



MARTIN VAN BUREN HIGH SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 26Q435

ADDRESS: 230-17 HILLSIDE AVENUE QUEENS VILLAGE, NY 11427

TELEPHONE: (718) 776-4728

FAX: (718) 217-6287

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 435 SCHOOL NAME: Martin Van Buren High School

SCHOOL ADDRESS: 230-17 Hillside Avenue Queens Village, NY 11427

SCHOOL TELEPHONE: (718) 776-4728 FAX: (718) 217-6287

SCHOOL CONTACT PERSON: Sheri Meyers EMAIL ADDRESS: SMeyers2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Patrick Smith

PRINCIPAL: Marilyn Shevell

UFT CHAPTER LEADER: Frank Bancone

PARENTS' ASSOCIATION PRESIDENT: Patrina Reed

STUDENT REPRESENTATIVE:
(Required for high schools) Manakshi Panindranauth

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 26 SSO NAME: Empowerment Network #16

SSO NETWORK LEADER: Sumita Kaufhold

SUPERINTENDENT: Doris Unger

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; 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 a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Marilyn Shevell	*Principal or Designee	
Frank Bancone	*UFT Chapter Chairperson or Designee	
Patrina Reed	*PA/PTA President or Designated Co-President	
Marvella Germain	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Dory Germana	DC 37 Representative, if applicable	
Manakshi Panindranauth	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Odette Duffus	Member/Parent	
Lakshmie Rajkumar	Member/Parent	
Joan Moretti	Member/UFT	
Rhonda Huegel	Member/CSA	
Ria Jarvis	Member/Student	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

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.

Martin Van Buren High School is a large comprehensive academic high school with close to 3,000 students. The mission of the school is to develop academic excellence in a safe and secure learning environment and to provide extra-curricular activities to foster student achievement. The school's motto, "Solid lines of communication promote knowledge and understanding," expresses the philosophy of a school that promotes success through problem solving, personal and academic growth, and opportunities to develop leadership skills. We involve faculty, parents, students and Community Based Organizations and agencies in planning and implementing a variety of school programs.

In addition to its Regents level classes, the school offers Advanced Placement in English (Language and Composition, Literature and Composition), United States History, and AB and BC Calculus. Students may also elect to become part of the Science/Social Science Research Program or enter the school through an educational option in Business and Technology or Natural and Behavioral Sciences Options. In addition, the Scholars' Program attracts students with 90+ averages in the core academic areas. Finally, the school participates in the College Now Initiative with Queensborough Community College. Reimbursable funding through Project Arts allows us to expand our music and arts program to include classes in fashion design, stage design and a school chorus in addition to Band and other fine arts classes. A Smaller Learning Community, comprised of approximately 150 incoming Level I and II freshmen students, gives these students additional support in mathematics and English. The program also enables students to make a smooth, successful adjustment from middle school to high school by placing a guidance "advisement" class part of each student's schedule. Student involvement in community service is an integral part of the SLC as well. Our Twilight Academy is an alternative late afternoon/early evening program that gives many repeat 9th graders an opportunity to gain 16 credits in one year while providing intense, elongated instructional periods and individual guidance towards academic and personal success.

Our Academic Intervention Services include tutoring, both during and after the regular school day, Title III and PCEN LEP funding for our ELL students, A full range of guidance services, including college counseling, family outreach, IDEA funded mandated counseling, speech services, and a full range of services to parents by the school's active Parent Coordinator who plans and implements workshops, school leadership team, and PTA Meetings.

We have a freestanding ELL program designed to empower our approximately 175 ELL students to become independent and proficient readers, writers, and speakers. The ELL curriculum follows the New York State English as a Second Language learning standards. The Standards also provide the framework for preparing students for the NYSESLAT exam. Upon entry to the school, parents complete survey letters that indicate their request for a freestanding ELL program. Given the diverse nature of their origins and their respective levels of competency, these students are tested and placed in their appropriate ELL classes to accommodate their needs. Analysis of students results in the four modalities indicate that writing skills are the weakest and listening skills the strongest for each level of

ELL. Our ELL teachers are all NYS certified and work collaboratively to develop alternative assessment and instruction to improve student writing skills and comprehension.

The school maintains ongoing educational links to Adelphi University, Queens College, Queensborough College, York Colleges Bridge to Medicine Program, and offers College Now and advanced placement classes in all subject areas for 11th and 12th graders in our school. We maintain a variety of partnerships with Community-Based organizations, which include, but are not limited to: Long Island Jewish Medical Center, The Ronald McDonald House at LIJ, Polytechnic University, Queensborough Community College, DNA Learning Center at Cold Spring Harbor in Long Island, LaGuardia Community College, York College, the Japan and Korea Societies, Cross Island YMCA, the Little Neck YMHA, and St. Mary's Children's Hospitals.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Martin Van Buren High School			
District:	26	DBN #:	26Q435	School BEDS Code #:

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K					85.5	85.7	85.3		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3					95.2	93.9	96.4		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7					24.9	29	20.3		
Grade 8									
Grade 9	1231	1154	1025	Students in Temporary Housing: Total Number					
Grade 10	50	837	812	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	652	549	623		9	11	12		
Grade 12	547	609	489						
Ungraded	5	8	1	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	3285	3157	2950		52	56	49		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	186	168	154	Principal Suspensions	148	136	412		
No. in Collaborative Team Teaching (CTT) Classes	19	22	16	Superintendent Suspensions	20	18	24		
Number all others	126	131	145						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(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	n/a	n/a	n/a
# in Trans. Bilingual Classes				Early College HS Participants	n/a	n/a	n/a
# in Dual Lang. Programs							
# receiving ESL services only	181	184	192	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	6	26	17	(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	146	154	153
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	34	49	50
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals		8	6
	140	100	104				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(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	100%	99.4%	100
American Indian or Alaska Native	.6%	.8%	.8%	Percent more than two years teaching in this school	69.1%	79.4%	82.9%
Black or African American	61.9%	61.1%	58.3%	Percent more than five years teaching anywhere	60.5%	61.9%	69%
Hispanic or Latino	14.2%	14.5%	14.9%				
Asian or Native Hawaiian/Other Pacific Isl.	20.1%	20.5%	21.8%	Percent Masters Degree or higher	87%	85%	87%
White	3.3%	3.2%	2.6%	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.6%	92.8%	90.4%
Multi-racial		3.2%					
Male	51.8%	51.8%	53.6%				
Female	48.2%	48.2%	46.4%				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input 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

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject						

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

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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) 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 implications 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?
-

There are currently 2,950 student enrolled in Martin Van Buren High School. Our student body represents a multi-cultural environment coming from many different nationalities. The students come from multi-ethnic backgrounds, including:

- 58.3% Black/African American
- 21.8% Asian or Native Hawaiian/Pacific Islander
- 14.9% Hispanic/Latino
- 2.6% White
- .8% American Indian/Alaska Native

A faculty and staff of approximately 250 teachers, supervisors, paraprofessionals, school aides, and secretaries support the central educational program for these students in a variety of Regents, Instructional Support Services, and ELL programs. One hundred percent of the teachers are in license and permanently assigned, 82.9% have more than 2 years in the school, 69% have more than 5 years of teaching experience, and 87 % have Masters Degrees or higher.

The school has taken the appropriate steps to tackle absenteeism, which is proven in the stability of our attendance rate. Although our attendance rate this school year decreased slightly, it is believed that this was due in part to the pandemic of the swine flu and it is hoped that with appropriate precautions and outreach that our attendance rate will stabilize once again. Over the last two years, Martin Van Buren has achieved a B on its Progress Report with an overall score for 2007/2008 of 55.4% putting the school in the 49th percentile citywide. This year the school received a ?

Overcrowding remains a challenge at Martin Van Buren. The school operates 30% over capacity and runs on a split schedule with classes from 7:00 A.M. to 5:00 P.M. This must be done to keep a positive building tone but despite this safety and security our major challenge for the school. As an additional resource, more surveillance cameras have been ordered and will be installed in the school to support our Security Team. We have enlisted the services of the Office of Youth development from the Queens ISC who will work collaboratively with our Assistant Principals to improve safety and security as well as to encourage articulation between guidance and security.

As a result of the increased use of technology in classrooms there have been a number of positive changes in our academic program. There is still a need for teachers to refine their teaching practice by integrating the Professional Development being offered to them. The faculty has become more “user friendly” in the use of data. Through much Professional Development offered on Chancellor Staff Development Days, as well as during monthly Department and Faculty Conferences, teachers and administration alike have become fluent in the use and analyzing of data and its purposes.

Stability in our Cabinet continues to remain a challenge at Martin Van Buren but the Principal hopes that the reorganizational changes made within the Cabinet will prove beneficial. Martin Van Buren’s greatest accomplishment has been the planning and implementation of a new Ninth Grade Initiative for the 2009/2010 school year. This new initiative encompasses all of our current incoming ninth graders and from this initiative we are planning to expand by having the current ninth grade class move into a tenth grade initiative and plan for a 2010/2011 ninth grade class to be our new ninth grade initiative.

We will continue to strive for additional successes in the coming school year.

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 improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

- I. By June 2010, 75% of the teaching staff will utilize ARIS as a data source to differentiate instruction
- II. By June 2010, 75% of teachers will have received appropriate Professional Development opportunities on Differentiated Instruction and the use of technology
- III. By June 2010, increase the number of school based Inquiry Teams to include department teacher led groups in all disciplines.
- IV. By June 2010, engage parents to increase their participation in the Learning Environment Survey by 2%.

<i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none">◇ Class passing percentages◇ Walk-through Protocol◇ ELA Regents Protocol◇ Committee –Grade level conference reports◇ School Progress Report◇ Quality Review◇ AYP◇ Student folders◇ Observations◇ Pre and Post Observation Conferences◇ Parent Conferences
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): ENGLISH

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, 75% of the teachers will have received appropriate Professional Development opportunities on Differentiated Instruction and the use of technology
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ To increase teacher knowledge of instructional methodologies ◇ To assess knowledge application through conferences and observations ◇ Set each department meeting as a opportunity for PD with a presentation ◇ To provide workshops and/or provide the listing of workshops available for teachers ◇ To provide professional resource information for further study ◇ To continue to provide information in the department “newsletter” –Matters and Concerns on differentiated instruction and technology. ◇ To use the department’s distribution list – via e-mail to include professional resources and journal articles ◇ To engage “outside” and “inside” specialists when necessary to present methods of curriculum enhancement and implementation techniques ◇ A.P. to continue to provide related ideas and lesson demonstrations where appropriate ◇ To encourage teachers to share technology usage in the classroom with each other ◇ Class visitation among teachers
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ◇ Tax Levy ◇ Contact For Excellence Professional Development ◇ NYSTL
<p>Indicators of Interim Progress and/or Accomplishment</p>	<ul style="list-style-type: none"> ◇ Scholarship Report ◇ Student Passing Rate

*Include: interval of periodic review;
instrument(s) of measure; projected gains*

- ◇ Department and Individual Conference discussions
- ◇ Classroom Observations Committee – Grade Level – Reports Workshop Evaluations and Turn-key presentations
- ◇ Student Folders
- ◇ Review of Lesson Plans
- ◇ Teacher Feedback
- ◇ Quality Review
- ◇ Learning Environment Survey
- ◇ Student Learning Survey

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): ENGLISH

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, increase the number of school based Inquiry Teams to include department teacher led groups in all disciplines
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Target Population: Four teachers to lead the department Inquiry Team ◇ Sub groups – Inquiry Team for Each grade level ◇ To increase the collection and use of data for assessment of student needs. ◇ To meet AYP requirements ◇ To increase participation in all three areas of the Learning Survey ◇ To analyze data to determine level of performance ◇ To determine the intensity of differentiated instruction required ◇ To establish interdisciplinary lessons for multiple disciplines –English and Social Studies and Science and Math ◇ To allow for assessment and analysis conferences ◇ To provide feedback to study and assess related information ◇ To provide common planning time for teachers ◇ Monitor monthly Inquire Team meetings
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ◇ Tax Levy ◇ Possible Title III funds where applicable ◇ Contract For Excellence Professional Development
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ◇ To analyze data to determine level of performance ◇ To determine the intensity of differentiated instruction required ◇ To establish interdisciplinary lessons for multiple disciplines –English and Social Studies and Science and Math

	<ul style="list-style-type: none">◇ To allow for assessment and analysis conferences◇ To provide feedback to study and assess related information◇ Scholarship Report◇ Progress Report◇ Quality Review
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): ENGLISH

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, engage parents to increase their participation in the Learning Environment Survey by 2%.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Target Population: Parents ◇ Those responsible – Staff Members, Assistant Principal, English Department, English Teachers and the Principal ◇ To increase the level of interest by parents in the students ◇ To inspire a sense on confidence in participating in school related activities ◇ To increase the number of parents involved in Parent Conferences ◇ To increase the level of response to the Learning Survey ◇ To insure involvement with the School Leadership Team ◇ Invite the PTA to meet with the Principal and administration at the start of the school year ◇ To develop mutually agreed upon topics to inform the parents of school activities ◇ Allow for a feedback format to exchange common concerns ◇ Provide an active Parent Coordinator to act as the immediate source of information to the parents from the school ◇ Provide a formal educational program to inform parents of the programs of each discipline by inviting the AP for the department to give a presentation. ◇ Use Phone Master to inform parents of the importance of the Learning Environment Survey ◇ Inform them of the deadline for its completion ◇ Engage efforts of the Parent Coordinator and Guidance Staff to disseminate information ◇ Use ARISTA and Scholars to convey the importance of the Survey

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Tax Levy ◇ Title III money where allowed
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ PTA Meetings- Use of a attendance log ◇ Parent Conferences ◇ Parent Coordinator Newsletter ◇ Parent Workshops ◇ Open House – Curriculum orientation ◇ Parent /School Hotline ◇ Quality Review ◇ Parental Outreach Log

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): ESL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, 75% of the teaching staff will utilize ARIS as a data source to differentiate instruction.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Target Group – All ESL teachers and ELL students ◇ To increase student performance so they may be mainstreamed into generalized classes using ARIS as a guide ◇ To incorporate ELA instructional standards focusing upon listening, reading and writing skills ◇ Review results of the NYSESLAT Test and implement necessary instructional changes to align with student needs. ◇ To place the ELL student in the proper grouping for maximum educational success using data information from many sources with ARIS as a primary source. ◇ To provide ELL Performance Standards to all ESL teachers ◇ To review weekly topic statements as reflective of student needs ◇ To meet regularly for curriculum conferences ◇ To provide a forum for group conferences ◇ To review methods of instruction, including differentiation and the use of data -ARIS ◇ To use common levels of grouping – beginners, intermediate, advanced and transitional ◇ Use the School Report Card and Scholarship Report for data ◇ Collaborate with the PTA and the Parent Coordinator ◇ To provide extensive tutoring

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Title III ◇ Translation Services ◇ Possible grants or other funding sources
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ Teacher Assessment ◇ NYSESLAT test results ◇ BESIS Coordinator's Assessment ◇ Grades from each marking period ◇ ELA Regents results ◇ Acuity Assessment Test ◇ AP interaction with teachers and students ◇ Observations ◇ Conferences ◇ % of students speaking different languages ◇ Professional Development ◇ Quality Review ◇ School Report Card

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): ESL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, 75% of teachers will have received appropriate Professional Development opportunities on Differentiated Instruction and use of technology.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ To incorporate stronger instructional levels and methods in enforcing ELA standards especially in listening, reading, comprehension, writing and vocabulary skills through the expansion of Professional Development in house as well as from outside sources ◇ To increase the mainstreaming of ELL students to generalized English classes ◇ Hold group conferences with teachers and the BESIS Coordinator ◇ Provide PD and materials from professional sources in addition to the above ◇ To supply resources concerning Differentiated Instruction ◇ To provide information on outside workshops and the use of technology ◇ To use central office as a resource for teachers, students and the AP ◇ Involve the Parent Coordinator , PTA and AP for instructional workshops with staff and parents ◇ Provide parents with current information translated in their own language ◇ Provide parent orientation meetings ◇ Provide tutoring services as a PD program to the parents ◇ Utilize professional resources
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ◇ Title III ◇ Translation Services ◇ Possible grant money if appropriate
<p>Indicators of Interim Progress and/or Accomplishment</p>	<ul style="list-style-type: none"> ◇ Observations ◇ Lesson Plans

*Include: interval of periodic review;
instrument(s) of measure; projected gains*

- ◇ Class exam results
- ◇ Daily student assessment
- ◇ ELL Acuity Assessment Test results
- ◇ NYSESLAT Exam
- ◇ Parent conferences
- ◇ Teacher conferences, AP Conferences and feedback
- ◇ Parent Learning Survey
- ◇ Quality Review
- ◇ In house PD evaluations

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): ESL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, increase the number of school based Inquiry Team to include department teacher led groups in all disciplines
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Target Group – ESL teachers as the Inquiry Team –(3) ◇ To increase data collection specifically to a target area of ESL including all groupings and the lower level of each ◇ To identify the needs of each group as skills based ◇ To increase the passing rate of each of the four levels of ELL grouping - Beginning, intermediate, advanced and transitional through needs analysis ◇ To increase overall passing rates with those of the school ◇ To provide additional intervention services for all ELL students ◇ To study and analyze data from teacher assessment , marking period reports and NYSESLAT results ◇ To formulate lesson plans and target a level approach to curriculum modifications ◇ To establish a communication system to share information and formulate a committee structure to isolate and remediate problems discovered ◇ To provide resource information to better solidify instruction ◇ To provide feedback to study and implement suggestions ◇ To evaluate and study Acuity Assessment Examinations ◇ To utilize the BESIS Coordination ◇ To study selected groups of Beginners, Intermediate and Advanced levels

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Title III ◇ Translation Services ◇ Potential grants and/or special programs
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ Class Passing rates ◇ Inquiry Team findings and statistics ◇ Progress from Intervention services. ◇ Scholarship Report ◇ ELL Acuity Assessment Test ◇ School Report Card ◇ Parent, Teacher and Student Learning Survey ◇ NYSESLAT Test ◇ Student folders ◇ Student Projects

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): ESL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, engage parents to increase their participation in the Learning Environment Survey by 2%.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ To monitor attendance at PTA meetings and ESL orientated meetings with the use of a Parent Log ◇ To increase parent participation in school activities ◇ To increase attendance in ESL sponsored programs with attendance taken ◇ To inspire involvement in Parent-Teacher conferences ◇ To increase the level of responses to the Learning Survey through information bulletins ◇ To increase the attendance at the freshman orientation presentation ◇ A.P. will provide resources for teacher development ◇ A.P. will work with BESIS Coordinator to provide information made available to parents ◇ Freshman Orientation Meeting presentation provided ◇ Translation service established and available ◇ To provide a forum for discussion with A.P. and other staff ◇ To provide additional parent workshops to foster cooperation and teamwork ◇ A.P. will provide PD for ESL teachers to improve instruction ◇ To encourage parents to complete the Learning Survey
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ◇ Title III ◇ Translation Services

Indicators of Interim Progress and/or Accomplishment
Include: interval of periodic review; instrument(s) of measure; projected gains

- ◇ PTA Meetings
- ◇ ESL Parent Conferences
- ◇ ESL Orientation Meeting
- ◇ ELL Newsletter
- ◇ Open House 9 all grades
- ◇ BESIS Coordinator Conference
- ◇ ESL – Department hotline
- ◇ Learning Environment Survey
- ◇ Attendance Logs

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): FINE ARTS & BUSINESS

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ◇ By June 2010, 75% of the teaching staff will utilize ARIS as a data source to differentiate instruction
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ◇ Target Population: Fine Arts & Business Teachers ◇ Responsible Staff members: Assistant Principal, Fine Arts & Business & Fine Arts & Business Teachers ◇ Implementation Timelines: Ongoing throughout the year ◇ Continue to meet with teachers to review their data collection ◇ Model use of ARIS data with teachers focusing on particular students ◇ Conduct Department Conferences devoted to methods of achieving differentiation ◇ Continue Professional Development each month at Faculty Meetings, Department Meetings, and Grade meetings, as well as on Professional Development Days ◇ Continue to offer PD in Differentiated Instruction and effectively using technology in classrooms ◇ Use observation reports and walkthrough protocol to improve instruction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Tax Levy ◇ Contract for Excellence Professional Development ◇ Title III Money
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ Periodic Assessments ◇ Scholarship reports Classroom Observation ◇ Walkthrough Protocol ◇ Progress report ◇ Quality Review ◇ Learning Environment Survey

SECTION VI: ACTION PLAN

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

FINE ARTS & BUSINESS

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ◇ By June 2010, 75% of teachers will have received appropriate Professional Development opportunities on Differentiated Instruction and the use of technology
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ◇ Target Population: Fine Art and Business students with a particular emphasis on those in the lowest third to close Achievement Gap. ◇ Responsible Staff: Assistant Principal, Fine Arts & Business, Fine Arts & Business Teachers, Principal, Contract for Excellence staff ◇ Implementation Timelines: Ongoing throughout the year ◇ Continue Professional Development each month at Faculty Meetings, Department Meetings, and Grade meetings, as well as on Professional Development Days ◇ Continue to offer PD in Differentiated Instruction and effectively using technology in classrooms ◇ Use observation reports and walkthrough protocol to improve instruction. ◇ Model lessons, peer sharing, shared experiences in departmental meetings
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Tax Levy ◇ Title III Money Where applicable ◇ Contract For Excellence Professional Development ◇ NYSTL
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ Scholarship Report ◇ Classroom observations ◇ Progress Report ◇ Quality Review ◇ Learning Environment Survey ◇ January/June 2010 Regents results

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): FINE ARTS & BUSINESS

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ◇ By June 2010, increase the number of school based Inquiry Teams to include department teacher led groups in all disciplines
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ◇ Target Population: Established Inquiry Teams in Art, Music and Business. ◇ Responsible Staff: Assistant Principal, Fine Arts & Business, Fine Arts & Business Teachers, Principal, Inquiry Team ◇ Provide Professional Development to improve instructional strategies for underperforming students ◇ Provide Professional Development on ARIS to choose students to include in the Inquiry Team progress reports and to track student performance ◇ Provide common planning time for teachers ◇ Monitor monthly Inquiry Team meetings. ◇ Solidify team goals and identify target population by end of December 2009
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Title III Money Where applicable ◇ Contract For Excellence Professional Development
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ Scholarship Report ◇ Progress Report ◇ Quality Review

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Subject/Area (where relevant): FINE ARTS & BUSINESS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, engage parents to increase their participation in the Learning Environment Survey.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Target Population: Parents ◇ Responsible Staff Members: Assistant Principal, Fine Arts & Business, Fine Arts & Business Teachers, Principal ◇ Attend monthly PTA General Meetings to discuss the impact of the Learning Environment Survey. ◇ Use Phone Master to inform parents of the impact of the Learning Environment Survey and deadline for returning it. ◇ Continue Professional Development in communication techniques for family contact
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ◇ Title III Money where applicable ◇ Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ◇ Attendance log at PTA meetings ◇ Daily Attendance Report per period and teacher ◇ Learning Environment Survey ◇ Quality Review ◇ Parental Outreach Log

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): FOREIGN LANGUAGE

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, 75% of teaching staff will utilize ARIS as a data source to differentiate instruction.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Target population: Foreign Language Teachers ◇ Responsible Staff Members: Assistant Principal, Foreign Language and Foreign Language Teachers ◇ Plan for individual staff development for Foreign Language Teachers to utilize ARIS. ◇ Continue to offer Professional Development on ARIS ◇ Continue Professional Topics each month at Faculty and Department Meetings ◇ Intervisitation between colleagues
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ◇ Tax Levy Money
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ◇ Scholarship Reports ◇ Observation Reports ◇ Walkthrough Protocol ◇ Progress Report ◇ Quality Review

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): FOREIGN LANGUAGE

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ◇ By June 2010, 75% of teachers will have received appropriate Professional Development opportunities on Differentiated Instruction and the use of technology
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ◇ Target Population: Foreign Language teachers ◇ Responsible staff members: Assistant Principal, Foreign Language and Foreign Language Teachers ◇ Continue to offer Professional Development in the Foreign Language Department on Differentiated Instruction and effectively using technology in the classroom
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Tax Levy ◇ Contract for Excellence Professional Development ◇ Offer Professional Development that focuses on Differentiated Instruction, Bloom's Taxonomy and technology ◇ Continue to offer Professional Development on interdisciplinary instruction for students to see connections ◇ Continue to present Professional Topics each month at Department and Faculty Meetings
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ Classroom Observation ◇ Walkthrough Protocol ◇ Learning Environment Survey ◇ Quality Review ◇ Progress Report

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): FOREIGN LANGUAGE

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ◇ By June 2010, increase the number of school based Inquiry Teams to include department teacher led groups.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ◇ Target Population: Foreign Language Teachers ◇ Responsible Staff Members: Assistant Principal, Foreign Language and Foreign Language Teachers ◇ Turn key instructional strategies that worked with target population within the Inquiry Team at Faculty Meetings and Department Meetings ◇ Use Chancellor Conference Days to offer Professional Development in Differentiated Instruction ◇ Offer Professional Development to instructional staff on ARIS
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Tax Levy ◇ Contract for Excellence to offer Professional Development ◇ Title III Money where applicable
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ Classroom Observations ◇ Scholarship Report ◇ Progress Report ◇ Quality Review ◇ Learning Environment Survey

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): FOREIGN LANGUAGE

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, engage parents to increase their participation in the Learning Environment Survey.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Target Population: Foreign Language Teachers ◇ Responsible Staff members: Assistant Principal, Foreign Language, Foreign Language Teachers, Parents of Foreign Language learners ◇ Attend monthly PTA general membership meetings to discuss the impact of the Learning Environment Survey. ◇ Increase parent outreach by individual teachers.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ◇ Tax Levy ◇ Title III Money where applicable ◇ Contract for Excellence to offer Professional Development
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ◇ Attendance rate at PTA meetings. ◇ Learning Environment Survey ◇ Quality Review ◇ Progress Report

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): HEALTH & PHYSICAL EDUCATION

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ◇ By June 2010, 75% of the teaching staff will utilize ARIS as a data source to Differentiate Instruction
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ◇ Target Population: All students in Health & Physical Education classes with a particular emphasis on students in the lowest third ◇ Responsible Staff Members: Assistant Principal, Health & Physical Education and all Health & Physical Education teachers ◇ Conduct department conferences devoted to methods of achieving differentiation
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Tax Levy ◇ Reimbursable Funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ Periodic assessments ◇ Scholarship Reports ◇ Classroom Observations ◇ Walkthrough Protocol ◇ Progress report ◇ Quality review ◇ Learning Environment Survey ◇ Regents Protocol

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): HEALTH & PHYSICAL EDUCATION

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, 75% of teachers will have received appropriate Professional Development opportunities on Differentiated Instruction and the use of technology
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Professional Development in Differentiated Instruction and Technology for all staff in my Department. ◇ To get a Smart Board for all of the Health Teachers to utilize in their classrooms
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ◇ Tax Levy ◇ C4E workshops on technology and differentiated instruction
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ◇ Scholarship report ◇ Observation Process

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): HEALTH & PHYSICAL EDUCATION

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ◇ By June 2010, increase the number of school based Inquiry Teams to include teacher led groups.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ◇ Target Population: Health & Physical Education Teachers ◇ Responsible Staff Members: Assistant Principal, Health & Physical Education and Health & Physical Education Teachers ◇ Provide common planning time for teachers ◇ Provide Professional Development to improve instructional strategies for underperforming students
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ Scholarship Report ◇ Progress Report ◇ Quality Review

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): HEALTH & PHYSICAL EDUCATION

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, engage parents to increase their participation in the Learning Environment Survey by 2%.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Target Population: Parents ◇ Responsible Staff members: Assistant Principal, Health & Physical Education and Health & Physical Education Teachers ◇ Attend monthly PTA Meetings to discuss the impact of the Learning Environment Survey ◇ Send letters to parents informing them of the impact of the Learning Environment Survey.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ◇ Tax Levy Funds
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ◇ Learning Environment Survey ◇ Attendance at PTA Meetings ◇ Quality Review

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): INSTRUCTIONAL SUPPORT SERVICES

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, 75% of the teaching staff will utilize ARIS as a data source to differentiate instruction
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Target Population: ISS Teachers ◇ Responsible Staff Members: ISS Teachers and Assistant Principal, ISS ◇ To increase the use of ARIS to analyze, modify and differentiate curriculum and instruction. ◇ Provide Professional Development teachers and support staff on the use of ARIS. ◇ To clearly define expectations and learning outcomes for students with special needs based on data gathered by teachers and other staff members. ◇ To utilize the information found in ARIS to Increase the use of alternative assessment techniques through portfolio assessment. ◇ To use ARIS to review and update instructional policies to encompass learning standards and Regents preparation expectations to increase the number of self contained students passing the Regents with a 55
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ◇ Tax Levy ◇ Reimbursable Funding ◇ IDEA Act
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ◇ Data collected from scholarship reports. ◇ Frequent walkthroughs, visitations, informal and formal observations, department meetings and conferences. ◇ Teacher feedback. ◇ Number of students passing courses, formal and informal exams. ◇ All testing will reflect standard setting activities and expectations, while addressing students'

	needs. ◇ Observation Process
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): INSTRUCTIONAL SUPPORT SERVICES

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, 75% of teachers will have received appropriate PD opportunities on Differentiated Instruction and the use of technology.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Target Population: ISS Teachers ◇ Responsible Staff Members: ISS Teachers & Assistant Principal, ISS ◇ To provide training on the various uses of ARIS as an evaluative assessment data base for instruction and more specifically differentiation of instruction. ◇ To provide ongoing staff development on methods of differentiation of instruction, including utilization of ARIS, IEPs, alternate instructional strategies and alternate assessment techniques. ◇ Support internal and external professional development opportunities, and to turnkey these opportunities to the entire department. ◇ Conduct department meetings with specific professional development topics such as: <ul style="list-style-type: none"> ○ Differentiated instruction. ○ IEP/progress report. ○ Utilization of Bloom’s Taxonomy and accountable talk in the classroom.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ◇ Tax Levy ◇ C4E Funds for in-house Professional Development ◇ IDEA Funding
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ◇ Teacher feedback. ◇ Frequent walkthroughs, formal and informal observations. ◇ Review of lesson plans. ◇ Improvement in students’ attendance and on time arrival. ◇ Department conferences, agendas and minutes reflecting attention to standards, implementation of differentiation of instruction, increasing staff expectation, etc.

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): INSTRUCTIONAL SUPPORT SERVICES

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ◇ By June 2010, increase the number of school based Inquiry Teams to include departmental teacher led groups
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ◇ Target Population: ISS Teachers ◇ Responsible Staff Members: ISS Teachers, Assistant Principal, ISS, Inquiry Team ◇ Formal and informal Professional Development utilizing both internal and external resources ◇ Review of lesson plans to increase awareness and interaction of students and curriculum based on inquiry team findings and goals ◇ To have teachers work collaboratively to “brainstorm”, deliver, assess and give feedback on various methods of instruction as established by the Inquiry team ◇ To increase teachers involvement in Inquiry Team ◇ To establish a teacher led department Inquiry Team with specific goals and objectives for students with special needs.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Tax Levy ◇ IDEA Funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ Frequent walkthroughs, formal and informal observation, pre and post observations to asses current level of ideas ◇ Teacher feedback ◇ Improved grades as reflected on report cards, formal and informal exams ◇ Formal and informal classroom observations ◇ Increase in the use of portfolios and projects as means of alternative assessment. ◇ Observation process

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): INSTRUCTIONAL SUPPORT SERVICES

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, engage parents to increase their participation in the Learning Environment Survey.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Target Population: Parents ◇ Responsible Staff Members: Teachers, Assistant Principals, Guidance Counselors, Parent Coordinator ◇ To improve parental response to teacher outreach. ◇ To increase student and parental response to transitional services. ◇ To increase parental involvement in activities of the PTA and parent coordinator.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ◇ Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ◇ Review of teacher outreach logs. ◇ Teacher, counselor and parent feedback. ◇ Review of parental response to questionnaires and reports. ◇ Parental contact with teacher, AP, counselor and TLC. ◇ Increased parental response to open school days and other parent focused school activities.

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): LIBRARY

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, 75% of the teaching staff will utilize ARIS as a data source to differentiate instruction.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Target Population: Librarians ◇ To provide a resource that is appropriate to all students using data ◇ To supply a teacher center for information and professional growth ◇ To continue to utilize Destiny as the software of choice and to ensure its efficiency ◇ To increase library offerings to stimulate circulation through data obtained from ARIS and from teachers using the library prior to a lesson ◇ To increase the number of different presentations in library science ◇ To provide a forum for class presentations and projects utilizing data ◇ To provide and host Poetry Week and Library Month with guests and materials carefully selected ◇ To better plan lessons for all level of students and disciplines using data sources ◇ To establish a resource center for all disciplines to use ◇ To continue to refresh on the usage of Destiny (library software) to be more student friendly ◇ To update inventory and continue the bar coding of all books ◇ To record data in terms of circulation, student projects and related activities as well as circulation figures of the Teacher Resource Section ◇ Recording of daily and monthly usage figures ◇ To increase the usage of outside presenters to focus on the library as resource and media center ◇ To encourage all disciplines to provide materials centered in the Library to assist teachers in class instruction ◇ To assist teachers in planning library usage through common planning of lesson relevant to student abilities and differentiation to meet student needs

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Tax Levy ◇ Possible funding from grants
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ A.P. observations and walkthroughs ◇ Professional Development ◇ Number of lessons given ◇ Number of teachers using the library as a resource ◇ Poetry Week ◇ Library Month ◇ Library Science class presentations ◇ Library conferences ◇ Workshop center ◇ Student Computer resource ◇ Subject Discipline Resource circulation

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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 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): LIBRARY

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, 75% of teachers will have received appropriate Professional Development opportunities on differentiated instruction and the use of technology
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Target Population: Librarians ◇ To encourage attendance at Professional Development workshops given throughout the year ◇ To attend in-house Professional Development on technology instruction and differentiated instruction and related subject matter meeting and presentations ◇ To increase the number of programs offered to the students and be active in their implementation ◇ To provide professional information on educational matters for and to teachers ◇ To provide educational and research material for all students ◇ To continue to update the knowledge of Destiny – the new software program ◇ To be a source of information for all students and disciplines ◇ Provide material as a source for a professional library and allow the library to be a center for all departments to use as a location for educational workshops, PD and other areas for students activities including presentations on technology usage for teachers as well. ◇ Involve A.P. Supervisions from ALL departments to help source the professional library- on a continuing basis ◇ Encourage all departments to use the library as a center of learning and educational display and to hold joint meetings for technology presentations ◇ Provide a location for outside speakers related to all disciplines ◇ Increase activities during Library Month and Poetry Week ◇ Increase library activities and usage for multi-purposes ◇ Invite more classes to use the library as a resource

	<ul style="list-style-type: none"> ◇ Present more library lesson appropriate to all disciplines.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Tax Levy ◇ Possible funding from grants
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ PD days and workshops ◇ Department conferences ◇ Turnkey conferences ◇ Teacher topic statements - weekly ◇ Course/workshop feedback ◇ Professional conferences ◇ Usage of the Discipline Resource Center ◇ Librarian participation in outside workshops ◇ Teacher and student feedback

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Subject/Area (where relevant): LIBRARY

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, increase the number of school based Inquiry Teams to include department led teacher groups in all disciplines.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Target Population: Librarians ◇ To consult with the teachers using the library for classes as to the students needing extra assistance ◇ To examine the lower third of the classes using the library ◇ To provide a framework for interdisciplinary examination of Library Science as it applies to various disciplines ◇ To study the data as it reveals levels of understanding ◇ To determine the necessary curriculum changes required to increase student understanding ◇ To provide common planning time so to consult as to a plan for increasing student progress ◇ Plan joint lesson in Library Science that have a common goal related to multi-disciplines ◇ Use common assessment tests to measure growth ◇ Provide demonstration lesson to illustrate educational intent ◇ To identify selected group references for use of specified materials ◇ Focus upon use of research material by focus groups ◇ Identify groups using materials related to library skills within a certain discipline

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Tax Levy ◇ Possible funding from grants
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ Teacher Conferences ◇ Inquiry Team PD ◇ Inquiry Team presentations ◇ Data review ◇ Class assessment results ◇ Class tests ◇ Class comparisons ◇ Library circulation ◇ Review of Discipline Resource Center and materials ◇ Analysis of data from focus groups

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): LIBRARY

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, engage parents to increase their participation in the Learning Environment Survey by 2%.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Target Population: Parents ◇ Responsible Staff Members: Teaching Staff, Assistant Principals, Guidance Counselors, Parent Coordinator ◇ To continue to use the library as a framework for PTA conferences ◇ To keep an attendance log ◇ To provide a location for Networking activities ◇ To be a source of educational presence by providing a location rich in material of interest to student and parent ◇ To offer a place of intellectual example for the community ◇ To provide a location for community activities ◇ A.P will provide offers to parents to visit –Open House ◇ Library will provide activities to foster student growth as function as a source of pride for the parents ◇ To strengthen the role of the library o a monthly basis to All disciplines ◇ To continue to promote Library Month and Poetry Week and other discipline activities ◇ To encourage the librarians to consult and be proactive to all the students and their parents ◇ To be a place for student projects displays on an regular schedule and readily available for parent viewing

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Tax Levy ◇ Possible funding from grants
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ PTA meetings ◇ Conference meeting for the local community ◇ Location for Open house ◇ Usage for PD ◇ Location for Acuity Training ◇ Location for Networking Activities ◇ Parent Learning Survey ◇ Discipline Resource Center – by departments ◇ Circulation review ◇ Teacher usage

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): MATHEMATICS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, 75% of the teaching staff will utilize ARIS as a data source to differentiate instruction.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Target Population: Math Teachers ◇ Responsible Staff Members: Math Teachers & Assistant Principal, Math ◇ Continue to meet with teachers to review their data collection ◇ Model use of ARIS data with teachers focusing on particular students ◇ Model use of ARIS to create reports to identify the needs of each student ◇ Professional Development in use of data for differentiating instruction ◇ Arrange PS opportunities to improve lesson planning and differentiated instruction
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ◇ Tax Levy ◇ Training for Math department teachers in the use of data in mathematics classes ◇ Distribute and encourage participation in outside school Professional Development opportunities to staff
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ◇ Scholarship report ◇ Regents passing percentages ◇ Observations ◇ Modifications in delivery of instruction by teachers after data review ◇ Modifications in CEP goals and objectives

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, 75% of teachers will have received appropriate Professional Development opportunities on differentiated instruction and the use of technology
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Target Population: Math Teachers ◇ Responsible Staff Members: Math Teachers & Assistant Principal, Math ◇ Continue Professional Development in differentiated instruction with follow up for teachers who are struggling ◇ Model lessons, peer sharing, shared experiences in departmental meetings. ◇ Allocate time for teachers to work together observing each others lessons and collaborating on methods and strategies
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ◇ Tax Levy ◇ Provide Professional Development on the use of current technology.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ◇ Formal classroom observations ◇ Department and Faculty Meetings.

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Subject/Area (where relevant): MATHEMATICS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, increase the number of school based inquiry teams to include department led teacher groups in all disciplines
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Target Population: Math Teachers ◇ Responsible Staff members: Math Teacher, Assistant Principal, Math ◇ Establish an Inquiry Team in the Math Department by December 2009 ◇ Solidify team goals and identify target population by the end of December 2009 ◇ Review data at mid year and end year ◇ Determine best strategies and planning for students targeted by the team ◇ Make recommendations –June 2010 ◇ Arrange Professional Development opportunities to improve lesson planning and differentiated instruction
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ◇ Ongoing Professional Development for math teacher with the ultimate goal of improving teaching and learning and student performance ◇ Train teachers on the use of ARIS to post their findings publically and to establish private communities to use for communication between members ◇ Plan common planning for members of Inquiry Teams, meet at a designated time and date
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ◇ Assistant Principal meet on a monthly basis with each team members and monitor public postings ◇ Monitoring of teachers by Assistant Principal through observation process

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): MATHEMATICS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, engage parents to increase their participation in the Learning Environment Survey by 2%
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Establish more contact with home through teachers about student progress ◇ Keep parents informed about events happening in school ◇ Encourage student participation in contests and extra activities ◇ Attend PTA meetings ◇ Encourage teachers to attend PTA meetings ◇ Attend SLT meetings
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ◇ Continue Professional Development in communication techniques for family contact ◇ Assistant Principal to meet with teachers who have poor record of parent contact ◇ Tech assistance to teacher using internet for posting class information
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ◇ Collect and check all parent contact logs each marking period ◇ Monitor letters sent out to parents on a regular basis.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): Organization

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ◇ By June 2010, 75% of the teaching staff will utilize ARIS as a data source to differentiate instruction.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ◇ Provide staff with opportunities throughout the school year to receive ARIS, HSST and ACUITY training both within and outside of our school. ◇ Hire an F status data specialist to work with the Inquiry Team to increase academic success of targeted population. ◇ Hold monthly meetings with the Inquiry Team teachers to discuss the use of data to develop Differentiated Instruction plans.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Using Contract for Excellence Funding and Title III LEP funding for PD to bring lecturers into our building during the Chancellor’s Mandated Professional Development days and to attend internal workshops (DOE) and non-DOE workshops upon request of the principal or cabinet supervisors.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ Scholarship reports and ARIS data will be compared for each marking period for each subject teacher and among teachers teaching the same course. ◇ Participants in workshops will turn-key the information to their colleagues at faculty, department and other PD Day Conferences.

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Organization

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ◇ By June 2010, to engage parents to increase their participation in the Learning Environment Survey by 2%.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ◇ Continue to work closely with our COSA Advisor, Parent Coordinator and AP PPS to achieve greater parental involvement in attendance at PTA, Open School and various other activities. ◇ Continue to work with our Internship Coordinator to expand the number of CBO's involved in the program from 5 to 6 organizations. ◇ Work with the committee of Teachers to expand the year's Career Awareness Program with 3 additional guest speakers, from 55 to 66 speakers in Spring, 2010. ◇ Continue to attend SLT Meetings. ◇ Continue to attend and address parents at PTA Meetings concerning blue emergency cards, Metro cards and other concerns. ◇ Place in use a bulk mailing system for school-wide mailings to decrease postage costs. ◇ Provide funding to supplement classroom trip costs, if available. ◇ Work with AP Business/Fine Arts on organizing special projects with LEAP to include 1 additional class, from 11 to 12.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Tax Levy and Reimbursable Funding will be provided to cover student transportation admission fees and/or traveling expenses. ◇ Per diem and coverage allocations will include time for special events. ◇ Teacher per session allocations will be set aside for club advisors and special programs involving community outreach, as available
<p>Indicators of Interim Progress and/or</p>	<ul style="list-style-type: none"> ◇ Attendance at club meetings will be monitored and those with low attendance will be

Accomplishment

*Include: interval of periodic review;
instrument(s) of measure; projected gains*

disbanded.

- ◇ Feedback from CBO's, staff and students regarding our Internship Program and Career Week will be acted upon. We will increase our guest speakers from 65 to 68.

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): PROGRAMMING/ADMINISTRATION

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, 75% of the teaching staff will utilize ARIS as a data source to differentiate instruction
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Target Population: Teaching staff ◇ Responsible Staff Members: Teaching staff, Assistant Principals ◇ Provide ongoing Professional Development on the use of ARIS ◇ Professional Development in use of data for differentiating instruction ◇ Arrange Professional Development opportunities to improve lesson planning and differentiated instruction ◇ Encourage and train teachers to use ARIS. Offer Professional Development on ARIS applications including aggregated reports feature now available
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ◇ Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ◇ Scholarship Report reviews ◇ Number of staff utilizing computer time to gather data

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): PROGRAMMING/ADMINISTRATION

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ◇ By June 2010, 75% of the teachers will have received appropriate Professional Development opportunities on Differentiated Instruction.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ◇ Target Population: Teaching staff ◇ Responsible Staff members: Teaching staff and Assistant Principals ◇ Provide ongoing Professional Development for teachers in the use of ARIS, HSST/STARS. ◇ Provide Professional Development on spreadsheets and word processing.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ Better accuracy on grade gathering ◇ Less grade changes ◇ More teachers using ARIS ◇ Teacher feedback on Professional Development

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): PROGRAMMING/ADMINISTRATION

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ◇ By June 2010, increase the number of school based Inquiry Teams to include department teacher led groups in all disciplines
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ◇ Target Population: Individual Departments ◇ Responsible Staff members: Teachers, Assistant Principals, Inquiry Teams ◇ Provide teachers with information from HSST that would enrich their classrooms ◇ Provide teachers with parent information so they can reach out to students’ families ◇ Help to increase and improve classroom instruction ◇ Turnkey important school wide inquiry Team data to teachers ◇ Held departments set up department inquiry teams:
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ Scholarship Report ◇ Monitoring the use of ARIS for department inquiry teams ◇ Learning Environment Survey ◇ Teacher feedback at Professional Development

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): PROGRAMMING/ADMINISTRATION

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ◇ By June 2010, engage parents to increase their participation in the Learning Environment Survey by 2%.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ◇ Target Population: Parents ◇ Responsible Staff Members: Teaching Staff, Assistant Principals, Guidance Counselors, Parent Coordinator ◇ Establish more contact with home through teachers about student progress ◇ Keep parents informed about events happening in school ◇ Encourage student participation in contests and extra curricular activities ◇ Attend PTA meetings ◇ Encourage teachers to attend PTA meetings ◇ Attend SLT meeting ◇ Work with Parent Coordinator
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ Increase Parent Involvement ◇ Larger attendance at PTA Meetings ◇ Monitor letters and outreach to parents

SECTION VI: ACTION PLAN

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Subject/Area (where relevant):

PUPIL PERSONNEL SERVICES

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>◇ By June 2010, 75% of teaching staff will utilize ARIS as a data source to differentiate instruction</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>◇ Target Population to improve instruction in our lowest third:</p> <ul style="list-style-type: none"> ▪ English Language Learners (59.9%) – Currently there are 135 students in the lowest third of ELL students. In order to achieve a 2% increase, four students will need to be moved. ▪ Special Education Students (51.4%) - Currently there are 88 students in the lowest third of Special Education students. In order to achieve a 2% increase, three students will need to be moved. ▪ Hispanic Students (44.1%) - Currently there are 191 students in the lowest third of Hispanic students. In order to achieve a 2% increase, nine students will need to be moved. ▪ Black Students (42.5%) - Currently there are 724 students in the lowest third of African American students. In order to achieve a 2% increase, 35 students will need to be moved. ▪ Other students (55.3%) - Currently there are 392 students in the lowest third of ‘other’ students. In order to achieve a 2% increase, 14 students will need to be moved. <p>◇ Counselors will work with teachers, upon request, to review individual and group scholastic achievement and attendance records to address specific learning needs. They will share with teachers other knowledge that have on “the whole” student that may help the teacher differentiate instruction for that student.</p> <p>◇ Responsible Staff Members: Assistant Principal, PPS, Assistant Principals, Supervision, all</p>

	<p>subject teachers, Guidance Counselors</p> <ul style="list-style-type: none"> ◇ Guidance Counselors continue to ILOG their meetings with students and refer to these ILOS when meeting with teachers. ◇ Guidance Counselors should track target population performance in all academic classes ◇ Assign Guidance Counselor to track target population in course planning and sequencing.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Data Specialist will work with counselors to set ARIS Groups ◇ Data Consultant, A. Silverstein will meet with counselors to explain nuances of specialized programs, including ARIS
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ Observations ◇ Minutes from weekly meetings ◇ Instructional Walkthroughs ◇ Progress Report ◇ Quality Review ◇ Learning Environment Survey ◇ NY State Report Card

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Subject/Area (where relevant):

PUPIL PERSONNEL SERVICES

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, 75% of teachers will have received appropriate Professional Development opportunities on Differentiated Instruction and the use of technology.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Target Population: All Teachers, Guidance Counselors ◇ Responsible Staff Members:, Assistant Principals, Computer technician, knowledgeable teachers (regarding technology) ◇ To support teachers with effective Professional Development on designed Staff Development Days and at department meetings that will lead them to differentiate instruction for all students ◇ Continue to keep a broad spectrum of staff attending Guidance Meetings-including SAPIS Worker, Parent Coordinator, College Advisor, HH Counselor ◇ At weekly Guidance Meetings, share Best practices on the use of technology and special programs to monitor student achievement. ◇ At joint Deans/Guidance Meetings, continue to emphasize the need for a designated Deans Office staff member to gather data on latecomers, parent meetings (ILOG), etc and to share this information with counselors in a timely manner. ◇ Place a guidance counselor in the College Office to serve as the College Advisor who is computer savvy and can use the online common application process to enter student data and train students how to complete their college applications online. ◇ Tap into the expertise of counselors who are very knowledgeable and comfortable in using technology to work with those less comfortable. ◇ Set goals in the fall term with each counselor that include PD on the use of guidance related programs. ◇ Appropriate budgetary allocations to ensure the delivery of effective Professional

	<p>Development to all constituencies.</p> <ul style="list-style-type: none"> ◇ Address the need for developing opportunities to encourage selected staff to develop leadership and administrative skills through both inside and outside Professional Development ◇ Survey counselors for personal Professional Development needs including senior staff ◇ Use Data Inquiry Team results to help all students articulate to the next grade ◇ Use the New York State Report Card as the tool to measure student progress and identify trends in student progress. ◇ Utilize counselors to turnkey Professional Development received at outside workshops to demonstrate Best Practices ◇
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ NYSL Funding for computer hardware and software programs ◇ Tax Levy ◇ Contract for Excellence Professional Development
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ NY State Report Card ◇ Progress Reports ◇ Learning Environment Survey ◇ Quality Review ◇ Observation Reports

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Subject/Area (where relevant):

PUPIL PERSONNEL SERVICES

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, increase the number of school based Inquiry Teams to include department teacher led groups in all disciplines.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Two guidance counselors will serve on the school based Inquiry Team and will gather information from their colleagues weekly to share at these meetings. ◇ Counselors on the Inquiry Team will turnkey meeting discussions to the counselors ◇ Counselors will work with the school-wide Inquiry Team to follow student progress on our 9th graders in the lowest third of our school population. ◇ Counselors will be available to work with department Inquiry teams as requested.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ◇ Inquiry Team Funding
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ◇ Scholarship report ◇ Quality Review ◇ Learning Environment Survey ◇ CEP ◇ Progress report ◇ Minutes of meetings ◇ Instructional Walkthroughs

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Subject/Area (where relevant):

PUPIL PERSONNEL SERVICES

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◇ By June 2010, Martin Van Buren will engage parents to increase the Learning Environment Survey response by 2% from 14% to 16%. In order to achieve this percentage 384 more parents will need to participate in the survey.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◇ Target Population: Parents and Community Based Organizations ◇ Responsible Staff Members: Assistant Principals, Administration and Supervision, and UFT Executive Committee ◇ Increase of 2% in the number of parents attending PTA monthly PTA meetings. ◇ Present Parent Workshops on relevant topics at each PTA meeting. ◇ Invite CBOs to present to both students and parents at student assemblies, Freshman Orientation, and parent meetings. ◇ Involve our Parent Coordinator in doing outreach to parents regarding important school information, updates, events, student academic progress, student attendance and cutting. ◇ Attend High School Fairs: city, middle schools, and borough. ◇ Hold Open House in November for perspective students. ◇ Use DOE services to translate documents to be back packed. ◇ Have Assistant Principals, Supervision distribute pacing calendars and curriculum guides to assist parents in supporting their student’s learning. ◇ Continue to utilize our Phone Master programs to outreach to parents. ◇ Ensure that our “Blue Emergency Cards” are filled out appropriately so that parents can be contacted quickly in an emergency. ◇ Have various Assistant Principals work with CBOs ◇ Have guidance plan periodic student/parent visitations to review student progress ◇ Distribute tutoring schedules to all parents ◇ Encourage parents to volunteer services to the school as well as to sell during Open School

	<p>Evening and other events to increase the PTA budget and scholarships.</p> <ul style="list-style-type: none"> ◇ Continue to develop outside paid and unpaid internship opportunities through local CBOs to satisfy Community Service requirements and meet personal needs of students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Contract for Excellence Professional Development ◇ Title III Money where applicable ◇ Tax Levy ◇ \$500 PTA receives from city
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ Attendance at PTA meetings. ◇ Attendance by parents at School Leadership Team Meetings ◇ Quality Review ◇ Progress Report ◇ NY State Report Card ◇ Attendance at Open House, Grade Level Meetings and College Fair

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Subject/Area (where relevant): SCIENCE

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ◇ By June 2010, 75% of the teaching staff will utilize ARIS as a data source to differentiate instruction.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ◇ Target Population: Science Teachers ◇ Responsible Staff Members: Assistant Principal, Science and Science Teachers ◇ Plan for Individual Staff Development for Science teachers to utilize ARIS
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ Observation Process ◇ Progress report ◇ Learning Environment Survey ◇ New York State Report Card ◇ Evidence of differentiation of instruction and interdisciplinary lesson. ◇ Conduct Departmental Meetings that address the use of data to differentiate instruction and improve student learning. ◇ Appropriate data will drive the plan for Academic Intervention Services including: <ul style="list-style-type: none"> ○ Provide access to parents to view their child’s progress on a daily basis using web based design grade book. ○ Conferencing for “At-Risk” students with teacher and parent.

	<ul style="list-style-type: none">○ Tutoring in Science, both peer and teacher.◇ To continue working collaboratively with the data specialist gathering data and distributing it to science teachers in order to improve teaching and learning.◇ Analysis of School Report Card, Progress Report, Quality Review, CEP, and Inquiry Team data to drive teaching and learning.◇ Continue use of subject leaders, to modify curriculum based on data assessment analysis.◇ Utilize item analysis for all exams including midterms, finals, and Regents to provide data to drive instruction, as well as to differentiate it for all levels of students including ELL.◇ Individual teacher meetings where scholarship reports are compared, analyzed, and discussed at department conferences.◇ Carefully monitor the use of late logs and bathroom logs data.
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Subject/Area (where relevant): SCIENCE

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ◇ By June 2010, 75% of teachers will have received appropriate Professional Development opportunities on Differentiated Instruction and the use of technology
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ◇ To support teachers with effective Professional Development that will allow them to differentiate instruction for all students from Levels 1 through 4 including ELL and ISS students. ◇ To provide effective Professional Development to all teachers that allows them to improve their questioning techniques by the use of Bloom’s Taxonomy and to encourage the development of critical thinking in all students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ Identified pedagogical staff will attend DOE Professional Development opportunities. ◇ Survey all science teachers for personal Professional Development needs. ◇ Utilize outside Professional Development sources including: DOE and DOE vendors to offer specific programs for all levels of teachers to implement differentiated instruction, current instructional techniques, and assessment methodology to improve student outcomes. ◇ Utilize faculty to turnkey Professional Development received at outside workshops to demonstrate Best Practices ◇ Encourage teachers for seeking outside Professional Development during non school hours. ◇ Analyze all appropriate data to address the needs of special populations (ELL, ISS, and “At

	<p>Risk”), as well as all levels of mainstream students</p> <ul style="list-style-type: none">◇ Periodically evaluate all relevant student data by using the Inquiry Team, and Data Specialist.◇ Plan and implement Professional Development by the Inquiry Team to the Science Department during the school year to address data and how to use it effectively to drive instruction◇ Utilize teacher surveys to gather information about teachers’ needs and wants with regard to Professional Development◇ Utilize the faculty and departmental conference, held monthly, and include a Professional topic in each to improve the quality of Professional Development and improve student academic performance across disciplines.◇ Utilize the teacher observation process and intervisitation with senior teachers to promote the development of new pedagogical staff
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): SCIENCE

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ◇ By June 2010, increase the number of school based Inquiry Teams to include department teacher led groups.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ◇ Increase the use data from the Inquiry Team to all Science classes. ◇ Increase the use of Interdisciplinary and differentiated instruction to all science classes. ◇ Establish a baseline for both short term and long term goals.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ Departmental Walk-through and observations focusing on the use of Inquiry Team Data in the classroom. ◇ The Inquiry team members will turn-key in the data used from the Inquiry Team to all science teachers to drive and differentiate instruction in all science classes. ◇ Have the data specialist present data to all science teachers to improve student performance. ◇ Have additional Professional Development offered to teachers regarding the expanded use of the Inquiry Team. ◇ Inter-visitation between teachers who are members of the Inquiry Team to use data effectively in their classrooms to differentiate instruction and to improve students' outcome specially ELL, ISS and "At Risk". ◇ Conduct workshops on Inquiry Team. ◇ Staff and student feedback

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): SCIENCE

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ◇ By June 2010, engage parents to increase their participation in the Learning Environment Survey.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ◇ Target Population: Parents ◇ Responsible Staff Members: Assistant Principal, Science and Science Teachers ◇ Attend monthly PTA meetings to discuss the impact of the Learning Environment Survey
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Present Parent Workshops on relevant topics at each PTA meeting. ◇ Involve our Parent Coordinator in doing outreach to parents regarding important school information, updates, events, student academic progress, student attendance and cutting. ◇ Invite small groups of parents into the school to observe key areas as well as to sit in to observe School Leadership Team meetings. ◇ Distribute pacing calendars and curriculum guides to assist parents in supporting their student’s learning. ◇ Distribute tutoring schedules to all parents
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ Attendance at PTA meetings. ◇ Parent, student and teacher feedback. ◇ Suggestions made by parents for Workshops to be offered. ◇ Parents involved in Academic Intervention Services offered to our “At Risk” students.

	<ul style="list-style-type: none">◇ Increased attendance at Open School Evening, Financial Aid Night, College Fair and other events held for parents.◇ Encourage parents to attend guidance and teacher conferences with their children.◇ Numbers of CBOs involved in the school increases.◇ Suggestions made by parents for Workshops to be offered.◇ Parents involved in Academic Intervention Services offered to our “At Risk” students◇ Hold periodic “Town-Hall” meetings with local Police, transit authority and neighborhood groups to share school accomplishments as well as address neighborhood concerns.
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for 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): SOCIAL STUDIES

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ◇ By June 2010, increase the number of school based Inquiry Teams to include department teacher led groups
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ◇ Target Population: 4 Social Studies teachers to form a Department Inquiry Team. ◇ Responsible Staff: Assistant Principal, Social Studies, Social Studies Teachers, Principal, Inquiry Team ◇ Provide Professional Development to improve instructional strategies for underperforming students ◇ Provide Professional Development on ARIS to choose students to include in the Inquiry Team progress reports and to track student performance ◇ Provide common planning time for teachers ◇ Monitor monthly Inquiry Team meetings.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◇ Title III Money Where applicable ◇ Contract For Excellence Professional Development
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◇ Scholarship Report ◇ Progress Report ◇ Quality Review

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – 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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	385 SETSS 41 SC 49	SC 49	50 SC 49	10 SC 49	77 SETSS 23 SC 30		2	
10	95 SETSS 31 SC 30	SC 30	15 SC 30	15 SC 30	66 SETSS 19 SC 22			
11	160 SETSS 28 SC 42	SC 42	15 SC 42	20 SC 42	66 SETSS 16 SC 21			
12	105 SETSS 21 SC 26	SC 26	1 SC 26	0 SC 26	66 SETSS 14 SC 20			

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- 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

<p>Mathematics:</p> <ul style="list-style-type: none"> ◇ Small Learning Community ◇ Inclusion Classes ◇ Small Group Instruction ◇ Regents Review ◇ Basic Skills Electives ◇ SETSS Pull Out ◇ SETSS Push In ◇ Tutoring ◇ Program Pacing 	<ul style="list-style-type: none"> ◇ Small class size for low level learners ◇ Individual and team teaching ◇ One on one instruction and group work with teacher; content specific to course work. ◇ Provided as part of the scheduled core course in Regents classes. ◇ Elective to concentrate on basic skills, related to all areas of mathematics. ◇ Two teachers, three groups of eight students for one period per day, tutoring and support with all subjects and test modifications. ◇ Four classes for one period daily, two teachers per class. More individualized, smaller group support and instruction. ◇ Individualized and small group tutoring available one period daily, on an as needed basis by students. One teacher with average of three students per day. ◇ Algebra syllabus expanded to four semesters to allow adaptations and modifications to Regents.
<p>Science:</p> <ul style="list-style-type: none"> ◇ Small Group Instruction ◇ Tutoring ◇ Program Pacing ◇ Pull Out SETSS 	<ul style="list-style-type: none"> ◇ Small group instruction is delivered to ELL students; “At Risk” students who are in danger of failing; and to the General Ed. population during the school day, and before and after school. Approximately 125 students attend tutoring on a weekly basis. Small group instruction allows more student-teacher interaction. It provides opportunities for students to become much more involved in learning. ◇ Individualized and small group tutoring available one period daily on an as needed basis by students. One teacher with average of three students per day. ◇ Living Environment syllabus expanded to four semesters to allow adaptations and modifications to Regents. ◇ Small group (15 students), remedial reading program offered one period daily.
<p>Social Studies:</p> <ul style="list-style-type: none"> ◇ Small Group Tutoring ◇ Peer to Peer Tutoring ◇ One to One Tutoring ◇ Tutoring ◇ Pull Out SETSS 	<ul style="list-style-type: none"> ◇ Nine Social Studies teachers use their C6 assignment to hold small group tutoring sessions. ◇ Scholars students provide peer tutoring on a needed basis ◇ One to one tutoring is held daily by teachers as part of their C6 assignment. ◇ Individualized and small group tutoring available one period daily, on an as needed basis by students. One teacher with average of three students per day. ◇ Two teachers, three groups of eight students for one period per day, tutoring and support with all subjects and test modifications.

<ul style="list-style-type: none"> ◇ Class Size 	<ul style="list-style-type: none"> ◇ Smaller class size (15 students) allows one teacher and one paraprofessional more individualized teaching and instructional support. Offered in Global 1 & 2, US History, US Government/Economics). Seven classes offered for one period per day, five days per week.
<p>At-risk Services Provided by the Guidance Counselor:</p> <ul style="list-style-type: none"> ◇ Push In ◇ Small Group Counseling ◇ One to One Counseling Individual sessions 	<ul style="list-style-type: none"> ◇ All Guidance Counselors push-in for classroom presentations at the request of the Assistant Principals, Supervisions, and through standard department presentations ◇ Small group counseling happens weekly throughout the department by guidance counselors. Small group counseling targets students with attendance issues, self-esteem problems, time management, and academic issues. An “At-Risk” Counselor is assigned to the Dean’s Office full time with an abbreviated caseload. ◇ One to one counseling happens daily during student lunch, before or after the student’s school day. The “At-Risk” Counselor also is assigned to the Small Learning Community and provides a weekly advisory program. This group of ninth graders were targeted for low academic performance.
<p>At-risk Services Provided by the School Psychologist:</p> <ul style="list-style-type: none"> ◇ Evaluation 	<ul style="list-style-type: none"> ◇ One School Psychologist evaluates students “At Risk”, for services needed to support instruction.
<p>At-risk Services Provided by the Social Worker:</p> <ul style="list-style-type: none"> ◇ ERSSA Counseling ◇ Outreach 	<ul style="list-style-type: none"> ◇ One Social Worker supports “At Risk” students through counseling and the Pupil Personnel Committee follow up. ◇ One Social Worker does parent outreach and is the agency liaison to evaluate student needs.
<p>At-risk Health-related Services:</p>	

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 to this CEP.

LANGUAGE ALLOCATION POLICY, 2009-2010

At Martin Van Buren H.S., we have a freestanding ESL program designed to empower ELL students to become independent and proficient readers, writers, speakers and listeners, thus fostering acclimation to their new educational setting. These goals are to place the student in the position of becoming part of the mainstream setting. The ESL curriculum follows the New York State English as a Second Language learning standards. The Standards also provide the framework for preparing students for the NYSESLAT exam.

We currently have 214 ELL students out of 2729 students at Martin Van Buren High School, reflecting 7.8 % of the student population. The breakdown by grade level is as follows: 63 ninth graders, 60 tenth graders, 55 eleventh graders and 36 twelfth graders. The majority of our 9th and 10th graders speak Spanish, Haitian Creole and Indian-based languages; for 11th and 12th grades the high incidence languages are Spanish, Haitian Creole, and the Indian-based languages. Overall, 26% of our ELLs speak Spanish, 21% speak either Haitian Creole or French, 17 speak Indian based languages, of which Hindi predominates, 9% speak Urdu, 4% speak Bengali and 13% speak the remaining 10 variety of languages.

Upon entry to the school, parents complete survey letters that indicate their request for a freestanding ESL program. Our BESIS Coordinator, who is a certified English teacher, screens, and administers the HCIS forms and LAB-R test. Given the diverse nature of their origins and their respective levels of competency, these students are tested and placed in the appropriate ESL classes to accommodate their needs. Additionally, our BESIS Coordinator also identifies students eligible for the NYSESLAT exam through ATS and prepares all testing material through on-line ordering, informing parents, students and teachers. All students are allocated proper time and rooms. Upon receiving test scores of LAB-R and NYSESLAT parents and students are notified and placed accordingly.

We currently have 35 ELLs designated at the Beginners level, 84 designated at the Intermediate level and 40 in the Advanced level. There are 31 SIFE students at Martin Van Buren H.S. Out of our total of 214 ELL students, 109 students have been receiving ELL services for 3 years or less, 60 students have been receiving ELL services for between 4 to 6 years, and 55 students have been receiving ELL services for more than 6 years. Long term ELLs receive extended services and work in small groups with teachers. Forty-six of the ELL student population is in Special Education; 16 of which are receiving ELL services. The other 30 students are exempt according to their IEPs

Our ESL Program instructs students designated at the Beginning level with 675 minutes per week of ESL instruction. Students designated as Intermediate receive 450 minutes per week. Advanced students receive 225 minutes per week of ESL instruction and 225 minutes per week of ELA instruction. We do not offer Native Language Arts. We work closely with the English and Special Education Departments, ensuring that the ELL students receive the highest quality instruction possible.

Including ISS students, we currently have five Beginner ESL classes, receiving three periods of ESL instruction per day, six Intermediate ESL classes, receiving three periods and two Advanced ESL classes receiving one period each of ESL and ELA per day. Our ELA classes are taught by licensed English teachers. ESL and ELA teachers meet regularly to review and articulate the needs of ELLs. ESL teachers are NYS certified and work collaboratively to develop alternative assessments and instruction to improve writing and reading skills.

Analyses of students' results on the NYSESLAT indicate that writing skills are the weakest and listening skills are the strongest for each level of ESL. Our ESL program stresses writing and reading in and out of class. The ESL department offers before and after school tutoring and various other resources that support and strengthen the overall curricula of the core disciplines and follows the educational demands set forth by the English Department while aligning the content of instruction to the standards.

All involved in the ESL program work together on a continual basis to ensure that ELL students are welcomed and feel comfortable in taking the necessary risks that will enable them to achieve within the school setting. The tone is fostered and developed on an ongoing basis, which is also in good part a reason for the success of the program. All staff is informed and knowledgeable about the services and instruction that ELL students are mandated to receive. These policies are included in our school's Comprehensive Educational Plan (CEP).

Parents are an integral part of our school community. Parents of ELLs are informed about instruction, policies, student progress and assessments throughout the year. This level of knowledge is achieved through ELL parent orientation meetings, PTA meetings and scheduled individual parent/ESL teacher conferences. Monthly professional development is held for all ESL/ELA/ISS teachers to provide the best possible instruction for the needs of our ELL population.

In addition, teachers attend ongoing "offsite" conferences where they learn strategies such as scaffolding and how to develop alternative assessments concerning ELL policies and research to be implemented in their classrooms. This information is turn-keyed to the Principal and appropriate staff during department conferences and staff development meetings where ESL and content area teachers are in attendance together.

Teachers implement various strategies of differentiated instruction for general, special education and SIFE ELLs. They use group work, Bloom's Taxonomy, dictation, video, audio, etc. to enhance student learning. For those students who are in the US schools less than three years, we provide tutoring services in all subject areas and students can work with faculty in their home language when possible. For students in the four to six year and above six year range, we continue to provide tutoring services and after school courses engaged to develop their skills.

Special need students, such as special education students in many instances have a paraprofessional with them and are grouped together as indicated by their guidance counselor in ELL classes.

The instructional program ensures language development by combining the workshop model and thematic units through the components of a balanced literacy model. Frequent visits and formal observations of both ESL and content area teachers insure the implementation of ESL strategies. Numerous activities are planned throughout the year for students and their families to learn about others and share their cultures and traditions. Scientifically based research on second language acquisition is the foundation of instructional planning for ELL students. For example, students' native language literacy skills need to be taken into consideration in order to diversify instruction.

In addition, parents, teachers and students are made aware of the differences in acquiring academic language as opposed to conversational speech. Student partnerships and group work methodologies are planned to give students who are less proficient in English the opportunity to build academic language from interaction with an English proficient partner. These procedures are designed to increase the attitude, aptitude and success of the students whose instruction is entrusted to us. Each May approximately 11% of our ESL students test out of ESL according to the NYSESLAT standards.

An analysis of assessments indicates that approximately 75% of our newcomers enroll in ESL classes. The modality indicates that ninth graders have the highest need in reading/writing, tenth graders in reading/writing, eleventh graders are roughly equal in all modalities, and twelfth graders in reading/writing. We have approximately 40 students taking the regents in English, 5 in Math A, 5 in Math B, 35 in Integrated Algebra (8 in the native language), 15 in Integrated Geometry (5 in the native language), 40 in Earth Science (8 in the native language), 40 in Living Environment (8 in the native language), 1 in Physics, 45 in Global History and Geography (8 in the native language), 40 in US History and Government (8 in the native language) and 10 in a Foreign Language.

Scores on the NYSESLAT and LAB-R reveal students deficiency in the writing and reading comprehension modality. These scores aid teachers to adjust their teaching strategies to meet student needs and provide additional help.

Students who take tests in English as compared to those who take it in their native language are approximately doing well. Assistant Principals and teachers have used Periodic Testing to identify the needs of students in order to gear them for regents and the NYSESLAT. Martin Van Buren High School has taken Periodic Assessment to forecast students who will need additional help and provide the services as needed. The Native Language is used to aid students' comprehension for skills development and testing.

Part B: 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:** 214 LEP 1 Non-LEP

Number of Teachers 11 (3 Math, 2 Social Studies, 3 Science, 3 ESL) **Other Staff (Specify)** 1 BESIS Coordinator

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.

Small group instruction 10 – 15 ESL licensed teacher
Grade level 9th through 12th Content area licensed teacher
Language of instruction – English
Tutoring and Regents prep classes offered once a week in major disciplines/, 1 hour/week

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.

- ◇ Workshops that are ELL specific are held during mandated Professional Development Days and at monthly Faculty and Department conferences across disciplines
- ◇ Content teachers – Unit exams and testing assessments
- ◇ Interdepartmental Conferences

Form TIII – A (1)(b)

School: Martin Van Buren High School

BEDS Code: 3426001435

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$12,600	<ul style="list-style-type: none"> ◇ Teacher-Regents prep & core subject tutorials by ELL/core subject: 150 hrs. x \$49.72 = \$7,458.00 ◇ In house Professional Development from ELL teachers and specialists for core subject teachers on successful methodologies for teaching ELL population: 66 hrs x \$49.72 = \$3,281.52 ◇ Guidance Counselor Services for 1 to 1 and small group additional counseling: 25 hrs x \$53.46 = \$13336.50 ◇ Supervisory hours to oversee after school activities and attend PD sessions: 10 hrs x \$49.72 = \$497.20
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	\$5,820	<ul style="list-style-type: none"> ◇ Methodology training for ELL teachers, content area teachers and supervisors from Heinle Cengage Learning titled "Teaching ELL students within Various Subject Areas" (math, social studies, English, ESL, Science, multi-discipline).
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$10,000	<ul style="list-style-type: none"> ◇ Sadlier-Oxford Grammar/Vocabulary Workbooks; Global Studies, US History, Living Environment, Earth Science, Integrated Math, Algebra/Trigonometry supplemental materials for ELL students targeted for study group of data analysis and best instructional practices.
Educational Software (Object Code 199)	\$5,900	<ul style="list-style-type: none"> ◇ Various computer software to aid students in content special area during small group sessions for after school programs.
Travel		

Other		
TOTAL	\$34,320.00	

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

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.

The data and methodologies used to assess our school's written translation and oral interpretation needs are:

- ◇ Home Language Survey
- ◇ ATS Reports
- ◇ Reviewed records of students upon entrance, as well as those of current students to determine languages represented; parents (language) background; tally assessment conferences, translated welcoming letter, graduation requirements and other materials into home languages
- ◇ Interpreters hired for Parent/Teacher conferences, grade level and ELL orientations meetings, and Open House for ELL Parents
- ◇ Interpreters for grade level orientations meetings

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.

The major findings of our school's written translation and oral interpretation needs are:

- a. Spanish
- b. Punjabi
- c. Creole

The findings were reported to the school community by advertising translation services at Parent/Teacher Conferences and by translating documents through the Parent Coordinator, BESIS Coordinator and in turn to ELL teachers and Guidance Counselors.

Part B: Strategies and Activities

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.

Written translation services that the school will provide include:

- ◇ Summer School Notifications
- ◇ Citywide Medical Alerts
- ◇ Parent/Teacher Notifications
- ◇ Notices and Documents specified for Inquiry Team and NCLB students

Those needing written translation services will be identified by the following:

- ◇ Home Language Survey
- ◇ ATS Report
- ◇ ARIS

Written translations services will be provided by:

- ◇ Professional translators on call.
- ◇ In house staff
- ◇ Outside vendors when necessary

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 services the school will provide include:

- ◇ Interpreters hired for Parent/Teacher conferences,
- ◇ Interpreters for grade level and ELL orientations meetings

Oral interpretation services will be provided by:

- ◇ Professional translators on call.
- ◇ In house staff
- ◇ Outside vendors when necessary

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 the Chancellor's Regulations A-663 by:

- ◇ 'Back Packing' materials at the beginning of the school year
- ◇ Advertising services by posting materials in the front lobby and by the school entrance
- ◇ Announcing services at Freshman Orientation

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:	8617.78		8617.78
2. Enter the anticipated 1% set-aside for Parent Involvement:	100		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		90	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	435		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		435	
6. Enter the anticipated 10% set-aside for Professional Development:	862		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		862	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97%
9. 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.

Teachers have been advised to retake State Certification exams by July 1, 2009. Those identified in September 2008 as uncertified teachers have been monitored closely throughout the school year in this process.

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.

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:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
 - 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.
Before and after school tutoring sessions will be given in the four core academic subject areas (English, Social Studies, Mathematics, and Science) to students who meet the Title I guidelines using teacher per session hours
2. Ensure that planning for students served under this program is incorporated into existing school planning.
The identified Title I students will receive "programming preference" for classes in the Arts, including: Drama, Music, and Dance. These are opportunities they may not receive out of school.
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;
Extended Day Program will be offered in the Fall and Spring, 2009-2010 School Year, for students who are performing at grade level. Supplemental instructional materials, i.e. Regents Review Books, computer software, and a reading program for comprehension, will be used in the program

A summer program for credit recovery and Regents preparations includes out Title I students.
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
Teachers will be trained in how to recognize how their students think so that they can help them perform at their peak performance (Multiple Intelligence) Inquiry based learning and project based learning approaches will be used in the classroom.
 - c. Minimize removing children from the regular classroom during regular school hours;

The Push-In Resource Room model is used through English and Math classes so that students are not removed from regular class instruction. In addition, our Internship Program gives students an opportunity to apply their acquired skills in the work force at positions we find them in our community organizations.

4. Coordinate with and support the regular educational program;

Students will meet individually with their guidance counselors on quarterly basis to review and revise their educational plan. Working towards their career goals will be discussed in small group sessions.

5. Provide instruction by highly qualified teachers;

Teachers will be teaching in their area of certification. New teacher workshops and “Coffee with the Principal (individualized meetings) will be held throughout the school year to encourage and support teaching excellence.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Teacher workshops in Differentiated Instruction and student and effective motivation will be held during designated Professional Development Days in September, November, January, and June. Funds are allocated (\$100) to meet with parents to design a parent workshop to support their involvement in their children’s education.

7. Provide strategies to increase parental involvement; and

Working with our Parent Coordinator for outreach, we will offer parent workshops during our monthly PTA Meetings on graduation requirements, navigating the DOE Website, as well as understanding the college application process. We will continue to use the Phonemaster system to inform parents of special school scheduling and events, as well as their children’s absences and lateness from school.

8. Coordinate and integrate Federal, State and local services and programs.

Working with the APPPS and the parent coordinator, monies have been allocated in the school budget for students who are part of the Title I Assistance Program. After school activities will be implemented, and supplies, and equipment will ordered for those students.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
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.

Part B: For Title I Schools Identified for Improvement

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

¹ School Under Registration Review (SURR)
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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.

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.

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

**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.

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)*² 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

² 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.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The process in place in our school to assess whether this finding is relevant is as follows:

Gaps in the Written Curriculum – each grade level has a writing program in place directly related to and with adherence to New York State ELA standards

Curriculum Maps – The curriculum is aligned to purpose, skills and cognitive demand. The teachers present lesson plans indicating what the students will be able to (SWBAT) do and know. Curriculum guidelines reflect these goals.

Taught Curriculum - Emphasis on speaking and listening is quite evident with representation beginning with freshman year. Reflecting Task 1 on the ELA Regents, the level of listening and speaking are present throughout grades 9,10,11 and are taught repeatedly.

An emphasis upon writing is more than represented as well with an intensive writing initiative present throughout the grade levels. This curriculum task is usually combined with critical reading and is stressed with essay writing, collaborative learning with accountable talk present and projects and/or characterizations the operative mode used.

ELA Materials –The materials have been provided and have been more than adequate to meet the needs of all learners including ELLs and struggling readers. Materials have been added and supplemented yearly as funds permit and with direct consultation of the teaching staff, appropriately selected.

English Language Learners – ELL students receive grade level curriculum materials and instruction as planned by the teachers. Levels are specifically stated with the appropriate curriculum in place to accommodate the courses. The courses ARE designed to meet state 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?

As stated above in 1A1 and with the addition of grade level meetings, curricula and weekly topic statements plus observations and conferencing with the teachers all support our belief that the findings do not apply to us.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Math Department is using the curriculum designed and produced by the Association of Mathematics Assistant Principals (AMAPS) of New York City. Each lesson has content performance indicators that are matched to the NYSED Mathematics Core Curriculum, MST Standard 3 Pre-Kindergarten-Grade 12. This correlation has allowed our teachers to provide standards based instruction and a better understanding of what students should understand and accomplish at each level.

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?

Subject class leaders have been assigned. Their job is to design a daily calendar of lessons, based on the AMAPS curriculum, which will be followed by all teachers involved in that subject.

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.

Continued review of the curriculum by all teachers has resulted in revisions of the curriculum to meet the needs of our students.

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

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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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

ELA Instruction – The findings as stated are not applicable to our school. Frequent conferences and weekly topic statements as well as walk through and formal observations completed by the assistant principal are the means employed to assess what takes place.

Direct instruction was used only when necessary, particularly in presenting new and factual information. Collaborative discussion with differentiation of activities and questioning was the common mode of instruction. Independent seatwork was in groups where individual thought combined with shared group discussion

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?

As stated above along with data indicating ELA and ELL students averaged grades ABOVE the school's average passing rate for the last 25 consecutive marking periods, we believe that the findings do not apply to our school

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.

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 (SOM³)* 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teachers correlate the state standards to each lesson to ascertain that the standards addressed by the AMAPS curriculum are indeed aligned to the state standards. An Inquiry Team has been formed to institute best strategies, including differentiated instruction, and exploring ways to engage students in math lessons.

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?

Technology is used in the math classroom with graphing calculators, multi-media projectors, laptops, and the use of the internet. In addition, assessment resources such as ACUITY are being used.

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.

³ 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.

Observations of teachers are done on a periodic basis by the mathematics assistant principal to see if lessons are aligned to the standards.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The findings are applicable to our school. When comparing the numbers of faculty members in the 2008/2009 school year to that of the 2007/2008 school year on the school Table of Organization and Galaxy, it was noted that teacher turnover was high. This is due to staff retirements, as well as the overall school budget, which did not allow for any additional hiring of staff.

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?

The school's Table of Organization, as well as Galaxy information

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.

Newly hired teachers were given in house professional development in regards to instruction, as well as guidance to help them acclimate to the school's environment. The principal met with these teachers periodically. Mentors were assigned to new teachers. More support for professional development would be needed as new teachers are hired.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The findings are not applicable to our school because we are aware of workshops, informational items and programs as well as Professional Development opportunities for ELL teachers through information disseminated by The Principals' Weekly and Hot Topics which we receive on a regular basis. It is then distributed to the teachers in which they may choose to attend or are assigned depending upon the need.

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?

Teachers and administrators attend these workshops as necessary and turnkey the information to others via faculty meetings and individual department meetings. Often, we hold in-house workshops as well.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The process present to assess data use and monitoring for ELL Instruction includes having in place and operational the following activities:

- * NYSELAT correction and placement according to scores
- * Teacher conferencing
- * Department meetings
- * BESIS Coordinator
- * Tutoring programs

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?

All ELL teachers are part of the process, not removed from the situation. Each is informed of student results immediately and the appropriate corrective actions implemented. The placement of ELL students is closely monitored. The placement of students is directly the result of the information that the data reveal.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school used Professional Development requests, classroom observations, IEP reviews, and teacher feedback to discover whether or not these issues were present in our school.

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?

The school analyzed teachers from general education and special education, as well as reviewed IEPs, classroom observations, and data analysis (SEC, ARIS, test scores) to decide if this was a relevant issue in our school.

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.

Both general education and special education teachers will receive more training on differentiated instruction and classroom management. General education teachers also received IEPs and training on their relevance, which will be continued. Teachers will receive additional training on the use of technology to enhance and differentiate instruction. Lead teachers and Assistant Principals will model 'Best Practices'.

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.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school analyzed teachers from general education and special education, as well as reviewed IEPs, classroom observations and data analysis (SEC, ARIS and test scores) to decide if this was a relevant issue in our school. The Assistant Principal, ISC IEP Specialist, ISC Administration of Special Education, and the Empowerment Special Services Coordinator, as well as the liaison from the State Education Department during a Quality Assurance Review, analyzed IEPs for content and relevance.

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?

The evidence that supports the relevance of this finding is feedback from analysis completed by ISC and SED; interviews and feedback from the teachers, school assessment team, administrators and parents; as well as Regents/RCT results, graduation rates, and continued classroom observations.

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.

Continued Professional Development on how to read and interpret an IEP and the relationship between the IEP and lesson plans; as well as classroom management and differentiated instruction for special education and general education teachers.

Professional development for special education teachers, related service providers, social worker, and psychologist on the new SOPM rules for writing 'present levels of performance', and the interconnectedness of various areas of the IEP (transition, academics and social).

Classroom observation and review of curriculum to align classroom instruction more closely with Regents/RCT and the learning standards to provided students with the supports, adaptations, and modifications they need.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

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>

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.)
2. Please describe the services you are planning to provide to the STH population.

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).
As of December 2008, 21 students were identified as living in temporary housing who currently attend our school.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
Services which we plan to use to provide those students in temporary housing with Title I funds include:
 - ◇ *EPIC (Every Person Influencing Children) to assist families by presenting workshops*
 - ◇ *Small group counseling*
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.
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