need of extensive additional funding in 2009-10.

Achievement Issues: Describe the overall student achievement need presenting the greatest challenge in your school district which the Contract for Excellence addresses. In particular, describe the needs for those schools in improvement status that qualified your district for the Contract for Excellence.

Students with disabilities, English Language Learners, Hispanic/Latino, and students with low socio-economic status have been identified as having achievement issues in Math and English Language Arts. Through the use of data analysis, Literacy Coaches, and a Supervisor of Reading/Literacy, student progress will continually be monitored and addressed. Research-based reading programs through enhanced technology applications will address specific areas of weakness. Staff development in curriculum alignment, as well as differentiating and integrating the curriculum, will be the focus. The magnet themes in the elementary schools will provide meaningful activities that will engage students in the learning process. Secondary interventions and alternative programs will continue to address weaknesses and engage students at-risk for dropping out of school.



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Special Populations: The needs of special populations (LEP, students with disabilities, poverty and students with low achievement) should be assessed, with specific programmatic efforts identified.

An alternative education program is available for secondary students. Specific programmatic assessments will be used to identify high needs students. Various new staff will provide interventions and ongoing assessments to monitor progress of struggling learners. A new teacher will provide additional support for ELL students. The different magnet school themes will enhance and inspire learners through learning styles of all students, but especially struggling learners.

Targeting to Need: Provide evidence that funds are targeted to students with the greatest educational needs. Refer to the Educational Need Matrix e-mailed to each superintendent.

Funds will be used to facilitate the learning process in the areas of reading, language arts, and math. The programs will help students to achieve academic success and meet the standards to graduate. Detailed data analysis will pinpoint areas of weakness in order to develop a response to intervention plan that will facilitate positive growth toward 21st Century skills.

Performance Targets: You will need to complete a detailed Performance Matrix in the application that will capture the specific gap reduction you expect in each school with C4E funds for specific accountability areas and subgroups of students. In this narrative, describe the overall achievement outcomes that you anticipate will result from the C4E programs.

ELA and Math gains will be projected at 10% increase for students with disabilities, Hispanic/Latino, and economically disadvantaged subgroups. Subgroups that made AYP with safe harbor are projected to make a minimum of 5% gains. The projected increase in academic performance will have a positive, long-term impact on graduation rate.



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New vs. Continuation of Existing Programs: Describe how funds will supplement and not supplant current programs, except where allowed.

Continuation

--Barkley

Salaries/benefits for: magnet planning/implementation; C4E-funded staff

Purchase Services/supplies to further magnet initiative

--Curie

Salaries/benefits for: magnet planning/implementation; C4E-funded staff

Purchase Services/supplies to further magnet initiative

--McNulty

Salaries/benefits for: magnet planning/implementation; C4E-funded staff

Purchase Services/supplies to further magnet initiative

--Tecler

Salaries/benefits for: magnet planning/implementation; C4E-funded staff

Purchase Services/supplies to further magnet initiative

--Lynch

Salaries/benefits for: C4E-funded staff

Programs: Alternative Education, Out-of-School Suspension instruction

--AHS

Salaries/benefits for: C4E-funded staff

Programs: Alternative Education, Out-of-School Suspension instruction, GED

Expand extended-day tutoring for struggling students

New

--Barkley

Clerical support for data analysis and testing coordination

Additional reading teacher (part-time)

After-school magnet program focused on technology

Technology implementation/support

--Curie

Clerical support for data analysis and testing coordination

--McNulty

Clerical support for data analysis and testing coordination

Additional extended day programming

--Tecler

Clerical support for data analysis and testing coordination

Additional reading teacher focusing on support of students with disabilities

Technology implementation/support

--Lynch

Clerical support for data analysis and testing coordination and secondary instruction office

Additional teaching staff to improve the alternative education program

Teacher and aides added for new special education behavior program

--AHS

Clerical support for data analysis and testing coordination and secondary instruction office

Additional teaching staff to improve the alternative education program

Additional Spanish instructor to address class size (part-time)

Additional ESL instructor to provide ESL services and in-class support

Additional Special Education teacher to provide support to struggling students with disabilities