



**CHARLES O. DEWEY MIDDLE SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 15K136**

**ADDRESS: 4004 4<sup>TH</sup> AVENUE, BROOKLY, NEW YORK 11232**

**TELEPHONE: (718) 965-3333**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 15K136      **SCHOOL NAME:** Charles O. Dewey Middle School

**SCHOOL ADDRESS:** 4004 4<sup>th</sup> Avenue, Brooklyn, New York, 11232

**SCHOOL TELEPHONE:** 718-965-3333      **FAX:** 718-965-9657

**SCHOOL CONTACT PERSON:** Eric R. Sackler      **EMAIL:** ESackle@schools.nyc.gov  
**ADDRESS:** \_\_\_\_\_

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Myrna Pinos-Santiago

**PRINCIPAL:** Eric R. Sackler

**UFT CHAPTER LEADER:** Kara Youngs

**PARENTS' ASSOCIATION PRESIDENT:** Moses Laboy

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 15      **CHILDREN FIRST NETWORK (CFN):** Children First Network #403

**NETWORK LEADER:** Marisol Bradbury

**SUPERINTENDENT:** Annita Skop

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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
<b>Eric. R. Sackler</b>	*Principal or Designee	
<b>Kara Youngs</b>	*UFT Chapter Chairperson or Designee	
<b>Moses Laboy</b>	*PA/PTA President or Designated Co-President	
<b>Jenny Carrero</b>	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Mildred Ramirez</b>	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	
	Member/	
	Member/	
<b>Daniela Romero</b>	Member/	
<b>Elvira Caride</b>	Member/	
	Member/	
	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.

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### **School Mission**

At MS 136, we strive to co-exist together as a community of learners, nurturers and artists. Through continuous dialogue, shared planning and goals, and the opening of our minds to new and innovative ideas, MS 136 will realize its potential and exceed its expectations for its staff, students, and the broader community.

Our mission is to engage the whole of our learning community in meaningful core knowledge instruction and help students to bridge the gap between practical and theoretical. We endeavor to instill in our students the ability to make decisions with foresight and clear judgment, so they will become productive members of society.

### **School Vision**

Our vision is that Charles O. Dewey Middle School 136 will become the school of choice for all students and their parents in Sunset Park and of Brooklyn.

### **Collaborations/Partnerships**

- Lifelines/Center for Family Life
- Whitney Museum
- Guggenheim Museum
- E-Science
- Ramapo
- Roadrunners
- Lutheran Medical
- Champs Sports Partnership
- SES – Supreme Evaluation
- BRIC Rotunda Gallery
- NurtureArt

### **Special Initiatives**

- Garden Projects
- SESIS Phase I
- Aviator Sports Center
- Ramapo mentoring
- LCB Mural Projects



## SECTION III – Cont’d

### Part B. School Demographics and Accountability Snapshot (SDAS)

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Charles O. Dewey Middle School				
<b>District:</b>	15	<b>DBN #:</b>	15K136	<b>School BEDS Code:</b>	331500010136

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		91.2	92.3	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		92.3	93.3	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	151	148	150	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	153	165	163		80.9	87.5	90.6		
Grade 8	137	164	183						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		4	5	7		
Grade 12	0	0	0						
Ungraded	0	0	0	<b>Recent Immigrants: Total Number</b>					
	441	477	496	(As of October 31)	2007-08	2008-09	2009-10		
Total					32	38	62		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	42	42	39						
No. in Collaborative Team Teaching (CTT) Classes	0	0	12	Principal Suspensions	27	28	TBD		
Number all others	60	70	61	Superintendent Suspensions	5	10	TBD		

## DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)			
(As of October 31)				2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	43	55	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	119	68	82	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	8	10	41	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	46	47	42
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	7	6	6
(As of October 31)				Number of Educational Paraprofessionals	4	2	3
	3	3	60				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)				% fully licensed & permanently assigned to this school	100	100	96
American Indian or Alaska Native	0.4	0.4	0.2	Percent more than two years teaching in this school	82.6	76.6	96
Black or African American	3.8	3.6	4.8	Percent more than five years teaching anywhere	56.5	51.1	79
Hispanic or Latino	88.2	88.3	84.9				
Asian or Native Hawaiian/Other Pacific Isl.	3.6	3.8	6.7	Percent Masters Degree or higher	85	83	96
White	3.8	3.8	2.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.1	91.9	100
Multi-racial							
<b>Male</b>	48.5	49.9	49.6				
<b>Female</b>	51.5	50.1	50.4				

## 2009-10 TITLE I STATUS

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

### Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)		✓	
Restructuring (Advanced)			

#### Individual Subject/Area Outcomes

#### 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**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	✓SH	✓					
Limited English Proficient	X	✓					
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	4	5	1				

#### Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	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.

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	80.2	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	43.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher 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 your school's 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?
- 

Middle School 136 is currently a SINI school designated as restructuring year 3. Our student population consists of 496 students with sizeable population percentages in both our ELL (39.39%) and Special Education (18%) subgroups. Additionally, this year a third assistant principal was hired to support school wide restructuring and curriculum realignment to Core Curriculum.

### **Great Accomplishments:**

- Continued increase in math scores across all grade levels.
- Created a PTA/Parent resource center.
- Common planning periods programmed for all pedagogical staff members in their weekly schedules.
- Assisting a great number of ELL to test out of ESL services.
- Peer mediation/conflict resolution.
- SAVE room.
- School wide datafolio intervention system targeting students identified as 'at-risk'.
- Grade specific assigned Assistant Principal's to address administrative, student discipline, and curricular items.
- Saturday Enrichment programs targeting ELL and 'at-risk' populations.
- Established SLT committee.
- Three established inquiry teams reviewing literacy instructional practices at all grade and skill levels.
- Established an art department with publicly displayed exhibitions.

### **Significant aids/barriers:**

- School wide realignment of current curriculum to match Common Core Standards.

- Hiring off a fulltime Literacy Coach for SY2010-2011.
- CASA Inside Broadway Grant funding.
- Full Time ELL Coordinator.
- Continued cross curriculum art projects with BRIC rotunda.
- Continued paleontology trips.
- Department specific assistant principals.
- Readily available teacher's resource room and professional development library.
- Partnership with NY Road Runners Foundation, CHAMPS, and Sports and Arts Foundation.
- Partnership with Helen Keller and Lutheran Health Care.
- Significant barrier is that 20.4% of our pedagogues are Common Branch licensed.
- Significant barrier is that the school is a shared space with two other schools (MS821 and PS24)
- Significant barrier is that we have a shared SBST between (MS136 and MS821).
- Significant barrier is that we share school safety agents between three schools (MS821 and PS24)
- Significant barrier is lack of parent involvement.
- Significant barrier is that our student population has a large number of newcomer bilingual/ELL students that are required to meet state requirements with only one year in the school system.
- School messenger system.
- Read 180 for all our LTE ELL and ESL Special Education
- Two unique partnerships with Rotunda Gallery and Nurture Art Gallery and Center for Family Life.

### **School-wide Priorities for Improvement for 2010-2011**

1. Engage in a collaborative process with school personnel to identify students in greatest academic need and program the school and develop programs strategically to maximize our resources.
2. To provide more professional development opportunities strategically targeted to and utilizing student performance progress data teacher needs and interest.
3. Continued increase in student performance on State ELA and Math Exams.
4. Focus on maintaining reduced class size and targeted instruction for ELL's.
5. Content licensed teachers pushing into special needs classrooms to improve instruction.

## **Areas of Weaknesses and Root Causes in ELA**

Last year, we noted some areas of deficiency in reading and writing instruction. While all teachers were using mini-lessons, some were too long to -----hold students' attention. Other mini-lessons were too "packed" and seemed to attempt to teach too many things in too short a span. While the school regularly orders books to refresh libraries, select classroom libraries seem poorly maintained. Most classroom libraries seem poorly maintained, but students are actively searching out reading material. We've also noted that teachers' use of modeling as a way to bridge student comprehension was inconsistent or misunderstood. Modeling within reading and writing lessons occurs more frequently, with its value understood by most teachers. The value placed on reading with independence is inconsistent, and so the assessment of the quality and quantity of independent reading is inconsistent. Lastly, there is lack of teacher interest in the process and too much emphasis on the product there is unwillingness on teachers' parts to become less task- and product-oriented and more process- and connection-oriented. We will continually push engagement with texts. Teachers are encouraged to assist in the ordering process and to select the books they want for their classroom libraries. Selected teachers will assist the Literacy coach in researching titles that will engage our readers. This year we are working hard to ensure that teachers try to think aloud and model physical traits of engagement with texts, using modeled think-aloud and responses the literature. We feel that student interest in reading will become more authentic in classrooms where teacher interest in their texts feels authentic to students.

We are also concerned that student writing should be stronger. This applies both to writing that comes out of the Writers Workshop and writing produced about reading. We have continued the conversation on what standards-based, exceptional writing looks like, using exemplars from student notebooks and published pieces and professionally written samples. We are striving for consistency between classrooms, with consistency between teachers as well as student work. With some success, we have grown similar patterns of writing about reading and writing with some voice across many classrooms.

Based on our needs assessment we have sought to strengthen our program for instruction. Our unit structure is loosely based on our previous work with Teachers College Reading and Writing Project units of study. We have aligned our units of study across all content areas to encompass the core curriculum standards. Writing units seek to develop purpose and attentiveness to audience. Teachers are also considering ways to teach grammar effectively within units. Too many teacher driven assignments make for a lack of independence in writing, but we are challenging ourselves to reconsider the ways in which our students need us to teach, and to develop methods for how to put more responsibility for learning in student hands. We are also refocusing our thinking about planning to start with what we understand to be valuable, effective and desirable in our work together thus far. We need to refocus our values on the process instead of the product. Therefore, as a department, we've begun discussions on higher order questioning, direct vocabulary instruction cross content area and the value of long term plans. We've become more aware of the need to teach toward mastery, and we've done some work in reshaping the curriculum, using UBD to create units at their midpoints to understand where we can slow down, reteach or move on. Reading units are highly differentiated between grades, but their written products are not showing class-to-class evidence of much more than literal comprehension. Too frequently, low vocabulary, simple sentence structures and lack of connections between ideas are shown in notebooks. We plan to revisit how we deliver and assess our reading content and plan very purposefully for building scaffolds for literal and higher-order comprehension between units and across grades.

The Literacy Coach's work with teachers supports curriculum development and delivery, student assessment and classroom management. The largest group of students that faced difficulties with the NYS ELA exam were the long-term ELLs. The school is encouraging more core curriculum teachers to be ESL trained to help bridge this gap. The ESL department works closely with the Literacy Coach and ELL Coordinator to move these students through UBD planning and ESL methods. The Literacy coach works weekly on lesson development during common planning for ELA, ESL, ICT (CTT) and with individual teachers based on need and request. The Literacy Coach attends common planning with Science and Social Studies as well, to ensure that the teachers are using common language in their lessons. Teachers are encouraged to share ideas within and across grades. Whole staff professional development is held on the first Monday of the month, beginning in November to have longer conversations about differentiated instruction, formal and informal assessment, data folios to drive instruction, differentiation of homework and curriculum planning.

As a department, we've started to use standardized data well. Teachers are currently grouped in content area professional learning communities using Schmoker's model. They are learning how to access, analyze and use data to build on instruction in order to move away from teacher driven lessons. Teachers across content areas created and administrated a common assessment, along with the Gates MacGinitie at the beginning and end of the school year to track learning. The 2010-11 school year will see teachers continued use of the ACUITY data management system, NYSTART, ELL periodic, ELA periodic, and TC Assessments to access student achievement levels and develop appropriately levels and rigor based learning units. New periodic assessments will replace the Princeton Review interim assessments we're familiar with. Teachers will be retrained in collecting and using other data to inform instruction.

## 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 2010-11 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.

---

### **Annual Goal(s):**

1. Increase the number of students meeting proficiency levels including economically disadvantaged, ELL and Special Needs students, documented progress towards achieving state standards as measured by 10% increase in students scoring Level 3 on the NYS ELA standardized assessment.
2. Increase the number of ESL students achieving proficient on the NYSESLAT.
3. Increase extended, inferential thinking about texts at independent reading levels documented by reading logs and ELA conferencing notes within data folios for students, including economically disadvantaged, ELL and Special Needs (reading levels will be assessed under the TC assessment (assessment scheduled September 2010, February 2011, April 2011, and June 2011).

### **Objectives:**

1. Students in grade 6, 7, and 8 including ELL and Special Needs Students will show at least a measurable increase from levels I to II and a measurable increase from levels II to III as evidenced by the 2010/2011 New York State English exam.
2. Students will demonstrate thinking past retelling in their Readers' notebooks, increasing measured scores by 50%, as evidenced by department-standardized rubrics for assessing Readers notebooks.
3. Teachers will be issued and asked to maintain data folios on at-risk students to use during common planning meetings.
4. Parent participation will increase through participation in PTA, School Leadership and Parent Teacher Conferences.

**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 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, 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.*

**Subject/Area (where relevant):** English Language Arts (Reading, writing, and accountable conversations)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the number of students meeting proficiency levels including economically disadvantaged, ELL and Special Needs students, documented progress towards achieving state standards as measured by 10% increase in students scoring Level 3 on the NYS ELA standardized assessment.</p> <p>Students in grade 6, 7, and 8 will show at least a measurable decrease in levels I and a measurable increase from levels II to III as evidenced by the 2010/2011 New York State English exam.</p> <p><b>When:</b></p> <ul style="list-style-type: none"> <li>➤ Classroom Instruction: through June 2011</li> <li>➤ Weekly grade level meetings begin September 2010, through June 2011</li> <li>➤ Monday PD time begins September 2010</li> <li>➤ Literacy coach support begins September 2010, through June 2011</li> <li>➤ Monthly TC calendar days begin with September 2010, through June 2011</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Analysis of student ACUITY reports, ELA scores, and NYSESLAT scores where applicable to determine individual and class areas that need improvement</li> <li>• Incorporate clear, purposeful modeling in both reading and writing instruction</li> <li>• Provide direct instruction of reading comprehension strategies with shared reading and guided reading</li> <li>• Ongoing daily assessments through reading conferences, writing conferences and running records</li> <li>• Collaboration of AIS teachers and ELA, ESL and Special Education classroom teachers</li> </ul>

	<ul style="list-style-type: none"> <li>• Challenging, grade-appropriate assessments in writing. Revision of rubrics to assess writing.</li> <li>• Implement a period of word study weekly as part of the Literacy Block</li> <li>• Guaranteed daily independent reading time in all Literacy classes</li> <li>• Use of reading logs and reasonable reading rubrics to hold students accountable for reading</li> <li>• Classroom libraries clearly leveled according to reading levels</li> <li>• Weekly grade level department meetings</li> <li>• Ongoing professional development provided by literacy coach and TC calendar days</li> <li>• School-wide celebrations of reading and writing such as Poetry Slam and interclass sharing of response to published pieces</li> <li>• Saturday Academy for ESL students</li> <li>• ELA test preparation with SES provider</li> <li>• Parent workshops that focus on preparing students for the state ELA exam</li> <li>• Creation of Honor Roll Program</li> <li>• Read180</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources: fiction and non-fiction books on varying reading levels, Wilson training, Saturday Academy, Read 180, SES program</p> <p>Funding: Tax Levy, and Title I</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>➤ 10% increase in student NYS ELA exam scores with reduction in students receiving performance levels of 2 or below.</li> <li>➤ Informal and formal observations that demonstrate teaching methods to classroom teachers using techniques demonstrated at grade level meetings, and in exemplar classrooms</li> <li>➤ Reading logs that show students completing at least a book a week with rigorous thinking</li> <li>➤ Reading notebooks that show an increase in students writing about what they are reading. Literacy Coach and Assistant Principal will review reading notebooks at least twice a month.</li> <li>➤ Writing notebooks that show an increase in the volume of writing. Literacy Coach and Assistant Principal will review writing notebooks with teachers at least twice a month</li> <li>➤ Reading and writing conference logs that show teachers are conferring with all students at least once a week. Logs must show what was taught.</li> <li>➤ Periodic Assessments that show students are applying the reading and writing strategies</li> </ul>

taught in class.

- TC IRL assessments completed on a quarterly basis, September 2010, February 2011, April 2011 and June 2011.

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

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

**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	69	69		69	10	1	0	5
7	45	45		45	7	0	10	8
8	96	96		96	5	0	5	18
9								
10								
11								
12								

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

- Students in Grades 6 – 8 who are at-risk for not meeting State standards as determined by their formal and informal assessments.
- Students in Grades 6 - 8 who are performing at Level 1 or 2 on New York State English language arts and mathematics assessments.
- Students in Grades 6 – 8 who are performing in Level 1 or 2 are deemed at risk for not meeting State standards in science and social studies.
- Identified ELL students in grades 6-8 who are performing in Level 1 or 2 on the New York State English language and mathematics assessments, additionally have not tested as proficient on the NYSELAT examination.

- Identified Special Education students in grades 6-8 who are performing in Level 1 – 2 on the New York State English language and mathematics assessments.

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><b>Great Leaps - 1 to 1 as needed, primarily grades 6 &amp; 7</b>  <b>Read 180 Long Term ELL Grant funding.</b>  <b>NurtureArt Partnership pm ETS</b>  <b>- Small group tutoring offered during the school day, am/pm and on Saturday.</b>  <b>Literacy INC.(teen tutoring)- during the day for 6<sup>th</sup> grade</b>  <b>Saturday Language Academy Program</b>  <b>ELL Saturday Intervention Program – Title III funded program.</b>  <b>Center for Family Life (CBO) – Language, Science, and Mathematical investigation in the community.</b>  <b>School wide initiatives to enhance organizational skills by using agendas</b>  <b>SES program offered during PM hours</b></p>
<b>Mathematics:</b>	<p><b>Targeted instruction based on ITA</b>  <b>School-wide collaboration with Penny Harvest – Common Cents (intra-curricula investigation)</b>  <b>Small group tutoring offered during the school day, am/pm ETS, and on Saturday</b>  <b>Math Fair Projects- Small group tutoring offered during the school day, am/pm.</b>  <b>Saturday Math Academy Program</b>  <b>Saturday Math Intervention Program – (General Education student focused)</b>  <b>Center for Family Life (CBO) – Language, Science, and Mathematical investigation in the community.</b>  <b>SES program offered during PM hours</b>  <b>Budget and computational skills-students with functional bank accounts</b></p>
<b>Science:</b>	<p><b>Small group tutoring offered during the school day, am/pm ETS</b>  <b>Science Exit Projects: Small group tutoring offered during the school day, am/pm ETS</b>  <b>Recycling Club – Golden Apple: (Partnership with the Department of Sanitation)</b>  <b>Remote viewing of surgery</b>  <b>Paleontology Trips</b>  <b>Garden Project</b>  <b>Camping</b>  <b>Center for Family Life (CBO) – Language, Science, and Mathematical investigation in the community.</b>  <b>Science career exploration; hands on instructional opportunities offered to all students.</b>  <b>Geography skills enhanced through various rain forest projects</b></p>

<p><b>Social Studies:</b></p>	<p>Small group tutoring offered during the school day, am/pm ETS.  Social Studies Exit Projects/Clubs (Brooklyn Public Library)- Small group tutoring offered during the school day, am/pm ETS  Penny Harvest Partnership: Geography and Community Standards reinforced school-wide thru partnership.  Geography skills enhanced through various rain forest projects  BRIC Rotunda Gallery project  CFL interclass projects through out the school day as part of the regular curriculum</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>One on one counseling services and group counseling done once a day during school day and after the school day.  Crisis counseling as needed and referred.  Crisis Intervention Teacher: (.5) – Guidance and peer mediation support to staff and school wide student population (primary focus – special education)</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>One on one counseling offered during the school day  Pre-referral conferences allowing for school wide targeted interventions to address both teacher and student needs.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>Small group counseling offered three times a week and daily one on conferencing. These services are provided during the school day.</p>
<p><b>At-risk Health-related Services:</b></p>	<p>Group workshops during the school day.  Lutheran Health Clinic on site  Vision, dental and hearing screening annually</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 (2010-2011) Language Allocation**

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**Review and Revision of Language Allocation Policy: Pending 2010-2011 Budget Release**

After reviewing the data on the RLAT in ATS and ARIS, we have found that our incoming LTE sixth graders had a significant drop in the Title III Language Allocation for grades 6-8. This is a problem of our program for the ELLs and 8th graders. We have gathered data from state-wide testing. This data will be reviewed that Spanish is the dominant language in the region by year the English language learners are in the state. ELA-Reading data is available. Language Allocation ELLs that are approaching the ELTE level each specialist on the NYSEL (Attach the ELLs principal’s report for assigned ELLs coordinator, the Parent Coordinator, students assist to principal’s teaching and learning position of the NYSEL and a list of teachers that are on staff and in grade 6-8 and writing para-professionals to be provided on the class to focus on specific data relevant to different ELL groups. We currently have three inquiry professional learning communities focused on ELL learning. One is our Saturday Literacy Inquiry group, which is comprised of SPED, ESL and ELA certified teachers and administrators to review data of our SPED ELLs in our Saturday Intervention Program. Another PLC for is for our LTEs. This group is comprised of an administrator, ELL coordinator, data specialist and ESL certified teachers for our extended day Literacy Enrichment Program. The last PLC is focused on delivery of instruction for the 6<sup>th</sup> grade ELLs students in order to prevent them from becoming LTEs. This group is comprised of an administrator, ELL coordinator, literacy coach and the teachers of the 6<sup>th</sup> grade classes. All PLCs turn key their findings with each other, administration and the staff to further drive academic achievement of our ELLs.

**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 (2010-2011) LAP narrative to this CEP.**

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Form TIII – A (1) (a)**

**Grade Level(s) 6, 7, 8 \_\_\_\_\_ Number of Students to be served: 60 \_\_\_\_\_ LEP X \_\_\_\_\_ Non-LEP**

**Number of Teachers \_\_\_\_\_ 4 \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_ 1 assistant principal \_\_\_\_\_**

## School Building Instructional Program/Professional Development Overview

### Title III, Part A LEP Program

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

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The rationale for using our title III funding is to provide academic activities that promote conceptual and linguistic support for our newcomers (0-3 years) and potential long term ELLs (4-6years). Our purpose is to increase the achievement of newcomers in order to prevent them from becoming LTEs. Our population for the Saturday Program is comprised of Freestanding ESL students. We currently have 93% Hispanic, 5% Chinese and 2% Arabic. We choose our potential students based on data analysis from the ELL period assessment, teacher assessment and RLAT report. Upon reviewing the data we found that the LTEs in our program, achieve a score of a level 1 on NYS ELA exam. In disseminating the NYSESLAT modalities, we've noticed in the listening stimuli feature, that our newcomers conversational discourse and response to authentic task-based questions are weak. Through further analysis of the NYSESLAT, we have found that the informational and functional mode in the reading component confuses our potential LTEs and all of our ELLs are weak in topic based writing.

The primary focus of the Title III literacy Saturday program will be the development of English literacy skills by increasing academic language and proficiency by expanding on the themes and topics that are being developed in the classrooms. Teachers will use sheltered English strategies in order to assure the acquisition of English. To ensure that this program supports the instruction in the classroom, articulation between the Saturday morning personnel and the classroom teachers will be an essential component of this program. The Literacy program will use research based ESL programs (Avenues, Amazing English, English is Fun, Vocabulary Connections)) that offer standards based instruction with specialized strategies for ELL's and Attanasio's Getting Ready for the NYSESLAT, will also be used to build upon the lack of academic skills that we noticed in our data analysis and provide opportunity for test-taking skills mastery. For example, one of the themes in Avenues focuses on immigration and cultural history. One cross curriculum connection to the Saturday program is the 8<sup>th</sup> grade exit project in social studies. The theme of this project is immigration with a personal connection to self and family. Research and one trip will be done at The Grand Army Plaza which is Brooklyn Library's main building. We strive to have our classroom and Saturday program libraries rich in multicultural materials that consider the family, cultural and language background of our students. These libraries include Oxford dictionaries in Simple Chinese, Arabic and Spanish.

Student assessments will be ongoing and include a pretest, unit assessments, oral presentations, project evaluation, teacher's observations and a post test. In addition to purchasing English is Fun, Vocabulary Connections, Amazing English, Rosetta Stone software and general supplies such as books, pencils, paper, folders, etc. will be purchased to support the program. In order to incorporate the

technology and literacy, we will implement the Rosetta Stone software program using the school laptops. This is an individualized program and each student will work at his or her own pace. Rosetta Stone will motivate and increase instructional levels. School outings will provide cross-cultural connections as well as language building and life skills. Students will be able to apply new skills to prior knowledge in order to assess and reflect on English language acquisition. Busses will be provided for school outings for safety concerns. The busses will provide a secure, self-contained environment for our students.

The Saturday Morning Program is designed as described below:

- I. 4 teachers licensed in ESL will provide instruction to 60 freestanding ELL students in grades 6-8, some of whom have scored a Level I in ELA
- II. Each class will be composed of 15 students
- III. The session will begin on November 6, 2010 and on May.13, 2011
- IV. Sessions will take place on Saturday Mornings from 8:30am – 12:30pm
- V. **20 sessions**

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

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A comprehension ongoing professional development program has been implemented for all staff members. We will provide extensive professional development for staff members based on scientific research related to the education of ELLs including the theory and practice from the Teacher’s College Workshop model to achieve balanced literacy. The teachers selected for our ESL instruction are bilingual/ESL licensed with strong academic language proficiency. These teachers will develop strategies that build understanding of different modes of comprehension. These modes are on the agenda for weekly meetings, built around the guided question and thematic units from the text. These modes are:

- Initial understanding
- Interpretation/inference
- Vocabulary and idioms in context

Our Saturday program activities are targeted mini-lessons, shared and independent reading, word study and writing workshop. Teachers in the Saturday program will meet weekly to engage and reflect in the organic process of a professional learning community to focus on a guided question for action research. The question is as follows: “How can I scaffold language for my second language learners in order to improve academic achievement?” Teachers will focus on identifying scaffolds, language structures and functions for the literacy unit of study. They will also develop and use performance-based assessment scoring guides to collect evidence of student learning and asses the progress of each student. The professional learning community will be led by the Assistant Principal of ESL and facilitated by the ESL coordinator. Teachers will receive per session.

**It will consist of 20 professional development sessions in total. Teachers will meet for 1 hour once per week on Friday Mornings from 7:00 AM- 8:00 AM.**

**NOVEMBER 2010**

## Parental Involvement Program

Please give a description of the parent program as demonstrated in the budget. List the activities mentioned.

The parent component will use the From Home to School Series: Stories and Activities for Parents. This series takes into mind that the adult ESL learner is simultaneously leading the role of parent/family member. This program will help adult learners to develop reading fluency while inviting meaningful interaction related to everyday concerns parents have about school related topics. The instructor of the parent component has an administrative license and has conducted parent workshops with the parent coordinator in the past. The instructor will provide English language services to parents who have their children enrolled in the Saturday Title III program. It will consist of 20 sessions in total.

The goals as instructors for our ESL instruction are the following:

- 1) Assess English Language Proficiency at the courses.
- 2) Create a needs assessment to shape instruction.
- 3) Develop thematic units allowing more confident, productive English Language interactions within the community.
- 4) Improve reading, writing and conversational English skills by **providing the parents with an adult classroom library specifically designed for adult English language learners.**

Thematic units we have developed revolved around topics that would directly and immediately have our students practicing their English outside the classroom. All units include content specific vocabulary, relevant grammar lessons, reading comprehension tests and role playing games. All units include authentic materials taken from newspapers, magazines, internet resources and the community of Sunset Park. The lessons' vocabulary and skills are then further reinforced with the related technology lesson that day.

Topics covered are:

- 1) medical health and advocacy in health care
- 2) careers, job skills, resume creation and interview practice
- 3) travel, passing through customs, reservation inquiries
- 4) education, how to assist students with homework, parent teacher conferences
- 5) housing, how to find it, communication with landlords, map and direction skills
- 6) finance, banking, vocabulary, budgeting, shopping

We have also been using the newly purchased curriculum that centers instruction on parent and child school interactions. Reading and writing skill development are focused on issues of improving student performance and encouraging parent involvement with the school. Along with vocabulary and pronunciation practice our students have responded enthusiastically to this new curriculum.

All classes begin with new vocabulary exposure, allowing for pronunciation and use practice. A brief inquiry based discussion occurs to give context to the new vocabulary and to activate prior knowledge.

After a brief listening reading comprehension activity a grammar mini lesson is given. Student practice is monitored and individual conferring occurs with students. Next students participate in role playing activities. This happens in pairs or small groups, which when confident to do so, present in front of the class. Finally the previous week’s homework is reviewed, usually a grammar and vocabulary topic, and new homework is assigned. If relevant, it will be used to connect to the next week’s lesson at the start of class.

One goal is to teach adults basic and intermediate computer skills, which can help them navigate most technological situations they may encounter.

The basic skills portion of the class consists of:

- 1) Introductions to operating system
- 2) Opening, saving and closing applications and documents
- 3) Internet research skills
- 4) Setting up and maintaining an email account

The intermediate portion of the class consists of:

- 1) Word processing skills using Microsoft word
- 2) Creating a resume
- 3) Writing formal letters
- 4) Creating presentations using Microsoft power point
- 5) Using Adobe Photoshop

**Form TIII – A (1) (b)**

**School: Middle School 136K** \_\_\_\_\_ **BEDS Code: 331500010136** \_\_\_\_\_

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session- Teacher	\$15,964.80	<b>20 sessions x 320 hours (4 hours per session)</b> <b>320 hours of per session for ESL teachers to support ELL Students: 320 hours x \$49.89 = \$15,964.80</b>

- Supervisor per session	\$3132.60	<b>20 sessions x 3 hours per session = 60 hours 60 hours x \$52.21 = \$3132.60</b>
<b>Professional Development</b> - Per session- Teacher	\$2993.40	<b>Based upon scientific research related to the education of ELL students. Scaffolding language for second language learners in order to improve academic achievement</b> 20 sessions x 3 hours (1 hour per session) 60 hours x \$49.89 = \$2993.40
- ELL Coach per session	997.80	20 sessions x 1 hour x \$49.89 = \$997.80
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.  The materials we will purchase will support the activities that promote language acquisition and vocabulary development	\$498 \$945.05 \$183.15  \$2125.20	<b>Parent Library from Attanasio Company. Library includes a collection of titles appropriate for language acquisition. LIS Translation Services ( translation for parents)</b>  <b>Vocabulary Connections for Adults 15 copies x \$21.12= \$183.15</b>  <b>Vocabulary Connections Level A = 30 copies x \$17.71 = \$531.30</b> <b>Vocabulary Connections Level B = 30 copies x \$17.71 = \$531.30</b> <b>Vocabulary Connections Level C = 30 copies x \$17.71 = \$531.30</b> <b>Vocabulary Connections Level D = 30 copies x \$17.71 = \$531.30</b> <b>Teacher's Guides A,B,C,D= Free</b>
<b>Travel</b>	\$900	Busses for transportation for school outings. Busses will provide a secure, self contained environment for safety. Trips to the Liberty Science Center and the NY Aquarium. These activities align with the thematic units that are covered in the textbooks that are used in the program.

**Total = \$27,740**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

Reviewed schools ATS census report and incoming student and parent interviews and language surveys to determine community needs.

- a. ELL teacher / coordinator & Parent Coordinator analyzes Parent Language Survey
- b. ELL teacher / coordinator & Parent Coordinator compiles list of languages spoken

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.

Findings were reported through the Parent Coordinator, PTA and School Leadership Team.

Translations were needed for the following languages:

- Spanish
- Arabic
- Mandarin
- Cantonese

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
  - a. All letters sent home to parents will be translated
  - b. Monthly parent newsletter will be translated
  - c. Translations will be done by ELL teacher (Spanish), and parent volunteers (other languages listed)
  - d. Translator unit and outside translators will be utilized as needed.
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.

- When parents come to the building, the ELL teacher and office staff will orally translate for Spanish speakers
  - When parents of the other identified languages will be given appointments to meet with teachers so that parent volunteer translators will be available. Outside contractors will be utilized as required for individual meetings.
  - For school-wide functions, translators will be available.
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>.
- Letters will be sent home via U.S. mail alerting parents to the translation services available for school communication and school visits
  - Posters and brochures will be displayed and made available at the main office and visible at the main entrance.

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_
6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

***Explanation – School Parental Involvement Policy:*** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## M.S 136 SCHOOL PARENTAL INVOLVEMENT POLICY

### Part I- GENERAL EXPECTATIONS

Middle School 136 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible student consistent with section 1118-parental involvement of the elementary and secondary education act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school report required under section 111- state plans of the ESEA in an understandable and uniform format and, including alternative formats upon request and, to the extent practicable, in a language the parent understands.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A, 1% set aside funds, reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement.

*Parental involvement means the participation of parents in regular two-way, and meaningful communication regarding student academics and other activities, including -*

- *That parents play an integral role in assisting their child's learning;*
- *That parents are encouraged to be actively involved in their child's education at school;*
- *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assisting the education of their child;*
- *The carrying out of other activities such as those described in section 118-parental involvement of the ESEA.*

### PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. M.S. 136 will take the following action(s) to involve parents in the joint development of the district parental involvement plan (contained in the RDCEP/DCEP Addendum) under section 112-local education Agency Plans of the ESEA:

- Through the implementation and use of the parent leadership committee in conjunction with faculty and administration, parents will develop a parental improvement plan as described in the **RDCEP/DCEP** Addendum.

2. M.S. 136 will take the following action(s) to involve the parents in the process of school review and improvement under section 1116-Academic assessment and local Educational Agency and school improvement of the ESEA.

- Parents will be given the opportunity to help with and continually refine the local annual review, in an instructionally useful manner, to help all children in the Title I; Part A programs meet the challenging state student academic achievement standards.

3. M.S. 136 will coordinate and integrate parental involvement strategies in Title I, part A with parental involvement strategies under the following other programs:

- M.S. 136 will coordinate with the PPT monitors and/or guidance intervention program to effectively work with parents.

4. M.S.136 will take the following actions: Involvement of parents, and annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parent) its parental involvement policies.

5. M.S.136 will build the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following. Undertaking and integrating the state's academic content standards in conjunction with the state's student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part A program(s).
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by offering training session when appropriate for parents and providing and disseminating materials. M.S.136 will also build schedules for parent/teacher conferences that will enable parents to work with their children to achieve academic success. The school will provide a warm and supportive climate.

- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate and work with parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided by the parents through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel.
- The school will, to the extent feasible and appropriate, coordinate and integrates parental involvement programs and activities. The school will conduct and/or encourage participation in activities, such as parent Resource Center, that support parents in more fully participating in the education of their children.
- The school may provide an interpreter to provide information that needs to be communicated orally to parents.

M.S 136 and the parents of the students participation in activities, services, and programs funded by Title 1, Part A of the Elementary and secondary Education Act (ESEA) (participating children) agree that this compact outlines how the parents, the entire school staff, and the student will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the States high standards.

This School- Parents Compact is in effect during school year 2008-09

## **PART I- REQUIRED SCHOOL- PARENTS COMPACT PROVISIONS**

### **School Responsibilities**

#### **M.S. 136 Will:**

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follow:** Through the establishment and continuation of holding high expectations of students M.S.136 will foster a learning environment that ensures equality and excellence for students. A rigorous, integrated and standards-driven system of curriculum, instruction and assessment will help to provide the organizational structure the students need for success. Development of partnerships with parents, businesses and communities will help to extend opportunities for learning. These concepts in unison with continuous progress and a continuity of caring will create a spirited learning environment to help children meet the challenges of the future.

- **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.** These conferences will be held at the end of designated marking periods. Parents will have the option of conferring with their child's teacher during the afternoon or the evening. These conferences will occur the week after report cards are distributed. Furthermore, the staff will be available to conference with parents upon appointment throughout the semester. These conferences may occur in person or over the telephone per the convenience of the parent.
- **Provide parents reasonable access to staff. Specifically, staff be available for consultation with parents as follows:** Teachers and administration at M.S 136 will be in communication with parent/guardians in a number of ways. Parents will be provided at the beginning of the school year with information regarding parent/teacher conferences and important events. Parents will be given the opportunity to meet with their child's classroom teacher at least two times a year at the parent/teacher conferences. Teachers will also be available to speak with during PTA meeting and by appointment throughout the year.
- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follow:** M.S 136 will foster parental involvement in regular and meaningful communication involving students' academic learning. This will include ensuring that parents play an integral role in assisting in their child's learning, that parents are encouraged to be actively involved in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child. The school will help to provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities in accessing information in an understandable format.

#### **Parent Responsibilities:**

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

- **Supporting my child's learning by making education a priority in our home by:**
  - **Making sure my child is on time and prepared everyday for school;**
  - **Monitoring attendance;**
  - **Talking with my child about his/her school activities everyday;**
  - **Scheduling daily homework time;**
  - **Providing an environment conducive for study;**
  - **Making sure that homework is completed;**
  - **Monitoring the amount of television my child watches;**
  - Participating, as appropriate, in decisions relating to my child's education;
  - Promoting positive use of my child's extracurricular time;
  - Participating in school activities on a regular basis;
  - Staying informed about the child's education by promptly reading and/or responding to school communications.

- Reading together with my child everyday;
- Providing my child with a library card;
- Communicating positive values and character traits, such as respect, hard work and responsibilities;
- Respecting the cultural differences of others;
- Helping my child accept consequences for negative behavior;
- Being aware of and following the rules and regulations of the school and district;
- Supporting the school' discipline policy;
- Expressing high expectations and offer praise and encouragement for achievement;

### **School Responsibilities:**

**Involve parents in the planning, review, and improvement of the schools parental involvement policy, in an organized ongoing and timely way;**

- **Involving parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;**
- **Hold an annual meeting to inform parents of the schools participation in Title I, part A programs, and to explain the Title I, part A requirements, and the right of parents to be involved in Title I; offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, part A programs, and will encourage them to attend;**
- **Provide to parents of participating students information in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language the parents can understand.**
- **Provide to parents of participating children information in a timely manner about Title I, part A programs that includes a description and explanation of the school's progress, and the proficiency levels students are expected to meet.**
- **On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;**
- **Provide to each parent an individual student report about the performance of their child on the state assessment in at least English language arts and mathematics; and**

## **STUDENT RESPONSIBILITIES**

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

- **Come to school ready to do our best and be the best;**
- **Come to school with all the necessary tools of learning: pens, pencils, books, etc.**
- **Listen and follow directions;**
- **Participate in class discussions and activities;**
- **Be honest and respect the rights of others;**
- **Follow the school/class rules of conduct;**
- **Follow the school dress code;**
- **Ask for help when we don't understand;**
- **Do our homework every day and ask for help when we need to;**
- **Read at least 30 minutes every day outside of school time;**
- **Read at home with our parents;**
- **Use the library to get information and to find books that we enjoy reading;**
- **Give to our parents or to the adult who is responsible for our welfare, all notices information we receive at school every day.**

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**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.

- Beginning Page 46-78.
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.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** Year 3 PFR **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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.
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.

### **Areas of Weaknesses and Root Causes in ELA**

Last year, we noted some areas of deficiency in reading and writing instruction. While all teachers were using mini-lessons, some were too long to -----hold students' attention. Other mini-lessons were too "packed" and seemed to attempt to teach too many things in too short a span. While the school regularly orders books to refresh libraries, select classroom libraries seem poorly maintained. Most classroom libraries seem poorly maintained, but students are actively searching out reading material. We've also noted that teachers' use of modeling as a way to bridge student comprehension was inconsistent or misunderstood. Modeling within reading and writing lessons occurs more frequently, with its value understood by most teachers. The value placed on reading with independence is inconsistent, and so the assessment of the quality and quantity of independent reading is inconsistent. Lastly, there is lack of teacher interest in the process and too much emphasis on the product there is unwillingness on teachers' parts to become less task- and product-oriented and more process- and connection-oriented. We will continually push engagement with texts. Teachers are encouraged to assist in the ordering process and to select the books they want for their classroom libraries. Selected teachers will assist the Literacy coach in researching titles that will engage our readers. This year we are working hard to ensure that teachers try to think aloud and model physical traits of engagement with texts, using modeled think-aloud and responses the literature. We feel that student interest in reading will become more authentic in classrooms where teacher interest in their texts feels authentic to students.

We are also concerned that student writing should be stronger. This applies both to writing that comes out of the Writers Workshop and writing produced about reading. We have continued the conversation on what standards-based, exceptional writing looks like, using exemplars from student notebooks and published pieces and professionally written samples. We are striving for consistency between classrooms, with consistency between teachers as well as student work. With some success, we have grown similar patterns of writing about reading and writing with some voice across many classrooms.

Based on our needs assessment we have sought to strengthen our program for instruction. Our unit structure is loosely based on our previous work with Teachers College Reading and Writing Project units of study. We have aligned our units of study across all content areas to

encompass the core curriculum standards. Writing units seek to develop purpose and attentiveness to audience. Teachers are also considering ways to teach grammar effectively within units. Too many teacher driven assignments make for a lack of independence in writing, but we are challenging ourselves to reconsider the ways in which our students need us to teach, and to develop methods for how to put more responsibility for learning in student hands. We are also refocusing our thinking about planning to start with what we understand to be valuable, effective and desirable in our work together thus far. We need to refocus our values on the process instead of the product. Therefore, as a department, we've begun discussions on higher order questioning, direct vocabulary instruction cross content area and the value of long term plans. We've become more aware of the need to teach toward mastery, and we've done some work in reshaping the curriculum, using UBD to create units at their midpoints to understand where we can slow down, reteach or move on. Reading units are highly differentiated between grades, but their written products are not showing class-to-class evidence of much more than literal comprehension. Too frequently, low vocabulary, simple sentence structures and lack of connections between ideas are shown in notebooks. We plan to revisit how we deliver and assess our reading content and plan very purposefully for building scaffolds for literal and higher-order comprehension between units and across grades.

The Literacy Coach's work with teachers supports curriculum development and delivery, student assessment and classroom management. The largest group of students that faced difficulties with the NYS ELA exam were the long-term ELLs. The school is encouraging more core curriculum teachers to be ESL trained to help bridge this gap. The ESL department works closely with the Literacy Coach and ELL Coordinator to move these students through UBD planning and ESL methods. The Literacy coach works weekly on lesson development during common planning for ELA, ESL, ICT (CTT) and with individual teachers based on need and request. The Literacy Coach attends common planning with Science and Social Studies as well, to ensure that the teachers are using common language in their lessons. Teachers are encouraged to share ideas within and across grades. Whole staff professional development is held on the first Monday of the month, beginning in November to have longer conversations about differentiated instruction, formal and informal assessment, data folios to drive instruction, differentiation of homework and curriculum planning.

As a department, we've started to use standardized data well. Teachers are currently grouped in content area professional learning communities using Schmoker's model. They are learning how to access, analyze and use data to build on instruction in order to move away from teacher driven lessons. Teachers across content areas created and administrated a common assessment, along with the Gates MacGinitie at the beginning and end of the school year to track learning. The 2010-11 school year will see teachers continued use of the ACUITY data management system, NYSTART, ELL periodic, ELA periodic, and TC Assessments to access student achievement levels and develop appropriately levels and rigor based learning units. New periodic assessments will replace the Princeton Review interim assessments we're familiar with. Teachers will be retrained in collecting and using other data to inform instruction.

## 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 2010-11 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.*

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### **Annual Goal(s):**

1. Increase the number of students meeting proficiency levels including economically disadvantaged, ELL and Special Needs students, documented progress towards achieving state standards as measured by 10% increase in students scoring Level 3 on the NYS ELA standardized assessment.
2. Increase the number of ESL students achieving proficient on the NYSESLAT.
3. Increase extended, inferential thinking about texts at independent reading levels documented by reading logs and ELA conferencing notes within data folios for students, including economically disadvantaged, ELL and Special Needs (reading levels will be assessed under the TC assessment (assessment scheduled September 2010, February 2011, April 2011, and June 2011)).

**Objectives:**

1. Students in grade 6, 7, and 8 including ELL and Special Needs Students will show at least a measurable increase from levels I to II and a measurable increase from levels II to III as evidenced by the 2010/2011 New York State English exam.
2. Students will demonstrate thinking past retelling in their Readers' notebooks, increasing measured scores by 50%, as evidenced by department-standardized rubrics for assessing Readers notebooks.
3. Teachers will be issued and asked to maintain data folios on at-risk students to use during common planning meetings.
4. Parent participation will increase through participation in PTA, School Leadership and Parent Teacher Conferences.

**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 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, 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.*

**Subject/Area (where relevant):** English Language Arts (Reading, writing, and accountable conversations)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the number of students meeting proficiency levels including economically disadvantaged, ELL and Special Needs students, documented progress towards achieving state standards as measured by 10% increase in students scoring Level 3 on the NYS ELA standardized assessment.</p> <p>Students in grade 6, 7, and 8 will show at least a measurable decrease in levels I and a measurable increase from levels II to III as evidenced by the 2010/2011 New York State English exam.</p> <p><b>When:</b></p> <ul style="list-style-type: none"> <li>➤ Classroom Instruction: through June 2011</li> <li>➤ Weekly grade level meetings begin September 2010, through June 2011</li> <li>➤ Monday PD time begins September 2010</li> <li>➤ Literacy coach support begins September 2010, through June 2011</li> <li>➤ Monthly TC calendar days begin with September 2010, through June 2011</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Analysis of student ACUITY reports, ELA scores, and NYSESLAT scores where applicable to determine individual and class areas that need improvement</li> <li>• Incorporate clear, purposeful modeling in both reading and writing instruction</li> <li>• Provide direct instruction of reading comprehension strategies with shared reading and guided reading</li> <li>• Ongoing daily assessments through reading conferences, writing conferences and running records</li> <li>• Collaboration of AIS teachers and ELA, ESL and Special Education classroom teachers</li> <li>• Challenging, grade-appropriate assessments in writing. Revision of rubrics to assess writing.</li> <li>• Implement a period of word study weekly as part of the Literacy Block</li> <li>• Guaranteed daily independent reading time in all Literacy classes</li> <li>• Use of reading logs and reasonable reading rubrics to hold students accountable for reading</li> <li>• Classroom libraries clearly leveled according to reading levels</li> <li>• Weekly grade level department meetings</li> <li>• Ongoing professional development provided by literacy coach and TC calendar days</li> <li>• School-wide celebrations of reading and writing such as Poetry Slam and interclass sharing of response to published pieces</li> </ul>

	<ul style="list-style-type: none"> <li>• Saturday Academy for ESL students</li> <li>• ELA test preparation with SES provider</li> <li>• Parent workshops that focus on preparing students for the state ELA exam</li> <li>• Creation of Honor Roll Program</li> <li>• Read180</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources: fiction and non-fiction books on varying reading levels, Wilson training, Saturday Academy, Read 180, SES program</p> <p>Funding: Tax Levy, and Title I</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>➤ 10% increase in student NYS ELA exam scores with reduction in students receiving performance levels of 2 or below.</li> <li>➤ Informal and formal observations that demonstrate teaching methods to classroom teachers using techniques demonstrated at grade level meetings, and in exemplar classrooms</li> <li>➤ Reading logs that show students completing at least a book a week with rigorous thinking</li> <li>➤ Reading notebooks that show an increase in students writing about what they are reading. Literacy Coach and Assistant Principal will review reading notebooks at least twice a month.</li> <li>➤ Writing notebooks that show an increase in the volume of writing. Literacy Coach and Assistant Principal will review writing notebooks with teachers at least twice a month</li> <li>➤ Reading and writing conference logs that show teachers are conferring with all students at least once a week. Logs must show what was taught.</li> <li>➤ Periodic Assessments that show students are applying the reading and writing strategies taught in class.</li> <li>➤ TC IRL assessments completed on a quarterly basis, September 2010, February 2011, April 2011 and June 2011.</li> </ul>

**Mathematics**

M.S. 136 has the following strengths in the Mathematics program:

- Identify individual student weaknesses and institute effective intervention strategies

- Design and implement supplemental programs for a variety of learning needs (i.e. level 1 students; Beginner ESL students)
- Project based learning including themed mini-units and year long supplemental endeavors
- *BRIC Rotunda* math/art collaboration for two general education 8<sup>th</sup> grade classes.
- Use of manipulative to complement instruction offering hands-on learning.
- Use of technology in the classrooms including laptop carts, mimeos/Smart Boards and scientific/graphing calculators
- Weekly departmental meetings by grade to discuss/analyze student work and collaboratively plan lessons
- Department teachers facilitate and participate in the realignment of current pacing calendar to Common Core Standards.
- Low turnover of mathematics teachers due to a strong and supportive department culture.

M.S. 136 has the following weaknesses in the Mathematics program:

- Teachers in most classrooms are in the beginning stages of creating and using data folios efficiently on an ongoing basis.
- Lack of collaboration between resource room teachers and Math teachers during pull out sessions.
- Lack of interdisciplinary planning due to scheduling conflicts.
- Bilingual mathematic (Spanish) instruction addressing student needs and current content mastery in their native language.

### **Implications for the Instructional Program**

All teachers will be encouraged and supported to incorporate more project based learning in an effort to develop a better school-wide mathematics culture. This will build on various foundation projects that teachers experimented with this year as well as some fresh ideas that utilize the range of technology/manipulatives available in all classrooms. These department activities also reflect the pending changes to content alignment through the Common Core Standards as the redistribution of performance indicators. This strategic shift in department focus provides the platform necessary to integrate interdisciplinary teaching into the school wide program.

Students will again be offered after-school and Saturday program opportunities to enhance understanding. An in-house curriculum will be established to address the needs of the students partaking in these additional services. This curriculum will supplement the state wide curriculum.

M.S. 136 has established the following *educational priorities* and goals for the 2010-11 school year in support of student achievement

- Offer academic support for all students through tutorial services (SES, extended day, AIS, individual teacher tutoring, and Saturday programs).
- Offer academic intervention services to ELL, ESL and/or students with Special Need.
- Ensure that our lessons provide students multiple entry points to complete assigned tasks on a satisfactory level.
- Data analysis from ACUITY/ARIS reports to guide lesson planning and drive instruction.
- Teacher inter visitation to study/share sequence of instruction and questioning techniques.
- Weekly grade wide common planning meetings to share findings from these observations.
- Lesson planning that focuses on conceptual understanding and serves as a building block for the forthcoming unit.
- Ongoing teacher professional development at workshops and professional conferences.

**Annual Goal**

1. Measurable student acquisition of grade level content as evidenced by content ITA and predictive periodic assessments administered throughout the year on a quarterly basis.

**Strategies and Activities for Improvement and/or Enrichment**

For all grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> the following strategies will be used including our ELL, ESL and Special Needs Students

- Small group enrichment class to prepare for the Specialized High School Prep and Regents Exam.
- Math Counts.
- Use and implementation of strategies to address student deficits identified by ACUITY data management system, running records and teacher observations
- Use of data folios to monitor student progress and academic improvement.
- Math enrichment during ETS.
- Saturday academy program open to all performance levels.
- 90 minute math blocks for grades 6 – 8.
- Department wide use of data folios to drive instructional planning.
- Facilitate the sharing of best practices through inter visitation within the department
- Incorporate interdisciplinary approaches through project based learning
- Institute grade and school wide mathematics competitions to motivate students.
- Use the full range of technology available in all classrooms to consolidate the learning experience for students
- Collaborate with outside organizations e.g. Rotunda on future projects

**Action Plan**

<b>Annual Goal</b>	To increase student achievement as demonstrated by student movement from performance level 2 to 3 and maintenance of the current level 3 cohort in grades 6 <sup>th</sup> – 8 <sup>th</sup> .
<b>Related Objective</b>	By May 2011, students in grade 6, 7, and 8 will show a measurable increase from levels II to III and a measurable increase from levels III to IV as evidenced by the Spring 2011 New York State Mathematics exam.

<p><b>WHAT needs to be done to accomplish objective?</b></p>	<ul style="list-style-type: none"> <li>- Tri-annual assessments generated from the ACUITY test generating system aligned to state test questions</li> <li>- Data analysis from ACUITY/ARIS data management system to guide lesson planning and drive instruction</li> <li>- Department inter visitation and observation of best practices</li> <li>- Continued collaboration within the department of instructional strategies and pedagogical techniques during grade wide common planning meetings</li> <li>- Incorporate project based learning to deepen student understanding</li> <li>- Ongoing teacher professional development at workshops and professional conferences</li> </ul>
<p><b>FOR WHOM?</b></p> <p>➤ Identify Target Population (Include ELL’s, ESL, and students with disabilities)</p>	<p>All students eligible for testing in grades 6, 7, and 8. (ELL, ESL, and students with Special Needs) inclusive)</p>
<p><b>WHEN?</b></p> <p>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	<p>Beginning Sept 2010, the following activities will be performed as follows:          Interim Assessments – 3 periodic assessments          Data analysis – ongoing during weekly and monthly meeting.          Observation reflections – during monthly departmental meetings          Test prep – Weekly from Sept 2010 – March 2011; Bi-weekly, and daily through May 2011</p>
<p><b>BY WHOM?</b></p> <p>➤ Person(s) or Positions(s) Responsible (* denotes Lead person)</p>	<p>Principal,          Assistant Principal,          Math Coach*          Math Teachers*          Data Specialist          Special Education Providers; Special Education Teachers</p>
<p><b>SUPPORT</b></p> <p>➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III, etc.)</p>	<p>Funding: Tax levy , Title I</p>

**Science**

Charles O. Dewey, M.S. 136 has the following strengths in the area of science:

- Offers a Living Environment Regents class for 8<sup>th</sup> grade students
- Teacher made pacing calendar and curriculum maps which is aligned with NYS Scope and Sequence and aligned with the NYS Core Standards

- Set up classroom libraries to supplement lessons
- Teachers using their own time as well as the weekly common planning to discuss teaching methodologies and content
- Create uniform grade level exams, assessments, and exit projects in order to discuss and measure student achievement, and guide lesson planning
- Weekly department common planning meetings which include but are not limited to discussions about students and best practices, looking at student work, creating data-folios

Charles O. Dewey, M.S. 136 has the following weaknesses in the area of science:

- Incoming students lack adequate prior knowledge in the content area
- Lack of allocated time to collaborate with other content area teachers to aid students' knowledge and experience with various common themes and overlap in the curriculum
- Change in staff such as one brand new teaching fellow; one new tenured teacher; and our senior teacher went from full time to f-status, has impacted the level of knowledge and expertise in the department

Root causes were identified:

- Lack of cross curriculum lesson planning
- Students are struggling readers and have difficulty comprehending science textbooks; nonfiction texts; and writing lab reports
- Sizeable ELL, ESL student population with identified deficiencies in content literacy.
- Not all teachers are not trained on ESL teaching strategies

Common planning time for the department is programmed into teacher programs allowing for deeper conversations regarding common content assessments. The Literacy Coach assists with UBD lesson planning that focuses on literacy strategies, common core standards, and strategies in ESL methodologies to push science instruction. Two new teachers were hired who bring various strengths to the team; one being conversant in Cantonese and one being licensed in special education.

### **Implications for the Instructional Program**

- Implement and enforce NYS Science standards so that curriculum is aligned accordingly for students to be prepared for state exams.
- Implementation of instructional strategies that will contribute to overall student achievement, including extensive writing in science. Students will be encouraged to use scientific language and vocabulary. They will also be encouraged to write journals and use technology to communicate their findings.
- Continued provision of Academic Intervention Services (AIS) to all students who are not meeting state standards. AIS tutoring in science is provided before and after school.
- All teachers will become familiar with and use the reading strategies that are based on scientifically based research: 1) being able to decode unfamiliar words; 2) being able to read fluently; 3) attaining background knowledge and vocabulary to foster reading comprehension; 4) developing appropriate active strategies to construct meaning from print-comprehension; and 5) developing and maintaining motivation to read by being able to select science related topics that are of interest.

- Incorporate non-fiction science related books and articles so that are able practice literacy skills.
- Curriculum maps will be developed for each grade level; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and asses student work to focus instruction directly on student needs to meet the standards.
- Teachers will use data from both formative and summative assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- Teachers will use multi-sensory instructional practices, including modeling, multimedia, use of the internet, laboratory work, as well as an inquiry-based approach to science.
- Students will be provided with the opportunities to investigate important concepts in depth and explore their own investigations, using hands-on approach.
- Students will be encouraged to make meaningful connections between theory and their investigations of scientific phenomenon in the real world.

Program modifications include:

- Before and after school programs to support science exit projects, and NYS practical and written exams
- Using comprehension strategies in the science classroom
- Weekly common planning for the department
- Intra class visitations and inter-class visitation
- Collaboration between ELA and Science teachers on writing pieces for the science projects and nonfiction texts
- Professional development for Science teachers in the area of reading and writing non-fiction, as well ESL teaching strategies
- Development and usage of data folios to drive instruction and modify lesson plans according

M.S. 136 has established the following *educational priorities* and goals for the 2010-2011 school year in support of student achievement

- 85% of students achieve a 2 or above on the NYS Science exam
- Establishing collaborative sessions among veteran and non-tenured pedagogues
- Interdisciplinary collaboration between teachers on writing pieces for the science projects and report writing
- Professional development for Science teachers in the area of reading and writing non-fiction, as well as ESL methodology
- Weekly common planning as a department on a weekly basis
- Use of data folios to measure student achievement and use the information to differentiate instruction, as well as looking at student work to guide lesson planning

### **Annual Goal**

1. Increase the number of students displaying content mastery as evidenced by successful completion of grade level exit projects, teacher assessment, and NYS Science examination including our ELL, ESL and Special Needs students.

2. Teachers will implement direct vocabulary instruction to increase student achievement and their understanding which will be evidenced by unit tests, standardized tests, homework and class work.

**Strategies and Activities for Improvement and/or Enrichment**

For all grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> the following strategies will be used including our ELL, ESL and Special Needs Students

- Hands-on science activities
- Integrating more technology in science classroom
- Professional development for science teachers on using literacy strategies
- Monthly common planning with ELA teachers to develop mini lessons related to Science exit projects
- Collaboration with other content area teachers to plan lessons to support students’ knowledge and experience with measuring tools and formulas
- Science related field trips)
- Lessons will include visual aids and hands on activities for ELL, ESL, and Special Needs students
- Parent workshops to focusing on teaching parents how to help students with their exit projects
- After-school program to support students completing science fair and exit projects.
- Teachers pushing into classrooms as well as pull out to provide academic intervention services to students who are not meeting or at risk of not meeting state standards.
- Monthly meetings for science and math teachers to identify and discuss struggling students, as well as set up intervention strategies.
- Project based learning through grant funded community based partnerships.

**Action Plan**

<p><b>Annual Goal</b></p>	<ol style="list-style-type: none"> <li>1. Increase the number of students displaying content mastery as evidenced by successful completion of grade level exit projects, teacher assessment, and NYS Science examination including our ELL, ESL, and Special Needs students.</li> <li>2. Teachers will implement direct vocabulary instruction to increase student achievement and their understanding which will be evidenced by unit tests, standardized tests, homework and class work.</li> </ol>
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<b>Related Objective</b>	Students in grade 8 including our ELL, ESL, and Special Needs students will show at least a measurable decrease from levels I and a measurable increase from levels II to III as evidenced by the Spring 2011 New York State Science exam
<b>WHAT needs to be done to accomplish objective?</b> ➤	Weekly departmental meetings to focus on student work, analyze data, and set up intervention for identified students Integrating more technology in science classroom Using comprehension strategies to read non fiction Science classroom libraries Professional development for science teachers on using literacy strategies Collaboration with content area teachers to plan lessons to support students' knowledge and experience with measuring tools and formulas More Science related field trips Visual activities for ELL, ESL, and Special Needs students (differentiated instruction)
<b>FOR WHOM?</b> ➤ Identify Target Population (Include ELL and students with disabilities)	All 8 <sup>th</sup> grade students including special education, ESL, and ELL's
<b>WHEN?</b> ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration	Begin September 2010– June 2011 Weekly departmental meetings Monthly faculty meetings
<b>BY WHOM?</b> ➤ Person(s) or Positions(s) Responsible (* denotes Lead person)	8 <sup>th</sup> grade science teachers * Assistant Principal Principal 8 <sup>th</sup> grade ELA teachers 8 <sup>th</sup> grade Math teachers Technology teacher Technology technician Special Education Teachers and Providers
<b>SUPPORT</b> ➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, etc.)	Resources: technology, classroom libraries, fieldtrips, educational partnerships with science organizations.  Funding: Tax Levy, Title I, Special Education grant monies.

***INDICATORS OF PROGRESS  
AND/OR ACCOMPLISHMENT –  
How will the school know whether  
strategies are working?***

- Interval of Periodic Review
- Instrument(s) of Measure;  
Projected Gains

- Observations
- Portfolios
- Lab reports that show student work
- Classroom observations that show teacher using techniques studied in professional development.
- Formative and summative examinations
- Data folio reviews

**Social Studies**

**Charles O. Dewey MS136 has the following strengths in their Social Studies Department:**

- 8<sup>th</sup> grade students publicly display the Social Studies exit projects at Grand Army Plaza Library.
- Laptop carts and mimeos in all rooms with access to the internet for research purposes
- The use of Class Zone, Cicero, World Book and Brain POP to supplement the units.
- Increased use of project based assessment
- Partnerships with Center for Family Life, BRIC Rotunda Gallery, Brooklyn Public Library and Rubin Museum.

- Teachers using their own time to discuss teaching methodologies and content.
- 6<sup>th</sup> grade Social Studies integrates aspects of reading strategies from Literacy class work
- Grade assemblies based on Historical Events
- Many well-planned field trips expose students to history in many forms
- 8<sup>th</sup> grade Student Council that meets at the District level

**Charles O. Dewey MS136 has the following weaknesses in the Social Studies Department:**

- No common planning time for Social Studies department
- Writing across content areas are weak in general
- Lack of differentiation of texts for in-class use

**Root Causes**

- Some Social Studies teachers have little exposure to the writing workshop as it is laid out in the 90 minute Literacy block
- Social Studies teachers have not received much professional development in ESL methodologies for differentiated instruction.
- Structured common planning time isn't available for teachers to create common goals
- The core curriculum texts and materials for Social Studies may be too difficult for our students to read in the 6<sup>th</sup> grade
- New Social Studies teacher added in November to teacher the 7<sup>th</sup> grade curriculum.

**Implications for the Instructional Program**

- Teachers to attend outside professional development sessions relating to both content
- PLC based on Social Studies content to create data-folio populations and units of study.
- Encourage more conversation between Social Studies and Literacy teachers regarding methods of differentiating text and use of explicit reading and writing strategies
- Continue engaging students with field trips and partnerships
- Interclass (interschool) visitations between Social Studies and the English Department.

M.S. 136 has established the following *educational priorities* and goals for the 2010-11 school year in support of student achievement

1. Increased professional development for Social Studies teachers in the area of incorporating nonfiction reading strategies and ESL methodologies.
2. Interdisciplinary unit planning
3. Diversifying reading level of social studies textbooks and classroom libraries

**Annual Goal**

1. Increase the number of students meeting proficiency on NYS Social Studies Exam, exit projects, unit dioramas and teacher assessments including ELL and Special Needs Students (as documented within teacher data folios and quarterly assessment reports).

**Strategies and Activities for Improvement and/or Enrichment**

In order to achieve Social Studies objectives and meet annual Social Studies goals the following strategies will be implemented in order for all students including ELL and Special Education students to achieve success:

- Read aloud
- Shared reading
- Independent reading using reading-level appropriate texts
- Accountable talk
- Project-based assessment
- Professional development supporting the use of ESL methodologies and reading comprehension strategies
- Enrichment activities including grade level celebrations of unit completions
- Teachers pushing into class to provide academic intervention services to students who are not meeting or at risk of not meeting state standards
- Academic intervention provided to students focusing on exit projects and nonfiction reading strategies
- Use of all supplemental programs (teaching History beyond the classroom) in all Social Studies classrooms.
- Continuation of all partnerships for the Social Studies Departments

These strategies will enhance instructional practices and build capacity by supporting the Principles of Learning for Effort-Based Education

**Action Plan**

<b>Annual Goal</b>	Increase the number of students meeting proficiency on NYS Social Studies Exam, exit projects, unit dioramas and teacher assessments including ELL and Special Needs Students (as documented within teacher data folios and quarterly assessment reports).
<b>Related Objective</b>	Students in grade 8, including ELL and Special Education students , will show at least a measurable decrease from levels I and a measurable increase from levels II to III as evidenced by the Spring 2011 New York State Social Studies exam
<b>WHAT needs to be done to accomplish objective?</b> ➤	<ul style="list-style-type: none"> <li>➤ All Social Studies and ELA teachers will share strategies for teaching students how to navigate non-fiction social studies texts that they can read</li> <li>➤ All students will have independent work time daily</li> <li>➤ Working towards writing for mastery within the content area.</li> <li>➤ Working towards improving fluency and vocabulary within the content area.</li> <li>➤ All students will engage in accountable talk related to their social studies reading on a weekly basis.</li> <li>➤ Teachers will receive ongoing professional development on incorporating literacy strategies.</li> <li>➤ In-house and outside professional development for S.S. teachers</li> <li>➤ Common planning time to work on units of study</li> </ul>

<p><b>0FOR WHOM?</b></p> <ul style="list-style-type: none"> <li>➤ Identify Target Population (Include ELL and students with disabilities)</li> </ul>	<ul style="list-style-type: none"> <li>➤ All Social Studies students, including ELL and Special Education students</li> </ul>
<p><b>WHEN?</b></p> <ul style="list-style-type: none"> <li>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</li> </ul>	<ul style="list-style-type: none"> <li>➤ Beginning in September 2010 through January 2011</li> <li>➤ Implementation of interdisciplinary unit of study November 2010 and students work on Exit projects weekly in class through May 2011</li> </ul>
<p><b>BY WHOM?</b></p> <ul style="list-style-type: none"> <li>➤ Person(s) or Positions(s) Responsible (* denotes Lead person)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Social Studies teachers *</li> <li>➤ ELA teachers</li> <li>➤ Literacy Coach</li> <li>➤ Assistant Principal</li> <li>➤ Principal</li> </ul>
<p><b>SUPPORT</b></p> <ul style="list-style-type: none"> <li>➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III, etc.)</li> </ul>	<p>Resources: Mobile laptops, Mimeo, Cicero, Middle School 136 library resources, classroom library, Cicero, Class Zone, Brain POP, World Book, resources, Funding ( Title 1 , Tax Levy,)</p>
<p><b>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</b></p> <ul style="list-style-type: none"> <li>➤ Interval of Periodic Review</li> <li>➤ Instrument(s) of Measure; Projected Gains</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increased student understanding of content area, as evidenced by informal and formal assessments, data folios and observations of written and/or oral presentations</li> <li>➤ Increased ability to be independent in texts, as evidenced by observations and formal assessments</li> <li>➤ Teacher reflections on effectiveness of strategies</li> <li>➤ Analysis of student work with the department and assistant principal during common planning.</li> </ul>

## The Arts

Dewey's Art curriculum is very challenging. All students are expected to participate to the best of their abilities. Our curriculum is based in classical training that involves simple drawing from objects, to color theory in painting and finally the study of sculpture. Towards the end of the year, students experiment with multimedia and are expected to design art projects that are completely independent, with minimal direction. The Art Department's goal is to continue to present our student's art work to the public and to promote professions in the arts. We are very successful with an in house art show held at Middle School 136, where we showcase artwork created from our student body and through our partnerships that was formed with Nurture Art, BRIC Rotunda Gallery, Whitney, Guggenheim, MOMA, Inside Broadway, Chashama and our in-house CBO Center for Family Life. Through these collaborations, students have participated in artist studio tours, art internships, art seminars, play performances and workshops that connect them to actors and artists in their community. Students continue to show their visual work at Gala events in Chelsea, Downtown Brooklyn, Williamsburg and the Brooklyn Army Terminal. Students will continue to show their visual work publicly through our *House Shows and Gala Events*. The first Gala Event this year was at the ZieherSmith in NYC on October 12<sup>th</sup>, 2010. We also showcased student's work at the Brooklyn Army Terminal in June 2010, PS Art 2010 at the MET, Kids Art at Rotunda in June 2010 and at our in *House Show* in December 15, 2010. The department is looking at another successful 2010-2011 school year with Chashama, Kids Art at Rotunda.

### **Charles O. Dewey, M.S. 136 has the following weaknesses in the area of Arts instruction:**

- Shared space
- Theater and/or music licensed teacher
- Budget Constraints

### **Implications for the Instructional Program**

- Continue offering classes in visual arts.
- Common Planning for the Art Department this year.
- Collaboration between Arts teachers and content area teachers.
- Integration of Arts in content area classes.
- Relevant professional development for Arts teachers related to their subject area and also professional development in comprehension strategies.
- More field trips so students can experience the Arts first-hand.
- Incorporate projects from other content area classes into a school-wide celebrations or host art show.
- Visits from guest artists to expose students to a wider array of arts.
- Encourage parent support and attendance at art events.
- Having a consensus of opinion regarding program scheduling prior to the school year.

**M.S. 136 has established the following *educational priorities* and goals for the 2010-11 school year in support of student achievement**

- Having more student artwork entered in juried shows and exhibitions.
- Adequate space to accommodate work, our CBO and materials.
- Collaboration between Arts teachers and content area teachers.
- Implement more math and literacy in the arts' classes.
- Begin in the 6<sup>th</sup> grade developing the portfolios of students who are interested in attending art high schools.
- Create more internships between artists and students

**Annual Goals**

1. To provide standards based arts program aligned with the National Arts Standards and the NYC Blueprint for the Arts resulting in high student achievement for all students including ELL and students with Special Needs as evidenced by student/teacher portfolios.
2. To enrich students' lives through performances and creation of art work, and participation in community projects/exhibitions (i.e., Nurture Art, Rotunda, Inside Broadway and CFL).

**Strategies and Activities for Improvement and/or Enrichment**

- Integrate arts in content area lesson plans. Teachers will employ unit-based design, direct vocabulary instruction, create strong sequences of units and develop cross-curriculum units through team planning.
- Integrate the common core standards for literacy and math through read aloud relating to specific artists, mediums, sequencing and graphing techniques.
- Specialized data chart to track student's creative development, strengths and challenges in the arts.
- Campus calendar to assign shared space and displayed artwork.
- Field trips.
- Guest speakers.
- School-wide Arts celebrations.
- After-school clubs relating to the Arts. Teachers and administrators will continue to encourage student involvement in before school and Saturday enrichment family workshops, partnerships with Nurture Art gallery, Center for Family Life, the Sunset Park Water Front Festival, Brooklyn Library, and BRIC Rotunda Gallery.
- Professional development relating to effective Arts pedagogy and integrating arts in content areas.
- The use of data folios and portfolios to measure whether that are achieving or meeting the arts standards. Administrators will enhance communication among teachers and facilitate the assessment of individual student needs, particularly for ELL and special education students.
- Individualized Performance Contracts.

**Action Plan**

<p><b>Annual Goal</b></p>	<p>To provide a standards based arts program aligned with the National Arts Standards and NYC Blueprint for the Arts resulting in high student achievement for all students including ELL and students with Special Needs as evidenced by student/teacher portfolios.</p>
<p><b>Related Objective</b></p>	<p>By June 2011, all students will be exposed to a rich variety of work within their arts subject, as measured by the creation of portfolio works in a variety of mediums and genres.</p>
<p><b>WHAT needs to be done to accomplish objective?</b> ➤</p>	<p>By June 2011, all students will have a strong foundation in the visual arts to ensure the success of future learning in a related field of their choice and remain lifelong consumers of the arts.</p> <p>Be exposed to a variety of arts programs (throughout the year)            Conduct after school programs through Nurture Art, Rotunda, CFL outreach to the Sunset Park Arts Community to enlist the assistance of local artists in developing the arts program.            Use early morning intervention for extra performing, visual and community arts programs we may or may not see during school hours.            Ensure that students in arts programs participate in performances, exhibitions and other events for the greater school community.            Field trips to enhance the arts curriculum</p>
<p><b>FOR WHOM?</b> ➤ Identify Target Population (Include ELL and students with disabilities)</p>	<p>All students in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades including special education and ELL</p>
<p><b>WHEN?</b> ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	<p>September 2010-June 2011</p>
<p><b>BY WHOM?</b> ➤ Person(s) or Positions(s) Responsible (* denotes Lead person)</p>	<p>Visual Arts Teachers *            Assistant Principal*            Technology Teacher            Principal            Center for Family Life            Nurture Art Liaison</p>

<p><b>SUPPORT</b></p> <ul style="list-style-type: none"> <li>➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III, etc.)</li> </ul>	<p>Tax Levy/Title 1 Materials for the Arts Project Arts BWAC</p>
<p><b>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</b></p> <ul style="list-style-type: none"> <li>➤ Interval of Periodic Review</li> <li>➤ Instrument(s) of Measure; Projected Gains</li> </ul>	<p>Student work, student performances, contests, and exhibitions Attendance at performances Number of artists who are enlisted to work with students Number of student artists involved in outside, higher-learning activities Classroom observations Authentic assessments (portfolios) Data folios Individualized performance contracts (self-evaluation) Rubrics Report card grades</p>

### School Library/Media Services

- Librarian conducts orientation sessions for ALL 6<sup>th</sup> grade classes, and for some 7<sup>th</sup> and 8<sup>th</sup> grade classes upon request of ELA teachers from mid-September through November.
- Bilingual library orientation visits to local public library for 6<sup>th</sup> grade (and sometimes 7<sup>th</sup> grade) ELL population.
- Ample, relevant, highly popular FICTION books that are interesting and appropriate for the extremely diverse reading levels /interests of populations of both middle schools. (In addition to the very adequate non-fiction collection noted)
- Constant use of library for leisure reading by students; Daily records of the many students who visit the library during their lunch period or before / after school are kept. Large volume of books circulated (both fiction and non-fiction). Strong circulation statistics for both schools.
- Library research databases used fairly often (World Book Online and occasionally Novel- a free school library database)
- Students come to the library on an individual or group basis during class time for assistance with research projects.
- Full variety of current periodicals of interest to students
- Annual Scholastic book fair held each year (as noted) and RIF program (free book giveaways) for 6<sup>th</sup> and 7<sup>th</sup> graders.
- Library Automation: The librarian has been using Follett's "Destiny" library online database since the 2007-2008 school year. After the entire collection was organized in 2007, the books (aside from recent acquisitions) required processing and automation. With only one librarian and very limited, unpredictable assistance from a couple of parents and a handful of capable, reliable students, this automation has been a tedious, slow, ongoing project.

The librarian has organized this project by prioritizing: The most popular and relevant materials have been catalogued and processed first, and each year a greater percentage of the library has become automated. The fiction section was the librarian's first priority. At this point, about 90% of those books are automated. In the non-fiction section, approximately 45% of the collection is now automated.

As part of this process, every so often the librarian reviews circulation of some of the non-fiction books to determine which of the older (not catalogued) ones have not been used/borrowed and weeds (removes) those from the library. The librarian circulates all books in the collection (except for reference) and uses circulation cards to check out any books not already in the catalog. The online catalog is always available to students on all of the computers at the library.

### Weaknesses:

- Minimal number of professional journals for staff.
- Minimal, outdated video collection (as noted)
- Not enough research classes taking place at library.
- Additional reading motivation programs

### **Root causes:**

At the outset of the reorganization of the library (2006-2007), the librarian decided to strongly focus on developing the fiction and non-fiction collection, and exciting periodicals for students in order to generate interest and activity at the library. Other, less crucial materials for the library would be purchased in subsequent years.

There is very limited space in the school building and the library, more than ever, has been frequently taken over by a constant stream of testing throughout the year-particularly during times when research is often at its peak. This severely disrupts library programming and impedes the librarian’s ability to schedule and conduct research classes.

**Implications for the Instructional Program:**

1. Develop a relevant and diversified media collection.
2. Incorporate professional journals for staff.
3. Continue to automate the non-fiction collection
4. Frequent research classes at library.
5. Additional reading motivation programs at the library.

**Educational priorities for the 2010-11 school year:**

- With a more established library that has become a vibrant hub for the school, the librarian will now focus on developing a relevant and diversified media collection (DVDs and videos) and incorporate additional professional journals for staff.
- Increase use of non-fiction resources and research classes offered.

**Strategies and Activities for Improvement and/or Enrichment**

- During the 2008-2009 school year, there were two author visits for the students (engaging reading motivation program.) One took place at the school and the other took place at the local public library. Scheduling for this did not work out this year. For the upcoming year, motivational activities that can be done outside of the library (during testing) may be implemented (e.g. book talks in ELA classrooms...)
- Greater collaboration among testing administrators and the librarian, and among the librarian and teachers to organize and establish opportunities to conduct research classes more frequently and to integrate more reading motivation programs at the library.
- The parent coordinator and the librarian will collaborate to have a parent night where students will come with their parents for a special library activity (possibly an author visit) and other treats that will foster a love of reading and greater interest in the library.
- Together with parent coordinator, the librarian may attempt to find more parents who are willing to volunteer and help hasten the progress of automation of the non-fiction collection.

**Action Plan**

<b>Annual Goal</b>	All students including both ELL and Special Need populations will develop library/research skills which will promote life-long library use by participating in library workshops (i.e., documented use of library throughout the school year in all content areas to support classroom instruction).\
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Related Objective	Increase library use by students including ELL's and Special Needs students and staff by 50%
<p><b>WHAT needs to be done to accomplish objective?</b></p> <p>➤</p>	<ul style="list-style-type: none"> <li>• Collaboration between librarian, subject area teachers and instructional coaches to develop research projects.</li> <li>• Library orientation sessions for all students in September and October.</li> <li>• Use library resources to increase student independent reading.</li> <li>• Lunch-time book clubs for all students with particular focus on reluctant readers.</li> <li>• Modernize library information system by computerizing card catalog system.</li> <li>• Update library resource including fiction holdings, periodicals, professional resources, content area related video and DVD resources.</li> <li>• Update library resource including fiction holdings, periodicals, professional resources, content area related video and DVD resources.</li> <li>• Professional Development for teachers for teachers on how to use the library as tool for motivating students.</li> <li>• Professional Development for teachers for teachers on how to use the library as tool for motivating students.</li> </ul>
<p><b>FOR WHOM?</b></p> <p>➤ Identify Target Population (Include ELL and students with disabilities)</p>	<p>All students in 6<sup>th</sup>,7<sup>th</sup> and 8<sup>th</sup> grades including special education and ELL</p>
<p><b>WHEN?</b></p> <p>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	<p>➤ Begin September 2010 through June 2011</p>
<p><b>BY WHOM?</b></p> <p>➤ Person(s) or Positions(s) Responsible (* denotes Lead person)</p>	<p>*Librarian Assistant Principal</p>
<p><b>SUPPORT</b></p> <p>➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, Title I, Title II, Title III, etc.)</p>	<p>Tax Levy</p>
<p><b>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know the strategies are working?</b></p> <p>➤ Interval of Periodic Review</p> <p>➤ Instrument(s) Measure; Projected Gains</p>	<ul style="list-style-type: none"> <li>• Surveys given to students and teachers to measure effectiveness of library.</li> <li>• Frequent walkthroughs to monitor use of library.</li> <li>• Sign-in sheets analyzing to measure the amount of students and teachers using library</li> </ul> <p>All students in 6<sup>th</sup>,7<sup>th</sup> and 8<sup>th</sup> grades including special education and ELL.</p>

## **Health Education**

Charles O. Dewey, M.S. 136 has **strengths** in the following areas:

- Students are taught the required HIV/AIDS lessons.
- Guest speakers are utilized to enhance learning.
- Health classes participate in field trips and team building activities at Aviator Sports Center and within school science gardening project.
- Lutheran Hospital maintains a clinic within the school that provides additional health education services and counseling.

Charles O. Dewey, M.S. 136 has **weaknesses** in the following areas:

- Students do not take the health curriculum as seriously as the core subject areas.
- The health smart curriculum has not been fully implemented.
- Some classes do not receive health education in every academic year.

### **Root Causes:**

- Health teachers are not designing hands on engaging lessons.
- Our school places a large emphasis on core subjects and health education has not been made a priority.

### **Modifications:**

Health Smart curriculum will be fully implemented.

Increase of Health Education classes in student programs

Health teachers will attend professional development.

Project based learning and interdisciplinary lessons will be required to stress the importance of health education.

### **Implications for the Instructional Program**

- Purchase additional Health Smart workbooks.
- Purchase other Health resources including videos, CD ROMs, magazines.
- Introduce project-based assessments in the Health education classroom.

M.S. 136 has established the following **educational priorities** and goals for the 2010-11 school year in support of student achievement

1. Purchase additional Health Smart workbooks and other health resources including videos, CD-ROMs, magazines.
2. Ongoing professional development for Health education teachers.
3. Field trips relevant to sports and physical activities.

4. Guest speakers will be utilized to enhance health lessons.

**Annual Goal(s)**

1. All students will meet standards in Health Education class and be knowledgeable of healthy lifestyle choices documented through the completion of Health Smart Curriculum and participation in Aviator site health/fitness programs.
2. All graduating seniors will leave this school with a better understanding of how proper health education can help them make better decisions throughout their lives.
3. Parents will have a better sense of what “healthy living” is so that it can be continued into the home.

**Strategies and Activities for Improvement and/or Enrichment**

For all grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> the following strategies will be used including our ELL, ESL, and Special Needs Students

- Integration of Balanced Literacy strategies such as read aloud, shared reading and independent reading related to Health topics.
- Interdisciplinary Project based assessments.
- Focus on teaching content area vocabulary.
- Evaluation of teen representation in media.
- Investigations of current health problems facing teens.
- Guest speakers.
- Viewing of video, websites relating to Health issues.
- Field trips.
- Ongoing professional development for health education teachers.
- Collaboration between health teachers and content area teachers.
- School-wide health fair displaying student health projects.
- Workshops for parents and students about health issues relating to teens.

**Action Plan**

<b>Annual Goal</b>	1.All students will meet standards in Health Education class and be knowledgeable of healthy lifestyle choices documented thru the completion of Health Smart Curriculum and participation in Aviator site health/fitness programs 2. All graduating seniors will leave this school with a better understanding of how proper health education can help them make better decisions throughout their lives.
<b>Related Objective</b>	<u>80% of students including ELL and Special Needs students pass Health education class.</u>

<p><b>WHAT needs to be done to accomplish objective?</b></p> <ul style="list-style-type: none"> <li>➤ Refer to specific actions, strategies, and activities described in Part D.</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase additional Health Smart workbooks.</li> <li>• Purchase other Health resources including videos, CD ROMs, magazines.</li> <li>• Introduce project-based assessments in the Health education classroom.</li> </ul>
<p><b>FOR WHOM?</b></p> <ul style="list-style-type: none"> <li>➤ Identify Target Population (Include ELL and students with disabilities)</li> </ul>	<ul style="list-style-type: none"> <li>➤ All students programmed for Health education class including special education and ELL</li> </ul>
<p><b>WHEN?</b></p> <ul style="list-style-type: none"> <li>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</li> </ul>	<ul style="list-style-type: none"> <li>➤ With the Purchasing of additional health materials in September 2010 the implementation will be ongoing through June 2011.</li> </ul>
<p><b>BY WHOM?</b></p> <ul style="list-style-type: none"> <li>➤ Person(s) or Positions(s) Responsible (* denotes Lead person)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Health education teachers*</li> <li>➤ Departmental Assistant Principal</li> <li>➤ Principal</li> </ul>
<p><b>SUPPORT</b></p> <ul style="list-style-type: none"> <li>➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III, etc.)</li> </ul>	<p>Funding: Tax Levy</p>
<p><b>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</b></p> <ul style="list-style-type: none"> <li>➤ Interval of Periodic Review</li> <li>➤ Instrument(s) of Measure; Projected Gains</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher made assessments</li> <li>➤ Report card grades</li> <li>➤ Increased levels of literacy</li> <li>➤ Class participation in field trips</li> </ul>

## **Physical Education**

The students at MS 136 receive Physical Education twice a week for 40 minutes on average. They are introduced to a variety of sports throughout the year to promote knowledge of the game, motor skills, sportsmanship, teamwork, social skills, and future participation for lifelong activity. Along with the regularly scheduled P.E. program, students are offered an array of after school programs throughout the year; including, handball, floor hockey, fitness club, girls' softball, boys' baseball, volleyball, flag football, basketball, and a running team. The availability of these programs has helped the school in meeting the long term goals for students.

## **Implications for the Instructional Program**

To improve the curriculum for the 2010-11 school year, we will be implementing a more structured, unit-based program, as opposed to having "free-play" on a regular basis. Students will be taught the basic skills needed to participate in a specific activity and we will then create teams that will participate in game play. "Free-play" is something that will be earned if the teacher's are satisfied with the students' successful grasp of the required skills for that unit. This improved system will allow students to learn basic skills in a variety of different areas and teach them the importance of team work and fair play while improving their fitness levels at the same time. Our goals will be attained more successfully if class sizes are kept between 50-75 students per period and if students receive a minimum of 3 – 40 minute periods of physical education per week. We will also be conducting the Fitness gram test earlier in the school year in order to allow plenty of time for any "make-up" testing.

M.S. 136 has established the following *educational priorities* and goals for the 2010-11 school year in support of student achievement:

The school's educational priorities for the improvement of the instructional program for fitness and physical education is to ensure that all students are physically fit and have the necessary skills and knowledge to maintain a healthy fitness level throughout their life. Participation in regular physical activity will help meet the annual goal as well as provide enjoyment, self-expression, social interaction, and continued participation in regular physical activity throughout adulthood. Once all of these goals are met, students will be able to enjoy a longer and healthier life.

## **Annual Goal(s)**

1. All students will demonstrate competency in a variety of sports and physical activities to improve their current physical fitness levels which will be evaluated by licensed P.E. teachers on a daily basis.

## **Strategies and Activities for Improvement and/or Enrichment**

In order to achieve success and meet our annual goals, students will know what will be expected of them for the school year starting on the first day of school. A class contract will be given to them during the first week of classes that will specifically map out their road to success in this class. They will understand the importance of improving and achieving a healthy fitness level. Students who have made the most improvement will receive a certificate of achievement at the end of the school year. Students will also be able to evaluate their own achievements based on the standards posted in the gymnasium and their Fitness gram test results at the end of the school year. Students will also use a rubrics assessment test to evaluate themselves for mastery of specific sport skills.

It is important to note that student success also depends on the availability of funds to purchase equipment necessary to successfully run the P.E. program and to fund the after school sports programs; which a lot of the students attend. The availability of professional development for the P.E. teachers has also

been an important factor in the success of the students. It has helped the teachers in learning new strategies to implement a successful P.E. program. It has also helped the teachers learn about other programs outside of the school that are available to the students and about possible health and P.E. grants that the school may apply for in the near future.

We would like to try to implement after school programs geared towards parents so that they too can learn about the importance of maintaining a healthy body. The parents will then be another support that the students will have to help with the nation-wide epidemic of obesity.

**Action Plan**

Annual Goal	All students will demonstrate competency in a variety of sports and physical activities to improve current physical fitness level which will be evaluated by licensed P.E. teachers on a daily basis.
Related Objective	<ol style="list-style-type: none"> <li>1. Students will be able to demonstrate competency of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (based on rubrics tests).</li> <li>2. Students will be able to participate in regular physical activity during class time or in one of the after school programs 3 times a week.</li> <li>3. Students will be able to achieve and maintain a health-enhancing level of physical fitness through participation of sports and improve their Fitness-gram scores by 15% within one school year.</li> </ol>
<p>WHAT needs to be done to accomplish objective?</p> <p>Refer to specific actions, strategies, and activities described in Part D.</p>	<p>In order to achieve success and meet our annual goals, students will know what will be expected of them for the school year starting on the first day of school. A class contract will be given to them during the first week of classes that will specifically map out their road to success in this class. They will understand the importance of improving and achieving a healthy fitness level. Students who have made the most improvement will receive a certificate of achievement at the end of the school year. Students will also be able to evaluate their own achievements based on the standards posted in the gymnasium and their Fitness gram test results at the end of the school year. Students will also use a rubrics assessment test to evaluate themselves for mastery of specific sport skills.</p> <p>It is important to note that student success also depends on the availability of funds to purchase equipment necessary to successfully run the P.E. program and to fund the after school sports programs; which alot of the students attend. The availability of professional development for the P.E. teachers has also been an important factor in the success of the students. It has helped the teachers in learning new strategies to implement a successful P.E. program. It has also helped the teachers learn about other programs outside of the school that are available to the students and about possible health and P.E. grants that the school may apply for in the near future.</p> <p>We would like to try to implement after school programs geared towards parents so that they too can learn about the importance of maintaining a healthy body. The parents will then be another support that the students will have to help with the nation-wide epidemic of obesity.</p>

<p>FOR WHOM?</p> <p>Identify Target Population (Include ELL and students with disabilities)</p>	<p>All students are expected to meet the annual goals. Emphasis will be placed on students who are well below the standard for physical fitness. They will be encouraged to participate in all activities available to them to ensure improvement throughout the school year.</p>
<p>WHEN?</p> <p>Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	<p>These strategies will be applied from September 2010 to June 2011 3 times a week for 40 minutes.</p>
<p>BY WHOM?</p> <p>Person(s) or Positions(s) Responsible (* denotes Lead person)</p>	<p>The physical education department staff will be responsible for implementing these strategies to meet the annual goals. The health department will also aide in meeting the annual goals by teaching the students about proper diet and nutrition to maintain a healthy body.</p>
<p>SUPPORT</p> <p>Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III, etc.)</p>	<p>Funding must be available to continue the after school programs. These programs have been very important to student success in physical fitness.</p>
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <p>Interval of Periodic Review</p> <p>Instrument(s) of Measure; Projected Gains</p>	<p>Success will be based on the improvement of the Fitness-gram scores and rubrics used to measure the concepts and knowledge of skills learned throughout the school year. Students are expected to improve their fitness levels by a minimum of 15%.</p>

**Career and Technical Education**

Charles O. Dewey, M.S. 136 has the following strengths in the areas of technology and career education:

- In-house computer technician.
- Full time technology teacher.
- Completely up to date Mac lab with server
- All classrooms have Smart boards, Mimeos and laptop carts.
- Majority of teachers possess working knowledge of technology.
- Mobile computers allow easy access in all classrooms.
- All classrooms have wireless internet connection.
- Many teachers used technology in their classroom in a variety of ways including direct instruction, student research and student motivational activities.

Charles O. Dewey, M.S. 136 has the following weaknesses in the area of technology and career education:

- Teachers need additional professional development in the use of technology such as Smart-boards, Power Point, Excel, Mimeo, Publisher and newly purchased software.
- More technology needs to be purchased to support increased technology use.
- Career education is not infused regularly in content areas.
- Talk of incorporating a career day for the following year.

### **Implications for the Instructional Program**

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Continuation of the following strategies:

- On-site professional development provided by ARIS or other regional personnel

Modification of current program in the following areas:

- Creation of career content lessons and career day.
- In-house technician will work on a creating a network in the building for staff and students.

M.S. 136 has established the following *educational priorities* and goals for the 2010-11 school year in support of student achievement

- On-site professional development in the use of technology for teachers.
- Creating a network.
- Integration of career education in content area units of study.

### **Annual Goal(s)**

1. All students will demonstrate increased use of technology during instructional time in all content areas for all students including ELL and Special Needs students.

### **Strategies and Activities for Improvement and/or Enrichment**

For all grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> the following strategies will be used including our ELL and Special Needs Students

- Direct instruction on use of Microsoft Word, internet, Power Point and Publisher.
- Project based assessments.
- Integrate technology in content areas.
- Teacher receive on-site professional development on integrating technology in their classrooms.
- Teachers receive on-site professional development on using available technology such as Smart boards, mobile laptops, wireless internet.
- Teachers collaborate to create Career Awareness Curriculum.
- Integration of career information in content area classes through read alouds, shared readings and independent reading.
- Utilize variety of resources including library collection of non-fiction career books, websites and periodicals.
- Guest speakers related to careers.
- Formation of a Career Day Committee to facilitate the planning and running of school's annual Career Day.

**Action Plan**

<b>Annual Goal</b>	All students will demonstrate increased use of technology during instructional time in all content areas for all students including ELL and Special Needs students.
<b>Related Objective</b>	1a. All core teachers will have used technology in their classroom 20% of instructional time
<b>WHAT needs to be done to accomplish objective?</b> ➤	Project based assessments. Integrate technology in content areas. Teacher receive on-site professional development on integrating technology in their classrooms. Collaboration between technology instructor, core teachers, librarian, and technician on developing lesson plans that infuse technology.
<b>FOR WHOM?</b> ➤ Identify Target Population (Include ELL and students with disabilities)	Teachers on all grade levels. All students including special education and ELL.
<b>WHEN?</b> ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration	Begin September 2010 and continue through June 2011 a series of regular class demonstrations, after school and weekend workshops.
<b>BY WHOM?</b> ➤ Person(s) or Positions(s) Responsible (* denotes Lead person)	Technology teacher* Classroom teachers Technician* Assistant Principal Principal

<p><b>SUPPORT</b></p> <ul style="list-style-type: none"> <li>➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III, etc.)</li> </ul>	<p>Resources: Regional Technology Staff, Technology Instructor, Teaching Matters Personnel, LCD projectors, Smart-boards, desktop PCs or laptops.</p> <p>Funding: Tax Levy and Title I</p>
<p><b>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</b></p> <ul style="list-style-type: none"> <li>➤ Interval of Periodic Review</li> <li>➤ Instrument(s) of Measure; Projected Gains</li> </ul>	<p>The Mouse Squad Classroom observations Teacher attendance sheets at Tech workshops Lesson plans Student project based assessments</p>

## **PARENT AND COMMUNITY ENGAGEMENT**

Current level of parent and community engagement is about 5%

Charles O. Dewey M.S. 136 has strengths in Parent and Community Engagement in the following areas:

- New parent orientations.
- Making the parents feel welcomed and respected.
- Parent Teacher Conferences.
- Special Events.
- Parent Coordinator and teacher relationships.
- Relationships with CBOs.
- Relationships with community.
- Parent volunteers when needed.
- Cohort of Parent Involvement.
- PTA/Parent Coordinator workshops.
- Parent/Student Trips.
- Automated phone system.
- Parents must pick up report cards during 1<sup>st</sup> and 2<sup>nd</sup> marking period.
- Activity Calendar.
- Parent response when called for conference with school personnel.
- Data specialist led presentations regarding ARIS Parent Link.

Charles O. Dewey M.S. 136 has weaknesses in the following area of Parent and Community engagement:

- Lack of attendance at PTA meetings.
- Lack of alternative PTA meeting times.

### **Root Causes**

- Parents work two and three jobs 5 to 6 days in the week.
- Parents will not come to alternate meeting time due to work hours.
- Child care is needed for parents to attend many meetings.

### **Implications for the Current Program**

- Parent Coordinator must communicate CEP action plan to school community.
- Create a regular platform for Parent Coordinator to communicate with full faculty.
- Create more collaboration between stake holders.
- Use events that parents do attend in large numbers as an opportunity to share information and engender support.

M.S. 136 has established the following *educational priorities* and goals for the 2010-11 school year in support of student achievement

1. Increase parent participation at school events/PTA meetings and parent teacher conferences.

**Annual Goal(s)**

1. To significantly increase the level of parent involvement at Charles O. Dewey Middle School 136 thru workshops geared towards parent interest (i.e., immigration resources, ESL services, high school application process, stress relief, gang awareness, as facilitated/scheduled by parent coordinator).
2. Increase the number of parents using ARIS APL through facilitating parent workshops and PTA resource center from 6.6 % to 35% parent sign in and use of ARIS as measured by monitoring of the ARIS APL by Parent Coordinator and Assistant Principal of APO.

**Improvement Strategies and Activities**

- School wide celebrations including Performing Arts events, Literacy Nights, Studio Gallery Night, Science Fairs, Poetry Readings to encourage parent attendance.
- Hold PTA meetings prior to school wide celebration events.
- Develop PTA newsletter.
- Utilize school automated phone system to notify parents of upcoming events.
- Notify parents several days in advance of event and again on day of the event.
- Notices sent home via students and via mail.
- Notices translated in Spanish, Mandarin, and Arabic.
- Parent notification via phone available in Spanish and Mandarin.
- Series of workshops pertaining to critical parental issues.
- Develop system for updating Blue Card information.
- Designate 15 minutes at the beginning of every full faculty meeting to Parent Coordinator for updates.
- Parent Coordinator attends monthly grade level meetings and weekly departmental meetings as necessary.
- Individual conferences.
- School/parent community trips.

**Action Plan**

<b>Annual Goal</b>	To significantly increase the level of parent involvement at Charles O. Dewey Middle School 136 thru workshops geared towards parent interest (i.e., immigration resources, ESL services, high school application process, stress relief, gang awareness, as facilitated/scheduled by parent coordinator)
<b>Related Objective</b>	<b><u>Increase parent involvement from less than 5% to 8%</u></b>

<p><b>WHAT needs to be done to accomplish objective?</b></p> <p>➤</p>	<ul style="list-style-type: none"> <li>➤ School wide celebrations including Performing Arts events, Literacy Nights, Studio Gallery Night, Science Fairs, Poetry Readings to encourage parent attendance.</li> <li>➤ Hold PTA meetings prior to school wide celebration events.</li> <li>➤ Develop PTA newsletter.</li> <li>➤ Utilize school automated system to notify parents of upcoming events.</li> <li>➤ Notify parents several days in advance of event and again on day of the event.</li> <li>➤ Notices sent home via students.</li> <li>➤ Notices translated in all appropriate languages.</li> <li>➤ Parent notification via phone available in Spanish and Mandarin.</li> <li>➤ Series of workshops pertaining to critical parental issues.</li> <li>➤ Develop system for updating Blue Card information.</li> <li>➤ Distribute calendars with testing, report card distribution and school events and PTA meetings.</li> </ul>
<p><b>FOR WHOM?</b></p> <p>➤ Identify Target Population (Include ELL and students with disabilities)</p>	<ul style="list-style-type: none"> <li>➤ All parents and caregivers of M.S. 136 students</li> </ul>
<p><b>WHEN?</b></p> <p>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	<p>Begin September 2010– June 2011 on a weekly, monthly basis</p>
<p><b>BY WHOM?</b></p> <p>➤ Person(s) or Positions(s) Responsible (* denotes Lead person)</p>	<ul style="list-style-type: none"> <li>➤ Parent Coordinator*</li> <li>➤ PTA president*</li> <li>➤ Teachers</li> <li>➤ Assistant Principal</li> <li>➤ Principal</li> <li>➤ Support personnel</li> </ul>
<p><b>SUPPORT</b></p> <p>➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, Title I, Title II, Title III, etc.)</p>	<p>Resources: automated phone system, Spanish language translator, CBO participation</p> <p>Funding: Title I Parent Involvement Funding</p>
<p><b>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</b></p> <p>➤ Interval of Periodic Review</p> <p>➤ Instrument(s) of Measure; Projected Gains</p>	<ul style="list-style-type: none"> <li>➤ 25% increase in number of parents attending each of two open school after school afternoons &amp; evenings</li> <li>➤ 25% increase in parent attendance at school wide events</li> <li>➤ Increase number of parent participation in PTA</li> <li>➤ Parent Surveys</li> </ul>

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual

needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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



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

*All SURR schools must complete this appendix.*

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

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

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

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

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
  - We currently have 7 students in STH.
2. Please describe the services you are planning to provide to the STH population.
  - The family is provided with the following support services or resources:
    1. Community resources through the Center for Family Life.
    2. In house at risk counseling.
    3. Transportation provided independent of location to secure stability.
    4. Funding is allocated in galaxy systems to provide school supplies and/or clothing.
    5. Referrals to community based organizations for support.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	I.S. 136 Charles O. Dewey					
<b>District:</b>	15	<b>DBN:</b>	15K136	<b>School</b>		331500010136

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.2	92.3	92.9
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		92.3	93.3	90.6
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	148	150	159	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	165	163	167		80.9	90.6	93.1
Grade 8	164	183	171				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	12	8
Grade 12	0	0	0				
Ungraded	0	0	1	<b>Recent Immigrants - Total Number:</b>			
Total	477	496	498	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					32	38	62

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	42	39	41	Principal Suspensions	27	28	38
# in Collaborative Team Teaching (CTT) Classes	0	12	22	Superintendent Suspensions	5	10	6
Number all others	70	61	44				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	43	55	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	68	82	TBD	Number of Teachers	46	47	46
# ELLs with IEPs	10	41	TBD	Number of Administrators and Other Professionals	7	6	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	2	3

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	3	15	% fully licensed & permanently assigned to this school	100.0	100.0	95.1
				% more than 2 years teaching in this school	82.6	76.6	65.2
				% more than 5 years teaching anywhere	56.5	51.1	67.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	83.0	89.1
American Indian or Alaska Native	0.4	0.2	0.0	% core classes taught by "highly qualified" teachers	94.1	91.9	92.7
Black or African American	3.6	4.8	3.0				
Hispanic or Latino	88.3	84.9	84.9				
Asian or Native Hawaiian/Other Pacific	3.8	6.7	6.0				
White	3.8	2.8	5.2				
<b>Male</b>	49.9	49.6	53.0				
<b>Female</b>	50.1	50.4	47.0				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2				v	
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v					
Limited English Proficient	X	v					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>4</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	41.1	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)



The New York City Department of Education  
**Charles O. Dewey, Middle School 136**  
4004 Fourth Avenue, Brooklyn, NY 11232  
Phone #: (718) 965-3333 Fax #: (718) 965-9567



Eric Sackler, Principal

Sarah Hervert, Assistant Principal  
Diana Safyan-Cinicola, Assistant Principal  
S. Zimmerman, Assistant Principal

## **M.S 136 SCHOOL PARENTAL INVOLVEMENT POLICY**

### **Part I- GENERAL EXPECTATIONS**

Middle School 136 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible student consistent with section 1118-parental involvement of the elementary and secondary education act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school report required under section 111- state plans of the ESEA in an understandable and uniform format and, including alternative formats upon request and, to the extent practicable, in a language the parent understands.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A, 1% set aside funds, reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement.

***Parental involvement means the participation of parents in regular two-way, and meaningful communication regarding student academics and other activities, including -***

- *That parents play an integral role in assisting their child's learning;*
- *That parents are encouraged to be actively involved in their child's education at school;*
- *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assisting the education of their child;*
- *The carrying out of other activities such as those described in section 118-parental involvement of the ESEA.*

## **PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. M.S. 136 will take the following action(s) to involve parents in the joint development of the district parental involvement plan (contained in the RDCEP/DCEP Addendum) under section 112-*local education Agency Plans* of the ESEA:

- Through the implementation and use of the parent leadership committee in conjunction with faculty and administration, parents will develop a parental improvement plan as described in the **RDCEP/DCEP** Addendum.

2. M.S. 136 will take the following action(s) to involve the parents in the process of school review and improvement under section 1116-Academic assessment and local Educational Agency and school improvement of the ESEA.

- Parents will be given the opportunity to help with and continually refine the local annual review, in an instructionally useful manner, to help all children in the Title I; Part A programs meet the challenging state student academic achievement standards.

3. M.S. 136 will coordinate and integrate parental involvement strategies in Title I, part A with parental involvement strategies under the following other programs:

- M.S. 136 will coordinate with the PPT monitors and/or guidance intervention program to effectively work with parents.

4. M.S.136 will take the following actions: Involvement of parents, and annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parent) its parental involvement policies.

5. M.S.136 will build the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following. Undertaking and integrating the state's academic content standards in conjunction with the state's student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part A program(s).
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by offering training session when appropriate for parents and providing and disseminating materials. M.S.136 will also build schedules for parent/teacher conferences that will enable parents to work with their children to achieve academic success. The school will provide a warm and supportive climate.

- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate and work with parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided by the parents through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel.
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities. The school will conduct and/or encourage participation in activities, such as parent Resource Center, that support parents in more fully participating in the education of their children.
- The school may provide an interpreter to provide information that needs to be communicated orally to parents.

M.S 136 and the parents of the students participation in activities, services, and programs funded by Title 1, Part A of the Elementary and secondary Education Act (ESEA) (participating children) agree that this compact outlines how the parents, the entire school staff, and the student will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the States high standards.

This School- Parents Compact is in effect during school year 2010-11

## **PART I- REQUIRED SCHOOL- PARENTS COMPACT PROVISIONS**

### **School Responsibilities**

#### **M.S. 136 Will:**

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follow:** Through the establishment and continuation of holding high expectations of students M.S.136 will foster a learning environment that ensures equality and excellence for students. A rigorous, integrated and standards-driven system of curriculum, instruction and assessment will help to provide the organizational structure the students need for success. Development of partnerships with parents, businesses and communities will help to extend opportunities for learning. These concepts in unison with continuous progress and a continuity of caring will create a spirited learning environment to help children meet the challenges of the future.
- **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.** These conferences will be held at the end of designated marking periods. Parents will have the option of conferring with their child's teacher during the afternoon or the evening. These conferences will occur the week after report cards are distributed. Furthermore, the staff will be available to conference with parents upon appointment throughout the semester. These conferences may occur in person or over the telephone per the convenience of the parent.
- **Provide parents reasonable access to staff. Specifically, staff be available for consultation with parents as follows:** Teachers and administration at M.S 136 will be in communication with parent/guardians in a number of ways. Parents will be provided at the beginning of the school year with information regarding parent/teacher conferences and important events. Parents will be given the opportunity to meet with their child's classroom teacher at least two times a year at the parent/teacher conferences. Teachers will also be available to speak with during PTA meeting and by appointment throughout the year.
- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follow:** M.S 136 will foster parental involvement in regular and

meaningful communication involving students' academic learning. This will include ensuring that parents play an integral role in assisting in their child's learning, that parents are encouraged to be actively involved in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child. The school will help to provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities in accessing information in an understandable format.

## **Parent Responsibilities:**

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

- **Supporting my child's learning by making education a priority in our home by:**
  - **Making sure my child is on time and prepared everyday for school;**
  - **Monitoring attendance;**
  - **Talking with my child about his/her school activities everyday;**
  - **Scheduling daily homework time;**
  - **Providing an environment conducive for study;**
  - **Making sure that homework is completed;**
  - **Monitoring the amount of television my child watches;**
- Participating, as appropriate, in decisions relating to my child's education;
- Promoting positive use of my child's extracurricular time;
- Participating in school activities on a regular basis;
- Staying informed about the child's education by promptly reading and/or responding to school communications.
- Reading together with my child everyday;
- Providing my child with a library card;
- Communicating positive values and character traits, such as respect, hard work and responsibilities;

- Respecting the cultural differences of others;
- Helping my child accept consequences for negative behavior;
- Being aware of and following the rules and regulations of the school and district;
- Supporting the school's discipline policy;
- Expressing high expectations and offer praise and encouragement for achievement;

### **School Responsibilities:**

**Involve parents in the planning, review, and improvement of the schools parental involvement policy, in an organized ongoing and timely way;**

- **Involving parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;**
- **Hold an annual meeting to inform parents of the schools participation in Title I, part A programs, and to explain the Title I, part A requirements, and the right of parents to be involved in Title I; offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, part A programs, and will encourage them to attend;**
- **Provide to parents of participating students information in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language the parents can understand.**
- **Provide to parents of participating children information in a timely manner about Title I, part A programs that includes a description and explanation of the school's progress, and the proficiency levels students are expected to meet.**

- **On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;**
- **Provide to each parent an individual student report about the performance of their child on the state assessment in at least English language arts and mathematics; and**

## **STUDENT RESPONSIBILITIES**

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

- **Come to school ready to do our best and be the best;**
- **Come to school with all the necessary tools of learning: pens, pencils, books, etc.**
- **Listen and follow directions;**
- **Participate in class discussions and activities;**
- **Be honest and respect the rights of others;**
- **Follow the school/class rules of conduct;**
- **Follow the school dress code;**
- **Ask for help when we don't understand;**
- **Do our homework every day and ask for help when we need to;**
- **Read at least 30 minutes every day outside of school time;**
- **Read at home with our parents;**
- **Use the library to get information and to find books that we enjoy reading;**
- **Give to our parents or to the adult who is responsible for our welfare, all notices & information we receive at school every day.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Bradbury Network CFN2/15K</b>	District <b>15</b>	School Number <b>136</b>	School Name <b>Charles O. Dewey</b>
Principal <b>Eric Sackler</b>		Assistant Principal <b>S.Hervert/D.Safyan/S.Zimmerma</b>	
Coach <b>Megan Blasé Literacy Coach</b>		Coach <b>Harriet Hoffman ELL Coach</b>	
Teacher/Subject Area <b>S.Gonzalez/ESL</b>		Guidance Counselor <b>Carmen Castro</b>	
Teacher/Subject Area <b>S. Pacos/ESL</b>		Parent <b>Moses Laboy</b>	
Teacher/Subject Area <b>D.Levine/ESL</b>		Parent Coordinator <b>Damaris Garcia</b>	
Related Service Provider <b>M.Camacho/C.Fitzpatrick</b>		Other <b>type here</b>	
Network Leader <b>Marisol Bradbury</b>		Other <b>type here</b>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>5</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>3</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>4</b>

### C. School Demographics

Total Number of Students in School	<b>496</b>	Total Number of ELLs	<b>196</b>	ELLs as Share of Total Student Population (%)	<b>39.52%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The process for initial identification of those students who may be English language learners are as follows:

- The PPT secretary (trained by the ELL/testing coordinator) and the ELL coordinator conduct the initial screening with the Home Language Identification Survey (HILS). A SIFE oral interview is administered for a Spanish speaking native new to New York City school system. Interviews are conducted for Chinese and Arabic in their native language. Translators are provided by the school. The child is administered the Academic Language and Literacy Diagnostic (ALLD) if they have 2 or more years of interrupted education.
- The surveys are then handed to the ELL/testing coordinator for determination of who should be tested for the Lab-R exam. The coordinator looks up the students RLAT and RESI for any testing history. This information supports placement in the proper program.
- The parent coordinator invites parents of ELLs to attend a workshop within a 10 school day window of initial enrollment. At this workshop she shows the Chancellor mandated EPIC DVD, as well as, administers and reviews the parent survey for English language learners which indicate full participation by students in the Bilingual/ESL program across the grades that were made possible by parent choice. Translation services are available for Chinese and/or Arabic. The parent coordinator sends home the parent survey, letter of entitlement and/or transitional letter if a parent can not attend the workshop to ensure parent choice. The parent coordinator and ELL coordinator calls homes as a follow up to ensure that the entitlement letters, Parent Surveys and Program Selection forms are returned.
- Parents are notified that at the current time the school offers Free Standing ESL classes one each grade. However, they are told that if 15 or more parents request for a dual language program, then the school is required to comply with that request.
- Parents then choose program after initial workshop and/or orientations that are provided at the school level. Participation in ESL programs across all grades is made possible by over 90% parent choice. Trends demonstrate that parents have actively participated in selecting the ESL programs. They deem the freestanding ESL program to be most appropriate for their children's academic success.
- Students are then placed in a Freestanding ESL class based upon results from the Lab-R exam and Home Language Identification Survey (HILS). In addition, students receive the ELE exam (Spanish Reading Exam), the ELL Periodic and Spanish Proficiency Test. Students are also assessed through curriculum based assessments.
- An orientation program is offered over the summer for newcomers. However, we have found that the trend in our student population is an influx during the first week of school.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b>	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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
Check all that apply	

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0

<b>Dual Language</b> (50%:50%)															0
<b>Freestanding ESL</b>															
<b>Self-Contained</b>							2	2	2						6
<b>Push-In</b>							3	2	2						7
<b>Total</b>	0	0	0	0	0	0	5	4	4	0	0	0	0	0	13

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	196	Newcomers (ELLs receiving service 0-3 years)	105	Special Education	21
SIFE	1	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	72

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	105	1	7	19		5	72		9	196
<b>Total</b>	105	1	7	19	0	5	72	0	9	196

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							63	52	55					170
Chinese							6	5	5					16
Russian														0
Bengali														0
Urdu														0
Arabic							1	1	2					4
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other							3	1	1					5
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>74</b>	<b>59</b>	<b>63</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>196</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

#### Curriculum

There are 6 freestanding ESL classes. Our Freestanding ESL classes are taught in English. All teachers providing ESL services are city and state certified. Students receive 450 minutes of ESL instruction on a weekly basis. ESL instruction is aligned to ESL and ELA state standards and includes the development of all four language skills: listening, speaking, reading and writing. To address the different student proficiency levels, differentiated instruction is practiced. The following instructional materials are being utilized: Passwords (vocabulary in social studies), Cicero (social studies software) and Brainpop (science software). These materials utilize the simple five step process that improves vocabulary, comprehension, reading fluency as well as writing skills. These programs utilize the five step literacy routine which involves setting a schema, reading for information, demonstrating mastery, constructing meaning, and forming an opinion. Read 180 provides the first Web-based individualized instructional solutions for reading and writing that reaches every student at his or her level. The activities included address Bloom's Taxonomy which monitors the levels of intellectual behavior important in learning. Keys to Learning and Visions are textbooks that contain content based readings that incorporate scaffolding using a three pronged approach to meeting the standards: introduce, practice and assess. The student activity book reinforces state standards with practice and expansion of skills and content. In addition, each classroom contains a library that is culturally diverse, leveled and contains literature in different genres. Students have access to appropriate software aligned to standards-based core curriculum and used to promote language development and content are instruction. Instruction is designed to accommodate newcomers, intermediate students and advanced students.

Our Freestanding component: Teachers utilize ESL methodologies within the Teacher's College framework. The Teacher's College model uses journals, writer's notebooks, reader's notebooks, portfolios and read alouds. Current research-based ESL strategies and methodologies are used in the classrooms. Each teacher keeps a portfolio and data-folio that contains reading and writing samples that are assessed periodically. This provides necessary language developmental support to meet the individual student language proficiency levels.

Our special education classes are departmentalized. We have three ESL certified teachers and one ESL/SP ED certified teacher teaching the literacy component. We also have push-in and pull-out models for students in these classes as well. In addition, ESL services are provided during extended day.

Supplemental programs for ELLs include: students receive 2 ½ hours per week for AIS services that includes literacy and math tutoring, as well as homework help and additional instructional support. Our LTEs use the Read 180 program for 5 hours and 20 minutes a week of

reading intervention strategies and direct instruction targeting literacy deficits. Students receive Supplemental Education Services (SES) in Mathematics. SETTS students receive supplemental services on Saturdays for Literacy to include support with reading and writing skills.

We offer a Saturday Academy for support in mathematics for our level beginner ELL students. In addition, students participate in the Title III Saturday program for ELL language acquisition. Emphasis is based upon life skills and navigating the language of examinations.

The primary focus of the Title III literacy Saturday program is to develop English literacy skills by increasing academic language and proficiency and also expanding on the themes and topics that are being developed in the classrooms. The teachers use instructional scaffolding incorporating the eight comprehensive strategies for ELLs. To ensure that this program supports the instruction in the classroom, articulation between the Saturday morning personnel and the classroom teachers is an essential component of this program. The Literacy program uses research based ESL programs (Avenues, Amazing English, English is Fun) that offer standards based instruction with specialized strategies for ELL's. In order to incorporate the technology and literacy, we will implement the Rosetta Stone software program using the school laptops. This is an individualized program and each student will work at his or her own pace. Rosetta Stone will motivate and increase instructional levels. These programs offer differentiated instruction for students across the stages of language acquisition. This allows teachers to individualize more instruction and meet the needs of these students. The Saturday Morning Program is designed as described below:

- I. 4 teachers licensed in ESL will provide instruction to 60 ELL students in grades 6-8 who are new entrants or have scored a Level I in ELA
- II. Each class will be composed of 15 students
- III. The session will begin in November and end in May.
- IV. Sessions will take place on Saturday Mornings from 8:30am – 12:30pm
- V. 20 sessions
- VI. 1 teacher licensed in Common Branches/ELA will provide instruction to non English speaking parents

Student assessments will be ongoing and include a pretest, unit assessments, oral presentations, project evaluation, teacher's observations and a post test. Newcomers who speak Arabic, Mandarin, and/or Cantonese are given a translator for content area tests.

#### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

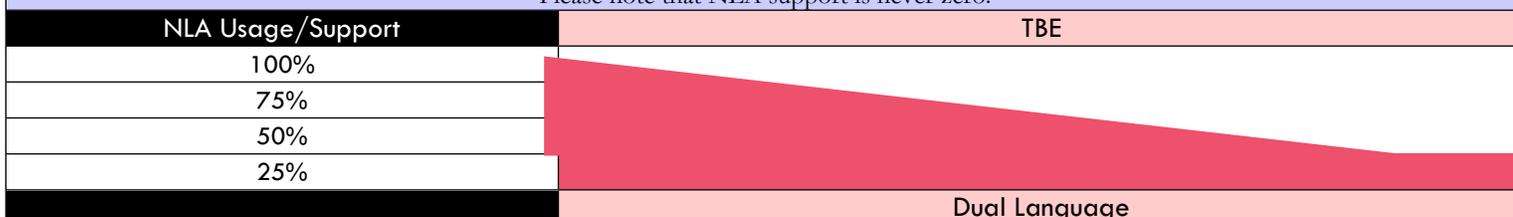
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

#### Native Language Arts and Native Language Support

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

**B. Programming and Scheduling Information--Continued**

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

**SAMPLE STUDENT SCHEDULE 2010-2011**

Indicate Proficiency Level:     Beginning     Intermediate     Advanced

School District: \_\_\_\_\_ 15 \_\_\_\_\_                      School Building: \_\_\_\_\_ 136 \_\_\_\_\_

CLASS: 711      Monday      Tuesday      Wednesday      Thursday      Friday

HR: Forbes-Gray  
Rm 114

PERIOD 1	FLL rm203	ESL rm203	AIS rm104	Sci rm210	ESL rm203
PERIOD 2	Math rm114	ESL rm203	Math rm114	Sci rm210	ESL rm203
PERIOD 3	Sci rm213	SCI 209	Math rm114	Math rm114	Sci rm209
PERIOD 4	L	U	N	C	H
PERIOD 5	His rm104	Math rm114	His rm104	Math rm114	Math rm114
PERIOD 6	GYM	Math rm114	GYM	His rm104	AIS rm213
PERIOD 7	ESL rm203	His rm104	SS 104	ESL rm203	AIS rm213
PERIOD 8	ESL rm203	FLL rm203	Gram ENR rm213	ESL rm203	FLL rm203

**Targeted Intervention**

**Literacy:**

- An ESL teacher works with targeted level 1 students in 8th grade literacy in a pull-out model. The teacher tracks student progress and articulates with other ESL teachers, ELL coordinator and the reading coach.
- After-School programs in literacy and mathematics will target level 1 and 2 students. They will work in groups no larger than 15 and will focus on developing basic math and literacy skills. Appropriate math and literacy games will be incorporated into the programs. Teachers and students will use manipulatives to teach and learn.
- Students with interrupted formal education (SIFE) and long term ELLs are offered placement in an on-site ELL Saturday program, which provides extra enrichment in preparation for the NYSESLAT exam.
- Upon reaching the proficiency level, students are then transitioned into a mainstream general education class but are still provided two years of continued ESL services.
- Content area teachers allow glossaries and translators for ELL students while instruction is being given. This will help to reinforce fluency.
- Freestanding ELLs keep journals in their content area classrooms to further drive instruction.
- Differentiated instruction is in all Freestanding classrooms with stations. For example: Leap frog for listening, Brainpop and Read 180 for fluency, book clubs for reading, fluency, stamina and guided lesson on reading/writing with the teacher.
- Students who have scored proficient on the NYSESLAT exam are still given two years of ESL services in extended day, including, but not limited to testing accommodations.

**SIFE**

If we had a strong SIFE population then we would use the data from ALLD in literacy and math for proper placement and instruction for the student.

**C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

**D. Professional Development and Support for School Staff**

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

Paste response to questions Professional Development

Our professional development plan is based upon the interpretation and analysis of ELL data which is based on Acuity, ELL periodic assessments, NYSESLAT, ELA Exam and Read 180.

ESL/Literacy:

All ESL teachers are state certified

In addition, teachers will participate in professional development that focuses on

- incorporating ESL strategies into the Teacher's College Model.
- scaffolding instruction in literacy
- language acquisition
- Submission of a Read 180 technology based programs grant to support language development for our long term Ells and SIFEs

Mathematics:

Teachers will participate in professional development that focuses on

- scaffolding instruction in mathematics
- the effective use of math strategy charts
- the effective use of word walls to support teaching and learning

The principal, assistant principal, SBST and parent coordinator attend several ELL methodology focused meetings throughout the year. For example: the assistant principal, ELL coordinator, and Parent coordinator are an intrical part of the AAELL cohort research group. All staff members participate in weekly professional learning communities focusing on student intervention needs regarding language academic and emotional deficits. A support model has been developed so that all teachers target a similar population for academic intervention; all teams consist of general, special, and ESL pedagogues. In the future we are planning to hold PD for new staff to ensure that all content teachers have the required ESL training. The principal provides bilingual teachers the opportunity to articulate with ESL and ELA teachers as reflected in work plans, notes, interviews, and common planning time with literacy coach.

## E. Parental Involvement

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

Paste response to questions Parental Involvement

Middle School 136 has a wide range of parental involvement activities. We offer PTA and school leadership meetings monthly. We provide Saturday morning parental programs that include parent workshops in technology (computer), art, math and ESL. Parents are afforded the opportunity to meet with school officials and teachers at least twice a year, as evidence by a schedule, parent notices, attendance sheets, logs, agenda and interviews. The school parent coordinator establishes a partnership in a positive and welcoming environment within the school to help parents support the instructional program and services. The parent coordinator is actively involved in providing parents with parent advocacy in negotiating school related issues, bilingual guidance services and linkages with social services and community based organizations. Parents are encouraged to attend orientation sessions that address the plans and needs for our ELL population. In order to ensure effective involvement of parents and to support a partnership among the CBO (Center for Family Life), and the community to improve student academic achievement, through the following activities specifically described below:

- The school provides assistance to parents of children served by the school, as appropriate, in understanding topics such as the following. Undertaking and integrating the state's academic content standards in conjunction with the state's student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part A program(s).
- The parent component of our Saturday Program uses the From Home to School Series: Stories and Activities for Parents. This series takes into mind that the adult ESL learner is simultaneously leading the role of parent/family member. This program will help adult learners to develop reading fluency while inviting meaningful interaction related to everyday concerns parents have about school related topics.
- We are looking at adding supporting native language resource materials in our school libraries to add to the Saturday Program. This program will increase literacy skills for LEP/ELLs and support immigrant parents with materials on how to acculturate to school environment and access social support services.

- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by offering training session when appropriate for parents and providing and disseminating materials. M.S.136 will also build schedules for parent/teacher conferences that will enable parents to work with their children to achieve academic success. The school will provide a warm and supportive climate.
- The school will, with the assistance of the CBO and CFN to educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate and work with parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided by the parents through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel.
- The school may provide an interpreter to provide information that needs to be communicated orally to parents.
- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible student consistent with section 1118-parental involvement of the elementary and secondary education act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school report required under section 111- state plans of the ESEA in an understandable and uniform format and, including alternative formats upon request and, to the extent practicable, in a language the parent understands.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A, 1% set aside funds, are reserved for parental involvement .

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							9	21	24					54
Intermediate(I)							28	17	25					70
Advanced (A)							36	21	15					72
Total	0	0	0	0	0	0	73	59	64	0	0	0	0	196

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B							3	3	2				
	I							6	7	14				
	A							33	23	21				
	P							25	12	19				
READING/WRITING	B							5	5	16				
	I							25	15	25				
	A							36	20	14				

	<b>P</b>							1	4	1			
--	----------	--	--	--	--	--	--	---	---	---	--	--	--

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	33	22	3	0	58
7	25	7	0	0	32
8	25	11	1	0	37
NYSAA Bilingual Spe Ed				1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	15	3	32	10	5	6	0	0	71
7	20	4	11	6	0	1	0	1	43
8	14	9	16	14	0	1	0	1	55
NYSAA Bilingual Spe Ed							1		1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed							1		1

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science	2			
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	1			
NYSAA Mathematics	1			
NYSAA Social Studies				
NYSAA Science	1			

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	6	16	12	7				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English and native language compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:

data is available). The Language Allocation Team will include the Academic Intervention Specialist, the Reading Coach, the principal or his/her designee, ELL coordinator, the Parent Coordinator, the assistant principal supervising literacy/ESL, an ESL teacher and a literacy teacher. Through our data findings, administration has created two separate professional learning communities to focus on specific data relevant to different ELL groups. We currently have three inquiry professional learning communities focused on ELL learning. One is our Saturday Literacy Inquiry group, which is comprised of SPED, ESL and ELA certified teachers and administrators to review data of our SPED ELLs in our Saturday Intervention Program. Another PLC for is for our LTEs. This group is comprised of an administrator, ELL coordinator, data specialist and ESL certified teachers for our extended day Literacy Enrichment Program. The last PLC is focused on delivery of instruction for the 6<sup>th</sup> grade ELLs students in order to prevent them from becoming LTEs. This group is comprised of an administrator, ELL coordinator, literacy coach and the teachers of the 6<sup>th</sup> grade classes. All PLCs turn key their findings with each other, administration and the staff to further drive academic achievement of our ELLs.

After reviewing the data on the RLAT in ATS and ARIS, we have found that our incoming LTE sixth graders had a significant drop in the listening modality (between grades 2-5). This problem was not present in our 7th and 8th graders. We have also found that our newcomers who score proficient in the Spanish Lab and test Beginner on the English Lab usually progress at a higher rate than those that are not proficient in their native language. The advanced ELLs that are approaching the LTE level reach a plateau on the NYSELAT. All ELLs consistently perform on a low level on the writing portion. Since students score lower on the reading and writing portion of the NYSELAT, it is determined that more instructional focus and rigor on reading and writing modalities must be provided in the classroom.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10

	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		11/1/10
	Coach		11/1/10
	Guidance Counselor		11/1/10
	Network Leader		11/1/10
	Other		

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

**School DBN: 15K136**

*All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$537,149	\$64,844	\$601,993
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,371	\$648.00	\$6,019
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$26,857	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$53,715	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_

6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

### **Section I: Schoolwide Program (SWP) Required Components**

**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.

- **Beginning Page 46-78.**
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.

#### **Areas of Weaknesses and Root Causes in ELA**

Last year, we noted some areas of deficiency in reading and writing instruction. While all teachers were using mini-lessons, some were too long to hold students' attention. Other mini-lessons were too "packed" and seemed to attempt to teach too many things in too short a span. While the school regularly orders books to refresh libraries, select classroom libraries seem poorly maintained. Most classroom libraries seem poorly maintained, but students are actively searching out reading material. We've also noted that teachers' use of modeling as a way to bridge student comprehension was inconsistent or misunderstood. Modeling within reading and writing lessons occurs more frequently, with its value understood by most teachers. The value placed on reading with independence is inconsistent, and so the assessment of the quality and quantity of independent reading is inconsistent. Lastly, there

is lack of teacher interest in the process and too much emphasis on the product there is unwillingness on teachers' parts to become less task- and product-oriented and more process- and connection-oriented. We will continually push engagement with texts. Teachers are encouraged to assist in the ordering process and to select the books they want for their classroom libraries. Selected teachers will assist the Literacy coach in researching titles that will engage our readers. This year we are working hard to ensure that teachers try to think aloud and model physical traits of engagement with texts, using modeled think-aloud and responses the literature. We feel that student interest in reading will become more authentic in classrooms where teacher interest in their texts feels authentic to students.

We are also concerned that student writing should be stronger. This applies both to writing that comes out of the Writers Workshop and writing produced about reading. We have continued the conversation on what standards-based, exceptional writing looks like, using exemplars from student notebooks and published pieces and professionally written samples. We are striving for consistency between classrooms, with consistency between teachers as well as student work. With some success, we have grown similar patterns of writing about reading and writing with some voice across many classrooms.

Based on our needs assessment we have sought to strengthen our program for instruction. Our unit structure is loosely based on our previous work with Teachers College Reading and Writing Project units of study. We have aligned our units of study across all content areas to encompass the core curriculum standards. Writing units seek to develop purpose and attentiveness to audience. Teachers are also considering ways to teach grammar effectively within units. Too many teacher driven assignments make for a lack of independence in writing, but we are challenging ourselves to reconsider the ways in which our students need us to teach, and to develop methods for how to put more responsibility for learning in student hands. We are also refocusing our thinking about planning to start with what we understand to be valuable, effective and desirable in our work together thus far. We need to refocus our values on the process instead of the product. Therefore, as a department, we've begun discussions on higher order questioning, direct vocabulary instruction cross content area and the value of long term plans. We've become more aware of the need to teach toward mastery, and we've done some work in reshaping the curriculum, using UBD to create units at their midpoints to understand where we can slow down, reteach or move on. Reading units are highly differentiated between grades, but their written products are not showing class-to-class evidence of much more than literal comprehension. Too frequently, low vocabulary, simple sentence structures and lack of connections between ideas are shown in notebooks. We plan to revisit how we deliver and assess our reading content and plan very purposefully for building scaffolds for literal and higher-order comprehension between units and across grades.

The Literacy Coach's work with teachers supports curriculum development and delivery, student assessment and classroom management. The largest group of students that faced difficulties with the NYS ELA exam were the long-term ELLs. The school is encouraging more core curriculum teachers to be ESL trained to help bridge this gap. The ESL department works closely with the Literacy Coach and ELL Coordinator to move these students through UBD planning and ESL methods. The Literacy coach works weekly on lesson development during common planning for ELA, ESL, ICT (CTT) and with individual

teachers based on need and request. The Literacy Coach attends common planning with Science and Social Studies as well, to ensure that the teachers are using common language in their lessons. Teachers are encouraged to share ideas within and across grades. Whole staff professional development is held on the first Monday of the month, beginning in November to have longer conversations about differentiated instruction, formal and informal assessment, data folios to drive instruction, differentiation of homework and curriculum planning.

As a department, we've started to use standardized data well. Teachers are currently grouped in content area professional learning communities using Schmoker's model. They are learning how to access, analyze and use data to build on instruction in order to move away from teacher driven lessons. Teachers across content areas created and administrated a common assessment, along with the Gates MacGinitie at the beginning and end of the school year to track learning. The 2010-11 school year will see teachers continued use of the ACUITY data management system, NYSTART, ELL periodic, ELA periodic, and TC Assessments to access student achievement levels and develop appropriately levels and rigor based learning units. New periodic assessments will replace the Princeton Review interim assessments we're familiar with. Teachers will be retrained in collecting and using other data to inform instruction.

**Annual Goal(s):**

1. Increase the number of students meeting proficiency levels including economically disadvantaged, ELL and Special Needs students, documented progress towards achieving state standards as measured by 10% increase in students scoring Level 3 on the NYS ELA standardized assessment.
2. Increase extended, inferential thinking about texts at independent reading levels documented by reading logs and ELA conferencing notes within data folios for students, including economically disadvantaged, ELL and Special Needs (reading levels will be assessed under the TC assessment (assessment scheduled September 2010, February 2011, April 2011, and June 2011).

**Objectives:**

1. Students in grade 6, 7, and 8 including ELL and Special Needs Students will show at least a measurable increase from levels I to II and a measurable increase from levels II to III as evidenced by the 2010/2011 New York State English exam.
2. Students will demonstrate thinking past retelling in their Readers' notebooks, increasing measured scores by 50%, as evidenced by department-standardized rubrics for assessing Readers notebooks.

3. Teachers will be issued and asked to maintain data folios on at-risk students to use during common planning meetings.

4. Parent participation will increase through participation in PTA, School Leadership and Parent Teacher Conferences.

**ACTION PLAN**

**Subject/Area (where relevant):** English Language Arts (Reading, writing, and accountable conversations)

<p><b>Annual Goal #1</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase the number of students meeting proficiency levels including economically disadvantaged, ELL and Special Needs students, documented progress towards achieving state standards as measured by 10% increase in students scoring Level 3 on the NYS ELA standardized assessment.</p> <p>Students in grade 6, 7, and 8 will show at least a measurable decrease in levels I and a measurable increase from levels II to III as evidenced by the 2010/2011 New York State English exam.</p> <p><b>When:</b></p> <ul style="list-style-type: none"> <li>➤ Classroom Instruction: through June 2011</li> <li>➤ Weekly grade level meetings begin September 2010, through June 2011</li> <li>➤ Monday PD time begins September 2010</li> <li>➤ Literacy coach support begins September 2010, through June 2011</li> <li>➤ Monthly TC calendar days begin with September 2010, through June 2011</li> </ul>
<p><b>Action Plan</b></p> <p><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"> <li>• Analysis of student ACUITY reports, ELA scores, and NYSESLAT scores where applicable to determine individual and class areas that need improvement</li> <li>• Incorporate clear, purposeful modeling in both reading and writing instruction</li> <li>• Provide direct instruction of reading comprehension strategies with shared reading and guided reading</li> <li>• Ongoing daily assessments through reading conferences, writing conferences and running records</li> <li>• Collaboration of AIS teachers and ELA, ESL and Special Education classroom teachers</li> <li>• Challenging, grade-appropriate assessments in writing. Revision of rubrics to assess writing.</li> </ul>

	<ul style="list-style-type: none"> <li>• Implement a period of word study weekly as part of the Literacy Block</li> <li>• Guaranteed daily independent reading time in all Literacy classes</li> <li>• Use of reading logs and reasonable reading rubrics to hold students accountable for reading</li> <li>• Classroom libraries clearly leveled according to reading levels</li> <li>• Weekly grade level department meetings</li> <li>• Ongoing professional development provided by literacy coach and TC calendar days</li> <li>• School-wide celebrations of reading and writing such as Poetry Slam and interclass sharing of response to published pieces</li> <li>• Saturday Academy for ESL students</li> <li>• ELA test preparation with SES provider</li> <li>• Parent workshops that focus on preparing students for the state ELA exam</li> <li>• Creation of Honor Roll Program</li> <li>• Read180</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources: fiction and non-fiction books on varying reading levels, Wilson training, Saturday Academy, Read 180, SES program</p> <p>Funding: Tax Levy, and Title I</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>➤ 10% increase in student NYS ELA exam scores with reduction in students receiving performance levels of 2 or below.</li> <li>➤ Informal and formal observations that demonstrate teaching methods to classroom teachers using techniques demonstrated at grade level meetings, and in exemplar classrooms</li> <li>➤ Reading logs that show students completing at least a book a week with rigorous thinking</li> <li>➤ Reading notebooks that show an increase in students writing about what they are reading. Literacy Coach and Assistant Principal will review reading notebooks at least twice a month.</li> <li>➤ Writing notebooks that show an increase in the volume of writing. Literacy Coach and Assistant Principal will review writing notebooks with teachers at least twice a month</li> <li>➤ Reading and writing conference logs that show teachers are conferring with all students at least once a week. Logs must show what was taught.</li> <li>➤ Periodic Assessments that show students are applying the reading and writing strategies taught in class.</li> <li>➤ TC IRL assessments completed on a quarterly basis, September 2010, February 2011, April 2011</li> </ul>

	and June 2011.
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<p><b>Annual Goal #2</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase teacher use of data folios during common planning meetings and lesson planning activities to develop measurable learning goals, assessment differentiation and intervention strategies aligned to student progress and difficulties which will be reviewed on a unit basis to assess student mastery of content.</p> <p>Students in grade 6, 7, and 8 will show at least a measurable decrease in levels I and a measurable increase from levels II to III as evidenced by the 2010/2011 New York State English exam.</p> <p><b>When:</b></p> <ul style="list-style-type: none"> <li>➤ Classroom Instruction: through June 2011</li> <li>➤ Weekly grade level meetings begin September 2010, through June 2011</li> <li>➤ Monday PD time begins September 2010</li> <li>➤ Literacy coach support begins September 2010, through June 2011</li> <li>➤ Monthly TC calendar days begin with September 2010, through June 2011</li> </ul>
<p><b>Action Plan</b></p> <p><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"> <li>• Analysis of student ACUITY reports, ELA scores, and NYSESLAT scores where applicable to determine individual and class areas that need improvement</li> <li>• Incorporate clear, purposeful modeling in both reading and writing instruction</li> <li>• Provide direct instruction of reading comprehension strategies with shared reading and guided reading</li> <li>• Ongoing daily assessments through reading conferences, writing conferences and running records</li> <li>• Collaboration of AIS teachers and ELA, ESL and Special Education classroom teachers</li> <li>• Challenging, grade-appropriate assessments in writing. Revision of rubrics to assess writing.</li> <li>• Implement a period of word study weekly as part of the Literacy Block</li> <li>• Guaranteed daily independent reading time in all Literacy classes</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of reading logs and reasonable reading rubrics to hold students accountable for reading</li> <li>• Classroom libraries clearly leveled according to reading levels</li> <li>• Weekly grade level department meetings</li> <li>• Ongoing professional development provided by literacy coach and TC calendar days</li> <li>• School-wide celebrations of reading and writing such as Poetry Slam and interclass sharing of response to published pieces</li> <li>• Saturday Academy for ESL students</li> <li>• ELA test preparation with SES provider</li> <li>• Parent workshops that focus on preparing students for the state ELA exam</li> <li>• Creation of Honor Roll Program</li> <li>• Read180</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources: fiction and non-fiction books on varying reading levels, Wilson training, Saturday Academy, Read 180, SES program</p> <p>Funding: Tax Levy, and Title I</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>➤ 10% increase in student NYS ELA exam scores with reduction in students receiving performance levels of 2 or below.</li> <li>➤ Informal and formal observations that demonstrate teaching methods to classroom teachers using techniques demonstrated at grade level meetings, and in exemplar classrooms</li> <li>➤ Reading logs that show students completing at least a book a week with rigorous thinking</li> <li>➤ Reading notebooks that show an increase in students writing about what they are reading. Literacy Coach and Assistant Principal will review reading notebooks at least twice a month.</li> <li>➤ Writing notebooks that show an increase in the volume of writing. Literacy Coach and Assistant Principal will review writing notebooks with teachers at least twice a month</li> <li>➤ Reading and writing conference logs that show teachers are conferring with all students at least once a week. Logs must show what was taught.</li> <li>➤ Periodic Assessments that show students are applying the reading and writing strategies taught in class.</li> <li>➤ TC IRL assessments completed on a quarterly basis, September 2010, February 2011, April 2011 and June 2011.</li> </ul>

**Mathematics**

M.S. 136 has the following strengths in the Mathematics program:

- Identify individual student weaknesses and institute effective intervention strategies with the use of class datafolios.
- Design and implement supplemental programs for a variety of learning needs (i.e. level 1 students; Beginner ESL students)
- Project based learning including themed mini-units and year long supplemental endeavors
- *BRIC Rotunda* Math/Art collaboration for two general education 8<sup>th</sup> grade classes.
- Use of manipulative to complement instruction offering hands-on learning.
- Use of technology in the classrooms including laptop carts, mimeos/Smart Boards and scientific/graphing calculators
- Weekly departmental meetings by grade to discuss/analyze student work, collaboratively plan lessons, and revise department pacing calendars, assessment rubrics to support instructional cohesion.
- Department teachers facilitate and participate in the realignment of current pacing calendar to Common Core Standards.
- Low turnover of mathematics teachers due to a strong and supportive department culture.

M.S. 136 has the following weaknesses in the Mathematics program:

- Teachers in most classrooms are in the beginning stages of creating and using data folios efficiently on an ongoing basis.
- Lack of collaboration between resource room teachers and Math teachers during pull out sessions.
- Lack of interdisciplinary planning due to scheduling conflicts.
- Bilingual Mathematic (Spanish) instruction addressing student needs and current content mastery in their native language.

### **Implications for the Instructional Program**

Math department teachers will be encouraged and supported to incorporate more project based learning in an effort to develop a better school-wide mathematics culture. This will build on various foundation projects that teachers experimented with this year as well as some fresh ideas that utilize the range of technology/manipulatives available in all classrooms. These department activities also reflect the pending changes to content alignment through

the Common Core Standards as the redistribution of performance indicators. This strategic shift in department focus provides the platform necessary to integrate interdisciplinary teaching into the school wide program.

Students will again be offered after-school and Saturday program opportunities to enhance understanding. An in-house curriculum will be established to address the needs of the students partaking in these additional services. This curriculum will supplement the state wide curriculum.

M.S. 136 has established the following ***educational priorities*** and goals for the 2010-11 school year in support of student achievement

- Offer academic support for all students through tutorial services (SES, extended day, AIS, individual teacher tutoring, and Saturday programs).
- Offer academic intervention services to ELL, ESL and/or students with Special Need.
- Ensure that our lessons provide students multiple entry points to complete assigned tasks on a satisfactory level.
- Data analysis from ACUITY/ARIS reports to guide lesson planning and drive instruction.
- Teacher inter-visitation to study/share sequence of instruction and questioning techniques.
- Weekly grade wide common planning meetings to engage in lesson study, review best practices, and discuss departmental needs with Assistant Principal and Math AUSSIE.
- Lesson planning that focuses on conceptual understanding and serves as a building block for the forthcoming unit.
- Ongoing teacher professional development at workshops and professional conferences with a foci of differentiated instruction/assessment and successful strategies to support students with Special Needs and English Language Learners.

### **Annual Goal**

1. Measurable student acquisition of grade level content as evidenced by teacher created pre/post assessments, content ITA and predictive periodic assessments administered throughout the year on a quarterly basis.
2. To increase teacher use of data folios during common planning meetings and lesson planning activities to develop measurable learning goals, assessment differentiation and intervention strategies aligned to student progress and difficulties which will be reviewed on a unit basis to assess student mastery of content.

### **Strategies and Activities for Improvement and/or Enrichment**

JANUARY 2011

For all grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> the following strategies will be used including our ELL, ESL and Special Needs Students

- Small group enrichment class to prepare for the Specialized High School Prep and Regents Exam.
- Math Counts.
- Use and implementation of strategies to address student deficits identified by ACUITY data management system, running records and teacher observations
- Use of data folios to monitor student progress and academic improvement.
- Math enrichment during ETS.
- Saturday academy program open to all performance levels.
- 90 minute math blocks for grades 6 – 8.
- Department wide use of data folios to drive instructional planning.
- Facilitate the sharing of best practices through inter visitation within the department
- Incorporate interdisciplinary approaches through project based learning
- Institute grade and school wide mathematics competitions to motivate students.
- Use the full range of technology available in all classrooms to consolidate the learning experience for students
- Collaborate with outside organizations e.g. Rotunda on future projects

**Action Plan**

<b>Annual Goal #1</b>	To increase student achievement as demonstrated by student movement from performance level 2 to 3 and maintenance of the current level 3 cohort in grades 6 <sup>th</sup> – 8 <sup>th</sup> .
<b>Related Objective</b>	By May 2011, students in grade 6, 7, and 8 will show a measurable increase from levels I to II and a measurable increase from levels II to III as evidenced by the Spring 2011 New York State Mathematics exam.

<p><b>WHAT needs to be done to accomplish objective?</b></p>	<ul style="list-style-type: none"> <li>- Tri-annual assessments generated from the ACUITY test generating system aligned to state test questions</li> <li>- Data analysis from ACUITY/ARIS data management system to guide lesson planning and drive instruction</li> <li>- Department inter visitation and observation of best practices</li> <li>- Continued collaboration within the department of instructional strategies and pedagogical techniques during grade wide common planning meetings</li> <li>- Incorporate project based learning to deepen student understanding</li> <li>- Ongoing teacher professional development at workshops and professional conferences</li> </ul>
<p><b>FOR WHOM?</b></p> <p>➤ Identify Target Population (Include ELL's, ESL, and students with disabilities)</p>	<p>All students eligible for testing in grades 6, 7, and 8. (ELL, ESL, and students with Special Needs) inclusive)</p>
<p><b>WHEN?</b></p> <p>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	<p>Beginning Sept 2010, the following activities will be performed as follows:</p> <p>Interim Assessments – 3 periodic assessments</p> <p>Data analysis – ongoing during weekly and monthly meeting.</p> <p>Observation reflections – during monthly departmental meetings</p> <p>Test prep – Weekly from Sept 2010 – March 2011; Bi-weekly, and daily through May 2011</p>
<p><b>BY WHOM?</b></p> <p>➤ Person(s) or Positions(s) Responsible (* denotes Lead person)</p>	<p>Principal,</p> <p>Assistant Principal,</p> <p>Math Coach*</p> <p>Math Teachers*</p> <p>Data Specialist</p> <p>Special Education Providers; Special Education Teachers</p>

<p><b>SUPPORT</b></p> <ul style="list-style-type: none"> <li>➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III)</li> </ul>	<p>Funding: Tax levy , Title I</p>
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<p><b>Annual Goal #2</b></p>	<p>To increase teacher use of data folios during common planning meetings and lesson planning activities to develop measurable learning goals, assessment differentiation and intervention strategies aligned to student progress and difficulties which will be reviewed on a unit basis to assess student mastery of content.</p>
<p><b>Related Objective</b></p>	<p>By May 2011, students in grade 6, 7, and 8 will show a measurable increase from levels I to II and a measurable increase from levels II to III as evidenced by the Spring 2011 New York State Mathematics exam.</p>
<p><b>WHAT needs to be done to accomplish objective?</b></p>	<ul style="list-style-type: none"> <li>- Tri-annual assessments generated from the ACUITY test generating system aligned to state test questions</li> <li>- Data analysis from ACUITY/ARIS data management system to guide lesson planning and drive instruction</li> <li>- Department inter-visitation and observation of best practices</li> <li>- Continued collaboration within the department of instructional strategies and pedagogical techniques during grade wide common planning meetings.</li> <li>- Incorporate project based learning to deepen student understanding.</li> <li>- Ongoing teacher professional development at workshops and professional conferences.</li> </ul>
<p><b>FOR WHOM?</b></p> <ul style="list-style-type: none"> <li>➤ Identify Target Population (Include ELL's, ESL, and students with disabilities)</li> </ul>	<p>All students eligible for testing in grades 6, 7, and 8. (ELL, ESL, and students with Special Needs) inclusive)</p>
<p><b>WHEN?</b></p> <ul style="list-style-type: none"> <li>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</li> </ul>	<p>Beginning Sept 2010, the following activities will be performed as follows:</p> <p>Interim Assessments – 3 periodic assessments.</p> <p>Data analysis – ongoing during weekly and monthly meeting.</p> <p>Observation reflections – during monthly departmental meetings.</p>

	Test prep – Weekly from Sept 2010 – March 2011; Bi-weekly, and daily through May 2011.
<b>BY WHOM?</b> ➤ Person(s) or Positions(s) Responsible (* denotes Lead person)	Principal, Assistant Principal, Math Coach* Math Teachers* Data Specialist Special Education Providers; Special Education Teachers
<b>SUPPORT</b> ➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III)	Funding: Tax levy , Title I

**Science**

Charles O. Dewey, M.S. 136 has the following strengths in the area of science:

- Offers a Living Environment Regents class for 8<sup>th</sup> grade students
- Teacher made pacing calendar and curriculum maps which is aligned with NYS Scope and Sequence and aligned with the NYS Core Standards
- Set up classroom libraries to supplement lessons
- Teachers using their own time as well as the weekly common planning to discuss teaching methodologies and content
- Create uniform grade level exams, assessments, and exit projects in order to discuss and measure student achievement, and guide lesson planning
- Weekly department common planning meetings which include but are not limited to discussions about students and best practices, looking at student work, creating data-folios

Charles O. Dewey, M.S. 136 has the following weaknesses in the area of science:

- Incoming students lack adequate prior knowledge in the content area
- Lack of allocated time to collaborate with other content area teachers to aid students' knowledge and experience with various common themes and overlap in the curriculum
- Change in staff such as one brand new teaching fellow; one new tenured teacher; and our senior teacher went from full time to f-status, has impacted the level of knowledge and expertise in the department

Root causes were identified:

- Lack of cross curriculum lesson planning
- Students are struggling readers and have difficulty comprehending science textbooks; nonfiction texts; and writing lab reports
- Sizeable ELL, ESL student population with identified deficiencies in content literacy.
- Not all teachers are not trained on ESL teaching strategies

Common planning time for the department is programmed into teacher programs allowing for deeper conversations regarding common content assessments. The Literacy Coach assists with UBD lesson planning that focuses on literacy strategies, common core standards, and strategies in ESL methodologies to push science instruction. Two new teachers were hired who bring various strengths to the team; one being conversant in Cantonese and one being licensed in special education.

### **Implications for the Instructional Program**

- Implement and enforce NYS Science standards so that curriculum is aligned accordingly for students to be prepared for state exams.
- Implementation of instructional strategies that will contribute to overall student achievement, including extensive writing in science. Students will be encouraged to use scientific language and vocabulary. They will also be encouraged to write journals and use technology to communicate their findings.

- Continued provision of Academic Intervention Services (AIS) to all students who are not meeting state standards. AIS tutoring in science is provided before and after school.
- All teachers will become familiar with and use the reading strategies that are based on scientifically based research: 1) being able to decode unfamiliar words; 2) being able to read fluently; 3) attaining background knowledge and vocabulary to foster reading comprehension; 4) developing appropriate active strategies to construct meaning from print-comprehension; and 5) developing and maintaining motivation to read by being able to select science related topics that are of interest.
- Incorporate non-fiction science related books and articles so that are able practice literacy skills.
- Curriculum maps will be developed for each grade level; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Teachers will use data from both formative and summative assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- Teachers will use multi-sensory instructional practices, including modeling, multimedia, use of the internet, laboratory work, as well as an inquiry-based approach to science.
- Students will be provided with the opportunities to investigate important concepts in depth and explore their own investigations, using hands-on approach.
- Students will be encouraged to make meaningful connections between theory and their investigations of scientific phenomenon in the real world.

Program modifications include:

- Before and after school programs to support science exit projects, and NYS practical and written exams
- Using comprehension strategies in the science classroom
- Weekly common planning for the department
- Intra class visitations and inter-class visitation
- Collaboration between ELA and Science teachers on writing pieces for the science projects and nonfiction texts
- Professional development for Science teachers in the area of reading and writing non-fiction, as well ESL teaching strategies
- Development and usage of data folios to drive instruction and modify lesson plans according

M.S. 136 has established the following ***educational priorities*** and goals for the 2010-2011 school year in support of student achievement

- 85% of students achieve a 2 or above on the NYS Science exam
- Establishing collaborative sessions among veteran and non-tenured pedagogues
- Interdisciplinary collaboration between teachers on writing pieces for the science projects and report writing
- Professional development for Science teachers in the area of reading and writing non-fiction, as well as ESL methodology
- Weekly common planning as a department on a weekly basis
- Use of data folios to measure student achievement and use the information to differentiate instruction, as well as looking at student work to guide lesson planning

### **Annual Goal**

1. Increase the number of students displaying content mastery as evidenced by successful completion of grade level exit projects, teacher assessment, and NYS Science examination including our ELL, ESL and Special Needs students.
2. Teachers will implement direct vocabulary instruction to increase student achievement and their understanding which will be evidenced by unit tests, standardized tests, homework and class work.

### **Strategies and Activities for Improvement and/or Enrichment**

For all grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> the following strategies will be used including our ELL, ESL and Special Needs Students

- Hands-on science activities
- Integrating more technology in science classroom
- Professional development for science teachers on using literacy strategies
- Monthly common planning with ELA teachers to develop mini lessons related to Science exit projects
- Collaboration with other content area teachers to plan lessons to support students' knowledge and experience with measuring tools and formulas

- Science related field trips)
- Lessons will include visual aids and hands on activities for ELL, ESL, and Special Needs students
- Parent workshops to focusing on teaching parents how to help students with their exit projects
- After-school program to support students completing science fair and exit projects.
- Teachers pushing into classrooms as well as pull out to provide academic intervention services to students who are not meeting or at risk of not meeting state standards.
- Monthly meetings for science and math teachers to identify and discuss struggling students, as well as set up intervention strategies.
- Project based learning through grant funded community based partnerships.

**Action Plan**

<p><b>Annual Goal</b></p>	<p>1. Increase the number of students displaying content mastery as evidenced by successful completion of grade level exit projects, teacher assessment, and NYS Science examination including our ELL, ESL, and Special Needs students.</p> <p>2. Teachers will implement direct vocabulary instruction to increase student achievement and their understanding which will be evidenced by unit tests, standardized tests, homework and class work.</p>
<p><b>Related Objective</b></p>	<p>Students in grade 8 including our ELL, ESL, and Special Needs students will show at least a measurable decrease from levels I and a measurable increase from levels II to III as evidenced by the Spring 2011 New York State Science exam</p>

<p><b>WHAT needs to be done to accomplish objective?</b></p> <p>➤</p>	<p>Weekly departmental meetings to focus on student work, analyze data, and set up intervention for identified students</p> <p>Integrating more technology in science classroom</p> <p>Using comprehension strategies to read non fiction</p> <p>Science classroom libraries</p> <p>Professional development for science teachers on using literacy strategies</p> <p>Collaboration with content area teachers to plan lessons to support students' knowledge and experience with measuring tools and formulas</p> <p>More Science related field trips</p> <p>Visual activities for ELL, ESL, and Special Needs students (differentiated instruction)</p>
<p><b>FOR WHOM?</b></p> <p>➤ Identify Target Population (Include ELL and students with disabilities)</p>	<p>All 8<sup>th</sup> grade students including special education, ESL, and ELL's</p>
<p><b>WHEN?</b></p> <p>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	<p>Begin September 2010– June 2011</p> <p>Weekly departmental meetings</p> <p>Monthly faculty meetings</p>
<p><b>BY WHOM?</b></p> <p>➤ Person(s) or Positions(s) Responsible (* denotes Lead person)</p>	<p>8<sup>th</sup> grade science teachers *</p> <p>Assistant Principal</p> <p>Principal</p> <p>8<sup>th</sup> grade ELA teachers</p>

	<p>8<sup>th</sup> grade Math teachers</p> <p>Technology teacher</p> <p>Technology technician</p> <p>Special Education Teachers and Providers</p>
<p><b>SUPPORT</b></p> <p>➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, etc.)</p>	<p>Resources: technology, classroom libraries, fieldtrips, educational partnerships with science organizations.</p> <p>Funding: Tax Levy, Title I, Special Education grant monies.</p>
<p><b>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</b></p> <p>➤ Interval of Periodic Review</p> <p>➤ Instrument(s) of Measure; Projected Gains</p>	<p>Observations</p> <p>Portfolios</p> <p>Lab reports that show student work</p> <p>Classroom observations that show teacher using techniques studied in professional development.</p> <p>Formative and summative examinations</p> <p>Data folio reviews</p>

**Social Studies**

**Charles O. Dewey MS136 has the following strengths in their Social Studies Department:**

**JANUARY 2011**

- 8<sup>th</sup> grade students publicly display the Social Studies exit projects at Grand Army Plaza Library.
- Laptop carts and mimeos in all rooms with access to the internet for research purposes
- The use of Class Zone, Cicero, World Book and Brain POP to supplement the units.
- Increased use of project based assessment
- Partnerships with Center for Family Life, BRIC Rotunda Gallery, Brooklyn Public Library and Rubin Museum.
- Teachers using their own time to discuss teaching methodologies and content.
- 6<sup>th</sup> grade Social Studies integrates aspects of reading strategies from Literacy class work
- Grade assemblies based on Historical Events
- Many well-planned field trips expose students to history in many forms
- 8<sup>th</sup> grade Student Council that meets at the District level

**Charles O. Dewey MS136 has the following weaknesses in the Social Studies Department:**

- No common planning time for Social Studies department
- Writing across content areas are weak in general
- Lack of differentiation of texts for in-class use

**Root Causes**

- Some Social Studies teachers have little exposure to the writing workshop as it is laid out in the 90 minute Literacy block
- Social Studies teachers have not received much professional development in ESL methodologies for differentiated instruction.
- Structured common planning time isn't available for teachers to create common goals
- The core curriculum texts and materials for Social Studies may be too difficult for our students to read in the 6<sup>th</sup> grade
- New Social Studies teacher added in November to teacher the 7<sup>th</sup> grade curriculum.

**Implications for the Instructional Program**

- Teachers to attend outside professional development sessions relating to both content
- PLC based on Social Studies content to create data-folio populations and units of study.
- Encourage more conversation between Social Studies and Literacy teachers regarding methods of differentiating text and use of explicit reading and writing strategies
- Continue engaging students with field trips and partnerships

- Interclass (interschool) visitations between Social Studies and the English Department.

M.S. 136 has established the following **educational priorities** and goals for the 2010-11 school year in support of student achievement

1. Increased professional development for Social Studies teachers in the area of incorporating nonfiction reading strategies and ESL methodologies.
2. Interdisciplinary unit planning
3. Diversifying reading level of social studies textbooks and classroom libraries

### **Annual Goal**

1. Increase the number of students meeting proficiency on NYS Social Studies Exam, exit projects, unit dioramas and teacher assessments including ELL and Special Needs Students (as documented within teacher data folios and quarterly assessment reports).

### **Strategies and Activities for Improvement and/or Enrichment**

In order to achieve Social Studies objectives and meet annual Social Studies goals the following strategies will be implemented in order for all students including ELL and Special Education students to achieve success:

- Read aloud
- Shared reading
- Independent reading using reading-level appropriate texts
- Accountable talk
- Project-based assessment
- Professional development supporting the use of ESL methodologies and reading comprehension strategies
- Enrichment activities including grade level celebrations of unit completions
- Teachers pushing into class to provide academic intervention services to students who are not meeting or at risk of not meeting state standards

- Academic intervention provided to students focusing on exit projects and nonfiction reading strategies
- Use of all supplemental programs (teaching History beyond the classroom) in all Social Studies classrooms.
- Continuation of all partnerships for the Social Studies Departments

These strategies will enhance instructional practices and build capacity by supporting the Principles of Learning for Effort-Based Education

**Action Plan**

<b>Annual Goal</b>	Increase the number of students meeting proficiency on NYS Social Studies Exam, exit projects, unit dioramas and teacher assessments including ELL and Special Needs Students (as documented within teacher data folios and quarterly assessment reports).
<b>Related Objective</b>	Students in grade 8, including ELL and Special Education students , will show at least a measurable decrease from levels I and a measurable increase from levels II to III as evidenced by the Spring 2011 New York State Social Studies exam
<b>WHAT needs to be done to accomplish objective?</b> ➤	<ul style="list-style-type: none"> <li>➤ All Social Studies and ELA teachers will share strategies for teaching students how to navigate non-fiction social studies texts that they can read</li> <li>➤ All students will have independent work time daily</li> <li>➤ Working towards writing for mastery within the content area.</li> <li>➤ Working towards improving fluency and vocabulary within the content area.</li> <li>➤ All students will engage in accountable talk related to their social studies reading on a weekly basis.</li> <li>➤ Teachers will receive ongoing professional development on incorporating literacy strategies.</li> <li>➤ In-house and outside professional development for S.S. teachers</li> <li>➤ Common planning time to work on units of study</li> </ul>
<b>OFOR WHOM?</b> ➤ Identify Target Population (Include ELL and students with disabilities)	➤ All Social Studies students, including ELL and Special Education students

<p><b>WHEN?</b></p> <ul style="list-style-type: none"> <li>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</li> </ul>	<ul style="list-style-type: none"> <li>➤ Beginning in September 2010 through January 2011</li> <li>➤ Implementation of interdisciplinary unit of study November 2010 and students work on Exit projects weekly in class through May 2011</li> </ul>
<p><b>BY WHOM?</b></p> <ul style="list-style-type: none"> <li>➤ Person(s) or Positions(s) Responsible (* denotes Lead person)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Social Studies teachers *</li> <li>➤ ELA teachers</li> <li>➤ Literacy Coach</li> <li>➤ Assistant Principal</li> <li>➤ Principal</li> </ul>
<p><b>SUPPORT</b></p> <ul style="list-style-type: none"> <li>➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III, etc.)</li> </ul>	<p>Resources: Mobile laptops, Mimeo, Cicero, Middle School 136 library resources, classroom library, Cicero, Class Zone, Brain POP, World Book, resources, Funding ( Title 1 , Tax Levy,)</p>
<p><b>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</b></p> <ul style="list-style-type: none"> <li>➤ Interval of Periodic Review</li> <li>➤ Instrument(s) of Measure; Projected Gains</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increased student understanding of content area, as evidenced by informal and formal assessments, data folios and observations of written and/or oral presentations</li> <li>➤ Increased ability to be independent in texts, as evidenced by observations and formal assessments</li> <li>➤ Teacher reflections on effectiveness of strategies</li> <li>➤ Analysis of student work with the department and assistant principal during common planning.</li> </ul>

## **The Arts**

Dewey's Art curriculum is very challenging. All students are expected to participate to the best of their abilities. Our curriculum is based in classical training that involves simple drawing from objects, to color theory in painting and finally the study of sculpture. Towards the end of the year, students experiment with multimedia and are expected to design art projects that are completely independent, with minimal direction. The Art Department's goal is to continue to present our student's art work to the public and to promote professions in the arts. We are very successful with an in house art show held at Middle School 136, where we showcase artwork created from our student body and through our partnerships that was formed with Nurture Art, BRIC Rotunda Gallery, Whitney, Guggenheim, MOMA, Inside Broadway, Chashama and our in-house CBO Center for Family Life. Through these collaborations, students have participated in artist studio tours, art internships, art seminars, play performances and workshops that connect them to actors and artists in their community. Students continue to show their visual work at Gala events in Chelsea, Downtown Brooklyn, Williamsburg and the Brooklyn Army Terminal. Students will continue to show their visual work publicly through our *House Shows and Gala Events*. The first Gala Event this year was at the ZieherSmith in NYC on October 12<sup>th</sup>, 2010. We also showcased student's work at the Brooklyn Army Terminal in June 2010, PS Art 2010 at the MET, Kids Art at Rotunda in June 2010 and at our in *House Show* in December 15, 2010. The department is looking at another successful 2010-2011 school year with Chashama, Kids Art at Rotunda.

**Charles O. Dewey, M.S. 136 has the following weaknesses in the area of Arts instruction:**

- Shared space
- Theater and/or music licensed teacher
- Budget Constraints

## **Implications for the Instructional Program**

January 2011

- Continue offering classes in visual arts.
- Common Planning for the Art Department this year.
- Collaboration between Arts teachers and content area teachers.
- Integration of Arts in content area classes.
- Relevant professional development for Arts teachers related to their subject area and also professional development in comprehension strategies.
- More field trips so students can experience the Arts first-hand.
- Incorporate projects from other content area classes into a school-wide celebrations or host art show.
- Visits from guest artists to expose students to a wider array of arts.
- Encourage parent support and attendance at art events.
- Having a consensus of opinion regarding program scheduling prior to the school year.

**M.S. 136 has established the following *educational priorities* and goals for the 2010-11 school year in support of student achievement**

- Having more student artwork entered in juried shows and exhibitions.
- Adequate space to accommodate work, our CBO and materials.
- Collaboration between Arts teachers and content area teachers.
- Implement more math and literacy in the arts' classes.
- Begin in the 6<sup>th</sup> grade developing the portfolios of students who are interested in attending art high schools.
- Create more internships between artists and students

**Annual Goals**

1. To provide standards based arts program aligned with the National Arts Standards and the NYC Blueprint for the Arts resulting in high student achievement for all students including ELL and students with Special Needs as evidenced by student/teacher portfolios.
2. To enrich students' lives through performances and creation of art work, and participation in community projects/exhibitions (i.e., Nurture Art, Rotunda, Inside Broadway and CFL).

**Strategies and Activities for Improvement and/or Enrichment**

January 2011

- Integrate arts in content area lesson plans. Teachers will employ unit-based design, direct vocabulary instruction, create strong sequences of units and develop cross-curriculum units through team planning.
- Integrate the common core standards for literacy and math through read aloud relating to specific artists, mediums, sequencing and graphing techniques.
- Specialized data chart to track student’s creative development, strengths and challenges in the arts.
- Campus calendar to assign shared space and displayed artwork.
- Field trips.
- Guest speakers.
- School-wide Arts celebrations.
- After-school clubs relating to the Arts. Teachers and administrators will continue to encourage student involvement in before school and Saturday enrichment family workshops, partnerships with Nurture Art gallery, Center for Family Life, the Sunset Park Water Front Festival, Brooklyn Library, and BRIC Rotunda Gallery.
- Professional development relating to effective Arts pedagogy and integrating arts in content areas.
- The use of data folios and portfolios to measure whether that are achieving or meeting the arts standards. Administrators will enhance communication among teachers and facilitate the assessment of individual student needs, particularly for ELL and special education students.
- Individualized Performance Contracts.

**Action Plan**

<b>Annual Goal</b>	To provide a standards based arts program aligned with the National Arts Standards and NYC Blueprint for the Arts resulting in high student achievement for all students including ELL and students with Special Needs as evidenced by student/teacher portfolios.
<b>Related Objective</b>	By June 2011, all students will be exposed to a rich variety of work within their arts subject, as measured by the creation of portfolio works in a variety of mediums and genres.
<b>WHAT needs to be done to accomplish objective?</b> ➤	By June 2011, all students will have a strong foundation in the visual arts to ensure the success of future learning in a related field of their choice and remain lifelong consumers of the arts.

	<p>Be exposed to a variety of arts programs (throughout the year)</p> <p>Conduct after school programs through Nurture Art, Rotunda, CFL outreach to the Sunset Park Arts Community to enlist the assistance of local artists in developing the arts program.</p> <p>Use early morning intervention for extra performing, visual and community arts programs we may or may not see during school hours.</p> <p>Ensure that students in arts programs participate in performances, exhibitions and other events for the greater school community.</p> <p>Field trips to enhance the arts curriculum</p>
<p><b>FOR WHOM?</b></p> <p>➤ Identify Target Population (Include ELL and students with disabilities)</p>	<p>All students in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades including special education and ELL</p>
<p><b>WHEN?</b></p> <p>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	<p>September 2010-June 2011</p>
<p><b>BY WHOM?</b></p> <p>➤ Person(s) or Position(s) Responsible (* denotes Lead person)</p>	<p>Visual Arts Teachers *</p> <p>Assistant Principal*</p> <p>Technology Teacher</p> <p>Principal</p> <p>Center for Family Life</p> <p>Nurture Art Liaison</p>
<p><b>SUPPORT</b></p> <p>➤ Resources/Cost/Funding Source (Include all applicable funding sources,</p>	<p>Tax Levy/Title 1</p> <p>Materials for the Arts</p>

January 2011

e.g., Tax Levy, , Title I, Title II, Title III, etc.)	Project Arts BWAC
<p><b>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</b></p> <ul style="list-style-type: none"> <li>➤ Interval of Periodic Review</li> <li>➤ Instrument(s) of Measure; Projected Gains</li> </ul>	<p>Student work, student performances, contests, and exhibitions</p> <p>Attendance at performances</p> <p>Number of artists who are enlisted to work with students</p> <p>Number of student artists involved in outside, higher-learning activities</p> <p>Classroom observations</p> <p>Authentic assessments (portfolios)</p> <p>Data folios</p> <p>Individualized performance contracts (self-evaluation)</p> <p>Rubrics</p> <p>Report card grades</p>

**School Library/Media Services**

- Librarian conducts orientation sessions for ALL 6<sup>th</sup> grade classes, and for some 7<sup>th</sup> and 8<sup>th</sup> grade classes upon request of ELA teachers from mid-September through November.
- Bilingual library orientation visits to local public library for 6<sup>th</sup> grade (and sometimes 7<sup>th</sup> grade) ELL population.

January 2011

- Ample, relevant, highly popular FICTION books that are interesting and appropriate for the extremely diverse reading levels /interests of populations of both middle schools. (In addition to the very adequate non-fiction collection noted)
- Constant use of library for leisure reading by students; Daily records of the many students who visit the library during their lunch period or before / after school are kept. Large volume of books circulated (both fiction and non-fiction). Strong circulation statistics for both schools.
- Library research databases used fairly often (World Book Online and occasionally Novel- a free school library database)
- Students come to the library on an individual or group basis during class time for assistance with research projects.
- Full variety of current periodicals of interest to students
- Annual Scholastic book fair held each year (as noted) and RIF program (free book giveaways) for 6<sup>th</sup> and 7<sup>th</sup> graders.
- Library Automation: The librarian has been using Follett's "Destiny" library online database since the 2007-2008 school year. After the entire collection was organized in 2007, the books (aside from recent acquisitions) required processing and automation. With only one librarian and very limited, unpredictable assistance from a couple of parents and a handful of capable, reliable students, this automation has been a tedious, slow, ongoing project.

The librarian has organized this project by prioritizing: The most popular and relevant materials have been catalogued and processed first, and each year a greater percentage of the library has become automated. The fiction section was the librarian's first priority. At this point, about 90% of those books are automated. In the non-fiction section, approximately 45% of the collection is now automated.

As part of this process, every so often the librarian reviews circulation of some of the non-fiction books to determine which of the older (not catalogued) ones have not been used/borrowed and weeds (removes) those from the library. The librarian circulates all books in the collection (except for reference) and uses circulation cards to check out any books not already in the catalog. The online catalog is always available to students on all of the computers at the library.

### Weaknesses:

- Minimal number of professional journals for staff.
- Minimal, outdated video collection (as noted)
- Not enough research classes taking place at library.
- Additional reading motivation programs

January 2011

**Root causes:**

At the outset of the reorganization of the library (2006-2007), the librarian decided to strongly focus on developing the fiction and non-fiction collection, and exciting periodicals for students in order to generate interest and activity at the library. Other, less crucial materials for the library would be purchased in subsequent years.

There is very limited space in the school building and the library, more than ever, has been frequently taken over by a constant stream of testing throughout the year-particularly during times when research is often at its peak. This severely disrupts library programming and impedes the librarian's ability to schedule and conduct research classes.

**Implications for the Instructional Program:**

1. Develop a relevant and diversified media collection.
2. Incorporate professional journals for staff.
3. Continue to automate the non-fiction collection
4. Frequent research classes at library.
5. Additional reading motivation programs at the library.

**Educational priorities for the 2010-11 school year:**

- With a more established library that has become a vibrant hub for the school, the librarian will now focus on developing a relevant and diversified media collection (DVDs and videos) and incorporate additional professional journals for staff.

January 2011

- Increase use of non-fiction resources and research classes offered.

**Strategies and Activities for Improvement and/or Enrichment**

- During the 2008-2009 school year, there were two author visits for the students (engaging reading motivation program.) One took place at the school and the other took place at the local public library. Scheduling for this did not work out this year. For the upcoming year, motivational activities that can be done outside of the library (during testing) may be implemented (e.g. book talks in ELA classrooms...)
- Greater collaboration among testing administrators and the librarian, and among the librarian and teachers to organize and establish opportunities to conduct research classes more frequently and to integrate more reading motivation programs at the library.
- The parent coordinator and the librarian will collaborate to have a parent night where students will come with their parents for a special library activity (possibly an author visit) and other treats that will foster a love of reading and greater interest in the library.
- Together with parent coordinator, the librarian may attempt to find more parents who are willing to volunteer and help hasten the progress of automation of the non-fiction collection.

**Action Plan**

<b>Annual Goal</b>	All students including both ELL and Special Need populations will develop library/research skills which will promote life-long library use by participating in library workshops (i.e., documented use of library throughout the school year in all content areas to support classroom instruction).\
<b>Related Objective</b>	Increase library use by students including ELL's and Special Needs students and staff by 50%
<b>WHAT needs to be done to accomplish objective?</b> ➤	<ul style="list-style-type: none"> <li>• Collaboration between librarian, subject area teachers and instructional coaches to develop research projects.</li> <li>• Library orientation sessions for all students in September and October.</li> <li>• Use library resources to increase student independent reading.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Lunch-time book clubs for all students with particular focus on reluctant readers.</li> <li>• Modernize library information system by computerizing card catalog system.</li> <li>• Update library resource including fiction holdings, periodicals, professional resources, content area related video and DVD resources.</li> <li>• Update library resource including fiction holdings, periodicals, professional resources, content area related video and DVD resources.</li> <li>• Professional Development for teachers for teachers on how to use the library as tool for motivating students.</li> <li>• Professional Development for teachers for teachers on how to use the library as tool for motivating students.</li> </ul>
<p><b>FOR WHOM?</b></p> <p>➤ Identify Target Population (Include ELL and students with disabilities)</p>	All students in 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grades including special education and ELL
<p><b>WHEN?</b></p> <p>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	➤ Begin September 2010 through June 2011
<p><b>BY WHOM?</b></p> <p>➤ Person(s) or Positions(s) Responsible (* denotes Lead person)</p>	*Librarian Assistant Principal
<p><b>SUPPORT</b></p> <p>➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, Title I, Title II, Title III, etc.)</p>	Tax Levy
<p><b>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know the strategies are working?</b></p> <p>➤ Interval of Periodic Review</p> <p>➤ Instrument(s) Measure; Projected Gains</p>	<ul style="list-style-type: none"> <li>• Surveys given to students and teachers to measure effectiveness of library.</li> <li>• Frequent walkthroughs to monitor use of library.</li> <li>• Sign-in sheets analyzing to measure the amount of students and teachers using library</li> </ul> <p>All students in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades including special education and ELL.</p>

**Health Education**

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Charles O. Dewey, M.S. 136 has **strengths** in the following areas:

- Students are taught the required HIV/AIDS lessons.
- Guest speakers are utilized to enhance learning.
- Health classes participate in field trips and team building activities at Aviator Sports Center and within school science gardening project.
- Lutheran Hospital maintains a clinic within the school that provides additional health education services and counseling.

Charles O. Dewey, M.S. 136 has **weaknesses** in the following areas:

- Students do not take the health curriculum as seriously as the core subject areas.
- The health smart curriculum has not been fully implemented.
- Some classes do not receive health education in every academic year.

**Root Causes:**

- Health teachers are not designing hands on engaging lessons.
- Our school places a large emphasis on core subjects and health education has not been made a priority.

**Modifications:**

Health Smart curriculum will be fully implemented.

Increase of Health Education classes in student programs

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Health teachers will attend professional development.

Project based learning and interdisciplinary lessons will be required to stress the importance of health education.

### **Implications for the Instructional Program**

- Purchase additional Health Smart workbooks.
- Purchase other Health resources including videos, CD ROMs, magazines.
- Introduce project-based assessments in the Health education classroom.

M.S. 136 has established the following *educational priorities* and goals for the 2010-11 school year in support of student achievement

1. Purchase additional Health Smart workbooks and other health resources including videos, CD-ROMs, magazines.
2. Ongoing professional development for Health education teachers.
3. Field trips relevant to sports and physical activities.
4. Guest speakers will be utilized to enhance health lessons.

### **Annual Goal(s)**

1. All students will meet standards in Health Education class and be knowledgeable of healthy lifestyle choices documented through the completion of Health Smart Curriculum and participation in Aviator site health/fitness programs.
2. All graduating seniors will leave this school with a better understanding of how proper health education can help them make better decisions throughout their lives.
3. Parents will have a better sense of what “healthy living” is so that it can be continued into the home.

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**Strategies and Activities for Improvement and/or Enrichment**

For all grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> the following strategies will be used including our ELL, ESL, and Special Needs Students

- Integration of Balanced Literacy strategies such as read aloud, shared reading and independent reading related to Health topics.
- Interdisciplinary Project based assessments.
- Focus on teaching content area vocabulary.
- Evaluation of teen representation in media.
- Investigations of current health problems facing teens.
- Guest speakers.
- Viewing of video, websites relating to Health issues.
- Field trips.
- Ongoing professional development for health education teachers.
- Collaboration between health teachers and content area teachers.
- School-wide health fair displaying student health projects.
- Workshops for parents and students about health issues relating to teens.

**Action Plan**

<b>Annual Goal</b>	1.All students will meet standards in Health Education class and be knowledgeable of healthy lifestyle choices documented thru the completion of Health Smart Curriculum and participation in Aviator site health/fitness programs  2. All graduating seniors will leave this school with a better understanding of how proper health education can help them make better decisions throughout their lives.
<b>Related Objective</b>	80% of students including ELL and Special Needs students pass Health education class.

<p><b>WHAT needs to be done to accomplish objective?</b></p> <ul style="list-style-type: none"> <li>➤ Refer to specific actions, strategies, and activities described in Part D.</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase additional Health Smart workbooks.</li> <li>• Purchase other Health resources including videos, CD ROMs, magazines.</li> <li>• Introduce project-based assessments in the Health education classroom.</li> </ul>
<p><b>FOR WHOM?</b></p> <ul style="list-style-type: none"> <li>➤ Identify Target Population (Include ELL and students with disabilities)</li> </ul>	<ul style="list-style-type: none"> <li>➤ All students programmed for Health education class including special education and ELL</li> </ul>
<p><b>WHEN?</b></p> <ul style="list-style-type: none"> <li>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</li> </ul>	<ul style="list-style-type: none"> <li>➤ With the Purchasing of additional health materials in September 2010 the implementation will be ongoing through June 2011.</li> </ul>
<p><b>BY WHOM?</b></p> <ul style="list-style-type: none"> <li>➤ Person(s) or Positions(s) Responsible (* denotes Lead person)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Health education teachers*</li> <li>➤ Departmental Assistant Principal</li> <li>➤ Principal</li> </ul>
<p><b>SUPPORT</b></p> <ul style="list-style-type: none"> <li>➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III, etc.)</li> </ul>	<p>Funding: Tax Levy</p>
<p><b>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</b></p> <ul style="list-style-type: none"> <li>➤ Interval of Periodic Review</li> <li>➤ Instrument(s) of Measure; Projected Gains</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher made assessments</li> <li>➤ Report card grades</li> <li>➤ Increased levels of literacy</li> <li>➤ Class participation in field trips</li> </ul>

### **Physical Education**

The students at MS 136 receive Physical Education twice a week for 40 minutes on average. They are introduced to a variety of sports throughout the year to promote knowledge of the game, motor skills, sportsmanship, teamwork, social skills, and future participation for lifelong activity. Along with the regularly scheduled P.E. program, students are offered an array of after school programs throughout the year; including, handball, floor hockey, fitness club, girls' softball, boys' baseball, volleyball, flag football, basketball, and a running team. The availability of these programs has helped the school in meeting the long term goals for students.

### **Implications for the Instructional Program**

To improve the curriculum for the 2010-11 school year, we will be implementing a more structured, unit-based program, as opposed to having "free-play" on a regular basis. Students will be taught the basic skills needed to participate in a specific activity and we will then create teams that will participate in game play. "Free-play" is something that will be earned if the teacher's are satisfied with the students' successful grasp of the required skills for that unit. This improved system will allow students to learn basic skills in a variety of different areas and teach them the importance of team work and fair play while improving their fitness levels at the same time. Our goals will be attained more successfully if class sizes are kept between 50-75 students per period and if students receive a minimum of 3 – 40 minute periods of physical education per week. We will also be conducting the Fitness gram test earlier in the school year in order to allow plenty of time for any "make-up" testing.

M.S. 136 has established the following ***educational priorities*** and goals for the 2010-11 school year in support of student achievement:

The school's educational priorities for the improvement of the instructional program for fitness and physical education is to ensure that all students are physically fit and have the necessary skills and knowledge to maintain a healthy fitness level throughout their life. Participation in regular physical activity

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will help meet the annual goal as well as provide enjoyment, self-expression, social interaction, and continued participation in regular physical activity throughout adulthood. Once all of these goals are met, students will be able to enjoy a longer and healthier life.

### **Annual Goal(s)**

1. All students will demonstrate competency in a variety of sports and physical activities to improve their current physical fitness levels which will be evaluated by licensed P.E. teachers on a daily basis.

### **Strategies and Activities for Improvement and/or Enrichment**

In order to achieve success and meet our annual goals, students will know what will be expected of them for the school year starting on the first day of school. A class contract will be given to them during the first week of classes that will specifically map out their road to success in this class. They will understand the importance of improving and achieving a healthy fitness level. Students who have made the most improvement will receive a certificate of achievement at the end of the school year. Students will also be able to evaluate their own achievements based on the standards posted in the gymnasium and their Fitness gram test results at the end of the school year. Students will also use a rubrics assessment test to evaluate themselves for mastery of specific sport skills.

It is important to note that student success also depends on the availability of funds to purchase equipment necessary to successfully run the P.E. program and to fund the after school sports programs; which a lot of the students attend. The availability of professional development for the P.E. teachers has also been an important factor in the success of the students. It has helped the teachers in learning new strategies to implement a successful P.E. program. It has also helped the teachers learn about other programs outside of the school that are available to the students and about possible health and P.E. grants that the school may apply for in the near future.

We would like to try to implement after school programs geared towards parents so that they too can learn about the importance of maintaining a healthy body. The parents will then be another support that the students will have to help with the nation-wide epidemic of obesity.

## Action Plan

Annual Goal	All students will demonstrate competency in a variety of sports and physical activities to improve current physical fitness level which will be evaluated by licensed P.E. teachers on a daily basis.
Related Objective	<ol style="list-style-type: none"><li>1. Students will be able to demonstrate competency of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (based on rubrics tests).</li><li>2. Students will be able to participate in regular physical activity during class time or in one of the after school programs 3 times a week.</li><li>3. Students will be able to achieve and maintain a health-enhancing level of physical fitness through participation of sports and improve their Fitness-gram scores by 15% within one school year.</li></ol>
WHAT needs to be done to accomplish objective?  Refer to specific actions, strategies, and activities described in Part D.	<p>In order to achieve success and meet our annual goals, students will know what will be expected of them for the school year starting on the first day of school. A class contract will be given to them during the first week of classes that will specifically map out their road to success in this class. They will understand the importance of improving and achieving a healthy fitness level. Students who have made the most improvement will receive a certificate of achievement at the end of the school year. Students will also be able to evaluate their own achievements based on the standards posted in the gymnasium and their Fitness gram test results at the end of the school year. Students will also use a rubrics assessment test to evaluate themselves for mastery of specific sport skills.</p> <p>It is important to note that student success also depends on the availability of funds to purchase equipment necessary to successfully run the P.E. program and to fund the after school sports programs; which alot of the students attend. The availability of professional development for the P.E. teachers has also been an important factor in the success of the students. It has helped the teachers in learning new strategies to implement a successful P.E. program. It has also helped the teachers learn about other programs outside of the school that are available to the students and about possible health and P.E. grants that the school may apply for in the near future.</p> <p>We would like to try to implement after school programs geared towards parents so that they too can learn about the importance of maintaining a healthy body. The parents will then be another support that the students will have to help</p>

	with the nation-wide epidemic of obesity.
<p>FOR WHOM?</p> <p>Identify Target Population (Include ELL and students with disabilities)</p>	All students are expected to meet the annual goals. Emphasis will be placed on students who are well below the standard for physical fitness. They will be encouraged to participate in all activities available to them to ensure improvement throughout the school year.
<p>WHEN?</p> <p>Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	These strategies will be applied from September 2010 to June 2011 3 times a week for 40 minutes.
<p>BY WHOM?</p> <p>Person(s) or Positions(s) Responsible (* denotes Lead person)</p>	The physical education department staff will be responsible for implementing these strategies to meet the annual goals. The health department will also aide in meeting the annual goals by teaching the students about proper diet and nutrition to maintain a healthy body.
<p>SUPPORT</p> <p>Resources/Cost/Funding</p>	Funding must be available to continue the after school programs. These programs have been very important to student success in physical fitness.

<p>Source</p> <p>(Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III, etc.)</p>	
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <p>Interval of Periodic Review Instrument(s) of Measure; Projected Gains</p>	<p>Success will be based on the improvement of the Fitness-gram scores and rubrics used to measure the concepts and knowledge of skills learned throughout the school year. Students are expected to improve their fitness levels by a minimum of 15%.</p>

**Career and Technical Education**

Charles O. Dewey, M.S. 136 has the following strengths in the areas of technology and career education:

- In-house computer technician.
- Full time technology teacher.
- Completely up to date Mac lab with server
- All classrooms have Smart boards, Mimeos and laptop carts.
- Majority of teachers possess working knowledge of technology.
- Mobile computers allow easy access in all classrooms.
- All classrooms have wireless internet connection.
- Many teachers used technology in their classroom in a variety of ways including direct instruction, student research and student motivational activities.

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Charles O. Dewey, M.S. 136 has the following weaknesses in the area of technology and career education:

- Teachers need additional professional development in the use of technology such as Smart\_boards, Power Point, Excel, Mimeo, Publisher and newly purchased software.
- More technology needs to be purchased to support increased technology use.
- Career education is not infused regularly in content areas.
- Talk of incorporating a career day for the following year.

### **Implications for the Instructional Program**

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Continuation of the following strategies:

- On-site professional development provided by ARIS or other regional personnel

Modification of current program in the following areas:

- Creation of career content lessons and career day.
- In-house technician will work on a creating a network in the building for staff and students.

M.S. 136 has established the following **educational priorities** and goals for the 2010-11 school year in support of student achievement

- On-site professional development in the use of technology for teachers.
- Creating a network.
- Integration of career education in content area units of study.

### **Annual Goal(s)**

1. All students will demonstrate increased use of technology during instructional time in all content areas for all students including ELL and Special Needs students.

### **Strategies and Activities for Improvement and/or Enrichment**

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For all grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> the following strategies will be used including our ELL and Special Needs Students

- Direct instruction on use of Microsoft Word, internet, Power Point and Publisher.
- Project based assessments.
- Integrate technology in content areas.
- Teacher receive on-site professional development on integrating technology in their classrooms.
- Teachers receive on-site professional development on using available technology such as Smart boards, mobile laptops, wireless internet.
- Teachers collaborate to create Career Awareness Curriculum.
- Integration of career information in content area classes through read alouds, shared readings and independent reading.
- Utilize variety of resources including library collection of non-fiction career books, websites and periodicals.
- Guest speakers related to careers.
- Formation of a Career Day Committee to facilitate the planning and running of school's annual Career Day.

**Action Plan**

<b>Annual Goal</b>	All students will demonstrate increased use of technology during instructional time in all content areas for all students including ELL and Special Needs students.
<b>Related Objective</b>	1a. All core teachers will have used technology in their classroom 20% of instructional time
<b>WHAT needs to be done to accomplish objective?</b> ➤	Project based assessments.  Integrate technology in content areas.  Teacher receive on-site professional development on integrating technology in their classrooms.  Collaboration between technology instructor, core teachers, librarian, and technician on developing lesson plans that infuse technology.

<p><b>FOR WHOM?</b></p> <p>➤ Identify Target Population (Include ELL and students with disabilities)</p>	<p>Teachers on all grade levels.</p> <p>All students including special education and ELL.</p>
<p><b>WHEN?</b></p> <p>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	<p>Begin September 2010 and continue through June 2011 a series of regular class demonstrations, after school and weekend workshops.</p>
<p><b>BY WHOM?</b></p> <p>➤ Person(s) or Positions(s) Responsible (* denotes Lead person)</p>	<p>Technology teacher*</p> <p>Classroom teachers</p> <p>Technician*</p> <p>Assistant Principal</p> <p>Principal</p>
<p><b>SUPPORT</b></p> <p>➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III, etc.)</p>	<p>Resources: Regional Technology Staff, Technology Instructor, Teaching Matters Personnel, LCD projectors, Smart_boards, desktop PCs or laptops.</p> <p>Funding: Tax Levy and Title I</p>
<p><b>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</b></p> <p>➤ Interval of Periodic Review</p> <p>➤ Instrument(s) of Measure; Projected Gains</p>	<p>The Mouse Squad</p> <p>Classroom observations</p> <p>Teacher attendance sheets at Tech workshops</p> <p>Lesson plans</p> <p>Student project based assessments</p>

## PARENT AND COMMUNITY ENGAGEMENT

Current level of parent and community engagement is about 5%

Charles O. Dewey M.S. 136 has strengths in Parent and Community Engagement in the following areas:

- New parent orientations.
- Making the parents feel welcomed and respected.
- Parent Teacher Conferences.
- Special Events.
- Parent Coordinator and teacher relationships.
- Relationships with CBOs.
- Relationships with community.
- Parent volunteers when needed.
- Cohort of Parent Involvement.
- PTA/Parent Coordinator workshops.
- Parent/Student Trips.
- Automated phone system.
- Parents must pick up report cards during 1<sup>st</sup> and 2<sup>nd</sup> marking period.
- Activity Calendar.
- Parent response when called for conference with school personnel.
- Data specialist led presentations regarding ARIS Parent Link.

Charles O. Dewey M.S. 136 has weaknesses in the following area of Parent and Community engagement:

- Lack of attendance at PTA meetings.
- Lack of alternative PTA meeting times.

### **Root Causes**

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- Parents work two and three jobs 5 to 6 days in the week.
- Parents will not come to alternate meeting time due to work hours.
- Child care is needed for parents to attend many meetings.

### **Implications for the Current Program**

- Parent Coordinator must communicate CEP action plan to school community.
- Create a regular platform for Parent Coordinator to communicate with full faculty.
- Create more collaboration between stake holders.
- Use events that parents do attend in large numbers as an opportunity to share information and engender support.

M.S. 136 has established the following ***educational priorities*** and goals for the 2010-11 school year in support of student achievement

1. Increase parent participation at school events/PTA meetings and parent teacher conferences.

### **Annual Goal(s)**

1. To significantly increase the level of parent involvement at Charles O. Dewey Middle School 136 thru workshops geared towards parent interest (i.e., immigration resources, ESL services, high school application process, stress relief, gang awareness, as facilitated/scheduled by parent coordinator).
2. Increase the number of parents using ARIS APL through facilitating parent workshops and PTA resource center from 6.6 % to 35% parent sign in and use of ARIS as measured by monitoring of the ARIS APL by Parent Coordinator and Assistant Principal of APO.

### **Improvement Strategies and Activities**

- School wide celebrations including Performing Arts events, Literacy Nights, Studio Gallery Night, Science Fairs, Poetry Readings to encourage parent attendance.

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- Hold PTA meetings prior to school wide celebration events.
- Develop PTA newsletter.
- Utilize school automated phone system to notify parents of upcoming events.
- Notify parents several days in advance of event and again on day of the event.
- Notices sent home via students and via mail.
- Notices translated in Spanish, Mandarin, and Arabic.
- Parent notification via phone available in Spanish and Mandarin.
- Series of workshops pertaining to critical parental issues.
- Develop system for updating Blue Card information.
- Designate 15 minutes at the beginning of every full faculty meeting to Parent Coordinator for updates.
- Parent Coordinator attends monthly grade level meetings and weekly departmental meetings as necessary.
- Individual conferences.
- School/parent community trips.

**Action Plan**

<b>Annual Goal</b>	To significantly increase the level of parent involvement at Charles O. Dewey Middle School 136 thru workshops geared towards parent interest (i.e., immigration resources, ESL services, high school application process, stress relief, gang awareness, as facilitated/scheduled by parent coordinator)
<b>Related Objective</b>	<b>Increase parent involvement from less than 5% to 8%</b>
<b>WHAT needs to be done to accomplish objective?</b> ➤	<ul style="list-style-type: none"> <li>➤ School wide celebrations including Performing Arts events, Literacy Nights, Studio Gallery Night, Science Fairs, Poetry Readings to encourage parent attendance.</li> <li>➤ Hold PTA meetings prior to school wide celebration events.</li> <li>➤ Develop PTA newsletter.</li> <li>➤ Utilize school automated system to notify parents of upcoming events.</li> <li>➤ Notify parents several days in advance of event and again on day of the event.</li> <li>➤ Notices sent home via students.</li> <li>➤ Notices translated in all appropriate languages.</li> <li>➤ Parent notification via phone available in Spanish and Mandarin.</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ Series of workshops pertaining to critical parental issues.</li> <li>➤ Develop system for updating Blue Card information.</li> <li>➤ Distribute calendars with testing, report card distribution and school events and PTA meetings.</li> </ul>
<p><b>FOR WHOM?</b></p> <ul style="list-style-type: none"> <li>➤ Identify Target Population (Include ELL and students with disabilities)</li> </ul>	<ul style="list-style-type: none"> <li>➤ All parents and caregivers of M.S. 136 students</li> </ul>
<p><b>WHEN?</b></p> <ul style="list-style-type: none"> <li>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</li> </ul>	<p>Begin September 2010– June 2011 on a weekly, monthly basis</p>
<p><b>BY WHOM?</b></p> <ul style="list-style-type: none"> <li>➤ Person(s) or Positions(s) Responsible (* denotes Lead person)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Parent Coordinator*</li> <li>➤ PTA president*</li> <li>➤ Teachers</li> <li>➤ Assistant Principal</li> <li>➤ Principal</li> <li>➤ Support personnel</li> </ul>
<p><b>SUPPORT</b></p> <ul style="list-style-type: none"> <li>➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, Title I, Title II, Title III, etc.)</li> </ul>	<p>Resources: automated phone system, Spanish language translator, CBO participation</p> <p>Funding: Title I Parent Involvement Funding</p>
<p><b>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</b></p> <ul style="list-style-type: none"> <li>➤ Interval of Periodic Review</li> <li>➤ Instrument(s) of Measure; Projected Gains</li> </ul>	<ul style="list-style-type: none"> <li>➤ 25% increase in number of parents attending each of two open school after school afternoons &amp; evenings</li> <li>➤ 25% increase in parent attendance at school wide events</li> <li>➤ Increase number of parent participation in PTA</li> <li>➤ Parent Surveys</li> </ul>

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source	Program Funds Are "Conceptually" <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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<sup>1</sup> **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

	<i>(i.e., Federal, State, or Local)</i>	<b>in the Schoolwide Program (✓)</b>			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	<b>each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.</b>	
		<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Check (✓)</b>	<b>Page #(s)</b>
Title I, Part A (Basic)	Federal	X			451,205	X	
Title I, Part A (ARRA)	Federal	X			64,196	X	
Title II, Part A	Federal			X	-----		
Title III, Part A	Federal	X			23,680	X	
Title IV	Federal			X	-----		
IDEA	Federal	X			106,478	X	
Tax Levy	Local	X			3,410,896	X	

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- - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
  - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

## **S 136 SCHOOL PARENTAL INVOLVEMENT POLICY**

### **Part I- GENERAL EXPECTATIONS**

Middle School 136 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible student consistent with section 1118-parental involvement of the elementary and secondary education act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school report required under section 111- state plans of the ESEA in an understandable and uniform format and, including alternative formats upon request and, to the extent practicable, in a language the parent understands.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A, 1% set aside funds, reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement.

***Parental involvement means the participation of parents in regular two-way, and meaningful communication regarding student academics and other activities, including -***

- ***That parents play an integral role in assisting their child's learning;***
- ***That parents are encouraged to be actively involved in their child's education at school;***
- ***That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assisting the education of their child;***
- ***The carrying out of other activities such as those described in section 118-parental involvement of the ESEA.***

### **PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

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1. M.S. 136 will take the following action(s) to involve parents in the joint development of the district parental involvement plan (contained in the RDCEP/DCEP Addendum) under section 112-*local education Agency Plans* of the ESEA:

- Through the implementation and use of the parent leadership committee in conjunction with faculty and administration, parents will develop a parental improvement plan as described in the **RDCEP/DCEP** Addendum.

2. M.S. 136 will take the following action(s) to involve the parents in the process of school review and improvement under section 1116-Academic assessment and local Educational Agency and school improvement of the ESEA.

- Parents will be given the opportunity to help with and continually refine the local annual review, in an instructionally useful manner, to help all children in the Title I; Part A programs meet the challenging state student academic achievement standards.

3. M.S. 136 will coordinate and integrate parental involvement strategies in Title I, part A with parental involvement strategies under the following other programs:

- M.S. 136 will coordinate with the PPT monitors and/or guidance intervention program to effectively work with parents.

4. M.S.136 will take the following actions: Involvement of parents, and annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency have limited literacy, or are of any racial or ethnic minority background).The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parent) its parental involvement policies.

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5. M.S.136 will build the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following. Undertaking and integrating the state's academic content standards in conjunction with the state's student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part A program(s).
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by offering training session when appropriate for parents and providing and disseminating materials. M.S.136 will also build schedules for parent/teacher conferences that will enable parents to work with their children to achieve academic success. The school will provide a warm and supportive climate.
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate and work with parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided by the parents through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel.
- The school will, to the extent feasible and appropriate, coordinate and integrates parental involvement programs and activities. The school will conduct and/or encourage participation in activities, such as parent Resource Center, that support parents in more fully participating in the education of their children.

- The school may provide an interpreter to provide information that needs to be communicated orally to parents.

M.S 136 and the parents of the students participation in activities, services, and programs funded by Title 1, Part A of the Elementary and secondary Education Act (ESEA) (participating children) agree that this compact outlines how the parents, the entire school staff, and the student will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the States high standards.

This School- Parents Compact is in effect during school year 2010-2011.

## **PART I- REQUIRED SCHOOL- PARENTS COMPACT PROVISIONS**

### **School Responsibilities**

#### **M.S. 136 Will:**

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follow:** Through the establishment and continuation of holding high expectations of students M.S.136 will foster a learning environment that ensures equality and excellence for students. A rigorous, integrated and standards-driven system of curriculum, instruction and assessment will help to provide the organizational structure the students need for success. Development of partnerships with parents, businesses and communities will help to extend opportunities for learning. These concepts in unison with continuous progress and a continuity of caring will create a spirited learning environment to help children meet the challenges of the future.
- **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.** These conferences will be held at the end of designated marking periods. Parents will have the option of conferring with their child's

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teacher during the afternoon or the evening. These conferences will occur the week after report cards are distributed. Furthermore, the staff will be available to conference with parents upon appointment throughout the semester. These conferences may occur in person or over the telephone per the convenience of the parent.

- **Provide parents reasonable access to staff. Specifically, staff be available for consultation with parents as follows:** Teachers and administration at M.S 136 will be in communication with parent/guardians in a number of ways. Parents will be provided at the beginning of the school year with information regarding parent/teacher conferences and important events. Parents will be given the opportunity to meet with their child's classroom teacher at least two times a year at the parent/teacher conferences. Teachers will also be available to speak with during PTA meeting and by appointment throughout the year.
- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follow:** M.S 136 will foster parental involvement in regular and meaningful communication involving students' academic learning. This will include ensuring that parents play an integral role in assisting in their child's learning, that parents are encouraged to be actively involved in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child. The school will help to provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities in accessing information in an understandable format.

#### **Parent Responsibilities:**

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

- **Supporting my child's learning by making education a priority in our home by:**
  - **Making sure my child is on time and prepared everyday for school;**
  - **Monitoring attendance;**
  - **Talking with my child about his/her school activities everyday;**
  - **Scheduling daily homework time;**
  - **Providing an environment conducive for study;**
  - **Making sure that homework is completed;**
  - **Monitoring the amount of television my child watches;**
- Participating, as appropriate, in decisions relating to my child's education;

- Promoting positive use of my child's extracurricular time;
- Participating in school activities on a regular basis;
- Staying informed about the child's education by promptly reading and/or responding to school communications.
- Reading together with my child everyday;
- Providing my child with a library card;
- Communicating positive values and character traits, such as respect, hard work and responsibilities;
- Respecting the cultural differences of others;
- Helping my child accept consequences for negative behavior;
- Being aware of and following the rules and regulations of the school and district;
- Supporting the school' discipline policy;
- Expressing high expectations and offer praise and encouragement for achievement;

**School Responsibilities:**

**Involve parents in the planning, review, and improvement of the schools parental involvement policy, in an organized ongoing and timely way;**

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

- Provide to parents of participating children information in a timely manner about Title I, part A programs that includes a description and explanation of the school's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least English language arts and mathematics; and

#### **STUDENT RESPONSIBILITIES**

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

- Come to school ready to do our best and be the best;
- Come to school with all the necessary tools of learning: pens, pencils, books, etc.
- Listen and follow directions;
- Participate in class discussions and activities;
- Be honest and respect the rights of others;
- Follow the school/class rules of conduct;
- Follow the school dress code;
- Ask for help when we don't understand;
- Do our homework every day and ask for help when we need to;
- Read at least 30 minutes every day outside of school time;
- Read at home with our parents;
- Use the library to get information and to find books that we enjoy reading;
- Give to our parents or to the adult who is responsible for our welfare, all notices information we receive at school every day.