

Cohoes Middle School – ELA Achievement Goal	
Key Indicator of Student Success	For the 2010 – 2011 school year, CMS students will demonstrate Adequate Yearly Progress for each accountability group for Middle Level English Language Arts (ELA).
Desired Condition:	2010 – 2011 ELA Annual Measurable Objectives- ELA -155 (PI) 2010 Grade 6 – 60% ELA Proficient (+21%) 2010 Grade 7 – 65% ELA Proficient (+11%) 2010 Grade 8 – 65% ELA Proficient (+12%)
Present Condition:	Entering Grade 6 – 39% ELA Proficient Entering Grade 7 – 54% ELA Proficient Entering Grade 8 – 53% ELA Proficient
Gap:	Entering Grade 6 – Level 2 – 49%, Level 1 - 12% Entering Grade 7 – Level 2 – 41%, Level 1 – 5% Entering Grade 8 – Level 2 – 41%, Level 1 – 6%
Is this a Priority Issue?	CMS will concentrate on increasing the 2011 ELA benchmark level of each student.
“Ends Focused” Goal Statement	During the 2010 – 2011 school year, CMS will reduce the number of students at levels one and two and increase the number of students demonstrating proficiency on the NYS ELA Assessment.
Search for Root Cause	<ul style="list-style-type: none"> • Low reading levels (Entering: G6- 53.38% not proficient, G7- 45.60% not proficient, G8 37.8 not proficient as tested by October SRI) • Skills deficits • Poor attendance • Low frustration tolerance • Student behaviors which impede learning
Strategies for Improvement	<p>Response to Intervention (RTI) strategies</p> <ul style="list-style-type: none"> • Emphasis on formative assessments • Targeting comprehension, vocabulary, and writing skills through collection of data • Progress monitoring • Providing enrichment opportunities • Strengthening PBIS initiatives • Offering after school academic assistance • Continuing parent/teacher communication • Identifying high risk ELA students and delivering tier II and III interventions
Action Plan	<p>Teacher teams meet daily to focus on:</p> <ul style="list-style-type: none"> • Formative assessment results (Scholastic Reading Inventory [SRI], curriculum based measurements e.g. MAZE, mock exams, writing fluency, ExamView-test generator) • Using tiered interventions (Tiers I, II, III) to close individual student achievement gap (e.g. enrichment 6, 7, 8; reading intervention; Bridges; after school academic assistance). <p>PBIS initiatives:</p> <ul style="list-style-type: none"> • Using current data, the PBIS Universal Team will develop strategies to increase time on task. <p>Continue parent/teacher communication through the utilization of the CMS Parent Portal/SharePoint</p>
Monitoring and Evaluation	The Building Leadership Team (BLT) will review the ELA achievement goals at its monthly meeting.

Cohoes Middle School – Mathematics Achievement Goal

Key Indicator of Student Success	For the 2010 – 2011 school year, CMS students will demonstrate Adequate Yearly Progress for each accountability group for Middle Level Mathematics.
Desired Condition:	2009 – 2010 Mathematics Annual Measurable Objectives- 135 (PI) 2010 Grade 6 – 58% Mathematics Proficient (+8%) 2010 Grade 7 – 75% Mathematics Proficient (+8%) 2010 Grade 8 – 64% Mathematics Proficient (+8%)
Present Condition:	Entering Grade 6 – 50% Mathematics Proficient Entering Grade 7 – 67% Mathematics Proficient Entering Grade 8 – 56% Mathematics Proficient
Gap:	Entering Grade 6 – Level 2 – 43%, Level 1 – 7% Entering Grade 7 – Level 2 – 28%, Level 1 – 5% Entering Grade 8 – Level 2 – 36%, Level 1 – 8%
Is this a Priority Issue?	CMS will concentrate on increasing the 2011 mathematics benchmark level of each student.
“Ends Focused” Goal Statement	During the 2010 – 2011 school year, CMS will reduce the number of students at levels one and two and increase the number of students demonstrating proficiency on the NYS Mathematics Assessment.
Search for Root Cause	<ul style="list-style-type: none"> • Low reading/vocabulary levels: Entering G6- 53.38% not proficient, G7- 45.60% not proficient, G8 37.8 not proficient as tested by October SRI) • Skills deficits • Poor attendance • Low frustration tolerance • Student behaviors which impede learning
Strategies for Improvement	<p>Response to Intervention strategies</p> <ul style="list-style-type: none"> • Emphasis on formative assessments • Targeting comprehension, math vocabulary, and computation through collection of data • Progress monitoring • Providing enrichment opportunities • Strengthening PBIS initiatives • Offering after school academic assistance • Increasing parent/teacher communication • Identifying high risk math students and delivering Tier II and III interventions
Action Plan	<p>Teacher teams meet daily to focus on:</p> <ul style="list-style-type: none"> • Formative assessment results (curriculum based measurements e.g. mock exams, math fluency, weekly skills inventory) • Using tiered interventions (tiers I, II, III) to close individual student achievement gaps (e.g. enrichment 6, 7, 8; Bridges; after school academic assistance). <p>PBIS initiatives:</p> <ul style="list-style-type: none"> • Using current data, the PBIS Universal Team will develop strategies to increase time on task. <p>Continue parent/teacher communication through the utilization of the CMS Parent Portal/SharePoint</p>
Monitoring and Evaluation	The Building Leadership Team (BLT) will review the mathematics achievement goals at its monthly meeting.

Cohoes Middle School – PBIS Goal	
Key Indicator of Student Success	For the 2010 – 2011 school year, CMS will increase the overall instructional time by supporting students’ positive behaviors and attendance.
Desired Condition:	15% reduction in the number of discipline referrals 15% reduction in the number of out of school suspensions 10% reduction in the number of in-school suspensions 96% or better attendance rate for all students
Present Condition:	2010 discipline referrals - 1607 2010 out of school suspensions - 170 2010 in-school suspensions - 141 2010 attendance rate – 93%
Gap:	2011 discipline referrals will be less than - 1366 2011 out of school suspensions will be less than - 144 2011 in-school suspension goals will be less than - 127 3% increase in attendance
“Ends Focused” Goal Statement	During the 2010 – 2011 school year, CMS will increase the overall classroom instruction time through a 15% reduction in discipline referrals, a 15% reduction in out of school suspensions, a 10% reduction in in-school suspensions, and attain a 96% attendance rate.
Search for Root Cause	<ul style="list-style-type: none"> • Poor attendance/tardiness (data tracked and published via SharePoint) • Disruptive classroom behaviors • Academic frustration • Environmental influences • Poor peer/adult relationships • Lack of school connection
Strategies for Improvement	<ul style="list-style-type: none"> • Create a welcoming and supportive environment with tangible rewards. • Recognize students through positive referrals and Tiger awards. • Increase family communication. • Report behavior data to staff on a monthly basis. • Provide opportunities for staff development.
Action Plan	<ul style="list-style-type: none"> • Staff will continue to use RTIm Direct to enhance internal communication regarding student needs and progress. • Staff will build and maintain positive relationships with students through a mentoring program. • Using the PBIS model, staff will develop an increased awareness and recognition of positive student behaviors. • The PBIS Universal Team will analyze and communicate behavioral data to make program adjustments to reduce referrals and increase time on task. • Staff will use multiple methods to communicate with families including the CMS Parent Portal/SharePoint, e-mail, CMS website, phone, positive referrals, and agenda communication. • Staff development will include PBIS, RTI, and other Character Education components. • The CMS Instructional Support Team will create opportunities to build greater school connections for at-risk students.
Monitoring and Evaluation	The Building Leadership Team (BLT) will review the PBIS goals at its monthly meeting.

Cohoes Middle School – Communication Goal	
Desired Condition:	Improved communication with the home, school, and Cohoes community to celebrate CMS and its accomplishments.
Present Condition:	Results of CMS 2010 parent/teacher/support staff surveys: <ul style="list-style-type: none"> • 24% of parents (N=9) indicated that CMS does not have a good public image (item 7g). • 28% of teachers (N=28) indicated that CMS does not have a good public image (item 7h). • 43% of support staff (N=3) indicated that CMS does not have a good public image (item 5f).
“Ends Focused” Goal Statement	During the 2010-2011 school year, CMS will more effectively communicate to our home community.
Indicator of Concern	The CMS surveys indicated a need for enhanced communication throughout the community to improve the image of our school.
Strategies for Improvement	<ul style="list-style-type: none"> • Increase communication among parents, teachers, administrators, and members of the community. • Utilize students, staff, and available media to interact with members of the community. • Create more opportunities for members of the community to interact with CMS students and staff (CMS Open Doors)
Action Plan	<ul style="list-style-type: none"> • Maintain regular communication through electronic media. e.g. <i>CMS Voice</i>, CMS website, electronic message board, SchoolTool/SharePoint, District Media Specialist • Encourage CMS students to interact with members of the community to promote our public image. e.g. interviews facilitated by English and social studies departments and Student Council, walking historical tours • Continue celebrating our accomplishments with postings on CMS website and attendance at Exhibition Night. • Delegate students and staff to participate with community organizations. e.g. Youth Advisory Board, Cohoes Business Council, Global Youth Service Day, Kiwanis Club, and Rotary Club • Invite community members into our school to share information on a variety of topics
Monitoring and Evaluation	The Building Leadership Team (BLT) will: <ul style="list-style-type: none"> • discuss the plan at its monthly meeting. • monitor the timely manner of publications and/or posts of our accomplishments and pending events. • document parent and community member attendance at CMS functions. • advocate for a follow-up survey to measure progress of CMS communication goals.

Cohoes Middle School – Culture of Civility Goal	
Desired Condition:	The Cohoes Middle School community, in response to our parent/student/teacher/support staff surveys, will encourage a culture of civility.
Present Condition:	<p>Results of CMS 2010 parent/student/teacher/support staff surveys:</p> <ul style="list-style-type: none"> • 32% of parents (N=12) indicated that students do not show respect for other students (item 6d). • 34% of students (N=121) indicated that other students at CMS do not treat them fairly (item 1k). • 28% of teachers (N=14) indicated that students in our school are not well-disciplined (item 7d). • 43% of support staff (N=3) indicated that students in our school are not well-disciplined (item 5c).
“Ends Focused” Goal Statement	During the 2010-2011 school year, the CMS community will encourage tolerance, practice good manners, and improve social interactions.
Indicator of Concern	The CMS parent/student/teacher/support staff surveys highlighted the need to build positive social interactions among members of our school community.
Strategies for Improvement	<ul style="list-style-type: none"> • Use existing PBIS structures to reward students who demonstrate respect for other students. • Use existing PBIS structures to teach and reinforce needed social skills.
Action Plan	<ul style="list-style-type: none"> • Develop a series of “equip” lessons to explicitly teach appropriate social skills. • Create Public Service Announcements by and for students played via media throughout the school (Anti-Bullying, Take Your Parent to School Day). • Continue Character Education display board (updated monthly). • Recognize and celebrate students caught being nice.
Monitoring and Evaluation	<p>The Building Leadership Team (BLT) will:</p> <ul style="list-style-type: none"> • Review the plan at its monthly meeting. • Monitor discipline referrals for instances of bullying/teasing. • Monitor the number of student mediations in the main and guidance offices. Track and count the times to establish baseline data.