

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Maria Nunziata	*Principal or Designee	
Sandra Boyce-EI	*UFT Chapter Chairperson or Designee	
KitYee Martin	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Denise Parcarella	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Anne Ilardi	Assistant Principal, School Representative	
Erin Langstaff	Guidance Counselor, School Representative	
Linda Hoff	Parent Representative	
Tania Mota	Parent Representative	
Toni Musto	Parent Representative	
Coleen Mingo	Parent Representative	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P. S. 130 School's Vision and Mission

P.S. 130 is a diverse multicultural community dedicated to academic excellence. Through a rigorous, standards-based curriculum, we nurture the talents and abilities of each student. Opportunities are provided for each student to develop academic mastery, artistic expression and leadership capacities. The collaborative efforts of students, teachers, parents and members of the community promote and support a caring environment dedicated to high standards of excellence.

Executive Summary:

Public School 130 is located in the Kensington section of Brooklyn and our goal is to insure the academic progress of all students.

Our diligent pursuit of excellence is demonstrated in steady gains in student performance. Our cultural and linguistic diversity enhances our social studies, humanities curriculum. Heterogeneous classes (in which children receive instruction designed to meet their individualized needs) enhance student learning. Opportunities for advanced/accelerated learning are part of our educational program. Our focus on the effective implementation of a balanced standard driven curriculum continues in its intensity with an emphasis on improving literacy and mathematics teaching and learning. Literacy instruction is literature based utilizing whole language strategies. Students receive large group, small group and individualized guided instruction in reading and writing for 150 minutes daily. Teachers use student assessment to plan guided instruction that is specific to the learning needs of students. Students are expected to develop the habits of avid readers, proficient writers and articulate speakers. During school year 2008/2009, we will continue to refine the alignment of our literacy curriculum with NYC ELS standards, accentuating Readers' and Writers' Workshop. Our focus will be on strengthening student *talk*. We plan to continue work on developing students' oral communication skills throughout the grades and across the curriculum.

Throughout the year we will continue to advance our academic programs in Reading, Writing and Math by providing rigorous professional development and support to teachers in the areas of Readers, Writers and math Workshop, Social Studies and Science. We continue to focus on NYC Standards to sustain the achievement – higher levels of proficiency for all students.

Our school has developed and maintains viable relationships and partnerships with a variety of community organizations. Foremost is our Arts partner, ArtsConnection. They will continue throughout the 2008/2009 school year to provide art experiences to our students sponsored by Project Art funds. We will continue to work with the Arts Connection on the National Endowment for the Arts Inquiry Based Partnership Model that allows for teacher/artist collaborations that focuses on using theater arts to develop literacy. Students in grade pre-kindergarten through fifth are engaged in

puppetry and storytelling. This work will bolster our school wide initiative to strengthen the oral English Language skills of our students. Other collaborative community based organizations at our school include Cooper Union College whose undergraduate students facilitate the PS 130 Annual Career Day in Math and Science and Engineering. Windsor Terrace Public Library provides students with library cards, class visits and houses our adult ESL classes. NYC Learning Leaders provides training for parent volunteers so they can work in the classrooms with students as well as volunteering for the PTA and school wide activities. NYC College of Technology provides ESL classes for parents of students at PS 130. Brooklyn Botanical Gardens provide teacher and student workshops. Music Outreach provides a series of music appreciation experiences to students in grades two and three. Educators for Social Responsibility (ESR) provides training to student mediators, peace corners, the 4R's and professional development to teachers in Peace Education Curriculum.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) will be available for download by each school on the NYCDOE website. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided. (The URL for download will be posted in the May 20th edition of “Principals’ Weekly.”)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 130 The Parkside School				
District:	15	DBN #:	15K130	School BEDS Code #:	331500010130

DEMOGRAPHICS									
Grades Served in 2008-09:	Pre-K	K	1	2	3	4	5	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)			2006	2007	2008
Pre-K	54	52	68				93.2	93.3	93.3
Kindergarten	67	90	76						
Grade 1	73	79	85	Student Mobility:					
Grade 2	71	72	78	(% of Enrollment as of June 30)			2006	2007	2008
Grade 3	78	71	68				90.9	89.5	93.6
Grade 4	79	75	75						
Grade 5	83	80	73	Poverty Rate:					
Grade 6				(% of Enrollment as of October 31)			2005	2006	2007
Grade 7							94.6	94.2	94.2
Grade 8									
Grade 9				Students in Temporary Housing:					
Grade 10				(Total Number as of June 30)			2006	2007	2008
Grade 11							4	4	2
Grade 12									
Ungraded Elementary				Recent Immigrants:					
Ungraded Secondary				(Total Number as of October 31)			2006	2007	2008
Total							2	2	0
Special Education Enrollment:				Suspensions:					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)			2006	2007	2008
Number in Self-Contained Classes	0	0	0						
No. in Collaborative Team Teaching (CTT) Classes	0	7	8	Principal Suspensions			1	4	0
Number all others	38	41	36	Superintendent Suspensions			1	0	3

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	54	54	62	Number of Staff:			
# ELLs with IEPs	0	2	0	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	32	33	36
				Number of Administrators and Other Professionals	11	6	8
Overage Students:				Number of Educational Paraprofessionals	1	TBD	1
(# entering students overage for grade as of October 31)	2006	2007	2008				
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.6	0.8	0.0	Percent more than two years teaching in this school	87.5	84.8	80.6
Black or African American	19.0	17.7	17.4	Percent more than five years teaching anywhere	65.6	75.8	69.4
Hispanic or Latino	30.8	29.7	30.2				
Asian or Native Hawaiian/Other Pacific Isl.	28.3	30.2	29.7	Percent Masters Degree or higher	88.0	88.0	86.0
White	21.3	21.6	22.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.2	100.0	94.4
Multi-racial							
Male	52.0	51.4	52.0				
Female	48.0	48.6	48.0				

2008-09 TITLE I STATUS				
YES Title I Schoolwide Program (SWP)	NO Title I Targeted Assistance		NO Non-Title I	
Years the School Received Title I Part A Funding:	YES 2005-06	YES 2006-07	YES 2007-08	YES 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
SURR School: Yes <input type="checkbox"/> No X	If yes, area(s) of SURR identification:			
Overall NCLB/SED Accountability Status (2007-08):	Y E S	In Good Standing	<input type="checkbox"/>	School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/>	School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/>	NCLB Corrective Action – Year 1	<input type="checkbox"/>
				NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)

UPDATED – SEPTEMBER 2008

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____					
Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	IGS		ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	X	X	X			
Ethnicity						
American Indian or Alaska Native						
Black or African American	X	X	---			
Hispanic or Latino	X	X	---			
Asian or Native Hawaiian/Other Pacific Islander	X	X	---			
White	X	X	---			
Multiracial						
Other Groups						
Students with Disabilities	---	---	---			
Limited English Proficient	---	---	---			
Economically Disadvantaged	X	X	X			
Student groups making AYP in each subject	6	6	2			
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	A	Overall Evaluation:	W
Overall Score	83.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	8.8	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 30% of the Overall Score)	21	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)	52	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	W
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
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We conducted a comprehensive review of our school's educational program using our formative assessments which include: TC Reading Inventory, Writing on Demand, Words Their Way, EveryDay Math end unit check in progress, EveryDay Math end of unit open ended questions and Math Exemplars. Summative assessments include: teacher conferring notes, student anecdotal and student observations. These instruments of assessment were used to analyze student performance for this year, we also used it to compare student grade cohorts and summarize school wide trends.

The School Quality Review, School Report Card and Progress Reports for the past years were also used to notice school wide trends in all areas of school wide

The major findings from our comprehensive school audit are as follows:

Professional Development:

2007/2008 Progress Report Data indicates need for further enrichment for Levels 3 and 4 students with higher level comprehension strategies with reading, and for at-risk students with specific reading strategies. Thus PS 130 will have a focus on gathering whole school effective, consistent and balanced assessment data, leading to focus on aligning data to specific guided reading instruction, meeting needs of all students.

Progress Report Data indicates need for continued enrichment for Levels 3 and 4 students with higher levels working mathematically strategies with math, and for at-risk students with specific content focused strategies. Thus PS 130 will have a focus on gathering whole school effective, consistent and balanced assessment data, leading to focus on aligning data to specific guided math instruction, meeting needs of all students

School Quality Review indicated a need to provide teachers with professional development in the use of the latest technology to support instruction and provide a broad and engaging curriculum to enhance learning both within and outside the school day (inclusive technology)

Literacy and Math Assessment:

Quality Review, 2000/2007 and 2007/2008 focused to deepen the use of data to develop questions and answers about what the data reveals relative to student progress and so strengthen the monitoring of the school's progress towards meeting its goals.

Continue use of school-wide data system in all content areas that tracks and monitors students' progress and is able to be used to inform instruction.

School Quality Review 2007/2008 indicated “well-developed” use of gathering and analyzing data. Progress Report indicated need for continuing and further refinement of this work to inform “Value-adding” needed with rigorous pedagogy in Literacy and Math.

Curriculum and Instruction:

School Quality Review 2006/2007 indicated need to “refine goal setting and planning by expanding specific and measurable class, grade and subject goals that target actual and projected achievement” Progress Report 2007/2008 indicated need for “Engagement” and “Academic Expectations” to increase from 6.9 to 7.5 and 7.9 to 8.3 respectively

Use of Resources/Development of Staff:

Progress Report 2007/2008 indicates attendance rate improvement form 2006/2007 to 2007/2008 by .5% from 93.3% to 93.8% need to focus on tracking of long term absences and creation of attendance incentive programs.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

PS 130 Annual School Goals 2008/2009

Goal 1: Using Data to Inform Teaching

To facilitate teachers to utilize data more effectively in their planning and instruction to improve student achievement

* To increase by 5.1% the number of students making a minimum of one year's growth on the NYS ELA assessment (from 68.9% to 74%)

Interim goal: All students in Grades K-5 will make a minimum of one year's growth on running records as measured by Fountas and Pinnell levels by June 2009.

*To increase by 2.2 % the number of Grades 4-5 students making a minimum of one year's growth on the NYS Math assessment (from 74.8 % to 77%). *Interim goal:* All students in Grades K-5 will make at least one year's progress in Mathematics, as measured by end of unit assessments and portfolio tasks' rubrics (formative and summative) by June 2009

*By May 2009, 100% of teachers will have accessed data to inform their planning and teaching

Description: Focusing on using data to continuously improve students' achievement is an ongoing priority at PS 130 and aligns to the need to value-add further to the SQR criteria of, “ensuring teachers use school, class and student data to plan for and providing differentiated instruction that meets the specific needs of all the students in their charge” (SQR, 3.4) , and “ holding teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling” (3.3), based on assessment data

Goal 2: Differentiation

To help teachers increase the level of differentiated instruction based upon identified learning needs, particularly according to cohort analysis

* 100% of staff continue to implement Whole School formative and summative data student assessment plan across grade levels and monitor students' outcomes five times year by June 2009. Aims of Learning Directions data base program include:

* By May 2009, 100% of teachers will demonstrate specific differentiated teaching strategies

Description: Key Finding 2 on Instruction (Audit of Written, Taught and Tested Curriculum, NYC DOE & NYS DOE) indicated the need to focus on best practices in curriculum and instruction. The 2007/2008 SQR data also indicated need for value-adding to the notion of “holding teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling and for creating a positive safe and inclusive learning environment” (SQR

3.3). Key Finding 2 on Instruction (Audit of Written, Taught and Tested Curriculum, NYC DOE & NYS DOE) also indicated the need to focus on best practices and differentiated instruction aligned to the School Quality Review findings which, though well-developed in the criteria score, indicated an ongoing and continuing need to “ensure teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge” (SQR 3.4), at a deeper and more rigorous level.

Goal 3: Communication

To increase the levels of communication amongst all school constituencies- teachers, parents, students, support staff

*Continue to build partnerships with Community Organizations, including Arts Connection, Chess in the School, BCUE after school program, Music Outreach, Learning leaders, Windsor Terrace Public Library, Jones Day Law Firm, Brooklyn Center for the Arts, Carnegie Hall, Brooklyn College, PENCIL, Conflict Resolution, Brooklyn Museum, Windsor Terrace Alliance

* To increase by .6% the Communication score on 2008/2009 Progress Report by June 2009.

* Continue focus on strong communication with parents, to promote strong liaisons within school community

* Continue extra enrichment/differentiation with parents and families

* By June 2008, the School Environment score on Progress Report indicates increased satisfaction with new communication practices

Description: Progress Report data indicated need to address all aspects of Communication with and among all constituents in school and classroom organizational capacity.

Sub-Goals listed in Section VI Action Plan (see below)

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines</i></p>	<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>
<p>Literacy * To increase by 5.1% the number of students making a minimum of one year’s growth on the NYS ELA assessment (from 68.9% to 74%) <i>Interim goal: All students in Grades K-5 will make a minimum of one year’s growth on running records as measured by Fountas and Pinnell levels by June 2009</i></p> <p>*By June 2009, 100% of teachers to implement the planned units of work and the formative and summative assessments in Literacy developed by coach, TC staff developers, teacher mentors, classroom teachers and support staff * 100% of staff facilitate the setting of goals for students through analysis of the data, provide descriptive feedback for students focused on improvement and progress and continuously adjust instruction based on results of classroom assessments</p>	<p>* June Planning 2008 will focus on the implementation of literacy programs and schedule student assessment periods (P.A.P, Coach, TC Coach) * Teachers will receive 13 days of PD with TC consultants in reading assessment, writing assessment and word study * Teachers will participate in 2 TC Calendar Days that focus on word study, reading and writing assessments from September 08 to May 09 (P, A.P.) * Professional development in grade level meetings on implementation of comprehension rubric, focusing on specific higher-level comprehension strategies * Professional development focused in implementing consistent school-wide understandings about students’ goal-setting in Reading and Writing Workshop Extra prep coverage given to teachers for student assessment * Teacher support by Principal, A.P, Coach and staff developers during school year * June Planning 2009 teachers will revise programs and implementations for next year</p>	<p>* June Planning 2008 & June Planning 2009 * Lab sites throughout school year * TC Consultants * Literacy Coach * Grade level Teachers, Principal, Assistant Principal, students * Aligning data to instruction templates inclusive of intervention teachers as well as classroom teachers</p>	<p>* TARGET PROGRESS REPORT: * ELA Progress indicator value rises from 68.9% to 74%. Reflects better than 105.3% against peers and 105.4% against city horizon * ELA Performance indicator value rises from 81% to 83%. Reflects better than 98.5 % against peers * 2008-2009 Literacy Units of study include dates for literacy assessments and implemented by 100% of teachers- formal observations notes indicate evidence of this practice * Agendas of August Professional Development <u>indicate literacy focus</u> * TC PD sessions indicate ongoing focus on teacher support for literacy assessments * TC PD sessions focus on small group instructional planning after analysis of students’ assessments * Student literacy data is collected and monitored: Sept, Nov, Jan, Mar and June and mapped on Learning Directions * Principal’s/assistant Principal’s formal observations indicate increased number of teachers involved in small group/individual instruction based on assessment data analysis and planning</p>

<p>* Align all findings from Data Inquiry Teams to professional development programs</p> <p>*To provide specific professional development focused on aligning curriculum, instruction and progress monitoring for ELL's, struggling readers, students with disabilities</p> <p><u>Mathematics</u> To increase by 2.2 % the number of Grades 4-5 students making a minimum of one year's growth on the NYS Math assessment (from 74.8 % to 77%)</p> <p><i>Interim goal: All students in Grades K-5 will make at least one year's progress in Mathematics, as measured by end of unit assessments and portfolio tasks' rubrics (formative and summative) by June 2009</i></p> <p>* 100% of staff to continue implementation of formative and summative assessments in Math by coach, AUSSIE consultant, teacher mentors, classroom teachers and support staff * Teachers will use workshop model for math instruction * 100% of teachers will use flexible differentiated grouping for math instruction * 100% of teachers will use tiered lessons in daily math instruction * 100% of teachers will be able to analyze students mathematical thinking by internalizing the "Exemplar" rubric of the Process Strands</p> <p>* To implement differentiated mathematics</p>	<p>* Literacy Coach and teachers as key members of Data Inquiry team to ensure alignment of appropriate professional development is provided as per needs indicated through DIT work</p> <p>*Establish Committee to investigate current alignment of curriculum to State Standards, review CEP and evaluate school's data to look for gaps in written curriculum, effectiveness of curriculum maps, taught curriculum in ELA, especially focused on ELL's. Share at SLT meeting, with parents at PTA meeting, with staff at faculty conference, and with SAF and Network leader * Engage in revision processes as necessary</p> <p>* June Planning 2008 will focus on the implementation of math program and schedule student assessment periods (P.A.P, Coach, AUSSIE Coach) as well as differentiated tiered EDM lessons, Guided Math sessions and student self-assessments as basis for students' goal-setting * Teachers will receive 8 days of PD (6 week cycles plus test prep/June Planning schedules) with AUSSIE consultant in workshop model instruction, differentiated Tiered Lessons, Guided Math lessons, Diagnosis of specific math needs, alignment of assessment data to instruction , Exemplars. * Math coach will schedule teacher support to help analyze student work, model "the work shop model" and best practices, plan lessons, plan for small group instruction, Math in the City integration with EDM, Sep 08 to June 09 * June Planning 2009 teachers will revise programs and implementations for next year</p> <p>* Audit all staff to ascertain professional</p>	<p>*Committee Members: Principal, Data Specialist, Parent, School Leadership team (including two members of Data Inquiry team) * Staff, PTA, SAF, SLT, Network Leader</p> <p>* June Planning 2008 & June Planning 2009 * Lab sites throughout school year Sep 08-June 09. * Math Coach * Grade level Teachers, Principal, Assistant Principal, students</p> <p>* AUSSIE Consultant * Consultant to continue with provision of templates for yearly planning overview, monthly planners, weekly differentiated lesson plans, Guided Math planners, alignment of data to instruction sheets</p> <p>* Templates for developing differentiated planning</p>	<p>* Students' comprehension rubrics indicate Level 3 and 4 students challenged with higher level comprehension strategies * Goals set by students for each unit-Students able to articulate their goals and discuss their progress * Students progress monitored monthly through analysis of ongoing and end of unit assessments * Revisions to curriculum mapping indicate more specific detailing of skills and strategies to be mastered at each grade level and student outcomes to be attained.</p> <p>* Math Progress indicator value rises from 74.8% to 77%. Reflects better than 84.8% against peers and 88.2% against city horizon * Math Performance indicator value rises from 95.4 % to 96.0%. Reflects better than 90.1 % against peers and 91.5% against city horizon</p> <p>* Evidence of June Planning 2008 & June Planning 2009 indicates focus on priorities * Lab sites throughout school year Sep 07-June 08. * A.U.S.S.I.E. Consultant * Math Coach * Grade level Teachers, Principal, Assistant Principal, students</p> <p>*Evaluations from professional development sessions indicate 100% satisfaction with</p>
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<p>professional development program to cater for 100% of teachers' needs, accounting for various needs, interests and stages of teacher development in implementation of effective learning and teaching in Mathematics</p> <p>*100% of K-2 teachers trained and implement specific diagnosis of math growth points/ misconceptions with all students to ensure early identification and intervention and alignment of this data to daily/weekly instruction</p> <p>*To facilitate the setting of specific goals for 100% of students through analysis of the data, provide descriptive feedback for students focused on improvement and progress and continuously adjust instruction based on results of classroom assessments</p> <p><u>Technology</u> * 100% of teachers involved in differentiated professional development focused on integration of technology in classroom practices for teachers through teacher internships by June 2009</p> <p><u>Teachers as Learning Community</u> * 100% of teachers set personal professional goals, aligned to formal observations' priorities as well as Californian Standards of Teaching Profession</p>	<p>development needs as well as focusing on strengths of staff to lead professional development or model/share best practices</p> <p>* Using audit information as well as Principal's/Assistant Principal's/Math coach's and AUSSIE consultant's observations of needs, develop differentiated professional development program in Mathematics for 6 week cycles, with a focus on "teacher leadership and ownership of learning".</p> <p>* Focus some professional development sessions on introduction of Early Childhood Math Interview to all K-2 teachers to diagnose specific problems/misconceptions and align to planning for Guided Math. Build on last year's child study focus through more specific identification and analysis of needs</p> <p>*Continue to build on child-study action research for all grade level teachers within lab site cycles with Math Professional Development 2008/2009 to facilitate teachers' setting of goals for one student at-risk and one student requiring further enrichment</p> <p>*Provide technology training to all school staff during school year, through continued support for staff involved in internships last year with technology consultant (Grades 1/ 3/ 4) and new internships for Grades K/ 2 /5 involving teacher professional development and planning sessions then classroom embedded coaching of teachers and students in 6 week cycles. Focus for internships to include integration of technology within daily effective teaching practices, on-line learning network, blogging, iMovie workshop, for teachers via lunch and learn and after-school meetings</p> <p>* Technology Committee to develop Professional Development Plan for technology inclusive of internship focus and specifying roles and responsibilities of all technology committee members</p> <p>* Teachers set personal professional goals at beginning of each lab site cycle, based on Californian Standards of teaching profession,</p>	<p>schedules for each grade level; teachers' "choice/sign-up" sheets</p> <p>* ECAM interview and planning sheets</p> <p>* Goal setting templates utilizing self assessment sheets in each unit</p> <p>*Technology Committee (Principal, Technology consultant, Teachers) * Schedules for classroom- embedded technology cycles</p> <p>* Alignment of Formal Observations, Teachers' Goals and Measures of Success template</p>	<p>professional development program</p> <p>*Half yearly monitoring of achievement of goals of Math pd</p> <p>* 100% of K-2 students mapped on Number Continuum for Counting/Place Value and progress monitored using this continuum of learning * Specific Grades 3-5 students also mapped onto and progress monitored with Interview/Continuum as indicated by needs</p> <p>* 100% of K-5 students setting goals from Unit Self-Assessments and monitoring progress of goal achievements at end of each unit.</p> <p>* Teacher evaluations indicate 100% satisfaction levels with professional development * Teacher internships indicate growing confidence evident in teachers' practice with integration of technology in classroom</p> <p>* Teachers' Individual Professional Development Plans indicate achievement of goals by June</p>
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<p>To involve 100% of staff in reviewing whole school strategic plan from 2007/2008 and prioritize goals for 2008/2009</p> <p>* Induction of New/Beginning teachers * 100% of new teachers provided with specific and targeted induction program and ongoing support</p>	<p>becoming basis of individual professional development plan. These goals guide choices in differentiated professional development programs. At end of lab site cycles and aligned to formal observations with Principal/Assistant Principal, teachers complete goal setting target template based on Californian Standards of Teaching Profession, to establish professional development plan * Monitoring of goals discussed at post-observation discussions with Principal/Assistant Principal sessions</p> <p>* Professional Development sessions focused on all staff reviewing whole School Strategic Plan from 2007/2008, highlighting achievements and continued areas of focus. * Grade level meetings to review plan and new assessment data, and develop goals/priorities from data</p> <p>* Assistant Principal/ Coaches/Consultants to work with each new/beginning teacher * Individualized program for new teachers inclusive of curriculum and instruction focus, behavior management, PS 130 policies and guidelines</p>	<p>*Individual Professional Development Plan templates</p> <p>* Whole School Improvement Strategic Action Plan 2007/2008</p> <p>* New teachers induction August, and weekly meetings with assistant principal/consultants/coaches from September</p>	<p>* Post-observation discussion indicate teachers' monitoring of achievement of professional goals</p> <p>* 2008/2009 Whole School Improvement Strategic Plan developed within framework of collaborative processes</p> <p>* Evaluations from new teachers' induction August, and weekly meetings' agendas with assistant principal/consultants/coaches from September * Grade level meetings and informal meetings indicate teachers' professional development needs met</p>
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Use of Data: Assessment Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines</i></p>	<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>
<p>* 100% of staff continue to implement Whole School formative and summative data student assessment plan across grade levels and monitor students' outcomes five times year by June 2009. Aims of Learning Directions data base program include: * Allow gathering and creation of authentic ways of analyzing student data in order to plan for instruction and meet the needs of individual</p>	<p>* School staff retreat to review current state of all assessment internal and external to school. * Implement DYO status from NYCBOE for Math and Literacy. * Continue implementation of data base assessment gathering onto from Learning Directions spreadsheets. * Monitor ongoing implementation with teachers and ascertain any further refinements in</p>	<p>* By September 2008, for 5 marking periods, assessment information recorded by staff and given to "Learning Directions" staff * Every five marking periods, teachers will have individual student information reports from "Learning Directions"</p>	<p>Student assessment data is collected and monitored: Sept, Nov, Jan, Mar and June and electronically mapped on Learning Directions spreadsheets * Spreadsheets analyzed by teachers to inform adjustments needed for teaching</p> <p>* Teachers utilizing assessment templates, planning documents and monitoring student's progress on weekly basis.</p>

<p>students in math and ELA, as well as recording student progress in a more effective manner</p> <ul style="list-style-type: none"> *Giving teachers and administration information in a more effective, efficient teacher friendly way. *Teachers will be able to synthesize this data into the instruments that will allow them to look at students across a continuum in ELA and math. * Teachers will have an easy access to the gamut of entry points at which to plan to meet the needs of individual students. *Teachers will be able to differentiate instruction for small groups and individualized instruction. *Teachers will show increased competence in identifying students' proximal zone of development and forwarding plans to increase their learning. <p>*Identify and analyze all State assessment data according to NCLB categories and develop implications for practice</p> <ul style="list-style-type: none"> * To access school-wide data to specifically identify school-wide focus group and target population through analysis of data for Data Inquiry Team <p>*Continue focus on: Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required (SQR)</p>	<p>consultation with "Learning Directions"</p> <ul style="list-style-type: none"> * Grade meetings to focus on analysis and use of assessment to adjust teaching to meet each student's needs * Literacy/Math coaches, staff developers to facilitate data analysis and use of data to align to instruction during PD days and grade conferences <p>* Data Inquiry Team to utilize data base to further monitor and revise</p> <ul style="list-style-type: none"> *Data Inquiry team work to focus on further skills' analysis, planning of interventions and focus on Grade 4 students' writing and listening skills during extended time. * Facilitate teachers to set goals/make plans to reach goals for students- grade level meetings through "looking at student work" and setting goals/plans; regular goal modification with monitoring student work * Facilitate students to set goals for Literacy and Math and regularly monitor their own progress at then end of each unit *Facilitate teachers to access and analyze assessments and diagnostic measures of progress and comparisons eg. Grade level meetings to analyze assessment data, set goals and adjust teaching plans * <i>Student Progress</i>: analyze data with ITT tool; for each grade custom filter each student who made progress between -.25 and +.1; students who did not make a year's progress or who may slip back in this year (if number of students small, broaden range); identify these students within AIS programs/ other programs in schools/ classrooms to ascertain monitoring and revising of plans needed; develop action plans for this cohort; identify these students with class teachers and plan and set goals for them within classroom 	<ul style="list-style-type: none"> * Data Inquiry team – Fourth Grade teachers, Literacy Coach, Reading Intervention teacher, Data Specialist * Coaches/staff developers facilitating professional conversations about periodic assessments after publication; facilitating planning and setting goals from this analysis; follow-up conversations about student's progress * AIS team to analyze data further; class teachers and AIS team members to hold ongoing discussions about student's progress and monitor and adapt plans and teaching accordingly * Teachers plan for and monitor extra intervention specific to students needs after analysis of student data * Data Specialist to complete analysis of data with ITT tool * AIS team and class teachers utilize filtered analysis to re-check plans and goals for specific students and monitor progress accordingly 	<ul style="list-style-type: none"> * Records of student's progress collected each month by administration and monitored for progress * Students improving in text level and acquisition of specific comprehension strategies. <p>* ELA Progress indicator value rises from 68.9% to 74%. Reflects better than 105.3% against peers and 105.4% against city horizon</p> <p>* ELA Performance indicator value rises from 81% to 83%. Reflects better than 98.5 % against peers</p> <ul style="list-style-type: none"> * Level 3 and 4 students challenged with higher level comprehension strategies * AIS team develop, monitor and reflect on their work and progress with students- half yearly and at end of year; discuss with Principal and Assistant Principal. * All students tracked as <u>progress</u> in Literacy and Math <p>* Data Inquiry Team tracks progress of 21 fourth grade students who scored Level 2 on State ELA exam. Interim goals and students' goals set with reading intervention teacher indicate progress from September 2008 through June 2009.</p>
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3. Classroom Teaching (CURRICULUM AND INSTRUCTION)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines</p>	<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>
<p>* <i>Focus on differentiation in classroom teaching to meet needs of all students</i></p> <p>Literacy</p> <p>* To increase by 5.1% the number of students making a minimum of one year’s growth on the NYS ELA assessment (from 68.9% to 74%)</p> <p>Interim goal: All students in Grades K-5 will make a minimum of one year’s growth on running records as measured by Fountas and Pinnell levels by June 2</p> <p><i>As part of Literacy DYO (Design Your Own) Assessment, teachers to use Teachers College Reading Assessment, Words Their Way, and Teachers College Narrative Continuum Rubrics to analyze and establish student literacy goals.</i></p> <p>* Engage students in regular self-assessment, setting and monitoring of goals and progress so they have ownership of their success</p> <p>* Teachers analyze and use the results of the TC Reading Assessment to establish student reading goals and adjust teaching as necessary</p> <p>* Teachers analyze and use the results of Words Their Way Program to establish students word study goals and adjust teaching as necessary</p> <p>* Teachers analyze and use TC Writing Continuum Rubrics to establish student writing goals and adjust teaching as necessary</p> <p>* Engage students in regular self-assessment through students’ setting of goals and monitoring progress so they have ownership of their success</p> <p>a) Reading:</p> <p>*Systematize reading practices across the school to maximize all students’ achievement through focus on implementing and analyzing running records to inform specifically targeted daily guided reading sessions</p> <p>* Guided Reading sessions daily within Literacy</p>	<p>* Teachers will receive 15 days of PD with TC consultants in reading assessment, writing assessment and word study</p> <p>* Teachers will participate in TC Calendar Days that focus on word study, reading and writing assessments from August 07 to May 08 (P. A.P.)</p> <p>* Teacher support by Principal, A.P, Coach and staff developers during school year</p> <p>* June Planning 2008 teachers will revise programs and implementations for next year</p> <p>*Implement goal setting templates for each unit of study and facilitate students setting realistic specific goals for learning and continued and ongoing monitoring of achievement of these goals</p> <p>* Differentiate the use of various goal-setting templates within each classroom, particularly for ELL and special education students</p> <p>* Focus on differentiation through tiering student activity component of workshop model lessons</p> <p>*Implement goal setting templates for each unit of study and facilitate students setting realistic specific goals for learning and continued and ongoing monitoring of achievement of these goals</p> <p>* Differentiate the use of various goal-setting templates within each classroom, particularly for ELL and special education students</p> <p>* Focus on differentiation through tiering student</p>	<p>* Templates for Literacy database</p> <p>* Range of differentiated goal-setting templates</p>	<p>ELA Progress indicator value rises from 68.9% to 74%. Reflects better than 105.3% against peers and 105.4% against city horizon</p> <p>* ELA Performance indicator value rises from 81% to 83%. Reflects better than 98.5 % against peers</p> <p>*Level 3 and 4 students challenged with higher level comprehension strategies. Comprehension rubrics evidence of monitoring of students’ progress with higher level strategies over time</p> <p>ELA Progress indicator value rises from 68.9% to 74%. Reflects better than 105.3% against peers and 105.4% against city horizon</p> <p>* ELA Performance indicator value rises from</p>

<p>Block revised daily according to students' needs * Engage students in regular self-assessment through students' setting of goals and monitoring progress so they have ownership of their success</p> <p>Mathematics To increase by 2.2 % the number of Grades 4-5 students making a minimum of one year's growth on the NYS Math assessment (from 74.8 % to 77%)</p> <p>Interim goal: All students in Grades K-5 will make at least one year's progress in Mathematics, as measured by end of unit assessments and portfolio tasks' rubrics (formative and summative) by June 2009</p> <p>* As part of Math DYO (Design Your Own) Assessment, all teachers to use components of Whole School Assessment Framework: Every Day Math Unit Checking Progress; Portfolio tasks ("Exemplars" & Open Response Tasks & Observations) to analyze and establish student math goals. * Engage students in regular self-assessment through students' setting of goals and monitoring progress so they have ownership of their success * Focus on differentiation of instruction through tiered student activities within workshop model</p> <p>Technology * Develop technology curriculum K-5 to include technology standards * Integrate technology components within Literacy</p> <p>Science * To increase by 1.4 % the number of Grade 4</p>	<p>activity component of workshop model lessons</p> <p>*Implement goal setting templates for each unit of study and facilitate students setting realistic specific goals for learning and continued and ongoing monitoring of achievement of these goals * Differentiate the use of various goal-setting templates within each classroom, particularly for ELL and special education students</p> <p>* Workshop Model templates with differentiated student activities * Coaching of differentiated student activities aligned to, and informed by assessment data * All teachers implementing Guided Math sessions on weekly basis as well as daily differentiated tiered student activities during Workshop Model lessons</p> <p>*Technology team develop short and long term goals for media/ school technology integration with technology plan framework outlining integration of video and web publishing as well as tech proficiency * Facilitate 30 day technology residency to "springboard" classroom integration action research projects/ teacher internships eg videos in iMovie with first and third grades; digital storytelling and blogging * Technology Team to develop "online learning network"- 2 Word press sites</p> <p>* Science Committee chaired by science specialist continue meeting to review standards based science</p>	<p>* Continue focus on development of Reading Resource room through further purchase of strategically chosen texts for grade level genres, students' needs (eg. ELL's) * Differentiated goal-setting templates</p> <p>* EDM Assessment templates in Assessment Binders * Differentiated goal-setting templates</p> <p>* Differentiated goal-setting templates</p> <p>* Classroom teachers/ Math Coach/Consultant</p> <p>Technology team including Technology Consultant, teachers, principal</p> <p>Classroom Teachers</p> <p>* Online Safety Page * Online Learning Network * Technology Plan Framework template</p> <p>*Science Standards- based Continuum * Living Environments kits</p>	<p>81% to 83%. Reflects better than 98.5 % against peers</p> <p>* Level 3 and 4 students challenged with higher level comprehension strategies</p> <p>*Half yearly monitoring of achievement of goals of Literacy pd</p> <p>TARGET PROGRESS REPORT: * Math Progress indicator value rises from 74.8% to 77%. Reflects better than 84.8% against peers and 88.2% against city horizon * Math Performance indicator value rises from 95.4 % to 96.0%. Reflects better than 90.1 % against peers and 91.5% against city horizon</p> <p>* Students' and Teachers' confidence with use of technology improves as evidenced through increased use of computers within daily lessons (walkthroughs); online learning community use, staff blogging, student blogging * Technology consultancy half yearly monitoring/self evaluation and review of achievement of goals *Level 3 and 4 students challenged with higher level comprehension strategies</p>
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<p>students scoring level 3 and 4 on New York State exam Interim Goal: * 100% of K-5 teachers to continue to implement Standards- based Science Continuum * 100% of K-5 teachers to assess utilizing the Science Continuum, and utilize assessments to inform their teaching</p> <p><u>Social Studies</u></p>	<p>continuum rubric * Use of technology in Science lessons with use of Smart-board * Use of Living Environments kits * Science specialist offers support to classroom teachers' implementation of Science * Teachers to utilize assessments to map onto learning Directions spreadsheets * teachers to analyze data to specifically inform and adjust Science teaching</p>		<p>*Grade 4 Science scores of level 3 and 4 students increases to 93% from 91.6%</p>
4. Intervention & Assistance (CURRICULUM AND INSTRUCTION)			
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines</p>	<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>
<p>Data Inquiry Team: Social Emotional. 14 teachers with 20 students</p> <p>* Create a caring, safe whole school community * Facilitate Morningside Center 4R's Program (Reading, Writing, Respect and Resolution) to further develop PS 130's focus on the "whole child", developing students' academic, social, emotional and academic competence</p>	<p>* Introduce 4 R's (Reading, Writing, Respect and Resolution) Program integrating conflict resolution within language arts curriculum K-5 * Facilitate peer mediation to build leadership skills and train students to actively mediate conflicts between peers * Peace Helpers/Peace Corners: Train younger students as peace helpers *Lunch Clubs: Facilitate ongoing lunch club to further develop interpersonal skills of specific students * After-School Program: Using "Resolving Conflict Creatively" curriculum, facilitate development of skills of active listening, assertiveness, handling feelings, negotiation, mediation, celebrating differences and standing up to bias. * Continue Tuesday/Thursday Math Intervention (Levels 1 and 2) & Saturday Academy as Math Enrichment</p>	<p>* Morningside Center staff developers * Classroom Teachers * Intervention Team</p>	<p>* Students self assessments/survey indicate confidence in PS130 as safe environment * Progress Report Learning Environment Survey will indicate increased confidence in Safety and Respect score from 8.3 to 8.5</p>

<p>* Challenge Levels 3 and 4 students to extend their thinking and reasoning skills mathematically</p> <p>* Cater for students' mathematical needs specifically</p> <p>* Ensure continued alignment of intervention services to meet each student's needs at three levels of intervention including tier one within classroom intervention; tier two push-in intervention and</p>	<p>(Levels 3 & 4)</p> <p>* Continue Math Club after-school for students identified as Requiring further challenge</p> <p>* Analysis of student data to indicate student's needs and align appropriate intervention services through PPC planning and setting goals and actions; classroom teachers planning and setting goals and alignment of instruction</p>	<p>* Math Coach</p> <p>* Math Cluster teacher</p> <p>* Teachers</p> <p>* Data Specialist</p> <p>* PPC team</p> <p>* Classroom teachers</p> <p>* Data Inquiry team</p>	<p>* ELA Performance indicator value rises from 81% to 83%. Reflects better than 98.5 % against peers</p> <p>* Math Performance indicator value rises from 95.4 % to 96.0%. Reflects better than 90.1 % against peers and 91.5% against city horizon</p> <p>* Continued monitoring of each student indicates progress in specific areas</p> <p>* PPC/Data Inquiry team meetings indicate continued monitoring and renewed setting of goals as students progress* Students self assessments/survey indicate confidence in PS130 as safe environment</p> <p>* Progress Report Learning Environment Survey will indicate increased confidence in Safety and Respect score from 8.3 to 8.5`</p> <p>* ELA Performance indicator value rises from 81% to 83%. Reflects better than 98.5 % against peers</p> <p>* Math Performance indicator value rises from 95.4 % to 96.0%. Reflects better than 90.1 % against peers and 91.5% against city horizon</p> <p>* Continued monitoring of each student indicates progress in specific areas</p> <p>* PPC/Data Inquiry team meetings indicate continued monitoring and renewed setting of goals as students progress</p>
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5. School & Classroom Organization/Resources and Environment (USE OF RESOURCES/ DEVELOPMENT OF STAFF)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines</i></p>	<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>
<p>* To increase the students' attendance rate at PS 130 by 0.2%</p> <p>* Increase attendance practices to give students best opportunity to learn full curriculum and thus maximize student achievement further</p> <p>* To increase parent and teacher survey response rates can better indicate the complete values at PS 130 and thus increase scores for engagement,</p>	<p>* Post weekly attendance in staff memo</p> <p>* Bulletin Board display: Post class attendance on bulletin board monthly</p> <p>* Rewards for students monthly and end-of-year</p> <p>* Inform community of survey through newsletter, email, postcards</p> <p>* Administration to receive survey from DOE and send out to</p>	<p>* AP/P to post <u>weekly</u> attendance in staff memo</p> <p>* AP/P to establish/maintain Bulletin Board</p> <p>* Display celebrating monthly progress</p> <p>* Survey Coordinator to send out survey in March</p> <p>* Parent to communicate about importance of survey in newsletter</p> <p>* UFT representative</p>	<p>* TARGET PROGRESS REPORT: Progress Report: Attendance value rises from 93.8% to 94.0%. Reflects better than 76% against peers.</p> <p>* Weekly Bulletin Board displays</p> <p>* Perfect attendance certificates and rewards</p> <p>* Attendance increases monitored monthly through weekly print-outs</p> <p>TARGET PROGRESS REPORT: Progress Report Parent and Teacher survey returns indicator rises from % (parents) and % (teachers) to</p>

<p>communication and academic expectations on “School Environment” of Progress Report</p> <p>*Implement PS 130’s self-generated teacher (once year- April), parent (twice year) and student (once year-April)surveys</p>	<p>* Implement PS 130 generated teacher surveys, parent surveys and Grade 5 student surveys, UFT</p> <p>*Collate and graph results</p> <p>* Discuss and analyze- PTA, leadership teams, Grade level meetings, Faculty meetings</p>	<p>* Consultation Committee</p> <p>* Principal/Assistant Principal</p> <p>* Classroom teachers</p>	<p>% (parents) and % (teachers). Reflects better than % (parents) and % (teachers) against citywide.</p>
<p>6. Home, School & Community Partnerships (USE OF RESOURCES)</p>			
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines</i></p>	<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>
<p>*Continue to build partnerships with Community Organizations, including Arts Connection, Chess in the School, BCUE after school program, Music Outreach, Learning leaders, Windsor Terrace Public Library, Jones Day Law Firm, Brooklyn Center for the Arts, Carnegie Hall, Brooklyn College, PENCIL, Conflict Resolution, Brooklyn Museum, Windsor Terrace Alliance</p> <p>* To increase by .6% the Communication score on 2008/2009 Progress Report by June 2009.</p> <p>* Continue focus on strong communication with parents, to promote strong liaisons within school community</p> <p>* Continue extra enrichment/differentiation with parents and families</p>	<p>* Students experience and explore variety of art materials and techniques as outlined in New York City’s Blueprint for the arts and utilize community partnerships to complement visual arts program.</p> <p>* Monthly sharing of school news</p> <p>* Principal’s newsletters</p> <p>* Use of Bulletin Boards in Office and foyers for further information</p> <p>* Family Workshops</p> <p>* Continue implementing Parents’ perception surveys</p>	<p>Visual Arts teachers Classroom teachers Community partnerships listed. Parent coordinator</p> <p>Principal and Assistant Principal</p> <p>Parent Coordinator Principal</p>	<p><u>TARGET PROGRESS REPORT</u> Progress Report Learning Environment score for Communication to increase from 6.9 to 7.5; Academic Expectations score to increase from 7.9 to 8.3</p> <p>Internal school parent surveys indicate increased satisfaction with all aspects of school focus.</p>

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

