



## 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 analyze student achievement data more closely through the new Data Analyst. The District will develop a cohesive reading and ELA program through a new K-12 Reading/Literacy Supervisor. An alternative education program will facilitate a small learning environment with a work-study component to reduce the dropout rate and increase graduation rates. Research-based reading programs with a technology component will facilitate reading proficiency. The learning criteria for 21st Century learners for rigor and relevance will be the District theme for the 2008-09 school year. Needs assessments will be done at Amsterdam High School to identify areas of need. 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 programs will be implemented for at-risk students. The alternate education program will be matched with the GED program. Both programs will prevent dropouts, provide a work-study component, and encourage students to graduate. Contracts will be drawn up for students, conferences will be held with parents, and caseworkers will be added to act as the liaison between the home, community, and school. The guidance counselor in the GED program will also work with staff and students in the alternative education program at the High School and Middle School.

The four magnet school themes will address critical thinking, communication, problem solving, diversity and globalization, real world applications, learning through the arts, and literacy.

**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.**

The ROTC and GED programs will continue. Literacy efforts, with research-based literacy instruction and the support of literacy coaches, will be continued and expanded. District-wide K-12 curriculum alignment and differentiation of the core content areas will continue. The extended day programs will provide additional time on task as implemented during the 2007-08 school year. The coordination of Math/Science and English/Social Studies will be ongoing. The Middle School leadership team will remain intact and the concept will be expanded in creating a leadership team at the High School.

**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**

A need for reallocation of funds has not been determined at this time.

**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.**

Student achievement needs in the areas of ELA and Math K-12 for students with disabilities, Hispanic/Latino, and low socio-economic status have been identified as having achievement issues. Through the use of data analysis, Literacy Coaches, and a Supervisor of Reading/Literacy, student progress will continually be monitored. 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.



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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.**

#### Special Populations

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. The different magnet school themes will enhance and inspire learners through learning styles of all students, but especially struggling learners.

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**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.

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**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 for magnet planning, implementation

Purchase Services to further magnet initiative

Maintain salaries/benefits

--Curie

Maintain salaries/benefits

--McNulty

Purchase Services for field trips, assemblies, transport to/from magnet activities

Fees for conferences that will move magnet theme forward

Maintain salaries/benefits

--Tecler

Hire subs for staff planning, service to students/teachers supporting magnet theme

Magnet theme supplies/materials to enhance student achievement

Magnet theme consultants; conference registration; field trips; assemblies; transport; SmartBoard installation

Maintain salaries/benefits

--Lynch

Maintain salaries/benefits

--AHS

Maintain salaries/benefits

Expand extended-day tutoring for struggling students

New

--Barkley

Tier Coach for magnet theme coordination; Data Coordinator; Reading/ELA Supervisor; Literacy Coach

Extended-day salaries for teachers to work w/ students/staff on magnet activities

Student participation in magnet themed assemblies & class trips

Progress monitoring for Grades 3-5

Related supplies

--Curie

TV studio for student magnet theme TV productions

Extended-day salaries for teachers to work w/ students on TV, radio, newspaper productions

Data Coordinator; Reading/ELA Supervisor; Literacy Coach

Progress monitoring for Grades 3-5

Related supplies

--McNulty

Data Coordinator; Reading/ELA Supervisor; Literacy Coach

Progress monitoring for Grades 3-5

Related supplies

--Tecler

Tier Coach for magnet theme coordination; Data Coordinator; Reading/ELA Supervisor; Literacy Coach; caseworker shared with County;

Speech position; AIS Specialist; Reading Teacher; Asst Principal

Progress monitoring for Grades 3-5

Related supplies

--Lynch

Progress monitoring for Grades 3-5

In-service through Successful Practices Network



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Additional in-service to address needs of struggling learners

Read 180

Extended-day tutoring for struggling students

Data Coordinator; Reading/ELA Supervisor; 6-12 Grade CSE Chair (.5FTE); Special Education Teacher; extended-day Teacher (.5FTE); AIS teacher; writing lab/study skills instructor; Alternative Ed program (PT admin, teacher, aide); caseworker

District Staff Development Consultant

Related supplies

--AHS

Data Coordinator; Reading/ELA Supervisor; 6-12 Grade CSE Chair (.5FTE); Special Education Teacher; extended-day Teacher (.5FTE); writing lab/study skills instructor; Alternative Ed program (PT administrator, teacher, aide); caseworker; Scheduling committee; Teacher for English Language Learners

In-service through Successful Practices Network

Read 180

Additional in-service to address needs of struggling learners

Subs during meetings of new building leadership team

District Staff Development Consultant

Related supplies

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