



**JOHN BOWNE HIGH SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**BEDS CODE: 342500011425 CEP 2009-10 FINAL**

**SCHOOL: 25Q425**

**ADDRESS: 63-25 MAIN STREET, FLUSHING, NY 11367**

**TELEPHONE: (718) 263-1919**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 425 **SCHOOL NAME:** John Bowne High School

**DISTRICT:** 25 **SSO NAME/NETWORK #:** ICI/CFN 13/Gerard Beirne (Network Leader)

**SCHOOL ADDRESS:** 63-25 Main Street, Flushing, NY 11367

**SCHOOL TELEPHONE:** (718) 263-1919 **FAX:** (718) 544-7209

**SCHOOL CONTACT PERSON:** Howard Kwait, Principal **EMAIL ADDRESS:** HKwait@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON** Ian Kamen

**PRINCIPAL** Howard Kwait

**UFT CHAPTER LEADER** Christopher Garry

**PARENTS' ASSOCIATION  
PRESIDENT** Darlene Finkel

**STUDENT REPRESENTATIVE**  
*(Required for high schools)* Nicole Quinn & Gisselle Cardenas

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT** Isabel DiMola

**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
Howard Kwait	*Principal or Designee	<b>SCHOOL LEADERSHIP TEAM</b>
Christopher Garry	*UFT Chapter Chairperson or Designee	
Darlene Finkel	*PA/PTA President or Designated Co-President	
Jane Reiff	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Gisselle Cardenas	Student Representative,	
Nicole Quinn	Student Representative	
Deborah Farrar	Teacher	
Ivan Castillo, Parent Coordinator	Visitor	
Vanessa Boodhoo	Teacher	
Ian Kamen	CSA	
Tricia Astuto	Parent	
Desara Striker	Parent	
Yvonne Duffus	Parent	
Debra Dornfest	Parent	

\* 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.

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We take pride in being one of the most diverse school communities, not only in Queens, but New York City. John Bowne High School offers a wide variety of programs for our students: Agriculture (Ed-Opt Program), Center for Writing (Ed-Opt Program), Science Research Program with Doshi Diagnostic Laboratories (Screened Program), Bowne Leadership Institute (BLI), and Bowne House. Serving communities within Queens and the other boroughs are only part of our successes. With the assistance of dedicated staff members, we see each student as an individual and actively pursue optimal academic, emotional and social success. However, as amazing as our staff is, the partnerships we have with our parents and guardians forge the best results.

John Bowne aims to provide success and opportunity for all students. We expect that all of our students will be challenged to meet high academic standards and will leave John Bowne as literate, committed life long learners. We provide for all students a learning community so that they can be prepared for the future, which requires on-going education upon completion of high school. We seek parental community and professional involvement in our ongoing school development.

It is our goal to develop strategies within our comprehensive educational plan that enhance relations and improve communication among students of different backgrounds, foster positive attitudes toward school, assist acculturation for our ethnically diverse population, strengthen community feeling and raise academic and vocational aspirations. Our goal is for each John Bowne student to meet New York State learning expectations, respect other individuals, appreciate all cultures, work for the community and country, and be a contributing citizen of the world.

Our school can and will be the center of our community as it once was. Our school has a plethora of extra-curricular activities, including athletic teams and clubs. Over the last two years, our mantra/vision for all school community members is clear and succinct, "The Relentless Pursuit of Success." The details and roadmap of how to attain success may vary for each of us; nonetheless, when we relentlessly pursue our success, we achieve both internal and external pride.



DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	TBD	TBD	538
# in Trans. Bilingual Classes	419	420	359	Early College HS Participants	23	23	19
# in Dual Lang. Programs	0	52	48				
# receiving ESL services only	303	337	354	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	20	44	41	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	168	177	174
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	40	51	55
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	9	6
	226	243	273				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	97.7	97.3	97.8
American Indian or Alaska Native	0.2	0.4	0.6	Percent more than two years teaching in this school	76.3	84.6	80.6
Black or African American	22.4	23.9	24.0	Percent more than five years teaching anywhere	61.8	66.5	68.3
Hispanic or Latino	49.3	47.5	46.4				
Asian or Native Hawaiian/Other Pacific Isl.	23.2	23.3	24.1	Percent Masters Degree or higher	88.0	89.0	87.0
White	4.8	4.8	4.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.2	95.3	98.9
Male	49.9	48.8	50.5				
Female	50.1	51.2	49.5				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<input type="checkbox"/> In Good Standing (IGS)	<input type="checkbox"/> Improvement – Year 1	<input checked="" type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>Individual Subject/Area Ratings</b>	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		SINI 2
	Math:			Math:		IGS
	Science:			Grad. Rate:		SINI 1

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				√	√	√
<b>Ethnicity</b>						
American Indian or Alaska Native				--	--	
Black or African American				√	√	
Hispanic or Latino				√SH	X	
Asian or Native Hawaiian/Other Pacific Islander				√	√	
White				√		
<b>Other Groups</b>						
Students with Disabilities				X	X	
Limited English Proficient				√SH	X	
Economically Disadvantaged				√	√	
Student groups making AYP in each subject				7	5	1

#### 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		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	TBD	Overall Evaluation:	TBD
Overall Score	TBD	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	TBD
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	TBD
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	TBD
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	TBD
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	TBD

*Note: Progress Report grades are not yet available for District 75 schools.*



## **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?
- 

### **English Department**

With the transition to cohort testing which began in 2007, our students have been given more opportunities to sit and pass the exam. There is an increase in awareness of the four year timetable for high school graduation. Due to the change, students began testing in their junior year as opposed to their senior year. The number of students who sat for the exam in January 2007 was 549 students. This number increased to 691 students in January 2008. This resulted in a positive outcome for John Bowne High school as we met AYP in all subgroups except Special Education for the 2007-2008 school year. Our passing percentage increased from a 64.12% for the 2007-2008 year to 73.08% in January 2008. We continue to focus on increasing the attendance of students for these examinations. For the 2008-2009 school year, we did not meet AYP in the Spanish, Black and Special Education subgroups, which therefore meant that we had to investigate how we could target these groups effectively. This required the English Department to revamp its book list to incorporate the cultural needs of our students, to focus on instruction which is based on a differentiated approach that reflects student choice and student interests, and to utilize formative and summative assessments more diligently to monitor and prepare students for the state examinations. Conjointly, the English Department is working on creating meaningful rubrics for students which informs them of the skills they need to master the different tasks of the Regents examinations.

The English Department is happy to report an increase in student passing percentages from a 63% in the 2007-2008 school year to a 73% passing rate for the 2008-2009 school year. This increase is primarily due to the utilization of uniform midterms and finals in the department as well as a uniform grading policy. Student work is being assessed during department meetings and teachers are now working together to create opportunities for students to demonstrate learning through multiple modalities. We will continue to work on how we can increase student productivity and performance in the classroom as we focus more on professional development which targets the daily incorporation of differentiated instruction.

### **SCIENCE DEPARTMENT**

The 2008-2009 academic school year has proven to be quite telling. Several of the data trends that have surfaced as a result of student performance have lead us to our focus and goals for the 2009-2010 school year, as indicated in Section V: Annual School Goals Section of the CEP. Overall, the following student performance trends have surfaced as a result of reviewing the past 5 years of June Regents data:

### **Living Environment:**

June 2004-2005	705 taking	72.48% passing	Scoring 55-64 = 142	65-100 = 369
June 2005-2006	548 taking	72.99% passing	Scoring 55-64 = 110	65-100 = 290
June 2006-2007	532 taking	73.12% passing	Scoring 55-64 = 121	65-100 = 268
June 2007-2008	909 taking	70.52% passing	Scoring 55-64 = 152	65-100 = 489
June 2008-2009	1083 taking	81.63% passing	Scoring 55-64 = 199	65-100 = 884

**9<sup>th</sup> Graders** – With the most students taking the Living Environment Regents yet our passing % continues to increase and is at its highest ever. This trend indicates that the Freshman as a group have continued to improve in both participation and meeting the NYS lab requirement to qualify for the regents exam as well as overall performance on the regents exam. Data from additional periodic/common assessments given throughout the 2008-2009 school year as analyzed by our data team indicate that the students that are failing or scoring below 65 do so because of low level reading comprehension skills. This is a school and department wide initiative as well as a focus for differentiating instruction for our 9<sup>th</sup> grade population, as outlined in our CEP goals.

### **Earth Science:**

June 2004-2005	292 taking	59.59% passing	Scoring 55-64 = 72	65-100 = 102
June 2005-2006	388 taking	64.69% passing	Scoring 55-64 = 92	65-100 = 159
June 2006-2007	412 taking	60.19% passing	Scoring 55-64 = 97	65-100 = 150
June 2007-2008	404 taking	45.54% passing	Scoring 55-64 = 83	65-100 = 101
June 2008-2009	521 taking	42.61% passing	Scoring 55-64 = 87	65-100 = 135

**10<sup>th</sup> Graders** – Although our passing %'s have decreased the number of students taking the exam has nearly doubled indicating that our sophomores continue to improve in both participation and meeting the NYS lab requirement to qualify for the regents exam and have maintained overall performance on the regents exam. Data from additional periodic/common assessments given throughout the 2008-2009 school year as analyzed by our data team indicate that the students that are failing or scoring below 65 do so because of low analytical and critical thinking skills as well as reading and interpreting graphs and charts. This is a school and department wide initiative as well as a focus for differentiating instruction for our 10<sup>th</sup> grade population, as outlined in our CEP goals.

### **Chemistry:**

June 2004-2005	256 taking	86.72% passing	Scoring 55-64 = 63	65-100 = 159
June 2005-2006	200 taking	86.50% passing	Scoring 55-64 = 42	65-100 = 121
June 2006-2007	235 taking	90.21% passing	Scoring 55-64 = 85	65-100 = 127
June 2007-2008	178 taking	91.01% passing	Scoring 55-64 = 48	65-100 = 114
June 2008-2009	262 taking	62.98% passing	Scoring 55-64 = 51	65-100 = 114

**11<sup>th</sup> & 12<sup>th</sup> Graders** – With the most students taking the Chemistry Regents yet our passing % has shown a decreased. This data also indicates an increase of 83 students taking the exam from the prior school year, while the number of students that have scored a 65 or better remained the same. This trend and data from additional periodic/common assessments given throughout the 2008-2009 school year, as analyzed by our data team, indicated that the students who are failing or scoring below 65 do so because of low mathematical skills. This is a focus for differentiating instruction for our 11-12<sup>th</sup> grade population taking Chemistry, as outlined in our CEP goals.

### Physics:

June 2004-2005	46 taking	89.13% passing	Scoring 55-64 = 7	65-100 = 34
June 2005-2006	35 taking	82.86% passing	Scoring 55-64 = 5	65-100 = 24
June 2006-2007	76 taking	80.26% passing	Scoring 55-64 = 15	65-100 = 46
June 2007-2008	60 taking	73.33% passing	Scoring 55-64 = 15	65-100 = 29
June 2008-2009	52 taking	61.64% passing	Scoring 55-64 = 7	65-100 = 24

**11<sup>th</sup> & 12<sup>th</sup> Graders** – Although our passing %'s have decreased the number of students who scored above a 65 continues to far supersede the students who score between 55 and 64. This trend and data from additional periodic/common assessments given throughout the 2008-2009 school year, as analyzed by our data team, indicated that the students who are failing or scoring below 65 do so because of low mathematical skills. This is a focus for differentiating instruction for our 11-12<sup>th</sup> grade population taking Physics, as outlined in our CEP goals.

When reviewing cohort data for science the following trends have become evident:

Class of 2008	Class of 2009	Class of 2010	Class of 2011
9 GE 21	9 GE 23	9 GE 130	9 GE 106
10 GE 21	10 GE 56	10 GE 145	10 GE 126
11 GE 16	11 GE 39	11 GE 380	11 GE 337
12 GE 570	12 GE 407	12 GE 4	12 GE 9
SPED 54	SPED 66	SPED 94	SPED 86

The data indicates that historically students within the cohort are on track for meeting their science requirements for credit accumulation and graduation by the time they reach their 4<sup>th</sup> year of high school. However, prior to the senior year the number of students within the cohort that still need to meet their requirement in science continues to increase. To address the number of opportunities students have to sit for the regents exam have been increased and review classes have been created.

To date the Science Department has implemented the following departmental practices to work toward school wide improvement:

1. The development and implementation of departmental formative and summative common assessment exams and the formation of data teams to analyze student performance results to drive instruction. Implementation of student goals and the use of common assessments as a tool for student self – reflection and charting their own progress.
2. The identification of “power standards” in efforts to support the “less is more” philosophy of John Bowne High School.
3. The conducting of day long in house professional development for science and health teachers focusing on instructional strategies, using data to drive decision making about instruction and common planning to differentiate instruction to meet the needs of students, with specific focus on the sub groups failing to meet AYP and the cohort.
4. The Doshi Program:  
The 2009-2010 again took in 130 new Doshi freshman while maintaining a sophomore class of 146 students from the prior year. The number of students has now doubled, servicing approximately 300 students from freshman to senior year. In June 2009, 1005 of Doshi freshmen passed the Living Environment regents and have successfully moved on to Chemistry or AP Biology, well ahead of schedule. In addition 1005 of the Doshi sophomores are slated to take the Global and ELA regents exams ahead of schedule this June as well. As well, several Doshi students have taken or are scheduled to take the

Geometry regents ahead of schedule, directly impacting school wide AYP. A rigorous and honor roll system is upheld through this small learning environment and interdisciplinary efforts are made. Students are required to maintain an 85 average to be considered in good academic standing and were required to pass additional courses such as science research and Latin in addition to the traditional freshmen state curricular. As an academy we pursue participation in various competitions such as the Regional Science Olympiad where the Doshi students received 5 medals in events ranging from Sumo bots to Dynamic Planet. Doshi students also placed 4<sup>th</sup> in the Regional Bridge Building Competition this year as well. One of our finest accomplishments was being invited to the final rounds of the New York City Science and Engineering Fair Round. The NYSCEF is a prestigious event that showcases the top 25% of student research across the city. Last year we entered 3 projects and this year we entered 6, doubling the number of students participating. We currently have ranked 555 students to fill the 120 open seats for September 2010.

To date the Science Department continues to focus on the following challenges:

1. As a department we are focused on 2 particular sub groups that we have been cited on – ELL/Bilingual students and our Special Education population. We recognize that these 2 groups struggle to graduate in 4 years and have worked tirelessly toward insuring required accommodations are provided and instruction is differentiated for individual student needs to increase the chances these students have to be successful.
2. Doshi Program:  
Several barriers that may need to be considered are student placement in classes outside the academy and personality conflicts amongst students with existing teachers. Due to academy programming restrictions student choice of classes were limited. A more defined interdisciplinary curriculum needs to be developed as well.

**Social Studies:** With the transition to cohort testing, students are becoming increasingly aware of the four year timetable for high school graduation. Simultaneously, the graduation requirements are more stringent as the availability of the 55% grade as a passing indicator is phased out. Due to the change of U.S. History Regents testing, students are now taking the exam in June of junior year rather than January of senior year. The end result is that students who are tested in January exclusively have failed to pass the exam in June or August. In the case of the U.S. Regents, the testing group changed from on track to off track for January exams. The decline in passing percentages on January exams from 2008-2010 is now being addressed with a new pacing calendar and revised regents review program. Additionally, students are now guided through the process of Regents review in the computer lab and given independent review tasks for home or library.

**Math Department:**

- I. Past NY State School report Cards for John Bowne High School show Mathematics does not meet AYP. In particular, the subgroups of Hispanic, Black, ELL, Economically Disadvantaged and Special Education. These subgroups require sustained and vigorous attention for A.P., Teachers, and Guidance Counselors to make sure that the students know who they are, that extra instructional support is provided by Math teachers and motivational support from Guidance Counselors. Analysis of transcripts of failing and not tested students show many sat, at most, one time for a Regents despite being called for retesting. Parental involvement can assist in this, so more communication with parents must be established and maintained.

- II. The average rate of passing per term in all math classes was in the high 60's percent and has now moved to 75%. This increase has been the product of ongoing discussion with and reports to teachers about how to increase percent passing. In particular, Differentiated Instruction has been highlighted nationally as a way to increase percent passing. Therefore, Differentiated Instruction is the subject of all professional development in the department and in observation reports.
- III. The new 3<sup>rd</sup> year of Regents Mathematics course, Algebra II and Trigonometry contains several topics from pre-calculus which most teachers are unfamiliar with. Therefore, professional development in those topics must be done. New York State provides some support in the form of Test Samplers and Sample Tasks as well as Performance Standards for Algebra II and Trig. These documents need to be analyzed to help the teachers write appropriate, depthful lesson plans in Algebra II and Trig. This will be done in pre-observation conferences and supplementary professional development workshops in house.

**Health/Physical Education** – The course of study in Health and Physical Education is aligned with the NYS Learning Standards. All students are currently enrolled in a Physical class to meet the NYS mandate of seven terms or are enrolled in Health for one term during the junior or senior year. John Bowne High School offers six electives in Physical Education; students can choose an elective in the junior and senior year. All students are required to participate in the NYC Fitnessgram program and are tested during the Fall semester. During 2008-2009, the completion report reflected a rate of 81.22%. Data is currently being analyzed for this school year. The passing percentage in Health and Physical Education is 80.11% for the Fall 2009 term. This is a 9.4% increase as compared to the scholarship report from the Fall 2008 term. John Bowne High School is proud of the approximate three hundred student athletes who participate on twenty-one teams throughout the school year. All of the Fall teams made it to the playoffs this year. John Bowne High School received a score of compliance as a result of the annual PSAL audit.

One of the most significant aids in moving the Physical Education and Athletics program forward is the fiscal support of the administration. Several upgrades have been added to the program such as custom volleyball nets, a volleyball system, a custom scoring table, custom game chairs and championship banners.

One of the greatest challenges for the Physical Education Department is unprepared students. One of the major reasons for a student failing Physical Education is lack of participating. Toward that end, teachers hold individual conferences with students, make parent contact via phone calls which are documented in weekly phone logs that are submitted to the department assistant principal, progress letters are mailed home during each marking period, and meetings with teachers, parents and guidance counselors are held to resolve any issues which prevent students from succeeding.

**The Arts:** The course of study in the Arts is aligned with the NYS Learning Standards in the Arts and with NYC Blueprint for the Arts curriculum. John Bowne High School offers both required art and required music to meet the NYS graduation requirements as well as eight electives in the visual arts and six electives in the performing arts. The passing percentage in the arts is 79.56% for the 2009 Fall term. This is a 3.6% increase as compared to the scholarship report for the 2008 fall term. John Bowne High School hosts two musical performances and two art exhibits throughout the year. Our musical performances are a wonderful display of the talents of our band, chorus, percussion and guitar ensembles. The art exhibits display the student work of our photography, ceramics, required art, studio art, and graphic art classes. John Bowne High School is proud of an audience of three hundred sixty-

four; the largest showing for the school. John Bowne High School has a partnership with Queens College. The Queens College Jazz Residency works with our instrumental students and this year will be working with our chorus.

A challenge to the Arts program at John Bowne High School is the programming of students. Often times, a student who is musically talented does not get placed in a music class because of other specialized programs in the school. The Arts department looks forward to creating an Arts sequence in both visual and performing arts.

One of the most significant aids in moving the Arts department forward is the support of the administration in all endeavors. There is a presence at all arts events. In addition, fiscal support in the Arts has also been significant. John Bowne High School purchased a new kiln for the ceramics program and has provided Mac computers to start a Photoshop class.

**Special Education** – Our ISS subgroup has not made AYP in 2007-2008. In subsequent years, 2006-2007, the subgroup was too small to be counted in the Cohort. In 2005-2006 the Cohort was small; however, the AYP target was reached.

In the Overview of School Performance from the 2007-2008 School report, the number of Students with Disabilities sharply increased from 41 students in Cohort of 2003 to 83 students in the Cohort of 2004. The increase of enrolled Students with Disabilities due to Impact resulted in a large number of students needed to meet the target. Although there was an overall increase of level 3-4 results in the ELA from 12% to 29% and in Math from 7% to 23%, the Progress target was not met. The graduation rate of 22% was below the Progress target of 23%.

We have begun a shift in culture with respect to the instruction we provide our youngsters in Special Education. All teachers are to be teaching toward the Regents examination with the RCT as a Safety Net. Self-Contained teachers of ELA and Mathematics are now attending the respective content area AP's department in addition to professional development in the ISS department. Additionally, all teachers are invited to small group professional development sessions for instructional and compliance oriented topics that can be directly applied in the classroom. The AP of ISS has co-observed Self-Contained classes with subject Assistant Principals. Hiring decisions made this summer brought additional Math content personnel in who are willing to obtain dual certification and are actively pursuing the opportunity to become Highly Qualified. Teachers on staff appointed under the generalist license in Special Education are actively pursuing degrees in content. This includes one teacher qualified to be dually certified and two more pursuing degrees in a subject.

Formative and subject exams are being given to afford students more practice and to create a basis for data driven instruction. This includes the mock regents in English and Social Studies, Acuity in English and Math, Exam Gen for SETSS, Wilson diagnostic exams and teacher made examinations. Teachers have also been supplied with reading and math scores from the CAP system, a data binder, ARIS printouts, and IEP disks. Although more students are being registered for the Safety Net RCT, parent involvement is needed in order to bring in students. Students need to clearly understand the Safety Net rights and responsibilities. A parent meeting for students in Cohort 2004-2005 and parent letters will contribute to information flow and better communication in order to assist with improving the number of students who participate in assessment and Safety Net testing.

This year, teachers of ELA Special Education and SETTS have become more aware of the Cohort testing requirements. This has resulted in more successful outcomes regarding the ELA Component Re-test. Students who qualified for Component re-test understood the need to show up daily resulting in 100% passing with the rate of over 65 for each student. Early intervention in Grade 9 in regard to communication of student responsibility for standardized exams has begun in each ELA and SETTS

class. Students with Disabilities are more aware of the rights and responsibilities for taking and passing standardized assessments, however, some students need multiple telephone calls prior to the Regents and on the day of the Regents. Therefore, we have begun the process of alerting parents by telephone and mail months prior to the Regents for the first telephone calls and reminders as the dates approach. Related Services providers are held responsible for communicating with students the need for increased responsibility. The AP of Special Education held Professional Development sessions with each provider to review Cohort data in relation to all students needing a Regents/RCT exam and the expectations for support for such students.

**AYP/Overage Under-credited** – Bowne continues to be mandated to accept youngsters from OSEPO who are overage and under-credited. We have redistributed some of the caseloads of Guidance Counselors and establishing systems for each cohort to be put in place. Alternative placement settings when and where appropriate are critical to this subgroup and will greatly impact our AYP and accountability statistics. Counselor professional development and recommendations from colleague counselors is a critical part of this new system. Increasing parental involvement in terms of realistic graduation dates and expectations are being followed by preventative measures being implemented for later cohort years. Additionally several “bad” discharge coded students remain on our accountability stats for AYP. These poorly coded discharged students are being tracked down as a means and measure to verify prior staff’s records who no longer are employed at Bowne. If we can move several youngsters after new discoveries to a better discharge code we can reduce the mountain of not tested from the corresponding cohort level. (Attendance Teachers team, AP Guidance, APO, Family Para)

**Multi-Session** – While we have 3 sessions for students and staff, a barrier is that our Departments and faculty do not meet as a whole as often as we need or like. A structure with one Department and 1 Faculty Conference where all are able to participate and build remains out of reach. Having multiple teachers who teach the same course and/or teachers who teach the same grade meet on a regular basis is a venue we continue to investigate but have been unsuccessful in completing.

### **Doshi – Science and Math Program (Q14H) at John Bowne High School in collaboration with Doshi Diagnostic Laboratories**

**The 2008-2009 academic school years has proven to be quite successful for the 146 students that are in the Doshi Program. They represent our first class exposed to a rigorous academic program. The students are blocked within an academy lending to a smaller learning environment. Doshi academy teachers meet once weekly and discuss the progress of students. This academic infrastructure lent itself to positive outcomes such as increased attendance, GPA and parental involvement. Our passing rate is 96% and average attendance rate is between 85% to 100 % weekly. 16% of the students were tracked into second year math such as geometry and 6% are currently taking chemistry as freshmen as well.**

**Several barriers that may need to be considered are student placement in classes outside the academy and personality conflicts amongst students with existing teachers. Due to academy programming restrictions student choice of classes were limited. A more defined interdisciplinary curriculum needs to be developed as well. However a rigorous and honor roll system was upheld through this small learning environment and interdisciplinary efforts were made. Students were required to maintain an 85 average to be considered in good academic standing and were required to pass additional courses such as science research and Latin in addition to the traditional freshmen state curricular.**

**As an academy we pursue participation in various competitions such as the Regional Science Olympiad were the Doshi students received 5 medals in events ranging from Sumo bots to Dynamic Planet. Doshi students also placed 4<sup>th</sup> in the Regional Bridge Building Competition**

**this year as well. One of our finest accomplishments was being invited to the final rounds of the New York City Science and Engineering Fair Round. The NYSCEF is a prestigious event that showcases the top 25% of student research across the city. We also participated in other programs for the first time this year such as the Pre college program at St. Joseph's College and The Women in Computer Science Colloquium at NYU. Top performing Doshi students have been interviewed and a Doshi Student Ambassador organization has been founded as well. We also were involved in community service projects by participating in the Golden Apple Program sponsored by the Department of Waste and Recycling.**

**The administration aids in making this a success by providing resources to aid teachers in delivering higher quality instruction which includes technology and differentiated instruction. Doshi Diagnostics aids in financially supporting trips and equipment needed for various projects and school activities.**

**We currently have 121 filled seats for upcoming 2009-2010 academic school year and plan on making revisions to include more volunteer work and a mentoring program for the incoming freshmen students.**

**The Doshi program is again being expanded by approximately 150 students in the Fall of 2009 and will include 10 research classes. The incoming students will again take a mandatory year of Latin and an additional science class. A mentor program will be put in place and all incoming freshmen will be assigned a "Big Sibling" mentor as part of our "Big Sib, Lil' Sib" program. Weekly meetings with the Doshi Teachers to set goals and plan for instruction based on individual student needs and the needs of the program as a whole will continue in 2009-2010.**

### **Agriculture Department**

In review of our department statistics, we focus on passing percentages. As a program, our passing rates greatly exceed those of the other programs in our school. For the Fall 2009 term, our passing statistics are as follows:

Freshman	95.92%
Sophomore	90.91%
Juniors	90.24%
Seniors	93.48%

As a result, much of our priorities/needs this year have and will focus on curriculum. We have made a decision to create a more comprehensive curriculum aligned to state standards with clear assessments. Therefore, much of our efforts have gone toward this endeavor with the hopes of producing a quality document. This product will not only provide our students with a quality education but will allow for the pursuit of additional college credits and articulation agreements.

This document will allow the department to incorporate various forms of differentiated instruction to allow for learning of all students within our program.

### **Language Allocation Policy -- 2009-2010**

To support English Language Learners, our instructional program includes a Transitional Bilingual Education in both Spanish and Chinese. We also offer a freestanding ESL program. Both the TBE and ESL programs are designed to serve ELLs at varied levels of proficiency: beginner (3 periods daily taught by ESL teachers), intermediate (2 periods daily taught by ESL teachers) and advanced (one period daily taught by an ESL teacher and one period daily taught by an ELA teacher). Students in the TBE program receive instruction in Chinese or Spanish Native Language Arts. In homogeneous ESL classes, newcomers and LTEs increase proficiency



through practice in listening, speaking, reading and writing. Teachers focus on activities and scaffolding techniques that enhance critical thinking skills and the language proficiency needed to pass content area classes and regents exams. The goal is to allow ELLs access to academic discourse while connecting to content area themes.

There are a number of existing services for long term ELLs. Based on NYSESLAT scores, LTEs are strategically programmed for 1 -2 periods daily for classes in **Read 180** or **Achieve3000**. **Achieve3000** students participate in a web-based reading program that helps to improve writing, vocabulary, and comprehension skills of non-fiction text. Students in the **Read 180** class have reading intervention which directly addresses individual needs through adaptive and instructional software, high interest literature, and direct instruction in reading and writing skills. LTEs are also programmed for regents prep classes in content areas such as global studies and US History and Government.

Additionally, there are 92 SIFE, 72 Special Education ELLs, 75 Long Term ELLs, 135 ELLs between 4-6 years and 280 Newcomer ELLs. Team teaching classes are offered to support SIFE and LTEs in social studies and science classes. ESL teachers deliver instruction and collaborate with content area teachers to develop lessons in courses such as Global Studies, U.S. History and Government, and Living Environment. Copies of all teachers' licenses/certifications are on file. These classes are heterogeneous and ungraded. Extended day credit recovery and after school instructional support classes are offered to ELLs who require more than four years to graduate.

SIFE receive instruction using the **RIGOR** program and are grouped homogeneously in ESL for three periods daily. These students are in a self-contained ESL class for three periods daily that focuses on increasing literacy through content area readings and phonetic awareness. ELLs identified as having special needs receive individual and prescriptive plans that are designed to facilitate differentiated instruction. These students are provided with related services and resource room as indicated in their IEP.

ELLs who reach proficiency on the NYSESLAT continue to receive transitional support in transitional ELA classes. Language electives offered to ELLs include courses such as the following: Advanced Placement Chinese, Advanced Placement Spanish Language, AP Spanish Literature, Spanish Theater, and Hispanic Society and Culture through Film.

Teachers of ELLs receive professional development by attending outside workshops, during monthly faculty and departmental conferences, and on Staff Development Days. The following topics are covered in the Professional Development Plan:

- Reading, Writing and Listening Strategies that Prepare ELLs for the English Regents
- Using the NYS learning standards to develop SMART Goals
- Integrating Academic Language in the Secondary ESL Classroom
- Using the Smart Board for Classroom Activities
- Differentiated Instruction
- Teaching Vocabulary and Reading Comprehension to ELLs
- Achieve3000
- Read180
- Native Language Arts Projects and Activities
- Using Data to Modify Instruction
- Using the Kurzweil Program in Social Studies classes

In addition, inquiry teams meet regularly to observe classes, write case studies and collaborate to develop curriculum maps with focuses on content area and ESL instruction.

In order to support native language, bilingual dictionaries and glossaries are available in ESL and bilingual content area classes. Library books are also available in the students' native languages.

Instruction is provided in the native language to transfer skills to English. For example, students read texts in NLA that are taught in ESL and ELA classes. Extended day classes are offered to ELLs for credit recovery in ESL, ELA, math and other content areas. ELLs receive supplemental instruction, academic support in regents preparation during Saturday Academy and in after school tutorial programs in the following subject areas: Bilingual Spanish Living Environment, Bilingual Spanish Earth Science, Bilingual Spanish Chemistry, Bilingual Chinese Chemistry, Bilingual Chinese Global Studies and U.S. History and Government, Bilingual Spanish Global Studies and US History and Government and English as a Second Language, Bilingual Spanish Mathematics, Bilingual Chinese Mathematics, Native Language Arts Spanish and Chinese.

On the January 2009 Global Regents, 74 bilingual students scored between 0 and 54, 10 scored between 55 and 64, 22 scored between 65 and 84 and 2 scored between 85 and 100. On the January 2009 Math A Regents, 66 bilingual students scored between 0 and 54, 13 scored between 55 and 64, 15 scored between 65 and 84 and 6 scored between 85 and 100.

On the January 2009 Global Regents, 69 ESL students scored between 0 and 54, 3 scored between 55 and 64, 7 scored between 65 and 84, and no one scored between 85 and 100.

On the January 2009 Math A Regents, 45 ESL students scored between 0 and 54, 10 scored between 55 and 64, 20 scored between 65 and 84, and 1 student scored between 85 and 100.

The parents of ELLs have the opportunity to select programs for their children. On the day of admission the parent completes all necessary forms and then meets with the LAB/BESIS Coordinator for eligibility evaluation, Home Language Survey review and to watch the translated video for “Parents of Newly Enrolled English Language Learners”. The parents sign and turn in their program selection forms at the time of admission. Over the past three years the trend of program selection shows that 95% of the Spanish speaking parents choose our bilingual Spanish program and 95% of the Chinese parents choose the bilingual Chinese program. These program models are aligned with the parents’ requests.

The data patterns reveal that the beginner and intermediate ELLs can benefit from instructional support in reading and writing in grades 9 through 12. Additionally, listening and speaking must be addressed in ESL and content area classes. In the bilingual Chinese and Spanish programs, students fare better in regents exams taken in the native language than in English. The native language is used to support instruction in bilingual and ESL content area classes. As beginners transition to higher levels, the teachers’ use of the native language decreases in the bilingual content area classes.

The LAP for the Spanish and Chinese TBE program calls for engaging and challenging native language instruction in the content areas: mathematics, science and social studies. As the students’ level of fluency increases, so does the amount of instruction in English. In addition, students receive intensive support in English as a Second Language, English Language Arts, and Native Language Arts. Students will master academic language in content area classes according to their grade level in the native language while developing proficiency in the English language. Through the use of ESL strategies, teachers will provide well developed lessons and build academic skills based on New York State standards. In the Freestanding English as a Second Language program, all instruction is delivered in English with native language support. Teachers will use ESL methodology and instructional strategies to make content accessible to ELLs. Additionally, language arts will be taught using ESL and ELA methods according to the learning standards of New York State. These programs will be staffed with quality certified teachers who will be engaged in on going professional development to provide rigorous academic instruction to ELLs.

The following staff members are on the LAP team: Howard Kwait, Principal; Ian Kamen, Assistant Principal, Organization; Karen Gouede, Assistant Principal, E.L.L.; Mary Gahn, Assistant Principal, Mathematics; Alhan Sencer, Technology / Data Specialist; Maritza Matias, Bilingual Guidance Counselor; Ivan Castillo; Parent Coordinator.

## 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 2009-10 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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<b>Part V: Science</b>
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<b>Goal:</b> To ensure all Science and Health instruction is aligned to NYS Standards identified as "power standards" in efforts to increase June passing percentages on the Regents exams to 65 or greater by a minimum of 5%. For Living Environment from 81% to 86%, in Earth Science from 42% to 47%, in Chemistry from 62% to 67% and in Physics from 61% to 66% passing.
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<b>Objectives:</b>
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| <ol style="list-style-type: none"><li>1. To implement professional development for teachers to ensure their understanding of the changes to the scope and sequence and pacing calendar for all core Regents sciences to reflect the skills and standards from the NYS CORE Curriculum identified as "power standards."</li></ol> |
| <ol style="list-style-type: none"><li>2. To implement professional development for teachers to plan for changes in the scope and sequence and pacing calendar for science and health curriculum to address the identified power standards and skills and the "less is more" philosophy of the school.</li></ol>                  |
| <ol style="list-style-type: none"><li>3. To ensure that the daily lesson plans and the lesson objectives followed in all science and health courses are aligned to the "power standards" and are differentiated to meet the needs of all students, with specific focus on the subgroups.</li></ol>                               |

<b>Description of Proposed Instructional Strategies:</b>
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| <ul style="list-style-type: none"><li>• Science and Health Department will continue to implement uniform midterm and final exams. In addition common skills assessment exams will be administered twice a year, in October and March. Unit common assessment exams will also be implemented for all CORE science and health courses on a monthly basis and students will track their own progress. In addition, unified skills based lessons will be conducted in all CORE science and health classes.</li></ul> |
| <ul style="list-style-type: none"><li>• Teachers will be scheduled to utilize inter-visitation during departmental PD sessions to foster exchange of ideas, teaching methods and best practices.</li></ul>   |
| <ul style="list-style-type: none"><li>• In addition to scheduled inter-visitations, department meetings will be devoted to conducting teacher team walkthroughs to identify "best practice."</li></ul>   |
| <ul style="list-style-type: none"><li>• Inter-departmental professional development with the English and ESL Departments will be planned to help science and health teachers realize their role in the NYS ELA standards as well as to increase awareness of ESL best practices.</li></ul>   |
| <ul style="list-style-type: none"><li>• Continue to implement a system of make up lab work for students with excused absences which include Saturday and after school make up labs, self guided field trip labs to local science institutes.</li></ul>   |
| <ul style="list-style-type: none"><li>• Ensure teachers make timely parental contact by collecting weekly outreach logs to address when students fall behind in lab and/or science and health class work.</li></ul>  |

<ul style="list-style-type: none"> <li>Expand the department tutoring schedule to include C-6 tutoring sessions available as many periods throughout the day as possible and per session teacher tutoring hours budget permitting.</li> </ul>
<ul style="list-style-type: none"> <li>Maintain a peer-tutoring network with the Advance Placement students, and seniors taking health, Doshi Science students awarding service credit for those students volunteering their time.</li> </ul>
<ul style="list-style-type: none"> <li>Maintain the "I Attend" tutoring program awarding incentives like extra points on a test, for students that attend as documented by the teacher tutoring. A tutoring schedule has been created based on teacher C6 assignments and distributed.</li> </ul>

<b>Part V: Science</b>
<b>Goal:</b> To ensure Science and Health instruction is differentiated, data driven and student centered in all CORE Science and Health classes.
<b>Objectives:</b>
1. To professionally develop science and health teachers in differentiated instruction, acquiring and using data to drive instruction and to develop lesson plans for learning, with specific focus on subgroups.
2. To revise the Science Lab and class exercises to ensure they are inquiry in nature. To revise Health class exercises to ensure they are inquiry in nature.
3. To incorporate at least 5 lessons per topic that are differentiated and student centered in all science and health courses.
<b>Description of Proposed Instructional Strategies:</b>
<ul style="list-style-type: none"> <li>To provide professional development through department meetings and monthly, day long, in house professional development meetings, budget pending, focusing on: <ul style="list-style-type: none"> <li>i. Using data to drive instruction and to differentiate when lesson planning.</li> <li>ii. Creating differentiated lesson plans to meet the needs of all students.</li> <li>iii. Setting SMART goals with students and periodic conferencing.</li> <li>iv. Creating lessons that are student centered and geared toward learning and assessing student understanding and application.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Increase student centered activities in all science and health classrooms.</li> </ul>
<ul style="list-style-type: none"> <li>Increase differentiated learning in all science and health classrooms.</li> </ul>
<ul style="list-style-type: none"> <li>To have in place by September 2009 uniform lessons and assessments for the first 10 days of the school year in all science and health classes.</li> </ul>
<ul style="list-style-type: none"> <li>Set up data teams within the department to provide continual feedback on student performance based on data. For example results of common assessments, scholarship reports, regents exam results, lab performance data, etc...</li> </ul>
<ul style="list-style-type: none"> <li>Teachers will use ARIS to compile data to identify student needs and differentiate instruction based on this data.</li> </ul>

<b>Part V: Science</b>	
<b>Goal:</b> To ensure the science and health department supports all school wide initiatives put in place to increase school wide AYP in their teaching practices.	
<b>Objectives:</b>	
1.	To ensure teachers in the science and health department focus on literacy, reading, writing and vocabulary in every lesson, attendance, full sentences, student SMART goals, feedback, differentiated instruction through pre-determined grouping and alternate text and the “less is more” philosophy of John Bowne High School in their regular practices.
2.	To ensure the sub groups of Special Education and Limited English Proficiency are provided their entitled accommodations.
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Science and health classroom exams will include reading and writing components that reflect the content and format of the State Regents assessments.</li> <li>• Teachers will require in-class reading and writing as a component of every lesson taught. The writing will be reflective of the style required on the Regents Exams.</li> <li>• Vocabulary word walls will be put up in all science classrooms and vocabulary exams will accompany each unit.</li> <li>• Other departments, specifically ESL, English and Social Studies will be provided with vocabulary word lists associated with science and health courses.</li> <li>• All science and health exams will include one question that requires an aloud reading passage to help students prepare for the English regents.</li> <li>• All assessments, summative and formative, including common assessments, will mirror the format of the Regents exams.</li> <li>• Identify department leaders in the use of instructional technology and have these teachers conduct professional development through department meetings and inter-visitations to show case technology based teaching methods.</li> <li>• Train teachers to utilize school owned SMART Boards and Response Pads in their lessons to help students interact physically with content.</li> <li>• Form a science department committee charged with developing a science department web page that can be used by students as a starting point from home or classroom for exploring information related to their classroom instruction.</li> <li>• Implement the use of rubrics for science and health homework, projects and classroom assignments to set clear expectations and provide students with useful feedback.</li> <li>• Continued outreach to parents will be conducted by teachers.</li> <li>• Student SMART goals geared toward individual student needs will be put in place and monitored regularly by teachers and students.</li> <li>• Days are incorporated into each pacing calendar for students to chart their own progress and all students will chart their progress following each common assessment.</li> <li>• Teachers will identify and arrange for accommodations such as extended time on exams, resource room, glossaries and exams in multiple languages throughout the regular school year for students that are entitled to such accommodations.</li> </ul>

<b>Part V: Science</b>	
<b>Goal:</b> To promote enrichment classes and activities for high performing science students especially in the area of science research.	
<b>Objectives:</b>	
1.	To Increase the number of students completing science research projects and entering competitions.
2.	To increase the number of students participating in outside summer science institutes and programs.
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>The Science Research Program has successfully been expanded to a 4 year continuum of research classes beginning in the Freshman year, funded through the Science Research Program in collaboration with Doshi Diagnostic Laboratories. This program will now run as a block schedule to increase student attendance and performance.</li> <li>We will host a "Science Night" to recruit students for AP classes and the Science Research Program in collaboration with Doshi Diagnostic Laboratories.</li> <li>The Science Honor Roll System will be used to identify high performing students in science classes and make appropriate subject class recommendations to the Guidance Counselors and Grade Advisor.</li> <li>A Parent Orientation Night for honor students will be planned to reward students for their achievement and to make parents aware of the classes and opportunities available to the children.</li> <li>A Doshi Guidance Counselor was hired to recruit and program the Science Research Program which is now a screened program as of September 2008.</li> </ul>

<b>Part V: The Arts</b>	
<b>Goal #1:</b> To create a uniform Arts curriculum by individual course, by June 2010 as evidenced by uniform lessons, assessments, student accountability rubrics and pacing calendar which will be monitored and reviewed by Assistant Principal throughout the term.	
<b>Objectives:</b>	
1.	To implement uniform lessons, created by teachers, during the first ten days of the term.
2.	To outline the curriculum for each course in order to create a pacing calendar and uniform lessons.
3.	To create rubrics and common assessments for each Music and Art course.
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>Create uniform lessons for first ten days</li> <li>Create lessons aligned with NYC Blueprint for the Arts Curriculum.</li> <li>Outline Music and Art curriculum aligned with NYS Standards</li> <li>Create pacing calendar</li> <li>Create common assessment</li> <li>Create rubrics</li> </ul>
<b>Professional Development:</b>	
	<ul style="list-style-type: none"> <li>Department Meetings</li> <li>Committee Meetings</li> </ul>

- Monthly department professional development

**Part V: The Arts**

**Goal #2:** To implement Differentiated Instruction in the Music and Art Department at a minimum of one day per week as evidence by both informal and formal observation reports citing pre-determined groupings and alternate texts by June 2010.

**Objectives:**

1. To implement Differentiated lessons in Music and Art with a focus on pre-determined groups in the fall semester.
2. To schedule teachers for inter-visitations to observe Differentiated Instruction within the department.
3. To implement Differentiated lessons in Music and Art with a focus on alternate texts in the spring semester.

**Description of Proposed Instructional Strategies:**

- Inter-visitations
- Sharing of Lessons
- Pre and post observation conferences
- Demo lessons by Assistant Principal

**Professional Development:**

- John Bowne High School Retreat
- Department Meetings
- Follow-up meetings
- Faculty conferences – Museum Workshops/Music Workshops/Guest Artists
- Monthly department professional development.

**Part V: The Arts**

**Goal #3:** To increase the passing percentage in the Arts by 3%, from 73.19% to 76.19% by June 2010, as evidenced by final marking period scholarship data.

**Objectives:**

1. To offer students supplemental opportunities to make up work/projects and extra credit opportunities.
2. To increase parental involvement in students' academic responsibilities.
3. To infuse reading and writing into the Arts curriculum on a more regular basis.

**Description of Proposed Instructional Strategies:**

- Parent outreach
- Supplemental make-up opportunities
- Extra-credit projects
- Reading and writing in the Arts

**Professional Development:**

- Department Meetings.
- NYC Writing Project
- Informal meetings
- Post-observation conferences.

<b>Part V: Physical/Health Education</b>	
<b>Goal# 1: To create a uniform Physical Education Curriculum by individual course, by June 2010 as evidenced by uniform lessons, assessments, student accountability rubrics and pacing calendar which will be monitored/ revised by Assistant Principal throughout the term</b>	
<b>Objectives:</b>	
1.	To implement uniform lessons, created by teachers, during the first ten days of the term.
2.	To outline the curriculum for each course in order to create a pacing calendar and uniform lessons.
3.	To create rubrics and common assessments for each Physical Education course.
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Create uniform lessons for first ten days.</li> <li>• Outline PE curriculum aligned with NYS standards.</li> <li>• Create pacing calendar.</li> <li>• Create a common assessment.</li> <li>• Create rubrics.</li> </ul>
<b>Professional Development:</b>	
	<ul style="list-style-type: none"> <li>• Department meetings.</li> <li>• Committee meetings.</li> <li>• Monthly professional development.</li> </ul>

<b>Part V: Physical/Health Education</b>	
<b>Goal #2: To implement Differentiated Instruction in the Physical Education Department at a minimum of one day per a week as evidenced by both informal and formal observation reports citing pre-determined groupings and alternate texts by June 2010.</b>	
<b>Objectives:</b>	
1.	To implement a Differentiated lesson in Physical Education which was created at the John Bowne High School Retreat.
2.	To schedule teachers for inter-visitations to observe Differentiated Instruction within the department.
3.	To invite teachers into the Assistant Principal's class for a demo lesson in Differentiated instruction.
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Demo lessons by Assistant Principal.</li> <li>• Sharing of lessons.</li> <li>• Inter-visitations.</li> <li>• Implementation of Differentiated Instruction lessons from John Bowne High School Retreat.</li> <li>• Conferences with teachers – pre and post observation.</li> </ul>
<b>Professional Development:</b>	
	<ul style="list-style-type: none"> <li>• John Bowne High School Retreat</li> <li>• Department Meetings</li> <li>• Follow-Up Meetings</li> <li>• Faculty Conferences</li> <li>• Monthly department professional development.</li> </ul>



<b>Part V: Physical/Health Education</b>	
<b>Goal #3:</b> The passing percentage in Physical Education will increase by 3% from 71.28% to 74.28% by June 2010 as evidenced by final marking period scholarship data.	
<b>Objectives:</b>	
1.	To decrease the number of unprepared students, those students who fail to wear the required uniform including a Bowne T-Shirt, shorts, or sweats and sneakers in Physical Education classes.
2.	To offer students supplemental opportunity to make up non-participation days, such as absences and unprepareds in Physical Education.
3.	To increase parental involvement in students' academic responsibilities.
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Unprepared sweeps</li> <li>• Parent outreach via phone, mail, phone messenger</li> <li>• Make-up opportunity</li> </ul>
<b>Professional Development:</b>	
	<ul style="list-style-type: none"> <li>• Department Meetings</li> <li>• Faculty Conferences</li> <li>• PTA Meetings</li> <li>• Committee Meetings</li> </ul>

<b>Part V: Agriculture/Career/Technical Education</b>	
<b>Goal:</b> Teachers and Administrator will work collaboratively to develop a comprehensive agriculture program curriculum that is aligned to the NYSED standards (CDOS) by the conclusion of the Spring 2010 term as evidenced by a workable and outstanding document that can replace current curriculum in all classes within the program beginning the Fall 2010 term.	
<b>Objectives:</b>	
1.	To develop a curriculum committee in order to designate essential units/topics.
2.	To begin to develop the curriculum in a format that provides all of the essential elements of instruction.
3.	To review completed document and edit as necessary.
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Review of current curriculum.</li> <li>• Selection of existing units.</li> <li>• Alignment to NYSED CDOS standards.</li> <li>• Review of document.</li> <li>• Edit for final copy.</li> </ul>

<b>Part V: Agriculture/Career/Technical Education</b>	
<b>Goal:</b> The teachers within the Agriculture and Business Departments will become proficient in various aspects of differentiated instruction and will begin to utilize these techniques within their classroom a minimum of once a week as evidenced by group work, varied classroom/homework assignments/presentations and shared instruction.	
<b>Objectives:</b>	
4.	To continue to expose teachers of Agriculture and Business to as many strategies as possible in the utilization of Differentiated Instruction.
5.	To encourage teachers to utilize differentiated instruction in their classrooms.
6.	To develop department brochure/bulletin illustrating outstanding examples of Differentiated Instruction.
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Use of outside professional resources – in service training.</li> <li>• Use of teacher presentations within the department.</li> <li>• Inter-class visitations.</li> <li>• Printed material.</li> <li>• AP/Teacher conferences on observed Differentiated Instruction.</li> <li>• Sharing of effective examples of Differentiated Instruction at departmental conferences.</li> <li>• Teachers will submit examples of successful Differentiated Instruction techniques utilized in their classrooms.</li> <li>• Teachers along with Assistant Principals will edit and create a monthly newsletter illustrating effective Differentiated Instruction</li> </ul>

<b>Part V: Agriculture/Career/Technical Education</b>	
<b>Goal:</b> The teachers within the Agriculture and Business Departments will become proficient in various aspects of differentiated instruction and will begin to utilize these techniques within their classroom a minimum of once a week as evidenced by group work, varied classroom/homework assignments/presentations and shared instruction.	
<b>Objectives:</b>	
7.	To continue to expose teachers of Agriculture and Business to as many strategies as possible in the utilization of Differentiated Instruction.
8.	To encourage teachers to utilize differentiated instruction in their classrooms.
9.	To develop department brochure/bulletin illustrating outstanding examples of Differentiated Instruction.
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Use of outside professional resources – in service training.</li> <li>• Use of teacher presentations within the department.</li> <li>• Inter-class visitations.</li> <li>• Printed material.</li> <li>• AP/Teacher conferences on observed Differentiated Instruction.</li> <li>• Sharing of effective examples of Differentiated Instruction at departmental conferences.</li> <li>• Teachers will submit examples of successful Differentiated Instruction techniques utilized in their classrooms.</li> </ul>

- Teachers along with Assistant Principals will edit and create a monthly newsletter illustrating effective Differentiated Instruction techniques.

**Part V: Agriculture/Career/Technical Education**

**Goal:** Teachers and Administration will begin to develop additional sources of revenue for the Agriculture Department in order to support trips, instructional equipment purchase and maintenance, livestock development and student scholarships by developing funding sources within the Fall term of 2009 and pursuing them in the Spring term of 2010 as evidenced by additional scholarships and increased commitments by contributors.

**Objectives:**

1. Research in order to identify related industries and identify relevant personnel.
2. Develop relationships with various related industry leaders in order to develop funding sources/grants/scholarships.
3. Have student develop and pursue correspondences related to funding and scholarships
  - Student written requests
  - Student phone contacts
  - Student/Faculty/Industry meetings.

**Description of Proposed Instructional Strategies:**

- Contact industry leaders.
- Invite industry for tours/presentations/class observations.
- Invite industry leaders to end of year FFA Banquet.
- Award honorary FFA degrees.
- Attend industry related events.
- Utilize relevant industry journals/publications.
- Network among existing relationships.
- Attend relevant conferences/workshops/trade show.

**Part V: Agriculture/Career/Technical Education**

**Goal:** Teachers will begin to participate in inter-class departmental visitations at least once each term within the second month of each term as evidenced by completion and submittal of inter-class visitation forms that will be developed for the Fall '09 term.

**Objectives:**

1. To encourage the teachers to be comfortable visiting one another so that they may share successful teaching practices.

**Description of Proposed Instructional Strategies:**

- Allow for coverages if necessary in order for teacher inter-class visitation.
- Sharing of observations at Department conferences.
- Individual teacher presentations during Professional Development days and Department conferences.
- Sharing of best practices. Sharing of teaching materials.
- Rotations of teaching units.
- Individual teacher presentations at department conferences of "tips" they learned from observing a colleague.

- Sharing of general observations of colleague classroom practices, etc.
- Teacher presentations of successful lessons, exercises, techniques.
- Examples of successful Differentiated Instructional practices.

***Professional Development:***

- Department Meetings.
- To encourage teacher presentations during department conferences of observed colleague teaching practices.
- To encourage individual teacher sharing of “best practices” at department conferences and professional development conferences.

**Part V: English Language Learners**

***Goal #1:*** Teachers of ESL will meet ESL standards and increase passing percentages by 5% through the use of Differentiated Instruction as evidenced by classroom observations and conferencing with teachers by June 2010.

***Objective:***

- ESL Teachers will develop lesson plans that include leveled lists of students based on pre-determined grouping.
- ESL Teachers will improve implementation of Differentiated Instruction through professional development.
- ESL Teachers will share Differentiated strategies through inter-visitation and the sharing of materials such as curriculum maps, alternate text sets and alternate worksheets.

***Description of Proposed Instructional Strategies:***

- ESL Teachers will complete self reflection surveys in regard to their own progress towards implementation of Differentiated Instruction.
- ESL Teachers will collaborate and participate in Differentiated Instruction workshops at departmental conferences.
- ESL Teachers will create and utilize a filing system for sharing differentiated instruction materials.

<b>Part V: English Language Learners</b>	
<b>Goal #2:</b> Long term ELLs will increase output in academic discourse in English speaking and writing and increase classroom passing percentages by 5% by June 2010 as evidenced by class grades and test scores.	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>• ESL Teachers will use curriculum maps to plan units which focus on the content areas and the use of academic language.</li> </ul>
	<ul style="list-style-type: none"> <li>• ESL students will be encouraged to participate in Title III After School instructional support programs including the Saturday Academy.</li> </ul>
	<ul style="list-style-type: none"> <li>• Long term ELLs will receive computer based instruction in reading to improve vocabulary in content area topics and increase reading levels.</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• ESL Teachers will collaborate in developing content area lessons and sharing materials.</li> </ul>
	<ul style="list-style-type: none"> <li>• ESL Teachers will collaborate with English Language Arts Teachers, share best practices and use scaffolding strategies to help prepare ELLs to take the English Regents.</li> </ul>
	<ul style="list-style-type: none"> <li>• Participation in Title III will be implemented through the guidance counselor's outreach to students and parents, mass mailing, phone calls and offering student incentives.</li> </ul>
	<ul style="list-style-type: none"> <li>• Long term ELLs will be scheduled for daily classes which implement Achieve 3000 and Read 180 computer programs.</li> </ul>

<b>Part V: English Language Learners</b>	
<b>Goal #3:</b> ESL Teachers will increase the use of technology to enhance instruction by 5% by June 2010 as evidenced by the use of the Smart Board, ELMO and computer programs.	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>• ESL Teachers will receive professional development on the use of the Smart Board.</li> </ul>
	<ul style="list-style-type: none"> <li>• ESL Teachers will be encouraged to use computer technology as an instructional tool.</li> </ul>
	<ul style="list-style-type: none"> <li>• ESL Teachers will assign internet based research projects.</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• ESL Teachers will collaborate and participate in workshops at department meetings which focus on the use of Smart Board.</li> </ul>
	<ul style="list-style-type: none"> <li>• ESL Teachers will use the school website to post assignments, worksheets and reading materials.</li> </ul>
	<ul style="list-style-type: none"> <li>• ESL Teachers will incorporate computer based assignments to increase grades and provide incentives for improvement.</li> </ul>

<b>Part V: Foreign Language</b>	
<b>Goal #1:</b> Foreign language teachers will meet LOTE standards and increase passing percentages by 5% through Differentiated Instruction as evidenced by classroom observations and conferencing with teachers by June 2010.	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>• Foreign Language teachers will develop lesson plans that include leveled lists of students based on pre-determined grouping.</li> </ul>
	<ul style="list-style-type: none"> <li>• Foreign language teachers will improve implementation of Differentiated Instruction through professional development.\</li> </ul>
	<ul style="list-style-type: none"> <li>• Foreign Language teachers will share Differentiation strategies through inter-visitation and the sharing of materials such as alternate text sets and alternate worksheets.</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Foreign Language teachers will complete self reflection surveys in regard to their own progress towards implementation of Differentiated Instruction.</li> </ul>
	<ul style="list-style-type: none"> <li>• Foreign Language teachers will create and utilize a filing system for sharing materials.</li> </ul>

<b>Part V: Foreign Language</b>	
<b>Goal #3:</b> Foreign language teachers will meet LOTE standards and increase passing percentages by 5% by June 2010 and evidenced by class grades and test scores.	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>• Foreign Language teachers will increase active participation in language classrooms and share best practices.</li> </ul>
	<ul style="list-style-type: none"> <li>• Chinese and Spanish Native Language Arts teachers will collaborate with ESL teachers, read the same books and examine specific English Regents tasks and apply to classroom activities.</li> </ul>
	<ul style="list-style-type: none"> <li>• Foreign Language teachers will share best practices through an effective inter-visitation program.</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Foreign Language teachers will plan lessons requiring students to discuss, write, read and share information</li> </ul>
	<ul style="list-style-type: none"> <li>• Chinese and Spanish Native Language Arts teachers will be assigned the same books to read in their classes.</li> </ul>
	<ul style="list-style-type: none"> <li>• Foreign Language teachers will be scheduled to visit each other in language classes.</li> </ul>

<b>Part V: Foreign Language</b>	
<b>Goal #2:</b> Foreign language teachers will increase the use of technology to enhance instruction by 5% by June 2010 as evidenced by the use of the Smart Board, ELMO and computer programs.	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>• Foreign Language teachers will receive professional development on the use of the Smart Board.</li> </ul>
	<ul style="list-style-type: none"> <li>• Foreign Language teachers will be encouraged to use computer technology as an instructional tool.</li> </ul>
	<ul style="list-style-type: none"> <li>• Foreign Language teachers will assign internet based research projects.</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Foreign Language teachers will collaborate and participate in workshops at department meetings.</li> </ul>
	<ul style="list-style-type: none"> <li>• Foreign Language teachers will use the school website to post assignments, worksheets and reading material.</li> </ul>
	<ul style="list-style-type: none"> <li>• Foreign Language teachers will incorporate computer based assignments to increase class grades and provide incentives for improvement.</li> </ul>
	<ul style="list-style-type: none"> <li>• Create and implement an effective inter-visitation program among Foreign Language teachers.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate the Professional Development contacts that are presently in place.</li> </ul>
	<ul style="list-style-type: none"> <li>• Create in house Professional Development opportunities based on the knowledge and expertise presently in the building.</li> </ul>

<b>Part V: Social Studies</b> ( <i>Including Civics and Government, Economics, History and Geography</i> )	
<b>Goal:</b> To improve literacy in all Social Studies classes.	
<b>Objectives:</b>	
	1. Increase student vocabulary level.
	2. Improve content specific vocabulary.
	3. Improve reading ability.
	4. Enhance ELL Spoken English and reading aloud.
	5. Raise student awareness and skill at critical thinking tasks by awareness of key indicator words.
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Practice in speaking and listening.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use of linguistic style vocabulary projects. For example, Social Studies word root project, the tree graphic organizer of performance words and the Concept Definition Diagram.</li> </ul>
	<ul style="list-style-type: none"> <li>• Introduction of the Kurzweil software for English Language Learners.</li> </ul>
	<ul style="list-style-type: none"> <li>• Team teach with ESL Department.</li> </ul>
	<ul style="list-style-type: none"> <li>• Training in the skill of active listening.</li> </ul>
	<ul style="list-style-type: none"> <li>• Training in critical thinking skills.</li> </ul>

<b>Part V: Social Studies</b> ( <i>Including Civics and Government, Economics, History and Geography</i> )	
<b>Goal:</b> to provide quality Professional Development	

<b>Objectives:</b>	
1.	Expand the number of teachers using technology lessons.
2.	Teacher exchange of Kurzweil lessons for each subject.
3.	Enhance teacher skills in teaching vocabulary development
4.	Expand the use of computation of grades according to department electronic policy.
5.	Increase the number of teachers who teach note taking.
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Staff Development for teaching vocabulary by NYC Writing Project.</li> <li>• In house turn key training for the development of department wide use of computer grade computation.</li> <li>• In house training based on the ideas of Heidi Hayes Jacobs for note taking skills.</li> </ul>

<b>Part V: Social Studies (Including Civics and Government, Economics, History and Geography)</b>	
<b>Goal:</b> To increase the percent of students passing the Regents by 2%. In Global Studies the increase should be from 55.8% to 57.8%. In U.S. History, the increase should be from 47.8% to 49.8% in the June testing cycle.	
<b>Objectives:</b>	
1.	Improve test taking skills.
2.	Enhance Social Studies vocabulary.
3.	Supplement ELL learning techniques with Kurzweil software.
4.	Accent brain-based teaching techniques.
5.	Increase parent contact for deficient pupils.
6.	Introduce use of Kurzweil software.
7.	Increased level of student accountability by introducing students to academic habits of mind.
8.	Improve grading methodology by unifying the guidelines for all state mandated courses.
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Continue diagnostic exams, uniform midterm and final exams, mock regents exams and introduce uniform mini assessments.</li> <li>• Link content calendar of aims with target dates.</li> <li>• Refine required subject vocabulary study, provide standardized assessments, introduce ELA vocabulary.</li> <li>• Provide remediation packs for key social studies skills.</li> <li>• Continue teacher training in ELL techniques including choral and echo reading.</li> <li>• Through staff development promote brain-based teaching techniques.</li> <li>• Promote interim evaluations for parents of deficient pupils – use 6 week regents prep course.</li> <li>• Use of learning packs for remediation of students who lag behind.</li> <li>• Restructure course units to allow more time for vocabulary development and regents review.</li> </ul>



<b>Part V: English Language Arts</b>	
<b>Goal:</b> To meet Annual Yearly Progress in all the following subgroups: Black, Hispanic, English Language Learners, Asian, Economically Disadvantaged and Special Education.	
<b>Objectives:</b>	
1.	Utilize data to successfully target students who have not yet passed the Regents examination.
2.	Increase the number of students who will pass the English Regents examination with a 65% by five percent from 53% last year.
3.	To establish a teacher professional development plan for all ELA teachers who are instructing cohort students.
<b>Description of Proposed Instructional Strategies:</b>	
1.	Utilize ARIS to identify all students in the Cohort who need to pass ELA exam with a 65%.
2.	Utilize the data from the Mock Regents exam to create individualized learning goals for all students.
3.	Work closely with the on-site data specialist to provide teachers with appropriate data about the specific individualized needs of their students.
4.	Direct instruction and tutoring outside the classroom during teacher Circular 6 assignments.
5.	Peer tutoring by those students with outstanding achievement in English Language Arts.
6.	Continued incorporation of the essential elements of ELA instruction.
7.	Continue with using diagnostic exams, uniform midterms and final exams which mirror Regents questions and NYS standards.
8.	Incorporating Regents style questions and Regents tasks into all ELA courses and formal assessments.
9.	ESL teachers will collaborate with teachers of English Language Arts, share strategies, and use scaffolding strategies to help prepare ELLs to perform well on the Regents examination.
10.	CTT instructors will have a common planning period to tackle the instructional difficulties of IEP students.
11.	Interdepartmental meetings with the teachers and Assistant Principals of ESL and Instructional Support Services.
12.	Use the on-site Lehman College Writing Coordinator at John Bowne effectively as a coach for teachers working with at-risk students.

<b>Part V: English Language Arts</b>	
<b>Goal:</b> To increase the knowledge of and effective use of differentiated instruction in the ELA classroom.	
<b>Objectives:</b>	
1.	To create a professional development plan for every teacher which aggressively addresses the implementation of Differentiated Instruction in the classroom.
2.	To uniformly implement the Principal's initiatives of establishing pre-determined groups with multiple leveled activities and the utilization of alternate texts.
3.	To increase student engagement by incorporating facets of multiple intelligences in the classroom and ensuring that each child's style of learning is being addressed in the classroom.
<b>Description of Proposed Instructional Strategies:</b>	
1.	Provide teachers with professional development at the John Bowne HS Retreat by national experts on Differentiated Instruction.
2.	Create a buddy system for teachers who need support in Differentiated Instruction.
3.	Department conferences will be used as a place for writing Differentiated lesson plans.
4.	Establish a DI day, department and school wide newsletter which features the use of pre-determined groupings and alternate texts in order to highlight best instructional strategies.
5.	On-site Lehman College Writing Coordinator will coach teachers on the effective use of pre-determined groups and alternate texts.
6.	Inter-visitation schedule for teachers in the same grade levels to observe best practices.
7.	Establishment of teacher study groups on multiple intelligences and effective instructional strategies.
8.	Setting SMART goals with students and conducting periodic conferencing with students about their progress.
9.	Utilization of different modalities in the classroom: literature circles, debate protocols, visual organizers, technology, auditory aids to maximize student engagement.

<b>Part V: English Language Arts</b>
<b>Goal:</b> To increase the passing percentage of students in ELA by 5% from 70% as evidenced by Term 1 and Term 2 scholarship reports.
<b>Objectives:</b>
1. To improve the quality of instruction in the classroom so that each child's needs are being met.
2. To utilize the data team to diagnose and implement best department practices.
3. To target students who are failing with a 55% and alternatives in the classroom.
<b>Description of Proposed Instructional Strategies:</b>
1. Conference with individual teachers at the end of each marking period to monitor scholarship report progress and increase teacher accountability.
2. Implement an action plan for teachers who are struggling to secure acceptable scholarship reports.
3. Utilize the observation process as a way to measure teacher growth.
4. Monthly meetings by data team to target individual best practices to share with the department.
5. Visitations by data team to support struggling teachers.
6. Reporting of observed practices by data team at department meetings.
7. Identify students who have failed English more than once and create an individualized learning plan for students.
8. Provide remedial packets for struggling students.
9. Create more project-based assessments and a departmental menu of options for students.

<b>Part V: Instructional Support Services</b>
<b>Goal #1:</b> All Instructional Support Service teachers will implement a minimum of two Differentiated Instruction lessons per week.
<b>Objectives:</b>
1. All ISS teachers will use pre-determined grouping a minimum of 2 times per week
2. All ISS teachers will use alternate text a minimum of 1 time per week
3. All ISS teachers will indicate how they will differentiate on his/her lesson plan with a minimum of 3 times per week.
<b>Description of Proposed Instructional Strategies:</b>
<ul style="list-style-type: none"> <li>• Teachers will use flexible grouping to determine how to set up groups or pairs</li> <li>• Teachers will assign roles in order to maximize effectiveness of groups</li> <li>• Teachers will use adapted textbooks in lessons while using unabridged textbooks for readers with more skill</li> <li>• Teachers will use verbal and non-verbal signals to signal beginning of ends of group activities</li> <li>• Teachers will evaluate effectiveness of groups in order to assess whether groups should be continued or re-arranged</li> </ul>

- Teachers will assign alternative questions to different groups in order to incorporate further Differentiated Instruction.

**Part V: Instructional Support Services**

**Goal #2: Students will increase comprehension of vocabulary words across the content areas in Department of ISS.**

**Objectives:**

- Students will learn 5 to 10 new vocabulary words in each lesson.
- Teachers will increase use of dictionaries for ELL and Non-ELL students and glossaries for ELL students and textbook glossaries for Non-ELL students.
- Students will apply new vocabulary terms in written essays, research papers or documents at least once weekly.

**Description of Proposed Instructional Strategies:**

- Choral speaking
- Vocabulary strategies – finding context clues, cloze type exercises
- Extensive test preparation for Regents and RCT
- Teacher generated lessons – use of dictionary and glossary, text-glossary.
- Use of electronic dictionary or on Smart Board.
- Reading comprehension exercises incorporating vocabulary.
- Use of BICS and CALP in lessons for ELLs.
- Push-In Speech.

**Part V: Instructional Support Services**

**Goal #3: To increase quality of student support services for prevention and intervention regarding delivery of mandated services.**

**Objectives:**

- Mandated providers will increase outreach to all non-attending and sporadically attending students
- Mandated providers will attend, with general education department, professional development teachers, or counselors in order to facilitate better school wide communication.
- All providers will complete reports and documents in a timely fashion.

**Description of Proposed Instructional Strategies:**

- Weekly outreach logs
- Communication with classroom teacher, attendance office
- I Logs and monitoring of daily school attendance
- Participation at IEP and BIP planning meetings.

<b>Part V: Parent Involvement</b>
<b>Goal: To increase Parent Involvement.</b>
<b>Objectives:</b>
1. Improve parent attendance at Parent Teacher Night/PTA.
2. Update parent contact information.
3. Improve communication of school information.
4. Establish internal deadlines for spending Title I money.
<b>Description of Proposed Parent Involvement Program:</b>
1. Parents, teachers and administration will work collaboratively to improve communication at all levels. Telephone, e-mail, website and newsletters will be developed collaboratively.
<b>Professional Development:</b>
1. Parents will be made aware of our instructional methodologies and Differentiated Instruction employed in our school.
2. Parents will participate in college awareness workshops presented by private colleges, City University of New York (CUNY), State University of New York (SUNY) and the College Advisor.
3. Parents will participate in workshops sponsored by the Relationship Abuse Prevention Program, Community Mediation Services and SPARK.

<b>Part V: Parent Involvement</b>
<b>Goal: To increase Parent Involvement.</b>
<b>Objectives:</b>
5. Improve parent attendance at Parent Teacher Night/PTA.
6. Update parent contact information.
7. Improve communication of school information.
8. Establish internal deadlines for spending Title I money.
<b>Description of Proposed Parent Involvement Program:</b>
4. Parents, teachers and administration will work collaboratively to improve communication at all levels. Telephone, e-mail, website and newsletters will be developed collaboratively.
<b>Professional Development:</b>
1. Parents will be made aware of our instructional methodologies and Differentiated Instruction employed in our school.
5. Parents will participate in college awareness workshops presented by private colleges, City University of New York (CUNY), State University of New York (SUNY) and the College Advisor.
6. Parents will participate in workshops sponsored by the Relationship Abuse Prevention Program, Community Mediation Services and SPARK.

<b>Part V: Student Support Services</b>
<b>Goal:</b> To increase parental involvement.
<b>Objectives:</b> To improve communication between parents and the school community and to improve students' academic performance.
<b>Description of Proposed Program for the Delivery of Student Support Services:</b>
1. Publish and distribute informational materials to parents: graduation requirements and school calendars.
2. Assess parent needs/interests/concerns.
3. Provide individual and group counseling for families.
4. Schedule orientation programs for students and parents.
5. Develop seminars for parents to enhance communication with members of the school community.
6. Schedule Open House for incoming ninth grade students.
7. Guidance Staff and CBO's will attend PTA Meetings.

<b>Part V: Student Support Services</b>
<b>Goal:</b> To develop intervention strategies designed to reduce disruptive behavior.
<b>Objectives:</b> To utilize techniques and strategies that promote optimal learning and address behaviors which negatively impact upon the educative process; to develop intervention strategies designed to reduce disruptive behavior.
<b>Description of Proposed Program for the delivery of Student Support Services:</b>
1. Program students for negotiation classes.
2. Program students for academic support classes.
3. Refer families to community-based programs.
4. Provide individual and group counseling for students exhibiting behavioral or adjustment problems.
5. Refer to Peer mediation.
6. Monitor students' academic progress in class with daily progress reports.
7. Refer students to student support team.
8. Program for leadership classes.
9. Refer students to the youth developer, ERSS social worker, SBST, CMS, Child Center, RAPP, Outward Bound – BLI Only, and Skills Streaming and College and Career Program (C <sup>3</sup> Initiative Program).

<b>Part V: Student Support Services</b>
<b>Goal:</b> To prepare students for the college process.
<b>Objectives:</b> To develop a comprehensive college program that prepares all students for college; to prepare students for the college process.
<b>Description of Proposed Program for the delivery of student support services:</b>
1. Conduct an annual review for students to discuss educational programs and career plans.
2. Provide individual and group counseling to prepare students for college.
3. Develop activities to prepare students for college, i.e., Making College Count seminars for 9 <sup>th</sup> graders and 12 <sup>th</sup> graders, college preparation workshops, career day, college day, college fairs, financial aid night, college information seminars and college tours.

<b>Part V: Student Support Services</b>
<b>Goal:</b> To provide support services that will enable all students to identify health issues.
<b>Objectives:</b> To help students identify major health issues that prevents students from succeeding in school.
<b>Description of Proposed Program for the delivery of Student Support Services:</b>
1. Conduct seminars, visit classrooms and conduct individual and group counseling sessions to inform students about the following topics: Sexually transmitted diseases, substance abuse, HIV/AIDS, violence prevention, domestic violence, pregnancy, corporal punishment, child abuse, suicide/depression, grief and bereavement and health problems.

<b>Part V: Student Support Services</b>
<b>Goal:</b> To provide high quality and ongoing professional development aligned with State and City standards for members of the Guidance Department.
<b>Objectives:</b> To implement procedures for helping students who are pregnant; implement procedures for child abuse; implement procedures for suicide prevention/intervention; implement procedures for students who are in temporary housing; implement procedures for promoting students in grades 9-12; implement procedures for home instruction; implement procedures for students to student sexual harassment; implement procedures for student records (confidentiality, access and disclosure).
<b>Description of Proposed Program for the delivery of Student Support Services:</b>
1. Child Abuse – A-750.
2. Suicide Prevention/Intervention – A-755.
3. Home Instruction Services – A-170.
4. Discharging Students – A-240.
5. Pregnant and Parenting Students Reproductive Health Privacy – A-640.
6. Student-to-Student Sexual Harrassment – A-830.
7. Involuntary Transfer Procedures – A-450.
8. Employment Certificate – A-250.
9. Promotion Standard – A-501.
10. Students in Temporary Housing – A-780.

**11. Student Records: Confidentiality, Access, Disclosure and Retention – A-816.**

<b>Part V: Student Support Services</b>
<b>Goal:</b> To improve student attendance rates.
<b>Objectives:</b> To develop activities, programs, seminars and conferences to increase student attendance rates.
<b>Description of Proposed Program for the delivery of Student Support Services:</b>
1. Group counseling.
2. Individual counseling.
3. Attendance bulletin board.
4. Parent/Counselor conferences.
5. Daily attendance meeting with staff to review school attendance data.
6. United Way/AIDP/Community Mediation Services.
7. Relationship Abuse Prevention Program.
8. Child Center of NY.
9. Outward Bound—Instructional program to help students and staff cultivate the skills and qualities that help them reach their greatest potential.
10. Family Para Home Visits.
11. SPARK.

<b>Part V: Student Support Services</b>
<b>Goal:</b> To provide support service that will enable all students to earn additional credits toward a diploma.
<b>Objectives:</b> Individual or group counseling to help students who exhibit academic problems.
<b>Description of Proposed Program for the delivery of Student Support Services:</b>
1. Group counseling.
2. Individual counseling.
3. Parent/Student conferences with school counselors.
4. Parent/Teacher conferences.
5. Attendance Team.
6. Tutorial support services.
7. United Way/AIDP/Community Mediation Services.
8. RAPP.
9. Student support team.
10. Integrated classes.
11. Borough Youth Academy.
12. SPARK.
13. SST.
14. Summer School
15. Big Buddy.
16. Outward Bound.



<b>Part V: Mathematics</b>
<b>Goal #1: To move toward meeting AYP in Cohort '10 in all subgroups.</b>
<b>Objectives:</b>
<b>1. To identify all students by name, by teacher in Cohort '10 --“not tested” or “fail” category”.</b>
<b>2. To notify parents of the status of these targeted students.</b>
<b>3. Provide supplementary regents study materials to targeted students.</b>
<b><i>Description of Proposed Parent Instructional Strategies for Mathematics (that are based on scientifically based research):</i></b>
<b>1. Printout all available Integrated Algebra Regents exams from State website.</b>
<b>2. Duplicate and distribute this material to teachers and students.</b>
<b>3. Purchase commercial Regents review materials.</b>
<b>4. Publicize any tutoring availability.</b>
<b>5. Obtain per session monies to conduct Regents Prep in January 2010 for targeted students.</b>
<b>6. Mail letters to parents.</b>
<b>7. Direct teachers of targeted students to give supplementary review assignments to students.</b>

<b>Part V: Mathematics</b>
<b>Goal #2: To increase average percent passing in all Math classes from 71% to 75% by June 2010.</b>
<b>Objectives:</b>
<b>1. Establish teacher goal of using Differentiated Instruction and Pre-determined groups twice a week in all classes.</b>
<b>2. Make all formal observations this year in classes where Differentiated Instruction is taking place.</b>
<b>3. Gather supplementary materials on Differentiated Instruction.</b>
<b><i>Description of Proposed Instructional Strategies for Mathematics (that are based on scientifically based research):</i></b>
<b>1. Monitor the progress of the weakest students in every class from marking period 1 to marking period 2.</b>
<b>2. Hold pre-pre-observation conferences to train teachers in Differentiated Instruction strategies and techniques and lesson planning.</b>
<b>3. Write reports of formal observations highlighting the aspects of Differentiated Instruction that were used.</b>
<b>4. Obtain feedback from teachers on their success with Differentiated Instruction.</b>
<b>5. Provide teachers with Differentiated Training by Math Specialist from ICI.</b>
<b>6. Create a department file of successful Differentiated Instruction lessons.</b>

<b>Part V: Mathematics</b>
<b>Goal #3: To implement the new NY State curriculum called “Algebra 2 and Trigonometry”</b>
<b>Objectives:</b>
1. To train the 3 teachers involved in the new Math topics in the curriculum.
2. To train teachers in the “process” and content standards published by NY State for this course.
3. To observe all Algebra and Trig classes formally and informally.
<b>Description of Proposed Instructional Strategies for Mathematics (that are based on scientifically based research):</b>
1. AP attends special DOE training in Summer '09 on new Algebra and Trig courses.
2. To observe teacher lessons on the <u>new</u> items in the curriculum (e.g., Solving Cubic Equations.)
3. To give feedback to teachers regarding how their instruction meets the process standards.
4. To gather sample tests, sample tasks from State website, duplicate and disseminate.
5. To buy a new text.
6. Promote pre-determined groups and Differentiated Instruction in these classes.

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**Subject/Area (where relevant):** Science

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To ensure all Science and Health instruction is aligned to NYS Standards identified as “power standards” in efforts to increase passing percentages on the Regents exams to 65 or greater by a minimum of 5%. An increase in Living Environment from 81% to 86% in Earth Science from 42% to 47%, in Chemistry from 62% to 67% and in Physics from 61% to 66% passing.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010</b>  <b>Target Population:</b> Students taking CORE regents science and health courses.  <b>Objective:</b> To implement professional development for teachers to ensure their understanding of the changes to the scope and sequence and pacing calendar for all core regents’ sciences and health courses to reflect the skills and standards from the NYS CORE curriculum identified as “power standards.”</p> <ol style="list-style-type: none"> <li>To provide professional development through department meetings and monthly, day long, in house professional development meetings, budget pending, focusing on: Power standards as presented to cabinet by Linda O’Konek.</li> </ol> <p><b>Responsible Staff:</b> Teachers of the CORE Regents science and health courses and AP Science.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy Funds/Grants, copies of NYS Standards to be distributed to teachers, and revised pacing calendars to be distributed to teachers.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>AP Observations, Course Syllabi, Lesson Plans, Lab Plans, Student Work, Performance on Common Assessments, Student Goals</p>

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<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010</b>  <b>Target Population:</b> Students taking and teachers teaching CORE regents science and health courses.  <b>Objective:</b> To implement professional development for teachers to plan for changes in the scope and sequence and pacing calendar for science and health curriculum to address the identified power standards and skills and the “less is more” philosophy of the school.  <ol style="list-style-type: none"> <li>1. To conduct professional development with CORE teams of teachers in August 2009 to redesign our pacing calendar to plan for time needed for our “less is more” philosophy with power standards.</li> <li>2. To conduct professional development with CORE teams of teachers in August 2009 to revise the scope and sequence of material presented in our curriculum according to the power standards.</li> </ol>   <b>Responsible Staff:</b> Teachers of the CORE Regents science and health courses and AP Science.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Tax Levy Funds/Grants, copies of NYS Standards to be distributed to teachers, and revised pacing calendars to be distributed to teachers.</b></p>
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<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2009 – June 2010  <b>Target Population:</b> Students taking and teachers teaching CORE regents science and health courses.  <b>Objective:</b> To ensure that daily lesson plans and the lesson objectives followed in all science and health courses are aligned to the “power standards” and are differentiated to meet the needs of all students, with specific focus on the subgroups.</p> <ol style="list-style-type: none"> <li>1. Inter-departmental professional development with the English and ESL Departments will be planned to help science teachers realize their role in the NYS ELA standards as well as to increase awareness of ESL/ELL best practices.</li> <li>2. Teachers will be scheduled to utilize inter-visitation during PD sessions to foster exchange of ideas, teaching methods and best practices. In addition to scheduled inter-visitations, department meetings will be devoted to conducting teacher team walkthroughs to identify “best practice.”</li> <li>3. Teachers will be scheduled when possible, to plan together during their preparation periods, as well as, before and after school in small group settings.</li> <li>4. Unit common assessment exams will be implemented for all CORE science courses on a monthly basis and students will track their own progress. In addition, unified skills based lessons will be conducted in all CORE science and health classes.</li> <li>5. Continue to implement a system of make up lab work for students with excused absences which include Saturday and after school make up labs, self guided field trip labs to local science institutes.</li> <li>6. Teachers will use Regents analysis data to identify the “power standards” in each curriculum.</li> </ol> <p><b>Responsible Staff:</b> Teachers of the CORE Regents science and health courses and AP Science.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Tax Levy Funds/Grants, copies of NYS Standards to be distributed to teachers, and revised pacing calendars to be distributed to teachers.</b></p>
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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To ensure Science and Health instruction is differentiated, data driven and student centered in all CORE Science classes.</b></p>
<p><b>Action Plan</b> <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><b>September 2009 – June 2010</b>  <b>Target Population:</b> Students taking CORE regents science and health courses.  <b>Objective:</b> To professionally develop science and health teachers in differentiating instruction, acquiring and using data to drive instruction and to develop lesson plans for learning, with specific focus on subgroups.</p> <ol style="list-style-type: none"> <li>2. To provide professional development through department meetings and monthly, day long, in house professional development meetings, budget pending, focusing on:             <ol style="list-style-type: none"> <li>i. Using data to drive instruction and to differentiate when lesson planning.</li> <li>ii. Creating differentiated lesson plans to meet the needs of all students.</li> <li>iii. Setting SMART goals with students and periodic conferencing.</li> <li>iv. Creating lessons that are student centered and geared toward learning and assessing student understanding and application.</li> </ol> </li> <li>3. Set up data teams within the department to provide continual feedback on student performance based on data. For example results of common assessments, scholarship reports, Regents exam results, lab performance data etc...</li> </ol> <p><b>Accountability:</b> Teachers of the CORE Regents science and health courses and AP Science and school administration.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>- Tax Levy Funds/Grants, revised lesson plans to reflect student centered activities and differentiation, needed data to be distributed to all teachers.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>AP Observations, Course Syllabi, Lesson Plans, Lab Plans, Student Work, Performance on Common Assessments, Student Goals.</b></p>

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<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010</b>  <b>Target Population: Students taking CORE regents science and health courses.</b>  <b>Objective: To revise Health and Science class and lab activities to ensure they are inquiry in nature.</b>  <ol style="list-style-type: none"> <li>1. Increase student centered activities in all science and health classrooms through common lesson planning which must include a student-centered portion.</li> <li>2. To develop pre-determined groups based on ARIS data to increase effectiveness of group work.</li> <li>3. To have in place by September 2009 uniform skills lessons and assessments for the first 10 days of the school year in all science and health classes.</li> </ol> <b>Accountability: Teachers of the CORE regents science and health courses and AP Science and school administration.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>- Tax Levy Funds/Grants, revised lesson plans to reflect student centered activities and differentiation, needed data to be distributed to all teachers.</p>
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<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>- <b>Tax Levy Funds/Grants, revised lesson plans to reflect student centered activities and differentiation, needed data to be distributed to all teachers.</b></p>
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**Subject/Area (where relevant):** Science

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To ensure the science and health department supports all school wide initiatives put in place to increase school wide AYP in their teaching practices.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010</b>  <b>Target Population:</b> Students in subgroups taking CORE regents science and health courses.  <b>Objective:</b> To ensure the sub groups of Special Education and Limited English Proficiency are provided their entitled accommodations.</p> <ol style="list-style-type: none"> <li>1. Vocabulary word walls will be put up in all science classrooms and vocabulary exams will accompany each unit.</li> <li>2. Other departments, specifically ESL, English and Social Studies will be provided with vocabulary word lists associated with science and health courses.</li> <li>3. All science and health classrooms will contain dictionaries and glossaries for student use. Extended time accommodations will be made on a regular basis for exams, class work and projects.</li> <li>4. Identify department leaders in the use of instructional technology and have these teachers conduct professional development through department meetings and inter-visitations to showcase technology based teaching methods.</li> <li>5. Train teachers to utilize school owned SMART Boards and Response Pads in their lessons to help students interact physically with content.</li> <li>6. Teachers will identify and arrange for accommodations such as extended time on exams, resource room, glossaries and exams in multiple languages throughout the regular school year for students that are entitled to such accommodations.</li> </ol> <p><b>Accountability:</b> Teachers of the CORE Regents science and health courses and AP Science and school administration.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy Funds/Grants, revised lesson plans to reflect accommodations, needed data regarding accommodations to be distributed to all teachers.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>- <b>AP Observations, Lesson Plans, Student Performance, Student Goals, Passing %'s.</b></p>

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<p><b>Action Plan</b> <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><b>September 2009 – June 2010</b>  <b>Target Population: Students in subgroups taking CORE regents science courses.</b>  <b>Objective: To ensure teachers in the science and health department focus on literacy, reading, writing and vocabulary in every lesson, full sentences, feedback, differentiated instruction through pre-determined grouping and alternate text and the “less is more” philosophy of John Bowne High School in their regular practices.</b></p> <ol style="list-style-type: none"> <li>1. Science and health classroom exams will include reading and writing components that reflect the content and format of the State Regents assessments.</li> <li>2. Teachers will require in-class reading and writing as a component of every lesson taught. The writing will be reflective of the style required on the Regents Exams.</li> <li>3. All science and health exams will include one question that requires an aloud reading passage to help students prepare for the English regents.</li> <li>4. Teachers of all CORE areas will use revised pacing calendars to reflect “power standards.”</li> <li>5. Teachers will collaboratively write and implement unified differentiated lessons during in-house PD sessions.</li> </ol> <p><b>Accountability: Teachers of the CORE regents science and health courses and AP Science and school administration.</b></p>
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<p><b>Action Plan</b> <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><b>September 2009 – June 2010</b>  <b>Target Population:</b> Students in subgroups taking CORE regents science and health courses.  <b>Objective:</b> To ensure teachers in the science and health department focus on attendance, student SMART goals, and outreach.\</p> <ol style="list-style-type: none"> <li>1. Days are incorporated into each pacing calendar for students to chart their own progress and all students will chart their progress following each common assessment.</li> <li>2. Student SMART goals geared toward individual student needs will be put in place and monitored 1x per month by teachers and students.</li> <li>3. Continued outreach to parents, as evidenced by weekly outreach logs, will be conducted by teachers.</li> </ol> <p><b>Accountability:</b> Teachers of the CORE Regents science and health courses and AP Science and school administration.</p>
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<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010</b>  <b>Target Population:</b> Students in subgroups taking CORE regents science courses.  <b>Objective:</b> To Increase the number of students completing science research projects and entering competitions.  <ol style="list-style-type: none"> <li>1. To cap the number of students in the Jr. and Sr. research classes at 25.</li> <li>2. A Parent Orientation Night for students will be planned to reward students for their achievement and to make parents aware of the classes and opportunities available to the children.</li> <li>3. To work with students to conduct individual research projects in John Bowne High School.</li> <li>4. To increase the number of students participating in outside programs and with outside mentors.</li> </ol> <b>Accountability:</b> Teachers of the CORE regents science courses and AP Science and school administration.</p>
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<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>- <b>AP Observations, Lesson Plans, Student Performance, Student Goals, Passing %'s.</b></p>

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**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 2009-10 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 NCLB/SED improvement (SURRE, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area (where relevant):** Science

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To promote enrichment classes and activities for high performing science students especially in the area of Doshi Science Research Academy Program.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010</b>  <b>Target Population: Students in subgroups taking CORE regents science courses.</b>  <b>Objective: To increase the number of students participating in outside summer science institutes and programs.</b>  <b>1. A Doshi Science Research Program coordinator was hired in 2007 to identify mentors and outside experiences and competitions for students in the program. This practice will continue.</b></p> <p><b>Accountability: Teachers of the CORE regents science courses and AP Science and school administration.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Tax Levy Funds/Grants, revised lesson plans to reflect accommodations, needed data regarding accommodations to be distributed to all teachers.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>- <b>AP Observations, Lesson Plans, Student Performance, Student Goals, Passing %'s.</b></p>

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**Subject/Area (where relevant):** Science

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To promote enrichment classes and activities for high performing science students especially in the area of science research.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010</b>  <b>Target Population: Students in subgroups taking CORE regents science courses.</b>  <b>Objective: To Increase the number of level 3 and 4 students entering the program and John Bowne High School.</b></p> <ol style="list-style-type: none"> <li>1. The Science Research Program has successfully been expanded to a 4 year continuum of research classes beginning in the Freshman year, funded through the Science Research Program in collaboration with Doshi Diagnostic Laboratories. This program will now run as a block schedule to increase student attendance and performance.</li> <li>2. We will host a “Science Night” to recruit students for AP classes and the Science Research Program in collaboration with Doshi Diagnostic Laboratories.</li> <li>3. The Science Honor Roll System will be used to identify high performing students in science classes and make appropriate subject class recommendations to the Guidance Counselors and Grade Advisor.</li> <li>4. A Doshi Guidance Counselor was hired to recruit and program the Science Research Program which is now a screened program as of September 2008.</li> </ol> <p><b>Accountability: Teachers of the CORE Regents science courses and AP Science and school administration.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Tax Levy Funds/Grants, revised lesson plans to reflect accommodations, needed data regarding accommodations to be distributed to all teachers.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>- <b>AP Observations, Lesson Plans, Student Performance, Student Goals, Passing %'s.</b></p>

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**Subject/Area (where relevant):** Instructional Support Services/Special Education

<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All Instructional Support Service teachers will implement a minimum of two Differentiated Instruction lessons per week.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2009 – June 2010 Objective #1: All ISS teachers will use pre-determined grouping, a minimum of 2 times per week.</p> <ul style="list-style-type: none"> <li>• Teachers will review data from transcripts, ATIS, flash drives and (soft data) observation in order to assign pre-determined groups.</li> <li>• Teachers will communicate to students the assign of group or pair before embarking on an activity.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- Tax Levy</li> <li>- Title I Funds</li> <li>- NYSTL</li> <li>- Shared “success stories” in Differentiated Instruction newsletter</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Teacher lesson plans indicate how grouping is determined or verbal feedback in pre-observation</li> <li>• Teacher formal and informal observations</li> <li>• Increased student engagement</li> </ul>



**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** Instructional Support Services/Special Education

<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>All Instructional Support Service teachers will implement a minimum of two Differentiated Instruction lessons per week.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010</b> <b>Objective #2: All Instructional Support Service teachers will use alternate text a minimum of one time per week.</b></p> <ul style="list-style-type: none"> <li>• Teachers will review data from ARIS, flash drives to obtain reading levels and specific areas of need in reading (i.e., decoding, comprehension.)</li> <li>• Teachers will prepare lessons to include 2 versions minimally of adapted text, graphic organizers or alternate text with similar content within his/her lesson.</li> <li>• Teachers will assign specific passages to students based on ability to comprehend.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- Internet</li> <li>- Title I Funds</li> <li>- NYSTL</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Increased participation in student oral reading with fewer errors.</li> <li>• Increased student engagement</li> </ul>

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**Subject/Area (where relevant):** Instructional Support Services/Special Education

<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>All Instructional Support Service teachers will implement a minimum of two Differentiated Instruction lessons per week.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010</b> <b>Objective #3: All ISS teachers will indicate how they will differentiate on his/her lesson plan at least 3 times per week.</b></p> <ul style="list-style-type: none"> <li>• Teachers will indicate 2-3 strategies for how each group is to accomplish a task or activity on his/her lesson plan.</li> <li>• Teachers of SETTS will indicate an instructional goal for each student.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- Internet</li> <li>- Collaboration with Department members</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Teacher lesson plans reviewed at pre-observation</li> <li>• Observation process</li> </ul>

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**Subject/Area (where relevant):** Instructional Support Services/Special Education

<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Students will increase comprehension of vocabulary words across the content areas.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010</b> <b>Objective #1: Students will learn five to ten new vocabulary words for each lesson taught.</b></p> <ul style="list-style-type: none"> <li>• <b>Teachers will provide a variety of activities to engage student in new understanding and practice of vocabulary.</b></li> <li>• <b>Strategies such as “use of vocabulary in content”, “finding a synonym, definition or antonym of the word” will be employed in the classroom in each lesson</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- <b>Tax Levy</b></li> <li>- <b>NYSTL</b></li> <li>- <b>Title I Finds</b></li> <li>- <b>Internet</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• <b>Number of students moving from 29.2% passing on 65-84 ELA to 33% passing.</b></li> <li>• <b>Teacher made exams and quizzes</b></li> </ul>

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**Subject/Area (where relevant):** Instructional Support Services/Special Education

<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Students will increase comprehension of vocabulary words across the content areas.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010</b> <b>Objective #2: Teachers will increase the use of dictionaries and glossaries in classes that consist of ELL and former ELL students and increase the use of dictionaries and text glossaries for all IEP students.</b></p> <ul style="list-style-type: none"> <li>• Teachers will incorporate the teaching of 5 to 10 vocabulary words in each lesson.</li> <li>• Teachers will instruct students to look up translations for ELL students or definitions for non ELL students either on paper or electronic dictionaries.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- Tax Levy</li> <li>- NYSTL</li> <li>- Computer technology in SETTS classroom and computer lab</li> <li>- Push in speech providers</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Verbal and written assessments – teacher generated</li> <li>• Number of students moving from 29% (65-84) to 33% passing and from 9% (55-64) to 15%</li> </ul>

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**Subject/Area (where relevant):** Instructional Support Services/Special Education

<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Students will increase comprehension of vocabulary words across the content areas.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010</b> <b>Objective #3: Students will apply new vocabulary terms in written essays or research papers or documents at least once weekly.</b></p> <ul style="list-style-type: none"> <li>• <b>Teachers will include assessments of vocabulary application within a formalized assessment that also include a written document related to specific content.</b></li> <li>• <b>Students will apply vocabulary words in verbal responses using complete sentences at least once daily within a lesson</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- <b>Tax Levy</b></li> <li>- <b>NYSTL</b></li> <li>- <b>Title I Funds</b></li> <li>- <b>Teacher made exams</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• <b>Increased scholarship in ELA Regents from 29% passing (65-84 grade) to 33% passing group</b></li> <li>• <b>From 9% (55-64) passing group to 15% passing.</b></li> </ul>

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**Subject/Area (where relevant):** Instructional Support Services/Special Education

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase quality of Student Support Services for prevention and intervention regarding delivery of mandated services.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010</b> <b>Objective #1: Mandated service providers will provide outreach to ensure ongoing attendance in service.</b></p> <ul style="list-style-type: none"> <li>• AP will monitor first attends on SEC report, timely completion of Source Corp Documents.</li> <li>• AP will monitor I Logs and collect weekly reports of non-attendees and outreach.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- SBST Funding</li> <li>- Outside Supervisors of Personnel</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Increased attendance in Related Services</li> <li>• Increased student engagement in Related Services</li> <li>• Increased accountability on compliance reports</li> </ul>

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**Subject/Area (where relevant):** Instructional Support Services/Special Education

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase quality of Student Support Services for prevention and intervention regarding delivery of mandated services.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010</b> <b>Objective #2: Service providers will increase communication with school staff in order to provide a better model of service delivery.</b></p> <ul style="list-style-type: none"> <li>• <b>Service Providers will attend assigned department meetings and communicate with general education staff members.</b></li> <li>• <b>Service Providers will increase presence at parent/student conferences with school staff.</b></li> <li>• <b>Service Providers will visit classrooms and/or teacher prep areas to discuss/conference on individual students.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- <b>Tax Levy</b></li> <li>- <b>Title I Funds</b></li> <li>- <b>General Education meeting schedules</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• <b>Increased communication/awareness of individual students</b></li> <li>• <b>Increased preparation of behavior plans</b></li> <li>• <b>Increased presence at IEP meetings</b></li> </ul>

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**Subject/Area (where relevant):** Instructional Support Services/Special Education

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase quality of Student Support Services for prevention and intervention regarding delivery of mandated services.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010</b> <b>Objective #3: Providers will complete reports in a timely fashion to meet deadlines in order to increase compliance results.</b></p> <ul style="list-style-type: none"> <li>• AP will assign all reports with clear verbal expectations for all providers</li> <li>• Providers will seek data necessary to complete the report (if needed).</li> <li>• Providers will complete reports on or before deadlines with 90% accuracy</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- Tax Levy</li> <li>- Title I Funds</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Increased service delivery reflected on the SEC Report</li> <li>• AP Feedback</li> </ul>



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**Subject/Area (where relevant):** Physical/Health Education

<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To create a uniform Physical Education curriculum, by individual course, by June 2010 as evidenced by uniform lessons, assessments, student accountability rubrics and pacing calendar, which will be monitored/ revised by Assistant Principal throughout the term.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time line: September 2009 – June 2010.</b> <b>Targeted Population: All students in Physical Education Classes</b> <b>Responsible Staff: PE Teacher and AP</b> <b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Committee of Teachers meet to discuss common assessments and rubrics for each unit</li> <li>• Create assessments and rubrics</li> <li>• Add to pacing calendar</li> <li>• Implement in present units to gather feedback and make revisions</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>- Tax Levy.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. Common assessments created</li> <li>2. Rubrics created</li> <li>3. Continuous review by AP</li> <li>4. Meetings attended</li> </ol>

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**Subject/Area (where relevant):** Physical/Health Education

<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To create a uniform Physical Education curriculum, by individual course, by June 2010 as evidenced by uniform lessons, assessments, student accountability rubrics and pacing calendar, which will be monitored/ revised by Assistant Principal throughout the term.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time line: September 2009 – June 2010.</b> <b>Targeted Population: All students in Physical Education Classes</b> <b>Responsible Staff: PE Teacher and AP</b> <b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Form a committee of teachers to create curriculum outlines for each course</li> <li>• Review NYS standards</li> <li>• Create a pacing calendar for each course</li> <li>• Monitor and review/revise</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- Tax Levy.</li> <li>- Per Session if available</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Creation of curriculum outlines</li> <li>• Creation of pacing calendar</li> <li>• Reviews and revisions by AP</li> <li>• Meetings held</li> </ul>

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**Subject/Area (where relevant):** Physical/Health Education

<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To create a uniform Physical Education curriculum, by individual course, by June 2010 as evidenced by uniform lessons, assessments, student accountability rubrics and pacing calendar, which will be monitored/ revised by Assistant Principal throughout the term.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time line:</b> September 2009 – June 2010. <b>Targeted Population:</b> All students in Physical Education Classes <b>Responsible Staff:</b> PE Teacher and AP <b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Teachers create uniform lessons for first ten days of the term with a common assessment</li> <li>• AP review and revises the lessons</li> <li>• Teachers implement these lessons</li> <li>• Common assessment/diagnostic exam</li> <li>• Discuss results with teachers</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- Tax Levy.</li> <li>- Per Session</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Implementation of lessons</li> <li>• Department meetings for review of diagnostic exam</li> <li>• Exam given</li> </ul>

**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 2009-10 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area (where relevant):** Physical/Health Education

<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To implement Differentiated Instruction in the Physical Education Department at a minimum of one day per week as evidenced by both informal and formal observation reports citing pre-determined groupings and alternate texts by June 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time line: September 2009 – June 2010.</b>  <b>Targeted Population: All students in Physical Education Classes</b>  <b>Responsible Staff: PE Teacher and AP</b>  <b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Observe staff with a focus on Differentiated Instruction</li> <li>• Select teachers who are successful with Differentiated Instruction as model classrooms</li> <li>• Schedule inter-visitations within the department</li> <li>• Follow-up meetings</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>- Tax Levy.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Evidence of inter-visitations</li> <li>• Meetings with AP</li> </ul>

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<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time line: September 2009 – June 2010.</b>  <b>Targeted Population: All students in Physical Education Classes</b>  <b>Responsible Staff: PE Teacher and AP</b>  <b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Create Differentiated PE lesson</li> <li>• Meet with teacher who created the lesson in a pre-observation conference</li> <li>• Implement this lesson</li> <li>• Observe the lesson</li> <li>• Post observation conference to provide feedback</li> <li>• Share with department</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>- Tax Levy.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Observation reports</li> <li>• Classroom visits</li> </ul>

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**Subject/Area (where relevant):** Physical/Health Education

<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To implement Differentiated Instruction in the Physical Education Department at a minimum of one day per week as evidenced by both informal and formal observation reports citing pre-determined groupings and alternate texts by June 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time line: September 2009 – June 2010.</b> <b>Targeted Population: All students in Physical Education Classes</b> <b>Responsible Staff: PE Teacher and AP</b> <b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Meet with teachers</li> <li>• Invite teachers into AP’s class for a demo lesson on Differentiated Instruction</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>- Tax Levy.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Teacher attendance at demo lesson</li> <li>• Meetings with teachers to discuss demo lessons and next steps</li> </ul>

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**Subject/Area (where relevant):** Physical/Health Education

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The passing percentage in Physical Education will increase by 3%, from 71.28% to 74.28%, by June 2010 as evidenced by final marking period scholarship data.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time line: September 2009 – June 2010.</b>  <b>Targeted Population: All students in Physical Education Classes</b>  <b>Responsible Staff: Physical Education Department</b>  <b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• <b>Saturday make-up Physical Education sessions throughout the year. There will be eleven session from 9am-12pm where students have the opportunity to make up unprepareds, absences, any non-participation days.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>- Per Session hours</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Attendance at Saturday make-up sessions</li> <li>• On-going progress will be monitored using marking period scholarship data</li> </ul>

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<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time line: September 2009 – June 2010.</b>  <b>Targeted Population: All students in Physical Education Classes</b>  <b>Responsible Staff: All Physical Education Teachers</b>  <b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Parent outreach via phone calls and letters to parents of those students who are excessively unprepared.</li> <li>• Unprepared sweeps – Teachers visit PE classes and remove unprepared students, record names, contact home.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>- Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• On-going progress will be monitored using marking period scholarship data</li> <li>• Unprepared sweeps log</li> <li>• Phone logs/failure letters sent</li> </ul>



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<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time line: September 2009 – June 2010.</b> <b>Targeted Population: All students in Physical Education Classes</b> <b>Responsible Staff: Physical Education Department</b> <b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Mail progress letters in advance of the end of the marking period.</li> <li>• Phonemaster – leave messages regarding student progress</li> <li>• Phone Logs – phone contact made to parents of students with excessive absences – due every Friday to AP</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>- Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Number of failure letters sent home</li> <li>• Weekly phone logs reviewed by AP</li> <li>• Parent responses to teachers and AP</li> </ul>

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**Subject/Area (where relevant):**     The Arts    

<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To create a uniform Arts curriculum by individual course, by June 2010, as evidenced by uniform lessons, assessments, student accountability rubrics and pacing calendar which will be monitored and reviewed by AP throughout the term.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time line: September 2009 – June 2010.</b> <b>Targeted Population: All students in Music and Art Classes</b> <b>Responsible Staff: Music and Art Teacher and Assistant Principal</b> <b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Teachers create uniform lessons for the first ten days of the term with a common assessment</li> <li>• AP reviews and revises the lessons</li> <li>• Teachers implement the lessons</li> <li>• Common assessment/diagnostic given</li> <li>• Results are reviewed and student goals created.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- Tax Levy</li> <li>- Per Session</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. Implementation of lessons</li> <li>2. Department meeting for review of diagnostic exam</li> <li>3. Student goals created</li> <li>4. Exam given</li> </ol>

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<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time line: September 2009 – June 2010.</b> <b>Targeted Population: All students in Music and Art Classes</b> <b>Responsible Staff: Music and Art Teacher and Assistant Principal</b> <b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• <b>Form a committee of teachers who meet regularly to create curriculum outlines for each course</b></li> <li>• <b>Review NYS standards</b></li> <li>• <b>Create a pacing calendar for each course</b></li> <li>• <b>Monitor, review and revise</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- <b>Tax Levy</b></li> <li>- <b>Per Session if available</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• <b>Creation of curriculum outline</b></li> <li>• <b>Creation of pacing calendar</b></li> <li>• <b>Review and revisions by AP</b></li> <li>• <b>Meetings held</b></li> </ul>

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<p><b>Action Plan</b> <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><b>Time line: September 2009 – June 2010.</b>  <b>Targeted Population: All students in Music and Art Classes</b>  <b>Responsible Staff: Music and Art Teacher and Assistant Principal</b>  <b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• <b>Committee of teachers to meet and discuss common assessments and rubrics for each unit</b></li> <li>• <b>Create assessments and rubrics for each unit</b></li> <li>• <b>Add to pacing calendar</b></li> <li>• <b>Implement in present units to gather feedback and make revisions</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>- <b>Tax Levy</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>Common assessments created</b></li> <li>• <b>Rubrics created</b></li> <li>• <b>Continuous Review by AP</b></li> <li>• <b>Meetings attended</b></li> </ul>

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<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time line: September 2009 – June 2010.</b> <b>Targeted Population: All students in Music and Art Classes</b> <b>Responsible Staff: Music and Art Teacher and Assistant Principal</b> <b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• <b>Observe staff with a focus on differentiated instruction</b></li> <li>• <b>Select teachers who are successful with differentiated instruction as a model classroom</b></li> <li>• <b>Schedule inter-visitations within the department</b></li> <li>• <b>Follow-up meetings</b></li> </ul>
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<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase the passing percentage in the Arts by 3% from 73.19% to 76.19% by June 2010, as evidenced by final marking period scholarship data.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time line: September 2009 – June 2010.</b>  <b>Targeted Population: All students in Music and Art Classes</b>  <b>Responsible Staff: Music and Art Teacher and Assistant Principal</b>  <b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Meet with teachers to discuss strategies of infusing reading and writing in the arts at least once per week.</li> <li>• Create a list of resources – textbooks, articles, worksheets</li> <li>• NYC Writing Project</li> <li>• Implement in lessons as a do now or for alternate text</li> </ul>
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<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Implementation of writing/reading at a minimum of one time per week</li> <li>• Meetings with teachers</li> <li>• Classroom visits</li> <li>• Observation reports</li> </ul>



**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 2009-10 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area (where relevant):**     The Arts    

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase the passing percentage in the Arts by 3% from 73.19% to 76.19% by June 2010, as evidenced by final marking period scholarship data.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time line: September 2009 – June 2010.</b>  <b>Targeted Population: All students in Music and Art Classes</b>  <b>Responsible Staff: Music and Art Teacher and Assistant Principal</b>  <b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Phone logs due weekly to AP which document any outreach made</li> <li>• Progress/failure letters mailed home before the end of each marking period</li> <li>• Phone messenger to parents of those at risk students</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>- Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Evidence of phone logs and letters mailed</li> <li>• Ongoing progress monitored using marking period scholarship data</li> <li>• Final marking period scholarship data</li> </ul>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):**     The Arts    

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase the passing percentage in the Arts by 3% from 73.19% to 76.19% by June 2010, as evidenced by final marking period scholarship data.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time line: September 2009 – June 2010.</b>  <b>Targeted Population: All students in Music and Art Classes</b>  <b>Responsible Staff: Music and Art Teacher and Assistant Principal</b>  <b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Offer extra credit projects to assist students who are behind in their work</li> <li>• C-6 Arts “tutoring” period for students to make up assignments</li> <li>• Individual conferences with students for feedback about progress</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- Tax Levy</li> <li>- Per Session if necessary</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• On-going progress will be monitored by marking period scholarship data</li> <li>• Final marking period scholarship data</li> <li>• Attendance at “tutoring” sessions</li> </ul>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** Career/Technical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers and Administrators will work collaboratively to develop a comprehensive agriculture program curriculum that is aligned to the NYSED CDOS standards by the conclusion of the Spring 2010 term as evidenced by a workable and outstanding document that can replace current curriculum in all classes within the program beginning the Fall of 2010..</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2009 – June 2010. To develop a curriculum committee in order to designate essential units/topics.</p> <p>Targeted population is Agriculture Administrator and Agriculture Teachers.</p> <ol style="list-style-type: none"> <li>1. Write for per-session hours in VTEA grant.</li> <li>2. Post position and select writers.</li> <li>3. Develop goals/objectives of committee.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- VTEA</li> <li>- Meeting room</li> <li>- Meeting schedule.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. Successful meetings</li> <li>2. Monthly targets</li> <li>3. Finished document</li> </ol>

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**Subject/Area (where relevant):** Career/Technical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers and Administrators will work collaboratively to develop a comprehensive agriculture program curriculum that is aligned to the NYSED CDOS standards by the conclusion of the Spring 2010 term as evidenced by a workable and outstanding document that can replace current curriculum in all classes within the program beginning the Fall of 2010..</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2009 – June 2010. To begin to develop the curriculum in a format that provides all of the essential elements of instruction.</p> <p>Targeted population is Agriculture Administrator and Agriculture Teachers.</p> <ol style="list-style-type: none"> <li>1. Review of existing units</li> <li>2. Development of existing units.</li> <li>3. Align units with NYSED CDOS standards</li> <li>4. Develop curriculum document format including necessary categories.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- VTEA</li> <li>- Meeting room</li> <li>- NYSED CDOS DC</li> <li>- Examples of other SED curriculums</li> <li>- Content resources.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- Finished document</li> <li>- Curriculum outline/template</li> <li>- List of units</li> </ul>

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers and Administrators will work collaboratively to develop a comprehensive agriculture program curriculum that is aligned to the NYSED CDOS standards by the conclusion of the Spring 2010 term as evidenced by a workable and outstanding document that can replace current curriculum in all classes within the program beginning the Fall of 2010..</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2009 – June 2010. To review completed document and edit as necessary.</p> <p>Targeted population is Agriculture Administrator and Agriculture Teachers.</p> <ol style="list-style-type: none"> <li>1. Writing committee review of document</li> <li>2. Academic teacher review of document</li> <li>3. Complete curriculum crosswalk</li> <li>4. Final edit</li> <li>5. Review by CTE-NYCDOE</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- VTEA</li> <li>- Meeting room</li> <li>- Per Session</li> <li>- Printing</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- Finished document</li> </ul>

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**Subject/Area (where relevant):** Career/Technical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The teachers within the Agriculture and Business Departments will become proficient in various aspects of differentiated instruction and will begin to utilize these techniques within the classrooms a minimum of once a week as evidenced by group work, varied classroom/homework assignments/presentations and shared instruction.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010.</b> To continue to expose teachers of Agriculture and Business to as many strategies as possible in the utilization of Differentiated Instruction. <b>Target Population: Agriculture and Business Class Students.</b></p> <ol style="list-style-type: none"> <li>1. Use of outside professional resources, in-service training.</li> <li>2. Use of teacher presentations within the department</li> <li>3. Inter-class visitations.</li> <li>4. Printed material.</li> </ol> <p><b>Accountability: AP Agriculture, Agriculture Teachers and Business Teachers.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- VTEA</li> <li>- Tax Levy</li> <li>- Department conference time allotment</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>4. Incorporated into lesson</li> <li>5. Viewed during observations</li> <li>6. Teacher participation/enthusiasm</li> </ol>

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**Subject/Area (where relevant):** Career/Technical Education

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Teachers and Administration will begin to develop additional sources of revenue for the Agriculture Department in order to support trips, instructional equipment purchase and maintenance, livestock development and student scholarships by developing funding sources within the Fall '09 term and pursuing them in the Spring '10 term as evidenced by additional scholarships and increased commitments by contributors.</p>
<p><b>Action Plan</b> <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>September 2009 – June 2010. Research in order to identify related industries and identify relevant personnel. Targeted population is Industry Officers.  <ol style="list-style-type: none"> <li>1. Utilize relevant industry journals/publications to identify sources.</li> <li>2. Network among existing relationship.</li> <li>3. Attend relevant conferences/workshops/trade shows.</li> </ol> Accountability: AP Agriculture, Agriculture Teachers and Agriculture Students.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>- VTEA</li> <li>- Tax Levy Funds</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Receipt of actual grants/scholarships.</p>

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**Subject/Area (where relevant):** Career/Technical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Teachers will begin to participate in inter-class departmental visitations at least once each term within the second month of each term as evidenced by completion and submittal of inter-class visitation forms that will be developed in the Fall '09 term.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010.</b>  <b>To encourage the teachers to be comfortable visiting one another so that they may share successful teaching practices.</b>  <b>Targeted population is Agriculture Teachers and Business Teachers.</b>  <b>1. Allow for coverages, if necessary, in order for teacher inter-class visitations.</b>  <b>2. Sharing of observations at department conferences.</b>  <b>Accountability: AP Agriculture, Agriculture Teachers and Business Teachers.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- <b>Time allotment at Department Conferences.</b></li> <li>- <b>Scheduling of teacher to teacher observations.</b></li> <li>- <b>Paid Coverages.</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li><b>1. Presentations at Department Conferences.</b></li> <li><b>2. Actual observations.</b></li> </ol>



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<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010.</b> To encourage the teacher presentations during Department Conferences of observed colleague. <b>Targeted population is Agriculture Teachers and Business Teachers.</b> 1. Individual teacher presentations at Department Conferences of “tips” gathered from colleague observations. 2. Sharing of general observations of a colleague’s classroom practices, etc. <b>Accountability: AP Agriculture, Agriculture Teachers and Business Teachers.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- Paid Coverages.</li> <li>- Scheduling teacher to teacher observations.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. Department Conferences presentations.</li> <li>2. Newsletter of best practices.</li> </ol>

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<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010.</b> <b>To encourage the teacher presentations during Department Conferences of observed colleague.</b> <b>Targeted population is Agriculture Teachers and Business Teachers.</b> <b>1. Teacher presentations of successful lessons, exercises, techniques.</b> <b>2. Examples of successful Differentiated Instruction practices.</b> <b>Accountability: AP Agriculture, Agriculture Teachers and Business Teachers.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- <b>Scheduling of observations.</b></li> <li>- <b>Paid Coverages.</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li><b>3. Department Conferences presentations.</b></li> <li><b>4. Newsletter of best practices.</b></li> </ul>

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers and Administration will begin to develop additional sources of revenue for the Agriculture Department in order to support trips, instructional equipment purchase and maintenance, livestock development and student scholarships by developing funding sources within the Fall '09 term and pursuing them in the Spring '10 term as evidenced by additional scholarships and increased commitments by contributors.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2009 – June 2010. Develop relationships with various related industry leaders in order to develop funding sources/grants/scholarships. Targeted population is Industry Officers, Agriculture Teachers and Business Students.  <ol style="list-style-type: none"> <li>1. Contact industry leaders.</li> <li>2. Invite industry for tours/presentations/class observations.</li> <li>3. Invite industry leaders to end of year FFA Banquet.</li> <li>4. Award honorary FFA degrees.</li> <li>5. Attend industry related events.</li> </ol> Accountability: AP Agriculture, Agriculture Teachers and Business Teachers.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- VTEA.</li> <li>- Tax Levy Funds.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Receipt of actual grants/scholarships/funding.</p>

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<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2009 – June 2010. Have students develop and pursue correspondences related to funding, grants/scholarships. Targeted population is Agriculture Teachers and Business Students.</p> <ol style="list-style-type: none"> <li>1. Student written requests.</li> <li>2. Student phone contact.</li> <li>3. Student/faculty/industry meetings.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- VTEA.</li> <li>- Tax Levy Funds.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. Written student correspondences.</li> <li>2. Receipt of actual funding/grants/scholarships.</li> </ol>

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Teachers within the Agriculture and Business Departments will become proficient in various aspects of Differentiated Instruction and will begin to utilize these techniques within the classrooms a minimum of once a week as evidenced by group work, varied classroom/homework assignments/presentations and shared instruction.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010.</b> <b>To encourage teachers to utilize Differentiated Instruction in their classrooms. Targeted population is Agriculture and Business Teachers and Students.</b></p> <ol style="list-style-type: none"> <li><b>1. AP/Teacher Conferences regarding observed Differentiated Instruction.</b></li> <li><b>2. Sharing of effective examples of Differentiated Instruction at Department Conferences.</b></li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- <b>Department Conference time allotment.</b></li> <li>- <b>Additional Teacher Conferences.</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li><b>1. Evidence of Differentiated Instruction during classroom observations.</b></li> <li><b>2. Evidence of Differentiated Instruction during pre/post observation conferences.</b></li> </ol>

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**Subject/Area (where relevant):** Career/Technical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Teachers within the Agriculture and Business Departments will become proficient in various aspects of Differentiated Instruction and will begin to utilize these techniques within the classrooms a minimum of once a week as evidenced by group work, varied classroom/homework assignments/presentations and shared instruction.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010.</b> <b>To develop department brochure/bulletin illustrating outstanding examples of Differentiated Instruction.</b> <b>Targeted population is Agriculture and Business Teachers and Students.</b>  <ol style="list-style-type: none"> <li><b>1. Teachers will submit examples of successful Differentiated Instruction techniques utilized in their classrooms.</b></li> <li><b>2. Teachers along with Assistant Principal will edit and create a monthly newsletter illustrating effective Differentiated Instruction techniques.</b></li> </ol> </p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- VTEA</li> <li>- Tax Levy</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li><b>1. Successful sharing of Differentiated Instruction ideas.</b></li> <li><b>2. Monthly newsletter.</b></li> </ol>

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**Subject/Area (where relevant):** English As A Second Language

<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Teachers of ESL will meet ESL standards and increase passing percentages by 5% through the use of Differentiated Instruction as evidenced by classroom observations and conferencing with teachers by June 2010.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010</b> <b>Objective #1: Teachers will develop lesson plans that include leveled lists of students based on pre-determined grouping.</b></p> <ul style="list-style-type: none"> <li>• <b>Teachers will complete self reflection surveys in regard to their own progress towards implementation of Differentiated Instruction.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>■ <b>Title III Funds</b></li> <li>■ <b>Tax Levy</b></li> </ul>
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<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Objective #2: Teachers will improve implementation of Differentiated Instruction through professional development.</b></p> <ul style="list-style-type: none"> <li>• <b>Teachers will collaborate and participate in Differentiated Instruction workshops at departmental conferences</b></li> </ul>
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<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Objective #3: ESL teachers will share Differentiation strategies through inter-visitation and the sharing of materials such as curriculum maps, alternate text sets and alternate worksheets.</b></p> <ul style="list-style-type: none"> <li>• <b>ESL Department members will create and utilize a filing system for sharing Differentiated Instruction materials.</b></li> </ul>
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**Subject/Area (where relevant):** English As A Second Language

<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Long term ELLs will increase output in academic discourse in English speaking and writing and increase classroom passing percentages by 5% by June 2010 as evidenced by class grades and test scores.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Objective #1: ESL teachers will use curriculum maps to plan units which focus on the content areas and the use of academic language</b></p> <ul style="list-style-type: none"> <li>• ESL teachers will collaborate in developing content area lessons and sharing materials.</li> <li>• ESL teachers will collaborate with teachers of English Language Arts, share best practices and use scaffolding strategies to help prepare ELLs to take the English Regents.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Title III Funds</li> <li>• Tax Levy.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. Increase in passing percentage of the NYSESLT and ELA Regents administered in June 2010.</li> <li>2. Ongoing teacher assessment in growth of reading and writing.</li> </ol>

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<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Objective #2:</b> ESL students will be encouraged to participate in Title III After School instructional support programs including the Saturday Academy.</p> <ul style="list-style-type: none"> <li>• Participation in Title III will be implemented through parent phone calls and student outreach by Guidance Counselor, mass mailings and offering student incentives.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Title III Funds</li> <li>• Tax Levy.</li> </ul>
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<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Objective #3: Long term ELLs will receive computer based instruction in reading to improve vocabulary in content area topics and increase reading levels.</b></p> <ul style="list-style-type: none"> <li>• Long term ELLs will be scheduled for daily classes which implement Achieve 3000 and Read 180 computer programs.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Title III Funds</li> <li>• Tax Levy.</li> </ul>
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<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers of ESL will increase the use of technology to enhance instruction by 5% by June 2010 as evidenced by the use of the Smart Board, ELMO and computer based programs.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Objective #1: ESL teachers will receive professional development on the use of the Smart Board.</b></p> <ul style="list-style-type: none"> <li>• ESL teachers will collaborate and participate in workshops at department meetings which focus on the use of the Smart Board.</li> </ul>
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<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Objective #3: ESL teachers will assign internet based research projects.</b></p> <ul style="list-style-type: none"> <li>• ESL teachers will incorporate computer based assignments to increase class grades and provide incentives for improvement.</li> </ul>
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**Subject/Area (where relevant):** Foreign Languages

<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Foreign Language teachers will increase the use of technology to enhance instruction by 5% by June 2010 as evidence by the use of the Smart Board, ELMO and computer programs.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Objective #3: Foreign Language teachers will assign internet based research projects.</b></p> <ul style="list-style-type: none"> <li>• <b>Foreign Language teachers will incorporate computer based assignments to increase class grades and provide incentives for improvement.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>- Tax Levy.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. <b>Courses of study.</b></li> <li>2. <b>Classroom observations.</b></li> <li>3. <b>Inter-visitations.</b></li> <li>4. <b>Sample student work.</b></li> </ol>

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**Subject/Area (where relevant):** Foreign Languages

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Foreign Language teachers will meet LOTE standards and increase passing percentages by 5% by June 2010 as evidenced by class grades and test scores.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Objective #1: Foreign Language teachers will increase active participation in language classrooms and share best practices.</b></p> <ul style="list-style-type: none"> <li>• <b>Foreign Language teachers will plan lessons where students are required to discuss, write, read and share information.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>- Tax Levy.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li><b>1. Courses of study.</b></li> <li><b>2. Classroom observations.</b></li> <li><b>3. Inter-visitations.</b></li> <li><b>4. Sample student work.</b></li> </ol>

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**Subject/Area (where relevant):** Foreign Languages

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Foreign Language teachers will meet LOTE standards and increase passing percentages by 5% by June 2010 as evidenced by class grades and test scores.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Objective #2: Chinese and Spanish Native Language Arts teachers will collaborate with ESL teachers, read the same books and examine specific English Regents tasks and apply to classroom activities.</b></p> <ul style="list-style-type: none"> <li>• <b>Chinese and Spanish Native Language Arts and ESL teachers will be assigned the same books to read in their classes.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>- Tax Levy.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. <b>Courses of study.</b></li> <li>2. <b>Classroom observations.</b></li> <li>3. <b>Inter-visitations.</b></li> <li>4. <b>Sample student work.</b></li> </ol>

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**Subject/Area (where relevant):** Foreign Languages

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Foreign Language teachers will meet LOTE standards and increase passing percentages by 5% by June 2010 as evidenced by class grades and test scores.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Objective #3: Foreign Language teachers will share best practices through an effective inter-visitation program.</b></p> <ul style="list-style-type: none"> <li>• <b>Foreign Language teachers will be scheduled to visit each other in language classes.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>- Tax Levy.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li><b>1. Courses of study.</b></li> <li><b>2. Classroom observations.</b></li> <li><b>3. Inter-visitations.</b></li> <li><b>4. Sample student work.</b></li> </ol>



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**Subject/Area (where relevant):**     **Social Studies**    

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To Improve literacy in CTT classes of Social Studies.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>-- Throughout the school year. -- By using Kurzweil software weekly, students will improve literacy in all Social Studies CTT Classes by the end of the Fall semester as evidenced by the success on weekly assessments for 30% of the Special Education students. -- The target population is the Special Education students in CTT Classes. -- Department Tech Rep, Kurzweil Lesson Committee and the Assistant Principal of the Social Studies are accountable.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>-- 400-800 hours of per session to produce uniform Kurzweil lessons in folders for each of the 8 required subjects. If funds are unavailable, ask teachers to participate in Kurzweil lesson share fairs.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>-- Completion of uniform midterm and final assessments and an improved regents passing rate for Special Education students in CTT Classes.</p>

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**Subject/Area (where relevant):**     Social Studies    

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Improve literacy among ESL students in Social Studies Classes.</b></p>
<p><b>Action Plan</b> <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><b>Beginning September 2009 – occurring weekly for the school year.</b>  <b>Target Population: ESL students in Social Studies classes.</b></p> <ul style="list-style-type: none"> <li>• <b>Weekly assignments in their content areas using the Kurzweil software.</b></li> </ul> <p><b>Accountability of Department Tech Rep. and the Assistant Principal Social Studies</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>-- 400-800 hours of per session to produce uniform Kurzweil Lessons in folders for each of the 8 required subjects. If funds are unavailable, ask teachers to participate in Kurzweil lesson share fairs.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>-- Completion of uniform midterm and final assessments and an improved regents passing rate for ELL students.</b></p>

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**Subject/Area (where relevant):**     Social Studies    

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To improve literacy in all regular Social Studies classes.</b></p> <ul style="list-style-type: none"> <li>• <b>Students will be able to improve literacy in regular Social Studies classes by the end of the Fall semester as evidence by correctly answering 20 literacy questions from their assigned remediation packs.</b></li> </ul>
<p><b>Action Plan</b> <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><b>September 2009 and occurring 6 times during the semester.</b> <b>Target Population – All Social Studies students in regular classes.</b></p> <ul style="list-style-type: none"> <li>• <b>Students will practice answering literacy based questions from remediation packs.</b></li> </ul> <p><b>Accountability: Class room teachers and AP Social Studies.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>-- <b>Literacy learning packs from Social Studies AP.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>-- <b>Improved success rate of all students on literacy questions on the uniform midterms and finals.</b></p>

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**Subject/Area (where relevant):**     Social Studies    

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Teachers will learn to keep academic records electronically by the end of the school year as evidenced by spread sheets from 10% of the Department members.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 and recurring each marking period.</b>  <b>The plan is to increase the number of Social Studies teachers who do record keeping on the computer to 5.</b>  <b>Target Population: Social Studies Department members.</b>  <b>Training in Room 327 by Department members who currently use technology for those who are unskilled.</b>  <b>Accountability: Teachers who participate and the AP Social Studies.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>C-6 time and some per session funds for trainers.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Number of teachers each marking period who submit grade sheets to the AP.</b></p>

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**Subject/Area (where relevant):**     Social Studies    

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>One teacher will pilot a positive grading procedures by the end of the school year by development of credit accounts with which grades are purchased as evidenced by the account records.</b></p>
<p><b>Action Plan</b> <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><b>Beginning the first day of class of the Spring semester until June when it will be evaluated.</b>  <b>Student effort will produce point payments from the Social Studies teacher which will be deposited into credit savings accounts to purchase grades. The plan is to create a variety of point values for different activities so each task is seen as an investment for a major grade purchased at the end of the marking period.</b>  <b>Target Population: 1 Social Studies teacher and students.</b>  <b>Accountability: The student and the teacher must be able to produce their records which may (or may not) be kept in the goals folder.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>--Tech support in creating EXCEL spread sheets to record the deposits and keep a running account.          -- Student record sheet for each marking period.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>-- Improved student participation in required course activities.          -- Review at the end of each marking period.</p>

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**Subject/Area (where relevant):**     Social Studies    

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Teachers will be able to train students to take class notes during lessons by using a Cornell Note Taking Graphics organizer one lesson a week by the end of the school year as evidenced by a folder of notes.</b></p>
<p><b>Action Plan</b> <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><b>Beginning the first week of school and continuing monthly for the Fall semester. The plan is to engage students in learning by requiring them to think and identify the key parts of a lesson. The students by completing a Cornell note taking graphic organizer. Target Population: All Social Studies students. Accountability: Student in class and the teacher to check the task. AP to see samples from each teacher.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Graphic organizer forms printed.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>-- A folder of completed graphic organizer note taking forms.</b></p>

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**Subject/Area (where relevant):**     Social Studies    

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To increase the percentage of students passing the Social Studies regents by having better quality grading on regents exams.</b></p>
<p><b>Action Plan</b> <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><b>--January 2010 Department Conference and May 2010 Department Conference.</b> <b>--Teachers will have increased training in grading regents exams before the text is given as evidenced by a department conference in which sample answers are marked and compared to regents grading participated in by 50% of the regents grading committee.</b> <b>--Target Population: Social Studies.</b> <b>--Accountability: Social Studies Teachers and AP Social Studies.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>ELMO and Power Point.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>-- 30% of the Teachers giving the same grade to a sample essay.</b></p>

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**Subject/Area (where relevant):**     Social Studies    

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To increase the Percentage of students passing the Social Studies regents exam by allowing more time to prepare for regents exam.</b></p>
<p><b>Action Plan</b> <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><b>--Beginning in 9<sup>th</sup> grade for the Global course and September of U.S. History course and lasting for the duration of the course until the last marking period before the regents. --Grade level Committees/Teachers will accelerate the pacing calendar for courses terminating in a regents exam as evidenced by a full marking period free for regents prep by 60% of the Teachers of Regents classes. --Target Population: Students in Classes which terminate in a regents exam. --Accountability: Social Studies Teachers and AP Social Studies.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>No additional cost.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>-- Completion of course work at the end of the second marking period before a regents.</b></p>



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**Subject/Area (where relevant):**  Social Studies

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To Increase the Percentage of Students Passing Social Studies Regents by 2% by preparing cohort category students for exams in a subject they are not currently studying by auditing regents review classes and small group instruction.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>--Beginning in the last marking period before the exam -- December in the fall semester and May in the Spring term. --Cohort testing students who are not studying a subject for which they must be tested will be enrolled in a test prep course in the marking period preceding the test day as evidenced by a class list of names of such students as evidenced by attendance in the cram class. Intensive content and skill preparation on topics most often appearing on previous Regents tests.--Target Population: Students in Classes which terminate in a regents exam. --Accountability: Testing Coordinator, Tutor Teacher, AP Social Studies</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>C-6 (Tax Levy), Per Session (Title I per session; Title III per session)</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>-- Achieving a grade of 65% on the appropriate regents exam.</p>

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**Subject/Area (where relevant):** Parent Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase Parent Involvement.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>July 2009 to June 2010.</b> <b>Target population: Entire student body and families.</b></p> <ul style="list-style-type: none"> <li>- Progress Letters</li> <li>- Letters introducing special programs to parents.</li> <li>- Increased mailing of letters home.</li> <li>- Teacher representation at PTA Meetings.</li> <li>- AP attendance at PTA Meetings.</li> <li>- Process for calling parents (School Messenger).</li> <li>- School Website.</li> </ul> <p><b>Accountability of Administration, Teachers, Parents and CBO's (Community Based Organizations).</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- Tax Levy</li> <li>- Title I and Title III Funds.</li> <li>- PTA Donations and Fundraisers.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- Increase in attendance at parent-teacher conferences.</li> <li>- Improvement in student engagement in lessons.</li> <li>- Increased parent response to school outreach efforts.</li> <li>- Increase in academic success in classes and state tests.</li> <li>- Improvement in student class attendance.</li> </ul>

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**Subject/Area (where relevant):** Student Support Services

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To provide high quality and ongoing professional development aligned with State and city standards for members of the Guidance department.</b> <b>To implement Chancellor’s Initiatives:</b></p> <ol style="list-style-type: none"> <li>1. Procedures for helping students who are pregnant</li> <li>2. Procedures for child abuse</li> <li>3. Procedures for suicide prevention/intervention</li> <li>4. Procedures for students who are in temporary housing</li> <li>5. Procedures for promoting students in grades 9-12</li> <li>6. Procedures for home instruction</li> <li>7. Procedures for student-to-student sexual harassment</li> <li>8. Procedures for student records: confidentiality, access and disclosure</li> </ol>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2009 – June 2010</b> <b>Target Population: All students grades 9 – 12.</b></p> <ol style="list-style-type: none"> <li>1. Child abuse-Chancellors Regulation A-750-Workshops for Counselors and Social Workers.</li> <li>2. Suicide Prevention/Intervention-Workshops for Counselors and Social Workers.</li> <li>3. Home Instruction Services-Chancellors Regulation A-170-Workshops for Counselors and Social Workers.</li> <li>4. Pregnant and Parenting students’ reproductive health privacy-Chancellors Regulation A-740-Workshops for Counselors and Social Workers.</li> <li>5. Student-to-Student sexual harassment-Chancellors Regulation A-830-Workshops for Counselors and Social Workers.</li> <li>6. Promotion Standards-Chancellors Regulation A-501-Seminar for Counselors, Grade Advisors and Social Workers.</li> <li>7. Students in temporary housing-Chancellor A-780-Workshops for Counselors and Social Workers.</li> </ol> <p><b>Accountability: Assistant Principal Guidance, Guidance Counselors, Social Workers, Youth Development Counselor, RAPP Counselor, CMS Counselors</b></p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"><li>- <b>CFN</b></li><li>- <b>Learning Support Organization Liaison</b></li><li>- <b>Tax Levy</b></li></ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"><li>1. <b>Increased class attendance rate.</b></li><li>2. <b>Increase the number of students passing more than three subjects.</b></li></ol>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** Student Support Services

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide support service that will improve student attendance rates.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Weekly September 2009 – June 2010. Target Population: Students who are identified as 407's; students absent more than 20 days per month; students absent three or more consecutive days; students identified as hall walkers and students identified as chronic cutters.</p> <ol style="list-style-type: none"> <li>1. Group counseling.</li> <li>2. Individual counseling.</li> <li>3. Attendance bulletin board.</li> <li>4. Parent/counselor conferences.</li> <li>5. Weekly attendance meeting with staff to review school attendance data.</li> <li>6. United Way/AIDP/Community Mediation Services.</li> <li>7. Perfect Attendance Assembly.</li> <li>8. RAPP.</li> <li>9. SPARK.</li> </ol> <p>Accountability: A.P.P.S.; Assistant Principals; Attendance Teachers/subject teachers/School Attendance Committee; School counselors/grade advisors/Youth Development Coordinator; Coordinator of Student Affairs; Deans; Paraprofessionals; Guidance Counselors.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources: Phone Master; Attendance records; Community agencies/ Parent workshops; Letters to parents apprising them of the student's attendance status; Bulletin board.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. Students with attendance problems will become aware of the importance of attaining 90% attendance.</li> <li>2. Students attendance rate will increase from 82% to 84%.</li> <li>3. Students will improve their average attendance rate.</li> <li>4. Students will decrease their lateness rate.</li> <li>5. Students will decrease their cutting rates.</li> <li>6. Number of hall walkers will decrease from 30% to 25%</li> </ol>

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**Subject/Area (where relevant):** Student Support Services

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To provide support service that will enable all students to earn additional credits towards a diploma.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: Students who are holdover 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders; August and January graduates; Students with interrupted formal education; Special education students.</b></p> <ol style="list-style-type: none"> <li><b>1. Group Counseling.</b></li> <li><b>2. Individual counseling.</b></li> <li><b>3. Parent/student/conferences with school counselors.</b></li> <li><b>4. Parent/teacher conferences.</b></li> <li><b>5. Attendance team.</b></li> <li><b>6. Tutorial support services.</b></li> <li><b>7. United Way/AIDP/Community Mediation Services.</b></li> <li><b>8. School Support Team.</b></li> <li><b>9. Integrated classes.</b></li> <li><b>10. Young Adult Borough Center.</b></li> <li><b>11. RAPP – Relationship Abuse Prevention Program.</b></li> <li><b>12. Summer School.</b></li> <li><b>13. Outward Bound.</b></li> <li><b>14. Child Center of New York.</b></li> <li><b>15. Response to Intervention – (RTI). Response to intervention is the prevention of referrals to Special Education via intervention strategies that include a variety of instructional and counseling supports.</b></li> </ol> <p><b>Accountability: A.P.P.S.; Assistant Principals; AP Instructional Support Services; Social Worker; School Guidance Counselors; Grade Advisors.</b></p>

<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<b>Resources: ESL Coordinator A.P. Languages School Support Team</b>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ol style="list-style-type: none"><li><b>1. Students will increase their educational progress in terms of credits toward high school.</b></li><li><b>2. Students will increase their attendance rate.</b></li><li><b>3. Students will be able to relate their educational progress and plans to future career goals.</b></li><li><b>4. Increase the number of students graduating from high school.</b></li></ol>

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**Subject/Area (where relevant):** Student Support Services

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide support service that will enable all students to meet and excel State and City performance standards in all subject areas. Conduct exit interviews and transitioning to alternative programs and planning for high school graduation conferences for <u>all</u> students.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population:</b> All students grades 9 – 12.</p> <ol style="list-style-type: none"> <li>1. Feeder school articulation.</li> <li>2. Center for Writing (CFW)/Agriculture, Science Research and Freshmen Orientation.</li> <li>3. Ninth grade orientation programs.</li> <li>4. Classroom visitations.</li> <li>5. Motivational speakers.</li> <li>6. Leadership classes.</li> <li>7. Negotiation classes.</li> <li>8. Mediation classes.</li> <li>9. Group counseling.</li> </ol> <p><b>Accountability:</b> A.P.P.S.; Teachers of Negotiation, Mediation and Leadership; School Counselors; Assistant Principals; Community Resources; Phone Master; Alternative Programs.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Support:</b></p> <ol style="list-style-type: none"> <li>1. Student handbook.</li> <li>2. School Calendars</li> <li>3. NYCDOE Graduation requirements.</li> <li>4. Program committee.</li> <li>5. Coordinator of Student Activities.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. Number of students passing all classes with 85% or above the first marking period will increase from 393 to 500.</li> <li>2. Students will identify criteria for an Advanced Regents Diploma and a Regents Diploma.</li> <li>3. Students will identify courses needed for graduation.</li> </ol>



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**Subject/Area (where relevant):** Student Support Services

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To develop programs and activities to increase multicultural awareness.</b></p>																																				
<p><b>Action Plan</b> <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><b>Target Population: All students grades 9 – 12.</b></p> <table border="0"> <tr> <td>African Club</td> <td>Spring Carnival</td> <td>MOD Walk America</td> </tr> <tr> <td>CFW Dance</td> <td>Intex</td> <td>US Election Assembly</td> </tr> <tr> <td>Red Cross Presentation</td> <td></td> <td>African Heritage Assembly</td> </tr> <tr> <td>Drama Club</td> <td>Japanese Club</td> <td>Senior Weekend</td> </tr> <tr> <td>Senior Awards Night</td> <td></td> <td>Senior/Faculty Basketball Game</td> </tr> <tr> <td>Int. Christian Club</td> <td>Korean Club</td> <td>Blood Drive</td> </tr> <tr> <td>Flower Day</td> <td>Prom</td> <td>Field Day</td> </tr> <tr> <td>Senior BBQ</td> <td>F.F.A.</td> <td>Floriculture</td> </tr> <tr> <td>Junior ROTC</td> <td>Ping Pong Club</td> <td>ARISTA</td> </tr> <tr> <td>Negotiation</td> <td>Senior Assembly</td> <td>School Dance</td> </tr> <tr> <td>NY Postal Food Drive</td> <td>NY Cares Coat Drive</td> <td>AIDS Walk</td> </tr> <tr> <td>March of Dimes</td> <td>Eatwise</td> <td></td> </tr> </table>	African Club	Spring Carnival	MOD Walk America	CFW Dance	Intex	US Election Assembly	Red Cross Presentation		African Heritage Assembly	Drama Club	Japanese Club	Senior Weekend	Senior Awards Night		Senior/Faculty Basketball Game	Int. Christian Club	Korean Club	Blood Drive	Flower Day	Prom	Field Day	Senior BBQ	F.F.A.	Floriculture	Junior ROTC	Ping Pong Club	ARISTA	Negotiation	Senior Assembly	School Dance	NY Postal Food Drive	NY Cares Coat Drive	AIDS Walk	March of Dimes	Eatwise	
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**Subject/Area (where relevant):**    **English Language Arts**

<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To meet Annual Yearly Progress in all the following subgroups: <b>Black, Hispanic, English Language Learners, Asian, Economically Disadvantaged, and Special Education.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2009-June 2010</b>  <b>Target Population: Cohort 2010</b>  <b>Objective #1: Utilize data to successfully target students who have not yet passes the Regents examination.</b>  <b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>• Provide teachers with the training on ARIS to isolate the specific needs of students in the 2010 Cohort and to identify all subgroups of students.</li> <li>• Utilize the data from the Mock Regents to create individualized learning objectives for all students.</li> <li>• Work with the data specialist in the building to garner relevant data about all RG classes.</li> <li>• Create RG classes after the January 1020 ELA Regents.</li> </ul> <p><b>Accountability: Assistant Principal and Teachers</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> <li>1. Lehman College Writing Coordinator</li> <li>2. Inter-Visitation schedule</li> <li>3. Data team</li> <li>4. ARIS</li> <li>5. Department and Faculty Meetings</li> <li>6. Title I and Title III monies</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. English Regents Scores</li> <li>2. Component Retesting scores</li> <li>3. Formative and summative classroom assessments</li> </ol>

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**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To meet Annual Yearly Progress in all the following subgroups: Black, Hispanic, English Language Learners, Asian, Economically Disadvantaged, and Special Education.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2009-June 2010</b> <b>Target Populations: Cohort 2010</b> <b>Objective #2: Increase the number of students who will pass the English Regents examination with a 65% by five percent from 53% last year.</b> <b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>• Implement a uniform Mock Regents day across all RG classes.</li> <li>• Provide extra tutoring support for students who are eligible to take the Component Retest Examination after the January 2010 Regents.</li> <li>• Conduct professional development in department and faculty meetings which support ELA instruction and school wide literacy.</li> <li>• Periodic classroom assessments which mirror all tasks of the Regents examination.</li> <li>• Interdepartmental meetings to include ELA/ESL/SPED teachers in order to share best practices.</li> <li>• Formalization of C-6 assignments to support one on one instruction of students.</li> <li>• Implement a successful inter-visitation schedule for all ELA teachers to foster an environment of collaboration.</li> </ul> <p><b>Accountability: Assistant Principal and Teachers</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Lehman College Writing Coordinator</li> <li>• Inter-Visitation schedule</li> <li>• Data team</li> <li>• ARIS</li> <li>• Department and Faculty Meetings</li> <li>• Title I and Title III monies</li> </ul>
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**Subject/Area (where relevant):** English Language Arts

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<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2009-June 2010</b>  <b>Target Population: Cohort 2010</b>  <b>Objective #3: To establish a teacher professional development plan for all ELA teachers who are instructing cohort students.</b>  <b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>• Periodic classroom assessments which mirror all tasks of the Regents examination.</li> <li>• Interdepartmental meetings to include ELA/ESL/SPED teachers in order to share best practices.</li> <li>• Formalization of C-6 assignments to support one on one instruction of students.</li> <li>• Implement a successful inter-visitation schedule for all ELA teachers to foster an environment of collaboration.</li> </ul> <p><b>Accountability: Assistant Principal and Teachers</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Lehman College Writing Coordinator</li> <li>• Inter-Visitation schedule</li> <li>• Data team</li> <li>• ARIS</li> <li>• Department and Faculty Meetings</li> <li>• Title I and Title III monies</li> </ul>
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**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase the knowledge of and effective use of differentiated instruction in the ELA classroom.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2009-January 2010</b>  <b>Target Population: All ELA Teachers</b>  <b>Objective #1: To create a professional development plan for every teacher which aggressively addresses the implementation of Differentiated Instruction in the classroom</b>  <b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>• Provide teachers with professional development on Differentiation by leading experts at the annual school-wide retreat.</li> <li>• Utilize the observation process to identify teacher strengths and opportunities for professional growth.</li> <li>• Create a buddy system for teachers who need support on implementing differentiation in the classroom.</li> </ul> <p><b>Accountability: Assistant Principal and All ELA Teachers</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Professional Development monies</li> <li>• Lehman College Writing Coordinator</li> <li>• Inter-visitation schedule</li> <li>• Department and Faculty meetings</li> <li>• Professional Development Days</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Observation Process</li> <li>• Lesson plans which reflect Differentiation Instruction</li> <li>• Create a buddy system for teachers who need support on implementing differentiated lesson plans.</li> </ul>

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**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase the knowledge of and effective use of differentiated instruction in the ELA classroom.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2009-January 2010</b>  <b>Target Population: All ELA Teachers</b>  <b>Objective #2: To uniformly implement the Principal’s initiatives of establishing pre-determined groups with multiple leveled activities and the utilization of alternate texts.</b>  <b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>• Utilize department meetings as a time when teachers can write differentiated lesson plans.</li> <li>• Create a differentiated resource lesson plan book for teachers through the observation process</li> <li>• Dissemination of best teaching strategies in the Principal’s Differentiated Newsletter.</li> </ul> <p><b>Accountability: Assistant Principal and All ELA Teachers</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Professional Development monies</li> <li>• Lehman College Writing Coordinator</li> <li>• Inter-visitation schedule</li> <li>• Department and Faculty meetings</li> <li>• Professional Development Days</li> </ul>
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**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase the knowledge of and effective use of differentiated instruction in the ELA classroom.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2009-January 2010</b> <b>Target Population: All ELA Teachers</b> <b>Objective #3: To increase student engagement by incorporating facets of multiple intelligences in the classroom and ensuring that each child’s style of learning is being addressed in the classroom.</b> <b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>• Professional development for Staff in the use of ELMO, PowerPoint, Smart Board and other technologies.</li> <li>• Utilize more project-based assessments in the classroom.</li> <li>• Setting SMART goals with students and conduct periodic conferencing with students to monitor individual progress.</li> <li>• Utilize different modalities in the classroom: literature circles, debate protocols, visual organizers, technology, auditory aids to maximize student engagement.</li> <li>• Provide advanced learners with more rigorous work inside and outside the classroom.</li> </ul> <p><b>Accountability: Assistant Principal and All ELA Teachers</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Professional Development monies</li> <li>• Lehman College Writing Coordinator</li> <li>• Inter-visitation schedule</li> <li>• Department and Faculty meetings</li> <li>• Professional Development Days</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Observation Process</li> <li>• Lesson plans which reflect Differentiation Instruction</li> <li>• Create a buddy system for teachers who need support on implementing differentiated lesson plans.</li> </ul>

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**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase the passing percentage of students in ELA by 5% from 70% as evidenced by Term 1 and Term 2 scholarship reports.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2009-January 2010</b>  <b>Target Population: All Students</b>  <b>Objective #1: To improve the quality of instruction in the classroom so that each child’s needs are being met.</b>  <b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>• Conference with each teacher about their scholarship reports at the end of each marking period.</li> <li>• Implement an action plan for individual teachers who are struggling to secure acceptable scholarship data.</li> <li>• Utilize the observation progress to measure individual teacher growth.</li> <li>• Implement an individualized teacher growth plan for each member of the department.</li> </ul> <p><b>Accountability: Assistant Principal and All ELA Teachers, All Students</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Teacher Data</li> <li>• Data Specialist</li> <li>• Data Team</li> <li>• Department and Faculty Meetings</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Scholarship Reports</li> <li>• Credit Accumulation</li> <li>• Observation Process</li> </ul>



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<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase the passing percentage of students in ELA by 5% from 70% as evidenced by Term 1 and Term 2 scholarship reports.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2009-January 2010</b>  <b>Target Population: All Students</b>  <b>Objective #2: To utilize the data team to diagnose and implement best department practices.</b>  <b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>• Monthly meetings by the data team to target individual best practices to share with the department.</li> <li>• Visitations by the data team to support teachers with ineffective teaching strategies in order to establish a collaborative environment.</li> <li>• Reporting of best practices by data team at the department meetings.</li> <li>• Identify students who have failed English more than once and create alternative learning plans for these students.</li> </ul> <p><b>Accountability: Assistant Principal and All ELA Teachers, All Students</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Teacher Data</li> <li>• Data Specialist</li> <li>• Data Team</li> <li>• Department and Faculty Meetings</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Scholarship Reports</li> <li>• Credit Accumulation</li> <li>• Observation Process</li> </ul>

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<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2009-January 2010</b>  <b>Target Population: All Students</b>  <b>Objective #3: To target students who are failing with a 55% and alternatives in the classroom.</b>  <b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>• Provide remediation packers for struggling students based on skill level.</li> <li>• Create more project-based assessments to use in the classroom.</li> <li>• Create a department menu of product options for students which incorporate multiple intelligences.</li> </ul> <p><b>Accountability: Assistant Principal and All ELA Teachers, All Students</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Teacher Data</li> <li>• Data Specialist</li> <li>• Data Team</li> <li>• Department and Faculty Meetings</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Scholarship Reports</li> <li>• Credit Accumulation</li> <li>• Observation Process</li> </ul>

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**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal #1:</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To move toward meeting AYP for all students in Cohort ‘10 for all subgroups.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Objective #1: To identify all students in Cohort ‘10 who are “fail” or “not tested” and the subgroup they belong to.</b> <b>Time Line: September 2009 – June 2010</b></p> <ul style="list-style-type: none"> <li>• Obtain printouts from ATS (code RCOS – by exam status)</li> <li>• Identify teachers of targeted students and sort students by teacher and give lists to teachers.</li> <li>• Schedule students for January ‘10, June ‘10 testing and Component Retesting.</li> </ul> <p><b>Target Population: AP/Math “fail” and “not tested” students; teachers of same.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Assistant Principal</li> <li>• Secretarial Services</li> <li>• Teachers of Targeted Students</li> <li>• Attendance Data – from Data Specialist</li> <li>• Scheduling Test – Data Specialist</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Number of Students tested and passing in January 2010 Test Session</li> <li>• Number of targeted students who pass in subject classes</li> <li>• Attendance figures for targeted students</li> <li>• Feedback from teachers of targeted students</li> </ul>

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**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal #1:</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To move toward making AYP for all students in Cohort ‘10 for all subgroups.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Objective #2: Notify parents of status and next testing date and support services available..</b> <b>Time Line: September 2009-January 2010; February 2010-June 2010.</b> <b>Target Population:</b></p> <ul style="list-style-type: none"> <li>• “fail” and “not tested” in Cohort ‘10</li> <li>• Parents of same</li> <li>• AP and teachers of targeted students</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Secretarial Services – typing, folding, collating</li> <li>• Cost of Mailing (postage)</li> <li>• Cost of Paper and Envelopes</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Feedback from parents.</li> <li>• Feedback from teachers about student attendance, student success in class.</li> <li>• Attendance at tutoring on Saturday, and afterschool tutoring.</li> </ul>

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**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal #1:</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To move towards meeting AYP for all students in Cohort '10 in all subgroups.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Objective #3: Provide supplementary regents study materials to all targeted students and their teachers.</b></p> <ul style="list-style-type: none"> <li>• Obtain funds from APO to purchase a quantity of Barron’s Review for “Integrated Algebra”</li> <li>• Print all existing exams and answer keys to “Integrated Algebra” Regents from NY State website</li> <li>• Duplicate for all targeted students and their teachers</li> </ul> <p><b>Time Line: October 2009 – June 2010.</b> <b>Responsible Personnel: AP Math, Duplicating School Aide</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> <li>1. Duplicating materials</li> <li>2. Cost of Review Books</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Teachers create assignments for targeted students from these supplementary materials and report student compliance and progress in getting the assignments correct.</li> <li>• Students chart their progress in getting more Part I answers correct.</li> <li>• For all failing student (&lt;65) on Cohort '10 to create an individual item analysis of performance on January '10 Integrated Algebra Regents to serve as basis for practice for Component Retesting and June '10 Regents.</li> </ul>

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**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal #2:</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase the percent pass in all Math classes from 71% to 75% by June 2010.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Objective #1: Teachers will use Differentiated Instruction with pre-determined groups twice a week, September 2009 to June 2010, in all classes.</b></p> <ul style="list-style-type: none"> <li>• Hold pre-pre observation conferences with each teacher to help them create appropriate Differentiated Instruction and pre determined groups</li> <li>• “alternative text” materials in all levels of Math made available to all math teachers.</li> </ul> <p><b>Accountability: AP, Teachers</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Cost of purchase of supplementary books/periodicals on Differentiated Instruction.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. Feedback from AP to teachers on the success of the Differentiated Instruction lessons.</li> <li>2. Feedback from teachers to AP on their success with the marginal students.</li> <li>3. Attendance data on all classes.</li> <li>4. Data team to analyze change in % pass in department from marking period 1 to marking period 2.</li> <li>5. At end of marking period 2, Fall 2009, % pass (avg.) was up to 74%.</li> </ol>

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**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal #2:</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase the average percent pass in all subject classes from 71% to 75% by June 2010.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Objective #2: Make all formal observations in classes where Differentiated Instruction is used with pre-determined groups.</b>  <b>Time Line: September 2009 – June 2010</b></p> <ul style="list-style-type: none"> <li>• Write reports on the observations</li> <li>• Hold pre-pre observation conferences with teachers to train them in creating “alternative text” materials for the lesson to be observed.</li> <li>• Provide graphing calculators to all students for in class daily use.</li> </ul> <p><b>Responsible Staff: Math AP</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Cost of purchase of Supplementary Books/periodicals on Differentiated Instruction.</li> <li>• Cost of purchase of graphing calculators.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Feedback from teachers on their success in moving weaker students into the passing category.</li> <li>• Feedback from teachers on their growth in knowledge about preparing a Differentiated Instruction lesson plan.</li> <li>• Attendance data in all classes.</li> </ul>

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**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal #2:</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase average percent pass in all subject classes from 71% to 75% by June 2010.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Objective #3: Gather supplementary materials on Differentiated Instruction.</b></p> <ol style="list-style-type: none"> <li>1. <b>Attend professional meetings and workshops (e.g., Glen Cove) to get first hand information about Differentiated Instruction techniques.</b></li> <li>2. <b>Disseminate Differentiated Instruction ideas at department meetings and other 1-1 and small group conferences.</b></li> <li>3. <b>Help teachers create model Differentiated Instruction lesson plans.</b></li> <li>4. <b>Provide in house workshops by Math Specialist from ICI.</b></li> </ol> <p><b>Responsible Staff: Math Assistant Principal and Math Specialist from ICI.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Cost of purchasing commercial materials on Differentiated Instruction.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• <b>A portfolio of Differentiated Instruction ideas and lessons in computer in 340 available to all teachers.</b></li> <li>• <b>Feedback from teachers on success with Differentiated Lessons.</b></li> <li>• <b>Feedback from teachers on forming pre-determined groups.</b></li> </ul>



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**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To implement the new NY State Curriculum in “Algebra 2 and Trig” from September 2009 to June 2010.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Objective #1: To train 3 teachers in the “new” content in this course (above and beyond Math B)</b></p> <ol style="list-style-type: none"> <li><b>1. AP will take special DOE summer training in the new course.</b></li> <li><b>2. Purchase a new text. (AMSCO) Algebra II and Trig – by Ann Gautert</b></li> <li><b>3. Print out all NY State materials, test samplers, etc. from State website and duplicate and disseminate.</b></li> </ol> <p><b>Accountability: Math Assistant Principal</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>NYSTL funds for texts. Funds for graphing calculators</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li><b>• Feedback from teachers on how their instruction is progressing – failure rate, attendance, etc.</b></li> <li><b>• Feedback from AP to teachers through observation reports in MR21, MR22 classes.</b></li> </ul>

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**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To implement the new NY State curriculum in “Alegbra 2 and Trig” from September 2009 to June 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Objective #2: To train 3 teachers in the process and content standards published by NY State for this course.</b> Highlight in observation reports, how the process standards are being or not being met.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Seek out opportunities for teachers to attend offsite workshops.</li> <li>• Seek funds to buy supplementary materials.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Small group conferences with involved teachers for feedback.</li> <li>• Monitor attendance and marking period grades.</li> <li>• Promote displays of exemplary student work, , annotated with the content or process standard that is being addressed by the work.</li> </ul>

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<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To implement the new NY State curriculum in “Alegbra 2 and Trig” from September 2009 to June 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Objective #3: To observe all “Alegbra 2 and Trig” classes both formally and informally. September 2009 – June 2010</b></p> <ol style="list-style-type: none"> <li>1. Arrange pre-observation conferences to discuss lesson planning.</li> <li>2. Provide graphing calculators to teachers for use in these classes.</li> <li>3. Promote the use of pre-determined groups and Differentiated Instruction.</li> </ol> <p><b>Accountability: Math Assistant Principal</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Cost of Texts</li> <li>• Cost of supplementary materials</li> <li>• Duplicating costs</li> <li>• Purchase of more graphing calculators</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Give feedback to teachers via formal and informal written reports of observations</li> <li>• Monitor attendance and marking period grades in all these classes.</li> <li>• Hold small group conferences with the 3 teachers involved to get feedback from teachers regarding the course.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**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**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4			N/A					
5			N/A					
6			N/A					
7			N/A					
8			N/A					
9	20	25	15	20	75		4	
10	25	25	20	15	60		5	
11	25	30	20	15	360		0	
12	20	20	15	10	365		0	

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ol style="list-style-type: none"> <li>1. <b>Independent curriculum units.</b></li> <li>2. <b>One on one tutoring.</b></li> <li>3. <b>Extended Day.</b></li> <li>4. <b>Saturday Tutoring.</b></li> <li>5. <b>ELL classes with smaller population.</b></li> <li>6. <b>Regents prep classes for E7.</b></li> <li>7. <b>Remediation Packet for students based on skill.</b></li> <li>8. <b>Supplementary reading classes.</b></li> </ol>
<b>Mathematics:</b>	<ol style="list-style-type: none"> <li>1. <b>New NY State curriculum for grade 9, Integrated Algebra One is subdivided into 4 terms for level 1 and 2 entering Freshmen.</b></li> <li>2. <b>Use of ICU's for credit recovery and tutoring.</b></li> <li>3. <b>Tutoring in Regents prep for 6 days before the Regents, by teachers, before and after the students' school day.</b></li> <li>4. <b>Tutoring for Math regents exam on Saturdays by Queens College Now Program (15 weeks)</b></li> <li>5. <b>Common planning and tutoring by Doshi teachers.</b></li> <li>6. <b>Bilingual classes in all 3 years of Mathematics in Spanish and Chinese.</b></li> <li>7. <b>Parent notification letter of course description and department grading policy.</b></li> <li>8. <b>Parent notification letter about progress of student at the end of first and second marking periods.</b></li> <li>9. <b>Conferences by teachers and AP with parents and students.</b></li> <li>10. <b>Appropriate mathematics work for students in Principal's Learning Center.</b></li> <li>11. <b>Training of students in use of graphing calculator as a discovery tool.</b></li> <li>12. <b>Use of CORE CURRICULUM (Prentice Hall) selected by DOE to support City and State standards in Mathematics instruction.</b></li> <li>13. <b>BOWNE LEADERSHIP INSTITUTE – a block program for selected level 1 and 2 students to create a House environment – selected teachers do common planning and interdisciplinary teaching.</b></li> <li>14. <b>Offering a one-year course in INTERMEDIATE ALGEBRA for students unable to succeed in Algebra 2 and Trig.</b></li> <li>15. <b>Increased use of English in all Bilingual classes.</b></li> <li>16. <b>Use of Differentiated Instruction and Pre-determined groups twice a week in all classes.</b></li> <li>17. <b>Weekly calls by teachers to parents of students who are absent.</b></li> </ol>

	<b>18. Teachers can immediately identify needs of students through ARIS.</b>
<b>Science:</b>	<ol style="list-style-type: none"> <li>1. Make Up Labs.</li> <li>2. Tutoring – Teacher.</li> <li>3. Extended Day Program.</li> <li>4. ICU's.</li> <li>5. Peer tutoring with Doshi and Advanced Placement Students.</li> <li>6. ESL/ELL classes offered.</li> <li>7. Bi-Lingual classes offered.</li> </ol>
<b>Social Studies:</b>	<ol style="list-style-type: none"> <li>1. Bilingual small group afterschool tutoring – Title 3.</li> <li>2. Bilingual small group regents prep –C-6.</li> <li>3. Regents prep – lunch periods – C-6, periods 3, 7 and 8.</li> <li>4. College Now – Saturday mornings at Queens College.</li> <li>5. Ex Bowne regents prep by auditing regents prep classes.</li> <li>6. RG classes for H5 in fall semester.</li> <li>7. R classes for H7 in fall semester.</li> </ol>
<b>Agriculture/Business</b>	<ol style="list-style-type: none"> <li>1. Maintain close Assistant Principal/Guidance contact regarding individual students.</li> <li>2. Department policy of frequent home contacts regarding attendance/lateness.</li> <li>3. Review of each marking period department stats to review percentage passing.</li> <li>4. Teacher logs for home contact.</li> <li>5. Department tutoring if necessary</li> </ol>
<b>At-risk Services Provided by United Way/AIDP/Community Mediation Services</b>	<ul style="list-style-type: none"> <li>■ Program provides support services to students at-risk of dropping out of school. The program focuses services primarily on students that have a pattern of poor attendance. The students meet the following criteria: Students in temporary housing, students that have experienced child abuse and/or neglect, students in foster care/group homes, students that have been absent 27-75 days during the 2008-2009 school year.</li> <li>■ The core services include attendance services, family involvement, individual and group counseling, and youth development support services. The attendance services provide the school with two counselors to conference with students and families, make phone calls, mail notices of absenteeism, and conduct home visits. Individual and group counseling provide students with an outlet to share issues which impede them from successfully attending school. The youth development support services include the conflict mediation component of the program that will address the behavioral barriers that interfere with consistent student attendance.</li> </ul>

<p><b>At-risk Services Provided by the Big Buddy Program</b></p>	<ul style="list-style-type: none"> <li>■ A mentorship program that pairs staff members with “at-risk” students to improve students’ academic performance and interpersonal skills and relationships. Students receive support services and engage in extra-curricular activities to enable them to be successful in the school community. Support services and extra-curricular activities include group and individual counseling. Student contracts, guidance intervention conferences, career exploration and skill seminars.</li> </ul>
<p><b>At-risk Services Provided by the Relationship Abuse Prevention Program (RAPP)</b></p>	<ul style="list-style-type: none"> <li>■ RAPP provides crisis counseling and educational workshops to increase student awareness of abusive relationship behaviors, develop healthy relationships and increase emotional support and stability.</li> </ul>
<p><b>At-risk Services Provided by the Child Center</b></p>	<ul style="list-style-type: none"> <li>■ Child center is designed to be proactive and systemic in recognizing emotional health issues early in students and engaging families with flexible, culturally relevant services that have been shown to be effective. The program is designed to keep issues from relief from symptoms earlier rather than later, prevent long-term problems and improve school performance and personal relationships with families and friends.</li> </ul>
<p><b>C<sup>3</sup> Project Community, Collaboration for Change</b></p>	<ul style="list-style-type: none"> <li>■ The overarching purpose of the C<sup>3</sup> Project is to improve student emotional and behavioral wellness. The focus of services is to teach students pro-social skills through prescriptive <i>Skillstreaming</i> lessons. The Career Institute will serve as a vehicle to motivate students to discover their strengths and interests and transfer them to future career choices. The multifaceted mental health and careers program will offer services and interventions to improve students’ emotional and behavioral wellness resulting in academic progress, better attendance and reduction in the number and severity of disruptive conduct and improvement in school safety. Parents will be encouraged to participate in the college process and student wellness.</li> </ul>



## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

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### **Language Allocation Policy** **2009-2010**

#### **ELL Identification Process**

The parents of ELLs have the opportunity to select programs for their children. On the day of admission, the parent completes the Home Language Survey and then meets with the LAB/BESIS Coordinator, Dara Eskenazi. Ms. Eskenazi is a licensed ESL teacher with nine years experience as LAB/BESIS coordinator. She determines eligibility for evaluation by conducting an informal oral interview. Ms. Eskenazi reviews the Home Language Survey and shows each family the translated “Orientation Video for Parents of Newly Enrolled English Language Learners”. After watching the video in the native language, and with translators present, the parents are informed of the two program choices offered at John Bowne: Transitional Bilingual and Freestanding ESL. The parents sign and turn in their program selection forms at the time of admission. The LAB/BESIS coordinator administers the LAB-R when necessary. We program identified ELLs based on the parent’s choice of either a bilingual or an ESL instructional program. Throughout the school year, we hold ELL parent meetings with translators present, to inform parents of our instructional programs. Over the past three years, the trend of program selection shows that 95% of the Spanish-speaking parents choose our bilingual Spanish program and 95% of the Chinese parents choose the bilingual Chinese program. These program models are aligned with the parents’ requests.

#### **Programming and Scheduling Information**

To support English Language Learners, our instructional program includes a Transitional Bilingual Education in both Spanish and Chinese. We also offer a freestanding ESL program. Both the TBE and ESL programs are designed to serve ELLs at varied levels of proficiency: beginner (3 periods daily taught by ESL teachers), intermediate (2 periods daily taught by ESL teachers) and advanced (one period daily taught by an ESL teacher and one period daily taught by an ELA teacher). Students in the TBE program receive instruction in Chinese or Spanish Native Language Arts. Furthermore, Chinese and Spanish speaking students in the TBE program receive instruction from bilingual teachers in content areas such as Living Environment, Earth Science, Chemistry, Global Studies, U. S. History, Economics, Geometry, and Intermediate Algebra. In homogeneous ESL classes, newcomers and LTEs increase proficiency through practice in listening, speaking, reading and writing. Teachers focus on activities and scaffolding techniques that enhance critical thinking skills and the language proficiency needed to pass content area classes and regents exams. In order to allow ELLs access to academic discourse, ESL teachers follow a unified unit sequence that includes a wide range of content area themes. There are a number of existing services for long term ELLs. Based on NYSESLAT scores, LTEs are strategically programmed for 1 -2 periods daily for classes in *Read 180* or *Achieve3000*. *Achieve3000* students participate in a web-based program that helps to improve writing, vocabulary skills and comprehension skills of non-fiction text. Students in the *Read 180* class have reading intervention which directly addresses individual needs through adaptive and instructional software, high interest literature, and direct instruction in reading and writing skills. LTEs are also programmed for regents prep classes in content areas such as English Language Arts, Global Studies and US History and Government.

Additionally, there are 108 SIFE, 65 Special Education ELLs, 151 Long Term ELLs, 186 ELLs between 4-6 years and 492 Newcomer ELLs. Team teaching classes are offered to support SIFE and LTEs in global studies. Copies of all teachers' licenses/certifications are on file. These classes are heterogeneous and ungraded. Extended day credit recovery and after school instructional support classes are offered to ELLs who require more than four years to graduate.

SIFE receive instruction using the *RIGOR* program and are grouped homogeneously in ESL for three periods daily. These students are in a self-contained ESL class for three periods daily that focuses on increasing literacy through content area readings and phonetic awareness. ELLs identified as having special needs receive individual and prescriptive plans that are designed to facilitate differentiated instruction. These students are provided with related services and resource room as indicated in their IEP.

ELLs who reach proficiency on the NYSESLAT continue to receive transitional support in transitional ELA classes. Language electives offered to ELLs include courses such as the following: Advanced Placement Chinese, Advanced Placement Spanish Language and Spanish Theater (Teatro Español). Teachers of ELLs receive professional development by attending outside workshops, during monthly faculty and departmental conferences, and on Staff Development Days.

### **Professional Development and Support for School Staff**

The following topics are covered in the Professional Development Plan for teachers of ELLs:

- Integrating Academic Language in the Secondary ESL Classroom
- Using the Smart Board for Classroom Activities
- Differentiated Instruction
- How to deconstruct “juicy” sentences ~ Strategies that Prepare ELLs for the English Regents
- Achieve3000
- Read180
- Formative Assessment Strategies
- ELL Periodic Assessment ~ Using Data to Drive Instruction

In addition, ESL teachers collaborate to develop curriculum maps with focuses on content area and ESL instruction.

In order to support native language arts, bilingual dictionaries and glossaries are available in ESL and bilingual content area classes. Library books are also available in the students' native languages.

Instruction is provided in the native language to transfer skills to English. For example, students read texts in NLA that are taught in ESL and ELA classes. Extended day classes are offered to ELLs for credit recovery in ESL, ELA, math and other content areas. ELLs receive supplemental instruction, academic support in regents preparation during Saturday Academy and in after school tutorial programs in the following subject areas:

- English as a Second Language
- Bilingual Spanish Living Environment
- Bilingual Spanish Earth Science

- Bilingual Spanish Chemistry
- Bilingual Chinese Chemistry
- Bilingual Chinese Global Studies and U.S. History and Government
- Bilingual Spanish Global Studies and US History and Government
- Bilingual Spanish Mathematics
- Native Language Arts Spanish
- Native Language Arts Chinese

### **Parental Involvement**

Parents of ELLs are encouraged to attend in the Title III Saturday Academy. They take classes in ESL and computer literacy. In addition, parents participate in monthly parent workshops conducted by the bilingual guidance counselor. The following workshop topics are based on the results of a needs assessment and individual interviews with parents:

- Understanding transcripts, student programs and attendance records
- Importance of regular attendance
- New York State regents requirements
- How to improve your child's academic performance
- Ways to discuss school issues with teens
- John Bowne High School afterschool and Saturday tutorial programs

### **Assessment Data Analysis**

The data patterns of the NYSESLAT reveal that the beginner and intermediate ELLs can benefit from instructional support in reading and writing in grades 9 and 10. Additionally, listening and speaking must be addressed in ESL and content area classes. In the bilingual Chinese and Spanish programs, students fare better in regents exams taken in the native language than in English. The native language is used to support instruction in bilingual and ESL content area classes. As beginners transition to higher levels, the teachers' use of the native language decreases in the bilingual content area classes.

School leadership uses the results of the ELL Periodic Assessment to know performance levels of different classes in the school in reading, writing and listening. Knowledge of common strengths and weaknesses aids John Bowne administrators in planning curriculum and selecting leveled text for units of study. Through item analysis, ESL teachers use the results to plan lessons for whole classes and individual students. Teachers also ascertain which particular skill areas students are proficient in, as well as, where they are having difficulty. Based on the ELL Periodic Assessment data, we know that the ELLs can benefit from increased listening practice. ESL and NLA teachers can incorporate activities that involve listening and note-taking skills in the content areas. In addition to this, ELLs need to improve reading and writing skills. Through differentiated instruction, teachers use alternate text and varied writing activities to help students build literacy.

The LAP for the Spanish and Chinese TBE program calls for engaging and challenging native language instruction in the content areas: mathematics, science and social studies. As the students' level of fluency increases, so does the amount of instruction in English.

In addition, students receive intensive support in English as a Second Language, English Language Arts, and Native Language Arts. Students master academic language in content area classes according to their grade level in the native language while developing proficiency in the English language. Through the use of ESL strategies, teachers provide well developed lessons and build academic skills based on New York State standards. In the Freestanding English as a Second Language program, all instruction is delivered in English with native language support. Through differentiated instruction, teachers use ESL methodology and instructional strategies to make content accessible to ELLs. Additionally, language arts is taught using ESL and ELA methods according to the learning standards of New York State. These programs are staffed with quality certified teachers who are engaged in on going professional development to provide rigorous academic instruction to ELLs.

The following staff members are on the LAP team: Howard Kwait, Principal; Ian Kamen, Assistant Principal, Organization; Karen Gouede, Assistant Principal, E.L.L.; Mary Gahn, Assistant Principal, Mathematics; Dara Eskenazi, LAB/BESIS Coordinator, Alhan Sencer, Technology / Data Specialist; Maritza Matias, Bilingual Guidance Counselor; Ivan Castillo; Parent Coordinator.

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES 9–12 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### 1. Language Allocation Policy Team Composition

SSO/District <b>25</b>	School <b>John Bowne High School</b>
Principal <b>Howard Kwait</b>	Assistant Principal <b>Karen Gouede, A.P. ELL</b>
Coach <b>Mary Gahn A.P. Math</b>	Coach <b>Ian Kamen A.P.O.</b>
Teacher/Subject Area <b>Alhan Sencer Tech. Coord.</b>	Guidance Counselor <b>Maritza Matias</b>
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Ivan Castillo</b>
Related Service Provider	SAF
Network Leader <b>Gerrie Beirne</b>	Other

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>15</b>	Number of Certified Bilingual Teachers	<b>13</b>	Number of Certified NLA/FL Teachers	<b>6</b>
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>3182</b>	Total Number of ELLs	<b>829</b>	ELLs as Share of Total Student Population (%)	<b>26.05%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:





**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_

Number of third language speakers: \_\_\_\_

Ethnic breakdown of EPs (Number)

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino: \_\_\_\_

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other: \_\_\_\_

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	9	10	11	12	TOTAL
Spanish	70	33	27	14	144
Chinese	19	10	3	2	34
Russian	1	1		1	3
Bengali	4		2	2	8
Urdu					0
Arabic	2				2
Haitian Creole		1	1	1	3
French	1	6	4	1	12
Korean		1			1
Punjabi	4	1	3	2	10
Polish		1			1
Albanian					0
Other					0
<b>TOTAL</b>	<b>101</b>	<b>54</b>	<b>40</b>	<b>23</b>	<b>218</b>



## Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12

	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
NLA Usage/Support	Dual Language
100%	
75%	
50%	
25%	

	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to, ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

### Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

### Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

### Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

## Part IV: Assessment Analysis

### A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL

Beginner(B)	83	52	16	14	165
Intermediate(I)	60	69	69	62	260
Advanced (A)	29	24	11	20	84
Total	172	145	96	96	509

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	46	25	10	8
	I	48	51	50	58
	A	44	46	24	17
	P	34	23	12	13
READING/WRITING	B	81	49	10	12
	I	62	70	68	56
	A	29	23	17	21
	P	0	3	1	7

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	315		126	
Math A	482		352	
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				

Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	10	14	2	30				
Chinese Reading Test	0	11	0	117				

**B. After reviewing and analyzing the assessment data, answer the following**

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

## Part VI: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		

	Network Leader		
	Other		
	Other		

<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08**

**School Building:** John Bowne High School **District 25**

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
18	15	0	0	0	0	33

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

**Part D: CR Part 154 – Sample Student Schedules**

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

# SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type:      Free-Standing     Push-in      Pull-out  
 Indicate Proficiency Level:    Beginning     Intermediate    Advanced

School District: 25           School Building: Q425

## Sample Beginning ESL Schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday	Day 0
Period 0						
Period 1	L1S/01 PHILLIPS T-4	L1S/01 PHILLIPS T-4	L1S/01 PHILLIPS T-4	L1S/01 PHILLIPS T-4	L1S/01 PHILLIPS T-4	
Period 2	L1S/01 PHILLIPS T-4	L1S/01 PHILLIPS T-4	L1S/01 PHILLIPS T-4	L1S/01 PHILLIPS T-4	L1S/01 PHILLIPS T-4	
Period 3	ZLUN/01 CAFT	ZLUN/01 CAFT	ZLUN/01 CAFT	ZLUN/01 CAFT	ZLUN/01 CAFT	
Period 4	SL1E/03 SCHWARTZ 304	SL1E/03 SCHWARTZ 304	SL1E/03 SCHWARTZ 304	SL1E/03 SCHWARTZ 304	SL1E/03 SCHWARTZ 304	SL1LEZ/03 SCHWARTZ
Period 5	A1/05 STEVENS B-15	A1/05 STEVENS B-15	A1/05 STEVENS B-15	A1/05 STEVENS B-15	A1/05 STEVENS B-15	
Period 6	MIA1/08 TSAO 335	MIA1/08 TSAO 335	MIA1/08 TSAO 335	MIA1/08 TSAO 335	MIA1/08 TSAO 335	
Period 7	H5RGE/02 CALIENDO 316	H5RGE/02 CALIENDO 316	H5RGE/02 CALIENDO 316	H5RGE/02 CALIENDO 316	H5RGE/02 CALIENDO 316	
Period 8	L1/08 HSUEH T-2	L1/08 HSUEH T-2	L1/08 HSUEH T-2	L1/08 HSUEH T-2	L1/08 HSUEH T-2	
Period 9	PE9/19 LEVINSON GYMW	PE9/19 LEVINSON GYMW	PE9/19 LEVINSON GYMW	SL1LE/05 FARO 301	PE9/19 LEVINSON GYMW	
Period 10						
Period 11						
Period 12					ZENG/04 HALF DAY ESL	
Period 13						



ESL Program Type:      Free-Standing     Push-in        Pull-out  
 Indicate Proficiency Level:    Beginning     Intermediate    Advanced

School District: 25

School Building: John Bowne High School

Sample Intermediate ESL Schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday	Day 0
Period 0						
Period 1	E5L/01 SMITH V 233	E5L/01 SMITH V 233	E5L/01 SMITH V 233	E5L/01 SMITH V 233	E5L/01 SMITH V 233	
Period 2	H7RGE/01 INGRASSIA 331	H7RGE/01 INGRASSIA 331	H7RGE/01 INGRASSIA 331	H7RGE/01 INGRASSIA 331	H7RGE/01 INGRASSIA 331	
Period 3	PLR/01 HARRIS GYMB	PLR/01 HARRIS GYMB	PLR/01 HARRIS GYMB	PLR/01 HARRIS GYMB	PLR/01 HARRIS GYMB	
Period 4	ZLUN/02  CAFT	ZLUN/02  CAFT	ZLUN/02  CAFT	ZLUN/02  CAFT	ZLUN/02  CAFT	
Period 5	SE1E/02 MUHLENFORTH 206	SE1E/02 MUHLENFORTH 206	SE1E/02 MUHLENFORTH 206	SE1E/02 MUHLENFORTH 206	SE1E/02 MUHLENFORTH 206	SE1LEZ/02 MUHLENFORTH
Period 6	MB32/04 MASHRIQI W 356	MB32/04 MASHRIQI W 356	MB32/04 MASHRIQI W 356	MB32/04 MASHRIQI W 356	MB32/04 MASHRIQI W 356	
Period 7	LSRA/03 OLIVO 354	LSRA/03 OLIVO 354	LSRA/03 OLIVO 354	LSRA/03 OLIVO 354	LSRA/03 OLIVO 354	
Period 8	GR1A/01 COLBERT 317	GR1A/01 COLBERT 317	GR1A/01 COLBERT 317	GR1L/01 ROBLES 317	GR1L/01 ROBLES 317	
Period 9		SE1L/95 RANDELL 201				
Period 10						
Period 11						
Period 12					ZENG/04 HALF DAY ESL	
Period 13						

ESL Program Type:      Free-Standing     Push-in        Pull-out

Indicate Proficiency Level:     \_\_\_ Beginning     \_\_\_ Intermediate     \_\_\_x\_ Advanced

School District: 25

School Building: John Bowne High School

Sample Advanced ESL Schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday	Day 0
Period 0						
Period 1	E5L/01 SMITH V 233	E5L/01 SMITH V 233	E5L/01 SMITH V 233	E5L/01 SMITH V 233	E5L/01 SMITH V 233	
Period 2	PE2/01 BROWN GYMF	PE2/01 BROWN GYMF	PE2/01 BROWN GYMF	PE2/01 BROWN GYMF	PE2/01 BROWN GYMF	
Period 3	L5S/02 TRIMOGLIE 213	L5S/02 TRIMOGLIE 213	L5S/02 TRIMOGLIE 213	L5S/02 TRIMOGLIE 213	L5S/02 TRIMOGLIE 213	
Period 4	ZLUN/02  CAFT	ZLUN/02  CAFT	ZLUN/02  CAFT	ZLUN/02  CAFT	ZLUN/02  CAFT	
Period 5	SL1E/04 SCHWARTZ 306	SL1E/04 SCHWARTZ 306	SL1E/04 SCHWARTZ 306	SL1E/04 SCHWARTZ 306	SL1E/04 SCHWARTZ 306	SL1EZ/04 SCHWARTZ
Period 6	SG1/02 ROSE 136A	SG1/02 ROSE 136A	SG1/02 ROSE 136A	SG1/02 ROSE 136A	SG1/02 ROSE 136A	
Period 7	ME41/03 CORT 339	ME41/03 CORT 339	ME41/03 CORT 339	ME41/03 CORT 339	ME41/03 CORT 339	
Period 8	H1E/03 BRADBURY 315	H1E/03 BRADBURY 315	H1E/03 BRADBURY 315	H1E/03 BRADBURY 315	H1E/03 BRADBURY 315	
Period 9				SL1LE/05 FARO 301		
Period 10						
Period 11						
Period 12					ZFRESH/02 HALF DAY	
Period 13						

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
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<b>1</b>	From:7:25 To:8:11	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>2</b>	From:8:15 To: 9:04	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>3</b>	From:9:08 To:9:54	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>4</b>	From: 9:58 To: 10:44	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>5</b>	From:10:48 To:11:34	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>6</b>	From:11:38 To:12:24	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>7</b>	From:12:28 To:1:14	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>8</b>	From:1:18 To:2:04	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>9</b>	From:2:08 To:2:57	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>10</b>	From:3:01 To:3:47	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

Bilingual Program Type:  TBE  Dual Language  
 Indicate Proficiency Level:  Beginning  Intermediate  Advanced

School District: 25 School Building: John Bowne High School

## Sample Beginning Student Schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday	Day 0
Period 0						
Period 1	SL1SP/01 RAMIREZ 302	SL1SP/01 RAMIREZ 302	SL1SP/01 RAMIREZ 302	SL1SP/01 RAMIREZ 302	SL1SP/01 RAMIREZ 302	SL1LSPZ/01 RAMIREZ
Period 2	L1/02 IHMANN T-3	L1/02 IHMANN T-3	L1/02 IHMANN T-3	L1/02 IHMANN T-3	L1/02 IHMANN T-3	
Period 3	L1S/03 BROME 211	L1S/03 BROME 211	L1S/03 BROME 211	L1S/03 BROME 211	L1S/03 BROME 211	
Period 4	L1S/03 BROME 211	L1S/03 BROME 211	L1S/03 BROME 211	L1S/03 BROME 211	L1S/03 BROME 211	
Period 5	ZLU4/15 CAFT	ZLU4/15 CAFT	ZLU4/15 CAFT	ZLU4/15 CAFT	SL1LSP/02 RAMIREZ 301	
Period 6	ME41SP/03 ALVARADO 343	ME41SP/03 ALVARADO 343	ME41SP/03 ALVARADO 343	ME41SP/03 ALVARADO 343	ME41SP/03 ALVARADO 343	
Period 7	H1SP/02 HERNANDEZ 345	H1SP/02 HERNANDEZ 345	H1SP/02 HERNANDEZ 345	H1SP/02 HERNANDEZ 345	H1SP/02 HERNANDEZ 345	
Period 8	PE8/03 MCCAFFREY GYMF	PE8/03 MCCAFFREY GYMF	PE8/03 MCCAFFREY GYMF	PE8/03 MCCAFFREY GYMF	PE8/03 MCCAFFREY GYMF	
Period 9	FS1A/03 DESINCE 243	FS1A/03 DESINCE 243	FS1A/03 DESINCE 243	FS1A/03 DESINCE 243	FS1A/03 DESINCE 243	
Period 10						
Period 11						
Period 12					ZFRESH/02 HALF DAY	
Period 13						

Bilingual Program Type:  TBE  Dual Language

Indicate Proficiency Level:    \_\_\_ Beginning    \_\_\_x\_ Intermediate    \_\_\_ Advanced

**Sample Intermediate Student Schedule**

Period	Monday	Tuesday	Wednesday	Thursday	Friday	Day 0
Period 0						
Period 1	FM5E/01 CHYN 141	FM5E/01 CHYN 141	FM5E/01 CHYN 141	FM5E/01 CHYN 141	FM5E/01 CHYN 141	
Period 2	LHRM1/01 ZHANG -YU 321	LHRM1/01 ZHANG -YU 321	LHRM1/01 ZHANG -YU 321	LHRM1/01 ZHANG -YU 321	LHRM1/01 ZHANG -YU 321	
Period 3	H3CH/01 ZHANG 321	H3CH/01 ZHANG 321	H3CH/01 ZHANG 321	H3CH/01 ZHANG 321	H3CH/01 ZHANG 321	
Period 4	SL1CH/01 YANG 241	SL1CH/01 YANG 241	SL1CH/01 YANG 241	SL1CH/01 YANG 241	SL1CH/01 YANG 241	SL1LCHZ/01 YANG
Period 5	MG21CH/02 WENSEK 334	MG21CH/02 WENSEK 334	MG21CH/02 WENSEK 334	MG21CH/02 WENSEK 334	MG21CH/02 WENSEK 334	
Period 6	ZLUN/04 CAFT	ZLUN/04 CAFT	ZLUN/04 CAFT	ZLUN/04 CAFT	ZLUN/04 CAFT	
Period 7	L3U/02 IHMANN T-3	L3U/02 IHMANN T-3	L3U/02 IHMANN T-3	L3U/02 IHMANN T-3	L3U/02 IHMANN T-3	
Period 8	L3SU/02 IHMANN T-3	L3SU/02 IHMANN T-3	L3SU/02 IHMANN T-3	L3SU/02 IHMANN T-3	L3SU/02 IHMANN T-3	
Period 9	PE9/23 SUMMA GYMD	SL1LCH/03 YANG 301	PE9/23 SUMMA GYMD	PE9/23 SUMMA GYMD	PE9/23 SUMMA GYMD	
Period 10						
Period 11						
Period 12					ZGLBL/02 HALF DAY	

Bilingual Program Type:    \_\_\_x\_ TBE    \_\_\_ Dual Language  
 Indicate Proficiency Level:    \_\_\_ Beginning    \_\_\_ Intermediate    \_\_\_X\_ Advanced

### Sample Advanced Student Schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday	Day 0
Period 0						
Period 1	L5S/01 FUNK T-12	L5S/01 FUNK T-12	L5S/01 FUNK T-12	L5S/01 FUNK T-12	L5S/01 FUNK T-12	
Period 2	FS7XL/01 HUARCA 239	FS7XL/01 HUARCA 239	FS7XL/01 HUARCA 239	FS7XL/01 HUARCA 239	FS7XL/01 HUARCA 239	
Period 3	PHT/03 DIMAGGIO T-7	PHT/03 DIMAGGIO T-7	PHT/03 DIMAGGIO T-7	PHT/03 DIMAGGIO T-7	PHT/03 DIMAGGIO T-7	
Period 4	MIA1/06 TSAO 335	MIA1/06 TSAO 335	MIA1/06 TSAO 335	MIA1/06 TSAO 335	MIA1/06 TSAO 335	
Period 5	E5L/04 SMITH V 233	E5L/04 SMITH V 233	E5L/04 SMITH V 233	E5L/04 SMITH V 233	E5L/04 SMITH V 233	
Period 6	H7SP/01 DIEZ-ROJAS 323	H7SP/01 DIEZ-ROJAS 323	H7SP/01 DIEZ-ROJAS 323	H7SP/01 DIEZ-ROJAS 323	H7SP/01 DIEZ-ROJAS 323	
Period 7	SL1X/01 SMITH D 201	SL1X/01 SMITH D 201	SL1X/01 SMITH D 201	SL1X/01 SMITH D 201	SL1X/01 SMITH D 201	
Period 8	SL1X/01 SMITH D 201	SL1X/01 SMITH D 201	SL1X/01 SMITH D 201	SL1X/01 SMITH D 201	SL1X/01 SMITH D 201	
Period 9						
Period 10						
Period 11						
Period 12					ZSENIOR/02 HALF DAY	
Period 13						

Period	Time					
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<b>1</b>	From:7:25 To:8:11					
<b>2</b>	From:8:15 To: 9:04					
<b>3</b>	From:9:08 To:9:54					
<b>4</b>	From: 9:58 To: 10:44					
<b>5</b>	From:10:48 To:11:34					
<b>6</b>	From:11:38 To:12:24					
<b>7</b>	From:12:28 To:1:14					
<b>8</b>	From:1:18 To:2:04					
<b>9</b>	From:2:08 To:2:57					
<b>10</b>	From:3:01 To:3:47					

## Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

### Form TIII – A (1)(a)

Grade Level(s) 9-12      Number of Students to be served: 300 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 16      Other Staff (Specify) 2 para-professionals, 1 guidance counselor

### School Building Instructional Program/Professional Development Overview

#### Title III, Part A LEP Program

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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John Bowne High School is a very diverse multicultural learning community. Our students speak nearly 50 different languages and represent over 70 different countries. Over 26% of our students qualify as LEP students. To support our LEP population we offer a full transitional bilingual program in both Spanish and Chinese, as well as a free standing ESL program in grades 9-12, offered in beginning, intermediate and advanced levels.

In order to provide supplemental support to the ELLs in our building, we will be offering the following in our language instructional program.

- After- school content area supplemental instruction
- Saturday Academy

The Achieve 3000 is a web based individualized reading program that is proven to accelerate comprehension, vocabulary, writing proficiency and performance. High interest topics are matched with individual lexile reading level. This use of technology motivates students while improving reading and writing ability. Achieve3000 ensures that every student is in his or her "Zone of Proximal Development" – where real learning and skills mastery occurs. We will also offer the Educational Activities Software (EAS) program to help ELLs develop skill competency and problem solving skills.



## **Saturday Academy**

The Saturday Academy Reading and Writing Program is intended to serve ESL and Bilingual students at varied levels of proficiency. The purpose of this program is to improve the English proficiency of our LEP students. Students will use Achieve3000 to help master critical reading skills. These skills will help LEP students to increase proficiency in the English language. The instructional support of Achieve3000 will also help ELLs achieve in core academic subjects. By improving reading comprehension and vocabulary, ELLs are better prepared to decode the written language and handle the complex vocabulary in the textbooks used in content area classes such as Living Environment, Earth Science, Global Studies, US History and Government, and English Language Arts.

Beginning and intermediate level students in grades 9-11 can benefit from the language development that this type of instruction will provide. Achieve3000 software is individualized and self-paced.

Additionally, beginning, intermediate and advanced ESL students will use Educational Activities Software (EAS) to develop skill competencies and problem solving skills. Students begin with basic skills, develop competency, and use these previously mastered skills to develop more complex ones. Mastery at each level provides the foundation for learning and potential success at the next level. Students will benefit from a variety of instructional formats, including tutorials, simulations, video-based lessons, remediation and authentic assessment tasks that appeal to all types of students. The EAS program includes a learning styles inventory which will enhance differentiation and individualize instruction for each student. The “Language Arts Development” program provides instruction and application of fundamental English Skills and concepts. Students will develop their abilities in capitalization, punctuation, parts of speech, subject-verb agreement, compound sentences, and paragraph construction covering critical language arts objectives.

Further, the “How to Write for Everyday Living” program emphasizes on writing to communicate in a variety of real-world situations. Essential vocabulary will be clearly defined and spoken. The “Writing Process Workshop Series” provides step-by-step instruction in all phases of the writing process. Using both literature-based and language experience approaches, students will be motivated to write. On screen prompts will guide learners through the eight steps of the writing process: readiness, brainstorming, pre-writing, drafting, revising, editing, proofreading and final draft.

Moreover, the “Real-World Applications of Math Skills and Problem Solving” program will motivate students by providing practical, mathematics, activities. These include using graphs, charts and tables, measuring in traditional and metric units, and working with lines and angles.

The instruction provided by the Saturday Academy Reading Program will support approximately 50 beginner, intermediate and advanced level students in grade levels 9 – 11. Two licensed teachers of ESL will teach the classes and the language of instruction will be English. Students will have the opportunity to develop English proficiency and acquire the skills needed to succeed in English Language Arts and pass state exams.

The expected outcome is that students will learn to integrate technology in their learning process and will increase their achievement in ESL, reading, writing and mathematics. This will significantly increase academic achievement since they will learn through scaffolded tasks that will target the development of reading and writing through exploration of academic content and technology infused instruction.

3 ESL teachers will provide instruction x \$49.73 x 22 weeks x 4 hrs.	\$ 13,128
2 Spanish Bilingual Social Studies teacher2 will provide instruction x \$49.73 x 22 weeks x 4 hrs.	8,752
1 Chinese Bilingual Business teacher will provide instruction x \$49.73 x 22 weeks x 4 hrs.	4,376
1 Supervisor will register participants, observe classes, monitor attendance, order materials, manage support staff x \$51.34 x 22 weeks x 4 hrs.	4,518
1 Bilingual Spanish Guidance Counselor will assist with registration and conduct parent workshops x \$53.47 x 30 hrs.	1,604
3 Saturday Academy paraprofessionals will provide assistance in the computer classes with technology infused learning (Microsoft Word/PowerPoint) x \$27.70 x 22 x 4 hours	7,312

**After School supplemental instruction program**

We will offer supplemental academic instruction to SIFE and LTEs. The purpose of these classes is to improve English proficiency and student achievement in core academic subjects. ELLs will benefit from supplemental instruction in Bilingual Spanish Living Environment, Bilingual Spanish Chemistry, Bilingual Spanish Earth Science, Bilingual Spanish Global Studies, Bilingual Spanish US History and Government, Bilingual Chinese Global Studies, Bilingual Chinese Chemistry, and Chinese Native language Arts.

- 1 Bilingual Spanish math teacher will provide instruction x \$49.73 x 22 weeks x 4 hrs. \$4,376
- 1 ESL teacher will provide instruction x \$49.73 x 22 weeks x 4 hours \$4,376

- 1 Bilingual Spanish US History and Government teacher will provide instruction x \$49.73 x 22 wks x 4 hrs. \$4,376
- 1 Bilingual Spanish Global Studies teacher will provide instruction x \$49.73 x 22 weeks x 4 hrs. \$4,376
- 1 Bilingual Chinese Global Studies teacher will provide instruction x \$49.73 x 22 weeks x 4 hrs. \$4,376
- 1 Bilingual Spanish Living Environment teacher will provide instruction x \$49.73 x 22 wks x 64hrs. \$4,376
- 1 Bilingual Spanish Earth Science teacher will provide instruction x \$49.73 x 22 weeks x 4 hrs. \$4,376
- 1 Bilingual Spanish Chemistry teacher will provide instruction x \$49.73 x 22 weeks x 4 hrs \$4,376
- 1 Bilingual Chinese Chemistry teacher will provide instruction x \$49.73 x 22 weeks x 4 hrs. \$4,376
- 1 Chinese Native Language Arts teacher will provide instruction x \$49.73 x 22 weeks x 4 hrs. \$4,376
- 1 Spanish Native Language Arts teacher will provide instruction x \$49.73 x 22 weeks x 4 hrs. \$4,376

1 Guidance Counselor will provide support for ELLs. Through student outreach and parental contact, guidance counselor will increase student and parent participation in Title III after school and Saturday Academy.

- 1 After school Guidance Counselor to support the ELLs will be paid \$53.47 x 40 hrs \$2,673
- 1 Supervisor will observe classes, monitor attendance, order materials x \$51.34 x 4 hrs. x 22 weeks 4,518

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Conference fees for professional development	\$2,000 (Paid from the Title I fund)
<ul style="list-style-type: none"> <li>• Teacher per session will be paid to the 16 Title III participating teachers x \$49.73 x 3 sessions x 3 hours</li> </ul>	\$7,161 (Paid from the Title I fund)

Professional Development Topics will include:

- Integrating Academic Language in the Secondary ESL Classroom
- Differentiated Instruction for ELLs
- Scaffolding Instruction for ELLs
- Achieve 3000 Web Based Literacy Program

**Form TIII – A (1)(b)**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	<p><b>\$48,139</b></p> <p><b>4,518</b></p> <hr/> <p><b><u>2,139</u></b></p> <p><b>\$54,796</b></p>	<p><b><u>After School Tutorial Program</u></b></p> <ul style="list-style-type: none"> <li>• 11 After school supplemental instruction program teachers x \$49.73 x 22 sessions x 4 hours to support LTEs</li> <li>• 1 After school Supervisor x \$51.34 x 4 hours x 22 weeks</li> <li>• 1 After school Guidance Counselor to support the ELLs will be paid \$53.47 x 40 hrs</li> </ul> <p><b><u>Saturday Academy</u></b></p> <ul style="list-style-type: none"> <li>• 2 Saturday Academy teachers for parents x \$49.73 x 22 sessions x 4 hours</li> </ul>
	<b>8,752</b>	



### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

**Parents are surveyed on their home language. In addition, interpretation is provided in multiple languages (i.e., Spanish, Chinese, Farsi) at parent meetings and school functions.**

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

**Our findings show that in addition to having a growing need for translation and interpretation services in multiple languages, we also need greater support regionally and centrally to make parents aware that these services are available.**

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

**Translation of school documents is conducted in-house by our staff. Central documents are sent to us in multiple languages and forwarded to parents accordingly.**

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

**Oral interpretation will be provided at parent meetings and conferences as needed. This will help to meet identified needs by increasing communication with parents and insuring that collaboration is possible. These services are provided in-house by school staff.**

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**The school will fulfill Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation by providing parents with interpretation services at parent meetings and conferences. This will be coordinated by the AP/PPS, APO, AP Foreign Language, AP/ESL, Parent Coordinator and PTA Executive Board.**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	1,823,751	142,086	1,965,837
2. Enter the anticipated 1% set-aside for Parent Involvement:	18,238		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,421	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	91,188		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		7,104	
6. Enter the anticipated 10% set-aside for Professional Development:	182,375		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		14,209	

1. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 98.3%
2. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

**Of the teachers who were not highly qualified in their fields, the following strategies were implemented:**

1. **Teacher A retired**
2. **Teacher B finished course work to complete highly qualified in Math.**
3. **Teacher C was given a schedule that matched up math his certification area.**



## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### SCHOOL-PARENT COMPACT

**John Bowne High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education ACT (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.**

This school-parent compact is in effect during the 2009-2010 school year.

### REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

## School Responsibilities

John Bowne High School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
  - a. Our school community strives to provide high quality curriculum and instruction by training teachers in methodologies designed to increase the rate and degree of student learning.**
  - b. We strive to provide a supportive and effective learning environment where all students have the opportunity to learn at their highest potential.**
- 2. Hold Student-Parent-Administration orientations during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held during August and September 2009 as well as individual parent conferences as needed.**
- 3. Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows:**
  - Marking Period Report Cards on October 20, 2009 and December 1, 2009; January 20, 2010; March 10, 2010; April 30, 2010 and June 14, 2010.**
  - Teacher progress reports are sent home as needed**
  - School messenger calls are sent to inform parents of attendance issues and school notices**
- 4. Provide parents reasonable access to staff:**
  - Fall and Spring Parent-Teacher Conferences will be held on October 29/30, 2009 and March 18/19, 2010**
  - Monthly PTA meetings**
  - Scheduled meetings/conferences as necessary**
- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:**
  - Through our PTA parents are encouraged to participate in school-wide events such as Winter Carnival, Spring Fair and Parent Workshops which include various topics that are related to student achievement and progress.**

## Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Provide accurate and up to date telephone number/home address**

- **Monitoring attendance daily**
- **Making sure that homework is completed**
- **Monitoring amount of television our children watch**
- **Participating, as appropriate, in decisions relating to my children's education, such as PTA and SLT meetings**
- **Promoting positive use of my child's extracurricular time by encouraging them to participate in clubs and teams after school and on weekends**
- **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate**
- **Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Leadership Team, the Title I Policy Advisory Committee, or other policy groups.**

#### OPTIONAL ADDITIONAL PROVISIONS

##### Student Responsibilities

**We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically we will:**

- **Do homework every day and ask for help when I need to**
- **Read at least 30 minutes every day outside of school time**
- **Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day**

##### Additional Required School Responsibilities.

**John Bowne High School will:**

- 1. Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.**
- 2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing and timely way.**
- 3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs and will encourage them to attend.**
- 4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.**

5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the schools curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practically possible.
7. Prove to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

John Bowne High School  
School

\_\_\_\_\_  
Parent(s)

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All School Improvement Schools (SINI and SRAP)**

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school's findings of the specific academic issues that caused the school to be identified.

**As a Title I School, Restructuring Comprehensive Year 1, there are many academic issues that have caused us to be identified as such. These issues are predominantly instructional and organization in their origin. Consequently, by revamping our Goal initiatives in each of our academic departments and in our PPS department, we believe we have directed our efforts into clear and focused interventions to improve our achievement in subject specific areas as well as student and parent involvement.**

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

**Specifics concerning these directives can be focused in sections V and VI of this document, pgs. 11-83. Here you will note, specific goals and the action plan developed to reach each one including resources allocated and interim assessments to be used.**

**Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information: 2009-10 anticipated Title I allocation = **\$ 1,823,751**; 10% of Title I allocation = **\$182,375**.

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

**Staff Development, Retreat Conferences, Coaches, Mentors, Lehman College Writing Program.**

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<sup>1</sup> School Under Registration Review (SURR)

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.  
**We have 2 mentors, Ellen Popper and Frances Schonbrun. They meet with new teachers two times a week. They observe classes, and discuss it at a post-observation conference. The second day the mentors come up with suggestions on ways to improve. The second week the teachers are observed again.**
  
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.  
**Corrective letter was sent out to parents in September 2008.**



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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production,

composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- **Utilize department meetings to investigate whether the finding is relevant to school's educational program.**
- **Utilize the observation process as a measure to indicate whether or not there is a lack of depth in what is being taught.**
- **Utilize small grade level curriculum meetings to oversee pacing calendars and whether they are in alignment with New York Standards.**

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- **Teachers are made aware of New York State Standards individually, in small group meetings, and in department meetings.**
- **Observation reports address the instructional need to align with New York State Standards in all four components of ELA acquisition.**
- **Articulated emphasis on grade level curriculum and what is the appropriate focus for each level. Equal emphasis is placed on reading, writing, speaking and listening. There are monthly interdepartmental meetings between English teachers and ESL teachers to share methodologies and materials.**

**Grade 9 Reading**

**Standard 1: Students will read, write, listen and speak for *information and understanding*.**

- **Locate and use school public library resources for information and research**
- **Read and follow written, complex directions and procedures to solve problems and accomplish tasks**
- **Recognize the defining features and structures of informational texts, such as national newspapers, online and electronic databases, and websites.**

- Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies
- Employ a range of post-reading practices

**Standard 2:** Students will read, write, listen and speak for *literary response and expression*.

- Read, view and respond independently to literary works that represent a range of social, historical and cultural perspectives
- Read literary texts aloud to convey an interpretation of the work
- Read works with a common theme and compare the treatment of that theme by different authors
- Interpret multiple levels of meaning in text

**Standard 3:** Students will read, write, listen and speak for *critical analysis and evaluation*.

- Form opinions and make judgments about the accuracy of information and personal texts.
- Generate a list of significant questions to assist with analysis of text
- Analyze and evaluate fiction, including: the development of a central idea or theme; the development of characters and their actions; the elements of the plot, such as conflict, climax, and resolution; the significance of the title

**Standard 4:** Students will read, write, listen, and speak for *social interaction*.

- Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts.

#### **Grade 9 Writing**

**Standard 1:** Students will read, write, listen, and speak for *information and understanding*

- Use a range of organizational strategies to present information
- Use charts, graphs, or diagrams to illustrate informational text.

**Standard 2:** Students will read, write, listen and speak for *literary response and expression*.

- Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts

**Standard 3:** Students will read, write, listen and speak for *critical analysis and evaluation*.

- Maintain a writing portfolio that includes writing for critical analysis and evaluation.
- Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with writing partner(s)

#### **Grade 9 Listening**

**Standard 1:** Students will read, write, listen and speak for *information and understanding*.

- Listen to and follow complex directions or instructions
- Recognize features of literary genres in interpreting presentations of literary text.

**Standard 3:** Students will read, write, listen and speak for *critical analysis and evaluation*.

- Use prior knowledge, as well as the perspectives of other individuals, groups, and recognized experts, to analyze and evaluate presentations

- 

**Standard 4:** Students will read, write, listen, and speak for *social interaction*

- Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers
- Respect age, gender, social position, and cultural traditions of the speaker.

## **Grade 10 Reading**

### **Standard 1: Students will read, write, listen and speak for *information and understanding***

- Analyze information from different sources, making connections and showing relationships to other texts, ideas, and subjects – employ a range of post-reading practices to think about new learning and plan further learning.
- Read, view, and respond independently to literary works that represent a range of social, historical and cultural perspectives.
- Read literary criticism to increase comprehension and appreciation of literary texts, with assistance
- Distinguish between different forms of poetry, such as sonnet, lyric, elegy, narrative, epic, and ode, and recognize how the author uses poetic form to convey message or intent
- Read literary texts aloud to convey an interpretation of the work
- Interpret literary texts on the basis of an understanding of the genre and the literary period

### **Standard 3: Students will read, write, listen and speak for *critical analysis and evaluation*.**

- Analyze and evaluate poetry in order to recognize the use and effect of: sensory imagery; figurative language; verse form
- Evaluate poetry to recognize the use and effect of verse form
- Analyze and evaluate fiction, including: The background in which the text is written; the effect created by the author's tone or mood
- Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism

### **Standard 4: Students will read, write, listen, and speak for *social interaction***

- Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication.

## **Grade 10 Writing**

### **Standard 1: Students will read, write, listen and speak for *information and understanding***

- Select and limit topics for informational writing

### **Standard 2: Students will read, write, listen and speak for *literary response and expression*.**

- Write interpretive and responsive essays of approximately three pages to: express judgments and support them through references to the text, using direct quotations and paraphrase; explain how the author's use of literary devices affects meaning; examine development and impact of literary elements, such as character (protagonist and antagonist), action (conflict, intrigue, suspense, and climax), and setting (locale and time period), in literary texts and performances; compare and contrast the treatment of literary elements in different genres and by more than one author; engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings and new insights

### **Standard 3: Students will read, write, listen and speak for *critical analysis and evaluation*.**

- Articulate one or more perspectives, such as one's own and/or those of a special interest group, to summarize arguments on different sides of issues
- Develop critiques from more than one perspective, such as historical and cultural
- Identify and model the social communication techniques of published writers

- Distinguish between the conventions of academic writing and the conventions of email and instant messaging

### **Grade 10 Listening**

**Standard 1:** Students will read, write, listen and speak for *information and understanding*

- Recognize features of literary genres in interpreting and responding to presentations of literary texts
- Recognize and respond to historical and contemporary social and cultural conditions in presentation of literary texts

**Standard 3:** Students will read, write, listen and speak for *critical analysis and evaluation*

- Determine points of view and clarify positions
- Evaluate content and organization of the presentations, applying criteria such as relevance of statements in relation to the topic
- Analyze and evaluate information, ideas, options, issues, themes, and experiences from a range of academic and nonacademic presentations, such as speeches, interviews and editorials
- Listen for multiple levels of meaning, articulated and unspoken
- Encourage the speaker with appropriate facial expressions and gestures
- Withhold judgment
- Appreciate the speaker's uniqueness

### **Grade 10 Speaking**

**Standard 1:** Students will read, write, listen and speak for *information and understanding*

- Express a point of view, providing supporting facts and details

**Standard 2:** Students will read, write, listen and speak for *literary response and expression*.

- Describe the features of the genre and the period to interpret and respond to texts

**Standard 3:** Students will read, write, listen and speak for *critical analysis and evaluation*

- Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historical articles and in advertisements.
- Articulate personal opinions to clarify stated positions and persuade or influence groups
- Modify content on the basis of audience response during presentation
- Ask and respond to questions to seek clarity or to suggest different perspectives
- Use social communication in workplace settings to foster trust and build goodwill
- Respond respectfully

### **Grade 11 Reading**

**Standard 1:** Students will read, write, listen and speak for *information and understanding*

- Read and follow written directions and procedures to solve problems and accomplish tasks
- Identify and evaluate the reliability and validity of informational sources
- Analyze and synthesize information from different sources, making connections and showing relationships to other texts, ideas, and subjects and to the world at large

**Standard 2:** Students will read, write, listen and speak for *literary response and expression*.

- Read. View and interpret texts and performances in every medium (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide variety of authors, subjects and genres

- Read view and respond independently to literary works that represent a range of social, historical and cultural perspectives
- Read literary criticism to increase comprehension and appreciation of literary texts
- Read literary texts aloud to convey an interpretation of the work
- Interpret multiple levels of meaning and subtleties in text
- Recognize and analyze the relevance of literature to contemporary and/or personal events and situations

**Standard 3:** Students will read, write, listen and speak for *critical analysis and evaluation*

- Analyze and evaluate nonfiction: Identify text structure, using supports such as graphic organizers; preview a text (e.g., in order to build a schema), noticing structural markers, such as heading and subheadings; identify the particular kinds of language used in particular texts.
- Analyze and evaluate fiction, including the effect of diction and figurative language
- Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism and in political, historical and scientific analysis

**Standard 4:** Students will read, write, listen, and speak for *social interaction*

- Share reading experiences with a peer or adult; for example, read together silently or aloud and discuss reactions to texts
- Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication

**Grade 11 Writing**

**Standard 1:** Students will read, write, listen and speak for *information and understanding*

- Analyze and integrate data, facts and ideas to communicate information
- Define the meaning of and understand the consequences of plagiarism, investigate electronic safeguards
- Maintain a portfolio that includes informational writing

**Standard 2:** Students will read, write, listen and speak for *literary response and expression*.

- Write original literary texts
- Write interpretive and responsive essays of approximately three to five pages to: express judgments and support them through references to the text, using direct quotations and paraphrase; explain how the author's use of literary devices affects meaning; examine development and impact of literary elements, such as character, action, and setting in literary texts and performances; compare and contrast the treatment of literary elements in different genres and by more than one author; use literary criticism to expand personal analysis of the literary text; engage in a variety of prewriting experiences, such as using a variety of visual representations, to express interpretations, feelings and new insights

**Grade 11 Writing**

**Standard 3:** Students will read, write, listen and speak for *critical analysis and evaluation*

- Develop critiques from more than one perspective, such as historical, cultural and social
- Analyze a wide range of texts using resources such as recognized experts, knowledge from school subjects and reading, and personal experience
- Use strategies designed to influence or persuade in writing speeches, editorials and advertisements.

**Standard 4:** Students will read, write, listen, and speak for *social interaction*

- Share the process of writing with peers and adults; for example, write a condolence note, get-well card or thank-you letter with writing partners



## **Grade 11 Listening**

### **Standard 1: Students will read, write, listen and speak for *information and understanding***

- Interpret and analyze information from media presentations, such as documentary films, news broadcasts and taped interviews
- Anticipate the speaker's points and assess their validity
- Synthesize information from different sources by condensing, combining, or categorizing data, facts, and ideas
- Recognize appropriate voice, tone, diction and syntax

### **Standard 2: Students will read, write, listen and speak for *literary response and expression*.**

- Respond to author's reading and discussing their works
- Recognize and respond to historical and contemporary, social, political, and cultural conditions in presentation of literary text
- Identify how format and language are used in presentations to communicate the author's message and evoke a response
- Recognize how presentation style affects the emotional response of listeners
- Listen to comprehend, interpret, and respond to texts and performances, such as reviews and critiques of literary texts

### **Standard 3: Students will read, write, listen and speak for *critical analysis and evaluation***

- Determine points of view, clarify positions, make judgments and form opinions
- Use the perspectives of other individuals, groups, recognized experts, and prior knowledge to analyze and evaluate presentations
- Evaluate content and organization of the presentations, applying criteria such as the validity of the speaker's conclusion
- Recognize the use of protocols and traditional practices in interviewing and other forms of speaking

## **Grade 11 Speaking**

### **Standard 1: Students will read, write, listen and speak for *information and understanding***

- Prepare and give presentations to a variety of audiences on a range of informational topics
- Use figures of speech, such as similes and metaphors to make new ideas and complex information clearer to listeners
- Anticipate and respond to the listener's points of view
- Give directions and explain complex processes

### **Standard 2: Students will read, write, listen and speak for *literary response and expression*.**

- Use devices such as voice, tone, volume, pitch, rate, body language, rhyme, rhythm, and repetition to create an emotional or aesthetic response

### **Standard 3: Students will read, write, listen and speak for *critical analysis and evaluation***

- Express opinions or make judgments about ideas, information, experiences and issues in literary, scientific, and historic articles, in public documents and in advertisements
- Articulate personal opinions to clarify stated positions, persuade or influence groups, or state preferences about topics
- Present reasons, examples and details from sources such as review books, plays and interviews to defend opinions and judgments

### **Standard 4: Students will read, write, listen, and speak for *social interaction***

- Speak informally with familiar and unfamiliar people, individually and in group settings
- Respect the age, gender, social position, and cultural traditions of the listener

- Use social communication in workplace settings to foster trust and build goodwill

### **Grade 12 Reading**

#### **Standard 1: Students will read, write, listen and speak for *information and understanding***

- Analyze and synthesize information from different sources by making connections and showing relationships to other texts, ideas, subjects, and the world at large

#### **Standard 2: Students will read, write, listen and speak for *literary response and expression*.**

- Recognize and analyze the relevance of literature to contemporary and/or personal events and situations from short stories, novels, plays, film and video productions, poems and essays
- Read, view, and respond independently to literary works that represent a range of social, historical and cultural perspectives
- Read literary texts aloud to convey an interpretation of the work
- Read and interpret literary texts from a range of authors, genres, and subjects including literary criticism

#### **Standard 3: Students will read, write, listen and speak for *critical analysis and evaluation***

- Analyze and evaluate nonfiction texts, including professional journals, technical manuals, and position papers, to determine the writer's perspectives, purposes and intended audience
- Engage in oral reading activities, such as choral readings, and a variety of written responses, such as double entry journals, to identify and distinguish examples of verse form
- Form opinions and make judgments about literary works by analyzing and evaluating texts from more than one critical perspective, such as a social perspective
- Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism

#### **Standard 4: Students will read, write, listen, and speak for *social interaction***

- Share reading experiences with a peer or adult; for example, read together silently or aloud, and discuss reactions to texts
- Understand and anticipate the author's use of tone, diction, and language appropriate to social communication, in a variety of texts and conventions

### **Grade 12 Writing**

#### **Standard 1: Students will read, write, listen and speak for *information and understanding***

- Use and integrate a wide range of organizational strategies to present information
- Define the meaning of and understand the consequences of plagiarism; investigate college and university policies
- Maintain a portfolio that includes informational writing

#### **Standard 2: Students will read, write, listen and speak for *literary response and expression***

- Write interpretive and responsive essays of approximately five pages to: express judgments and support them through references to the text, using direct quotations and paraphrase; explain how the author's use of literary devices, such as allegory, stream of consciousness, and irony, affects meaning; engage in a variety of prewriting experiences, such as using a variety of visual representations, to express interpretations, feelings and new insights.
- Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive and responsive text

#### **Standard 3: Students will read, write, listen and speak for *critical analysis and evaluation***

- Develop critiques from more than one perspective, such as historical, cultural, social and psychological
- Maintain a writing portfolio that includes writing for critical analysis and evaluation

### Grade 12 Listening

#### Standard 1: Students will read, write, listen and speak for *information and understanding*

- Interpret and analyze information from media presentations, such as documentary films, news broadcasts, taped interviews and debates
- Syntax in school and public forums, debates, and panel discussions

#### Standard 2: Students will read, write, listen and speak for *literary response and expression*

- Respond to author's reading and discussing their works
- Identify how format and language are used in presentations to communicate the author's message and evoke a response
- Recognize how presentation styles affect the emotional responses of listeners

#### Standard 3: Students will read, write, listen and speak for *critical analysis and evaluation*

- Evaluate content and organization of the presentations, applying criteria such as the validity of the speaker's conclusion
- Evaluate the expertise and possible bias of the speaker in order to judge the validity of the content
- Evaluate the impact of the medium on the message

#### Standard 4: Students will read, write, listen, and speak for *social interaction*

- Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers
- Listen for multiple levels of meaning, articulated and unspoken
- Encourage the speaker with appropriate facial expressions and gestures

### Grade 12 Speaking

#### Standard 1: Students will read, write, listen and speak for *information and understanding*

- Prepare and give presentations to a variety of audiences on a range of informational topics, using a variety of techniques, such as multimedia, group presentations, and dramatic approaches
- Give directions and explain complex processes

#### Standard 3: Students will read, write, listen and speak for *critical analysis and evaluation*

- Express opinions and make judgments about ideas, information, experiences, and issues in literary, scientific, and historical articles, in public documents and in advertisements.
- Present reasons, examples, and details from sources such as films to defend opinions or judgments
- Respond to constructive criticism.

#### Standard 4: Students will read, write, listen, and speak for *social interaction*

- Speak informally with familiar and unfamiliar people, individually and in group settings.

## ELA BOOK LIST

### Freshman Year Fall Term

Exploring Diversity Through Literature

Literature of the Oppressed  
Introduction to Fiction/Non-fiction

Current in Fiction  
Currents in Non-Fiction  
Effect of Gamma Rays  
Fallen Angels  
Fifteen One Act Plays  
Flowers for Algernon  
Having our Say  
House on Mango Street  
Inherit the Wind  
Man of LaMancha  
Of Mice and Men  
Miracle Worker  
PigMan  
Pigman's Legacy  
Raisin in the Sun  
Shane  
Speak  
The Contender  
The Giver  
The Red Pony  
Twelve Angry Men  
West Side Story

At least one novel  
At least one play  
At least one work of non-fiction

**Freshman Year Spring Term**

Beowulf--A Modern Translation

Annie John  
Greek Myths  
Heroes/Gods/Monsters of Greek Myths  
Romeo and Juliet  
Sir Gawain and the Green Knight  
The Canterbury Tales  
The Odyssey  
Midsummer Knight's Dream  
Greek Tragedies  
Midwife's Apprentice

**Supplemental Classes**

A Child Called It  
Go Ask Alice  
I Know Why the Caged Bird Sings  
Impact Workbook  
Monster  
O Henry Reader  
Perks of Being A Wallflower  
Rumblefish  
The Outsiders  
Three Plays About Crime

**Sophomore Year**

A Tale of Two Cities  
All Quiet on the Western Front  
Animal Farm  
Brave New World  
Chocolate War

Ancient Civilizations  
Societal Foundations/The Tragic Hero  
Required Text: Romeo and Juliet

The Individual Versus Society: The Age  
of Revolution  
Political Revolutions/Class Conflicts  
War and Government/Human Rights and  
Question of Citizenship

Cyrano de Bergerac

Diary of Ann Frank

Fahrenheit 451

Farewell to Manzanar

Hard Times

Hiroshima

Julius Caesar

Kon-Tiki

Lord of the Flies

Nectar in the Sieve

The Pearl

All My Sons

The Jungle

Things Fall Apart

When Heaven and Earth Changed Places

Year of Impossible Goodbyes

The Kite Runner

Persepolis: Story of Childhood

Maus ! and !!

The Good Earth

The Things They Carried

**Junior Year Fall Term**

A Family Apart

Anthology of American Poetry

Black Boy

Great Tales and Poems of Edgar Allen Poe

Huckleberry Finn

Incidents of a Life of A Slave Girl

**Required Texts: Night and a Research Paper**

Colonial Development/Diversity and Justice

Judicial Systems/Constitutional Principles

Race in America/The Oppressed in America

**Required Text: The Crucible or To Kill A Mockingbird**

Kindred  
Light in the Forest  
Native Son  
Responding to Literature  
Song of Solomon  
The Autobiography of Malcolm X  
The Bluest Eye  
The Color Purple  
The Crucible  
The Narrative of the Life of Frederick Douglas  
The Scarlet Letter  
Three Negro Classics  
When the Legends Die  
Fences  
The Glass Menagerie

**Junior Year Spring Term**

A Separate Peace  
Blues for Mister Charlie  
Catcher in the Rye  
Contemporary American Short Stories  
Death of A Salesman  
Ethan Frome  
Go Tell it on the Mountain  
Nine Stories  
Ordinary People  
Piano Lesson  
The Bell Jar  
The Great Gatsby

The American Dream/Immigration in America/  
Interdependence/Coming of Age/The American Experience

Required Texts: The Great Gatsby or Catcher in the Rye  
Any Williams' play

The Red Badge of Courage  
The Secret Life of Bees  
Streetcar Named Desire  
Winesburgh, Ohio  
Zoo Story/The American Dream  
Black Like Me

**Senior Year Fall Term**

1984

A Christmas Carol  
Canterbury Tales  
Chekov's Plays  
Clockwork Orange  
Death of Ivan Ilych and other short stories  
Dr. Faustus  
Fathers and Sons  
Four Major Plays by Ibsen  
Hamlet  
Handmaid's Tale  
King Lear  
Macbeth  
Metamorphosis  
One Day in the Life of Ivan Denisovich  
One Flew Over the Cuckoo's Nest  
Othello  
Picture of Dorian Grey  
Shakespeare's sonnets  
Siddhartha  
Six Great Modern Plays  
The Oedipus Trilogy

Classical Literature: Western Texts

Required Text: One Shakespearean tragedy

At least one novel

At least one modern play



The Stranger  
Who's Afraid of Virginia Woolf  
Wuthering Heights

**Senior Year Spring Term**

A Man of the People  
Chronicle of a Death Foretold  
How the Garcia Girls Lost Their Accents  
Like Water for Chocolate  
Miguel Street  
Other Voices, Other Vistas  
The Guide  
Themes in World Literature  
Three Tragedies by Lorca  
The Namesake  
In the Time of Butterflies  
The Ceremony  
Woman Hollering Creek  
Bound Feet and Western Dress  
The Joy Luck Club  
World Writers Anthology  
When Things Fall Apart-if students did not read

World Literature: Non-European Texts

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**1B. Mathematics**

**Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

**Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. **Confer with Math AP to determine what documents and training have been given to Math teachers at John Bowne HS and what instructional materials are used.**

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable     Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**NY State has published the following documents:**

1. **New performance Standards for the new 3 years of Mathematics – content and process strands.**

**2. Test sampler – sample tasks and exam specifications for Integrated Algebra I and Geometry and Algebra 2 and Trigonometry.**

- Each Mathematics teacher has received his own copy of each of these documents.
- Each teacher and the Mathematics AP have studied these documents in detail at large and small group meetings beginning in January 2007 and continuing up to the present time – November 2008.
- Each teacher has a copy of the regents exams given so far in the Integrated Algebra One and Geometry Regents and the exams have been studied and used in the classroom to tailor instruction to the content of the examination.
- The mandated text in Integrated Algebra one by Prentice-Hall is in use daily in the classroom. Each teacher has a copy of the Teacher Edition of the text. Each student has a copy of the text to take home. The Prentice-Hall calendar of lessons is the official calendar that the teachers use in the classroom.
- The supplementary materials from Prentice-Hall have been provided to each teacher.
- The Prentice-Hall manipulative kits are in use by the teachers.
- The text in use for Geometry is by Amsco and students have been provided a take home copy.
- Additional text called “Discovering Geometry” by Key Curriculum Press is available for daily use in the Geometry classrooms.
- The AMAPS calendar of lessons is the official calendar in use in the mathematics department for Geometry and Algebra 2 and Trig.
- In-house professional development in the content and process strands in on-going at departmental meetings, special staff development days, small group meetings with teachers, in observation reports.
- Teachers are provided with supplementary computer resources, such as jmap, examgen.
- Photocopies of articles that pertain to the teaching of Algebra One and Geometry and Algebra 2 and Trig that appear in math journals and educational periodicals have been reproduced and distributed to all teachers.
- The Mathematics AP attends workshops provided by ICI-LSO at which the three new Regents exams are discussed and recommended instructional materials are distributed and analyzed.
- The Mathematics AP trains the mathematics teachers in the instructional materials provided at ICI-LSO meetings.
- ICI has provided a Math Specialist to John Bowne High School Mathematics Department who will do additional regular training in Differentiated Instruction.
- Publisher’s samples of new texts for the 3 new Math Regents are kept in teacher workroom as teacher resource for “alternate text” materials.
- Review books on the new Regents exams, e.g., Barrons Review Books, are purchased – one copy for each teacher.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

## **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.  
**Administrative walk-throughs focus on finding and sharing successful strategies for differentiated instruction and student-centered activities. Observation reports specifically address the sole use of direct instruction in the classroom and promote engaging multiple intelligences. Faculty meetings are devoted to sharing methodologies about student-centered instruction.**

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable     Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

**Pair-share strategies are frequently used as instructional practices. Accountable-talk, group work is also used as a prevalent instructional methodology. Individualized assignments are used as supplemental to student-driven instruction.**

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**Mini observations in Mathematics classrooms, full period observations in mathematics classrooms, interviews with Math teachers and Math AP.**

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**The instructional strategies that are identified in the CEP document are: DIFFERENTIATED INSTRUCTION, ACTIVE STUDENT ENGAGEMENT, USE OF TECHNOLOGY**

- **Professional development in these strategies is on-going. This development takes place at monthly faculty meetings, monthly department meetings, special staff development days, off-site workshops, pre and post-observation conferences between AP and Math teachers, small group conferences between AP, Math teachers and Math Specialist provided by ICI..**
- **From September 2003 to June 2006, all faculty at our school received training in a program called “Heart of Change, the Essential Elements of Instruction” which focused on differentiated instruction and active student engagement.**
- **Discussion and recommendations pertaining to these strategies are made by the AP in formal teacher classroom observation write-ups and the conferences which precede the write-up.**

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

- **Articles on these strategies found in professional journals are reproduced and distributed to teachers and discussed in detail at departmental meetings.**
- **Teachers are informed in writing of on-line resources, that is, websites which contain information on these strategies.**
- **Teachers are provided with inter-visitation opportunities to view these strategies employed by their fellow teachers.**
- **Smart boards, projection systems, overhead projectors, opaque overhead projectors, overhead models of graphing calculators, hand-held graphing calculators, hand-held scientific calculators are available to all teachers to use in daily lessons.**
- **Every Classroom has internet connection, both wired and wireless and several rooms have smart boards.**
- **Training in the use of the internet and smart boards is provided to all teachers.**
- **Teachers are sent to offsite Math workshops as the workshops become available.**
- **Teachers attend a one-day retreat for training in Data Teams, Differentiated Instruction.**

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.  
**Our percentage of staff turnover is relatively low – typically under 5% per year.**

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable     Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**As an example, school year 2009-2010, we've had 4 retirees and 6 new teachers out of a staff of 175 teachers.**

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**It is a non-issue for us. We replace teachers when necessary and add teachers when our enrollment dictates it.**

#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**This finding is not relevant to our school's educational program.**

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable     Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**ESL and content area teachers have attended QTEL workshops and received coaching from QTEL trainers from 2004-07. In addition, pedagogical staff participate in professional development pertaining to the teaching and learning of ELLs throughout the school year at departmental meetings, faculty meetings, PD days. In house workshops are offered after school with focus on strategies for teaching writing to ELLs. ESL and content area team teachers collaborate to write curricula and develop lessons twice weekly. Additionally, collaborative teams visit other schools to observe best practices in the teaching of ELLs. Small groups of teachers meet regularly to discuss ways to infuse the use of academic language into the ESL classroom.**

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. This finding is not relevant to our educational program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? The following is made available to teachers to make informed instructional decisions: NYSESLAT, Read180, Achieve3000, Gates-MacGinitie reading test scores (lexile, grade level)

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. This finding is not applicable to our school's educational program.

**Our teachers and counselors are provided with IEP documents, however, more professional development needs to be in place on how to read them.**

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable



6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? In order to make informed decisions for instructional planning and student grouping, teachers of ELLs received copies of their students NYSESLAT scores. Official classes are coded so that teachers are aware of the type of program each ELL is enrolled in.

**In small focus groups, General Ed Teachers should have the chance to read and examine sample IEP's to be familiar with how to read them. Although Resource Teachers and AP of Special Ed, Counselors are available to answer questions, a more general view should take place.**

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**Assistant Principal ISS and AP Supervision department chairs will conduct small group professional development meetings to address understanding of SWD.**

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns. Related Service Providers in the year 2008-2009 are responsible for conducting and updating Behavior Plans for students with behavioral issues.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.  
**Our Child Study Team will review a sample of IEP's to ascertain improvements in alignment with school wide goals.**

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**All IEP's are reviewed by the Compliance Team for correction and updating. Our Child Study Team will review specific cases.**

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**Although all IEP's are regularly reviewed for accuracy, there is room for improvement. Our school has a need for some more extensive professional development on creating behavioral plans. There is also a need to consistently add more behavioral plans to IEP's and to review incoming IEP's for modifications at the high school level.**

**Our school will hold department meetings and focus groups to address these issues.**

**APPENDIX 8: CONTRACT FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09**

*All schools that receive C4E funding in FY'09 must complete this appendix.*

**Directions:** Schools will be asked to complete this appendix via a web-based survey. The URL for this survey will be posted on the NYCDOE website and announced in an upcoming edition of Principal's Weekly. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2008-09 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

**Additional Guidance:** In the May 20 edition of "Principals' Weekly", the Office of Teaching & Learning will release a memo mapping instructional strategies to some of the most common high-level school goals as identified through the CEP process. This document will specifically call out initiatives that meet C4E eligibility requirements and is intended to help principals and SLTs brainstorm ways that C4E funds can be effectively and creatively deployed to support overall educational goals.

**I. Class Size Reduction**  
 Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2008-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)  
 No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms**?

- Yes  
 No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2007-08	# New Classrooms/ Class Sections	Projected Average Class Size 2008-09

B. Does your school plan to allocate FY09 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes  
 No

*Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:*

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Teacher-Student Ratio 2007-08	# Classes Targeted	Projected Teacher-Student Ratio 2008-09

**II. Time on Task**

Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. Dedicated instructional time
- D. Individualized tutoring

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes  
 No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Lengthened school day** (beyond the contractual 37½ minutes)

Program Description:

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation  
 Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

- B. Lengthened school year** (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation  
 Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

**C. Dedicated instructional time** (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation  
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**D. Individualized tutoring** (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation  
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

### III. Teacher and Principal Quality Initiatives

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)
- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT)** (e.g., Lead Teacher program)

Program Description:

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**B. Professional mentoring for beginning teachers and/or principals** (consistent with SED mentor-teacher certification requirements, and limited to 1<sup>st</sup> and 2<sup>nd</sup> years of teacher/principal assignment)

Program Description:

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**C. Instructional coaches for teachers** (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:



**D. Instructional coaches for principals** (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

#### **IV. Middle and High School Restructuring**

- A. Implement Instructional Changes
- B. Structural Changes to Organization (must also include instructional changes)

*For schools with middle or high school grades only:*

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
- No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2008-09, or whether the changes are the expansion or modification of a current strategy.

Program Description:

#### V. Full-Day Pre-Kindergarten Programs

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

#### VI. Model Programs for Students with Limited English Proficiency (English Language Learners)

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

Yes

No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2008-09, or whether it is the expansion or modification of a current strategy.

Program Description:

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

**10**

2. Please describe the services you are planning to provide to the STH population.
  - **Dedicated Family Para to monitor and assist all students in temporary housing.**
  - **Representatives from the District Office to provide Professional Development for Counselors.**
  - **Counseling and conferences to inform students and families about the resources in the building.**
  - **Distribution of information throughout the building.**
  - **Information in admission packets.**

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.