



**Department of
Education**

Dennis M. Walcott, Chancellor



3
2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: THE MARY MCLEOD BETHUNE MIDDLE SCHOOL 394

17k394

PRINCIPAL: CLAUDETT E. A. MURRAY **EMAIL:** CMURRAY@SCHOOLS.NYC.GOV

SUPERINTENDENT: Ms. BUFFIE SIMMONS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Claudette Murray	*Principal or Designee	
Afiya Callender	*UFT Chapter Leader or Designee	
Naomi McCalla	*PA/PTA President or Designated Co-President	
Jacqueline Hall	DC 37 Representative, Parent Coordinator	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sophia Julien	Member/ PTA & PAC	
Sylvia Mofford	Member/PTA	
Solomon King	Member/PTA	
Ricardo Derenoncourt	Member/PTA	
Zenobia Fypher	Member/Teacher	
Sophine Watson	Member/Teacher	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1 (A) ENGLISH LANGUAGE ARTS

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To expand the design and deepen the work of a coherent instructional program using the CCSS, to meet the Citywide Instructional Expectations 2012 – 2013 for general education, ELL/LEP, students with disabilities, economically disadvantaged and major ethnic/racial groups. and to Improve student performance in English Language Arts

Objective: (A1) By June 2013 there will be a 3-7% increase in the number of students K-2 who will meet the NYC/NYS English Language Arts standards as measured by ECLAS 2, teacher generated and other NYC assessments

(A2) By June 2013, the number of students in Grades 3 – 8 achieving Performance Levels 3 and 4 will increase by 3 – 7 % as measured by teacher generated and NYC/NYS assessments

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

STUDENT PERFORMANCE TRENDS

2011 – 2012 ECLAS – 2 ASSESSMENT DATA ANALYSIS

Strands		Kindergarten	1st Grade	2nd Grade	3rd Grade
Phonemic Awareness	Rhyme Recognition	97.6%	N/A	N/A	N/A
	Rhyme Generation	84.2%	N/A	N/A	N/A

	Syllable Clapping	86.5%	N/A	N/A	N/A
	Initial Consonants	98.0%	N/A	N/A	N/A
	Final Consonants	87.5%	N/A	N/A	N/A
	Blending	78.2%	N/A	N/A	N/A
	Segmenting	77.3%	N/A	N/A	N/A
Phonics	Alphabet Recognition	94.3%	N/A	N/A	N/A
	Alphabet Writing	89.5%	N/A	N/A	N/A
	Spelling	84.2%	82.5%	90.1%	87.5%
	Decoding	81.3%	84.7%	97.3%	N/A
Reading and Oral Expression	Vocabulary	N/A	78.6%	87.8%	73.9%
	Sight Words	90.3%	94.2%	90.5%	96.6%
	Concepts of Print	88.1%	N/A	N/A	N/A
	Emergent Reading	83.3%	N/A	N/A	N/A
	Reading Accuracy	N/A	96.5%	98.6%	98.3%
	Reading Comprehension	N/A	88.9%	96.2%	92%
	Oral Expression	82.4%	96.2%	97.7%	91.2%

	Reading Rate	N/A	89.3%	94.5%	80.3%
	Reading Expression	N/A	90.2%	94.6%	84.1%
Listening & Writing	Listening Comprehension	82.5%	75.8%	91.5%	78.1%
	Writing Expression	N/A	77.5%	89.5%	86.7%
	Writing Development	100.0%	92.3%	92.0%	76.8%

Summary of Data Analysis/Findings – ECLAS - 2:

An analysis of the ECLAS – 2 results for the 2011-2012 school year indicates the following:

Kindergarten

76.2% of the students met the Level 2 end of year benchmark in Blending.
78.2% of the students met the Level 2 end of year benchmark in Segmenting
77.8% of the students met the Level 2 end of year benchmark in Decoding

First Grade

75.8% of the students met the Level 4 end of year benchmark in Listening Comprehension
84.7% of the students met the Level 4 end of year benchmark in Decoding
78.6% of the students met the Level 4 end of year benchmark in Vocabulary

Second Grade

90.1% of the students met the Level 6 end of year benchmark in Spelling
87.8% of the students met the Level 6 end of year benchmark in Vocabulary
89.5% of the students met the Level 6 end of year benchmark in Writing Expression

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies/activities that encompass the needs of identified student subgroups

- Identify weak areas of students through the ECLAS – 2, San Diego Quick Assessment, Slosson, EPAL – 2 and teacher made assessments
- Use San Diego Quick Assessment, Slosson, 100-Book Challenge Assessment and other assessments monthly, to monitor progress and the need for further instruction
- Ensure that teachers are providing focused instruction in areas of need during EIS/AIS
- Use Month by Month Phonics and Foundations to reinforce and develop decoding skills
- Provide daily independent reading time through the 100 Book Challenge Program to strengthen phonemic awareness, phonics and comprehension skills.
- Continue to use daily/weekly dictations and 30-minute word work to reinforce spelling and decoding skills
- Continue to provide the 120 minute Literacy block
- Use the word wall to reinforce vocabulary, phonics and writing skills
- Use manipulative and phonics games for reading to develop and build phonics skills
- Differentiate instruction through guided reading groups and other small group instruction.
- Continue to build vocabulary and listening comprehension skills through the use of the Making Meaning program during Read Aloud
- Increase practice in Response to Literature
- Continue to do daily independent writing activities
- Continue conferencing with students during the Writing and Reading Activities
- Enlist the help of parents in the use of the sight word list to build students ability to recognize words
- Use of the Leap Frog Program to develop and reinforce reading skills
- Increase activities in Blending and Segmenting to strengthen the students' ability in these areas
- Emphasize and develop comprehension skills and strategies through Read Aloud, Guided reading, shared reading and independent reading activities
- Students will participate in working through four Common Core aligned units of study completing standards-based tasks – two in literacy standards in ELA, social studies, and/or science and two in mathematics to be evaluated as per CCSS initiative/expectations

b) key personnel and other resources used to implement these strategies/activities,

- Classroom teacher assigned to each class, cluster teacher assigned daily, who will demonstrate outstanding classroom practices.
- All students will receive group and individual instruction daily using components of the Comprehensive Instructional Approach for Reading and Writing as dictated by the uniform core curriculum and the Common Core State Standards initiative.
- Intervention provided by funded teacher- Month by Month Phonics and Foundations
- Classroom libraries, core curriculum materials in all subject areas
- 100-book Challenge materials in literacy
- Reading logs, planning guides/pacing charts, curriculum maps
- Develop and monitor student' portfolios, writing journals, reading logs and promotional folders
- Analyze teacher generated tests and look at students' work
- Promote frequent library visits (school/community), library card drive
- Theme based instruction aligned to State/City Standards will provide activities for social interactions. Team Planning approach involving mini lessons, strategy skills teaching lessons in phonemic awareness, phonics, activities to engage students in speaking, listening, reading and writing, individual and small group instruction, book reports, shared, guided and independent reading and writing, vocabulary development, journal writing, interactive read aloud discussion group.
- Ongoing embedded professional development for teachers, coaches and administrators both school based, Hofstra University and CFN – weekly, monthly, visitations, conferences, common prep time allocated to look at student work, devise rubrics, conferencing, guided reading and encouraging literacy practices in all content areas
- Principal and Assistant Principal as responsibility persons
- Assigned literature for CCSS task in literacy and project outline

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- teachers are members of the SLT – where consensus is practiced
- teachers participate in the inquiry process
- teachers meet to discuss best practices, and collaborate on curriculum
- teachers meet at least once a week for common planning and grade conferences where they can express and share opinions, talk about assessments, how they can be revisited and what works best for specific needs of students
- teachers are members of the school's administrative council

d) timeline for implementation.

- Begin September 6, 2012 through June 2013
Monday – Friday
120 – minute Literacy Block daily

Strategies to increase parental involvement :

- Enlist the help of parents in the use of the sight word list to build students ability to recognize words
- Foster a caring and effective home-school partnership to endure that parents can effectively support and monitor their child’s progress and to provide materials and training to help parents work with children to improve their achievement level in literacy and the use of technology
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Provide assistance to parents in understanding City, State and Federal standards and assessments
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy, accessing community and support services and technology training to build parents’ capacity to help their children at home.
- Parent- teacher conferences throughout the year
- Establish a Parent Resource Center/ Area or lending library; instructional materials for parents
- Provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
Tax Title
 x Levy x Title I _____ IIA _____ Title III _____ Grants x Other

If other is selected describe here: Kindergarten, Grades 1 , 2 and 3 teachers participate in Weekly Professional Development & Peer Observation conducted by

Hofstra University as part of their Federal Grant Award

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). –
 - 3 Gr. K teachers (\$76,995 TL FSF x 3)
 - 2 Gr. 1 teachers (\$76,995 x 2 TL FSF)
 - 2 Gr. 2 teachers (\$76,995 TL FSF x 1; \$94,771 *many* x1)
 - 2 G3 teachers (\$76,995 TL FSF TL FSF x 2)
 - 1 cluster quota – serving grades 1, 2 & 6 - \$76,995 TL FSF x1)
 - 1 cluster quota – serving grades PK & K - \$106,260 *many* x 1)
 - 1 A.P. serving – 12 month – \$123,172 x 1 TLFSF)
 - 1 Principal - \$148,224 TLFSF x 1)
 - Uniform curriculum materials – classroom libraries/other resources
 - General supplies \$2, 500 TL FSF
 - Dedicated Instruction – Supplementary \$106,260 *many* x 1)
 - Library support (\$76,995 TL FS F)
 - Text books (\$21,159 TL NYSTL)
 - Library books - \$3,694 – TL NYSTL Library

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1 (A)

ENGLISH LANGUAGE ARTS (CONTINUED)

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To expand the design and deepen the work of a coherent instructional program using the CCSS, to meet the Citywide Instructional Expectations 2012 – 2013 for general education, ELL/LEP, students with disabilities, economically disadvantaged and major ethnic/racial groups. and to Improve student performance in English Language Arts

Objective: (A2) By June 2013, the number of students in Grades 3 – 8 achieving Performance Levels 3 and 4 will increase by 3 – 7 % as measured by teacher generated and NYC/NYS assessments

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

2010 – 2012 ENGLISH LANGUAGE ARTS (ELA) ASSESSMENT DATA ANALYSIS

Grade 3 - All Tested Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
			2012	66	659	17	25.8	17	25.8	30	45.5	2
2011	66	663.0	7	11	2	3.0	36	54.5	1	1.5	37	56
2010	75	663.2	12	16.0	23	30.7	32	42.7	8	10.7	40	53.3

Grade 3 - General Education Students' Performance on the NYS ELA Assessment							
		Mean	Level 1	Level 2	Level 3	Level 4	Levels 3+4

Year	Number Tested	Scale Score										
			#	%	#	%	#	%	#	%	#	%
2012	61	661	13	21.3	16	26.2	30	49.2	2	3.3	32	52.5
2011	63		5	8	21	33	34	57	1	2.0	35	59
2010	64	665.5	8	12.5	18	28.1	30	46.9	8	12.5	38	59.4

Grade 3 - Special Education Students' Performance on the NYS ELA Assessment													
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4		
			#	%	#	%	#	%	#	%	#	%	
			2012	5	S	S	S	S	S	S	S	S	S
2011	3	S	2	67	1	33.0	0	0.0	0	0	0	0.0	
2010	11	649.8	4	36.4	5	45.5	2	18.2	0	0	2	18.2	

Summary of Data Analysis/Findings – Grade 3 ELA:

An analysis of Grade 3 ELA Assessment results over the three year period from 2010 - 2012 indicates the following:

- Results for **all tested students** indicate an 9.8% increase (from 16.0% to 25.8%) of students performing at PL 1, and a 4.8% decrease (from 53.3% to 48.5%) of students performing at PL 3 and 4.
- Results for **General Education students** indicate a 8.8 increase (from 12.5% to 21.3%) in the percentage of students performing in PL 1, and a 6.9% decrease (from 59.4% to 52.5%) of students performing at PL 3 and 4.
- Results for **Special Education students** indicate that in 2012, 5 students were tested and no score recorded.
- Results for **ELL** indicate that in 2012 4 students were tested and no score was recorded. All other categories of the results had S recorded.

A review of student portfolios, journals, interim assessments, class tests, written presentations and teacher observations confirm the data and reveal that there is need for an intensive AIS program to address student academic deficiencies.

Instructional strategies/activities:

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) **strategies/activities that encompass the needs of identified student subgroups,**

Our Progress report indicates that 41.0% of our students are at Proficiency Level in ELA. Therefore, we need to shift our focus that will:

- Continue to infuse the Common Core State Standards into our instructional process
- Improve student progress/performance with an additional focus on students in the lowest third.
- Include strategies to increase rigor, relevance and relationship.
- Turn our attention to assisting teachers with strategies to improve management, lesson preparation, students' discipline, develop behavioral plans for students with reward and consequences, teaching and re-teaching techniques.
- Continue the 120-minute literacy block
- Provide the Push-In model support with the Title 1 teacher. There is need for an intensive AIS program
- Continue the daily 30-minute AIS in addition to the 37.5 minutes EIS making 1 hour of intervention to start the day

- Funding permitting, set up a Saturday Academy
- Increase the number of books in the classroom library and include books in other content area subjects
- Plan a well structured After School program which will address students' strengths and weaknesses as funding permits
- Utilize testing as a genre
- Provide cross age tutoring/mentoring in reading
- Focus on writing encouraging meaningful discussions/debates in the classroom
- Provide increased opportunities for parent involvement workshops on strategies in order for parents to help their children at home which will develop student achievement.
- Institute a program – “Parents as Research Partners” to strengthen library skills
- Increase opportunities for literacy practices in all subject areas
- Intensive professional development in order for teachers to hone their skills in the components of the Balanced Literacy Program for example: guided reading, guided writing, word work, independent reading, the Workshop Model, Read Aloud, conferencing, developing rubrics that match the task given, looking at student work, portfolio assessment, data analysis and how to use the data to inform instruction, curriculum mapping and infusing Common Core NYS Standard
- Use Word Works, the components of balanced literacy – especially guided reading to raise the levels of the students who are at 50% mastery level
- Vacation school will be re-introduced for the students for Winter, Mid-winter and Spring recess in literacy as funding permits
- Use Study Island and other computer assisted programs to assist students to move from the performance levels of Struggling to Emerging and from Emerging to On Track
- For students who are making adequate progress in acquiring skills:
 - Accelerate the pace of each daily lesson
 - Use the Assessment Checkpoint to identify a later entry point in the systematic lesson sequence and begin teaching at that point
 - Continue to assess to confirm a solid acquisition of skills
 - Increase academic rigor relevance and relationship through challenging multi-dimensional tasks and activities such as library research projects, interviewing, writing and presenting reports, creating crossword puzzles and word games, creating a class newspaper or magazine, competitions and debates, role-playing/dramatizations, making an audio tape, cross-grade peer tutoring
- For students not making steady and reasonable growth based on progress monitoring, the following strategies will be used:
 - Teachers will look ahead to see difficult concepts that arise in the daily lesson. Provide additional support that will likely improve their performance
 - During the lesson, it is essential that students pay attention and provide correct responses to the teacher. If a student is not responding appropriately, teacher must adapt lessons to bring about the correct response and make a note to re-teach
 - Teachers will re-teach any part of the lesson which the student did not grasp clear understanding of concepts
 - Teachers will set goals for differentiated instruction that engages students in activities which respond to their particular

learning needs, strengths, and learning styles

- Teachers will implement a multi-sensory/multi-media approach to learning which will include, but not limited to the use of technology, books on tape, CD's and DVD's.
- Students will participate in working through four Common Core aligned units of study completing standards-based tasks – two in literacy standards in ELA, social studies, and/or science and two in mathematics to be evaluated as per CCSS initiative/expectations

-

b) key personnel and other resources used to implement these strategies/activities,

- Classroom teacher assigned to each class, cluster teacher assigned daily, who will demonstrate outstanding classroom practices.
- All students will receive group and individual instruction daily using components of the Comprehensive Instructional Approach for Reading and Writing as dictated by the uniform core curriculum and the Common Core State Standards initiative.
- Intervention provided by funded teacher- Month by Month Phonics and Foundations
- Classroom libraries, core curriculum materials in all subject areas
- 100-book Challenge materials in literacy
- Reading logs, planning guides/pacing charts, curriculum maps
- Develop and monitor student' portfolios, writing journals, reading logs and promotional folders
- Analyze teacher generated tests and look at students' work
- Promote frequent library visits (school/community), library card drive
- Theme based instruction aligned to State/City Standards will provide activities for social interactions. Team Planning approach involving mini lessons, strategy skills teaching lessons in phonemic awareness, phonics, activities to engage students in speaking, listening, reading and writing, individual and small group instruction, book reports, shared, guided and independent reading and writing, vocabulary development, journal writing, interactive read aloud discussion group.
- Ongoing embedded professional development for teachers, coaches and administrators both school based, Hofstra University and CFN – weekly, monthly, visitations, conferences, common prep time allocated to look at student work, devise rubrics, conferencing, guided reading and encouraging literacy practices in all content areas
- Principal and Assistant Principal as responsibility persons
- Assigned literature for CCSS task in literacy and project outline

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- teachers are members of the SLT – where consensus is practiced
- teachers participate in the inquiry process
- teachers meet to discuss best practices, and collaborate on curriculum
- teachers meet at least once a week for common planning and grade conferences where they can express and share opinions, talk about assessments, how they can be revisited and what works best for specific needs of students
- teachers are members of the school's administrative council

d) timeline for implementation.

- Begin September 6, 2012 – June 2013
Monday – Friday
90 – minute to 120 – minute Literacy Block daily

Strategies to increase parental involvement:

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided in this CEP.
- Enlist the help of parents in the use of the sight word list to build students ability to recognize words
- Foster a caring and effective home-school partnership to endure that parents can effectively support and monitor their child's progress and to provide materials and training to help parents work with children to improve their achievement level in literacy and the use of technology
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Provide assistance to parents in understanding City, State and Federal standards and assessments
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy, accessing community and support services and technology training to build parents' capacity to help their children at home.

- Parent- teacher conferences throughout the year
- Establish a Parent Resource Center/ Area or lending library; instructional materials for parents
- Provide written and verbal progress reports that are periodically given to keep parents informed about their child’s progress

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants Other

If other is selected describe here: Our Grade 3 teachers participate in weekly Peer Observation Professional Development conducted by Hofstra as per their

Federal grant award

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- 2 Grade 3 teachers (\$76,995 TL FSF x 2)
- 1 Cluster Quota (\$76,987 *many* x 1)
- 1 Supplementary Reading teacher (\$106,260 *many*x1)
- 1 A.P. serving – 12 month – \$123.172 x 1 TLFSF)
- 1 Principal - \$148,224 TLFSF x 1)
- Uniform curriculum materials – classroom libraries/other resources
- General supplies \$2, 500 TL FSF
- Library support (\$76,995 TL FS F X 1)
- Text books (\$21,159 TL NYSTL)
- Library books - \$3,694 – TL NYSTL Library-
- 1 Cluster Physical Education (\$76,995 TL FSF x1)

- 1 SETSS (\$76,995 TL RS IEP x1)
- 2 Speech (\$73,577 TL Mandated Speech x2)

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1 (A)

ENGLISH LANGUAGE ARTS (continued)

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To expand the design and deepen the work of a coherent instructional program using the CCSS, to meet the Citywide Instructional Expectations 2012 – 2013 for general education, ELL/LEP, students with disabilities, economically disadvantaged and major ethnic/racial groups. and to Improve student performance in English Language Arts

Objective: (A2) By June 2013, the number of students in Grades 4 – 8 achieving Performance Levels 3 and 4 will increase by 3 – 7 % as measured by teacher generated and NYC/NYS assessments

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Grade 4 - All Tested Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	58	671	3	5.2	27	46.6	27	46.6	1	1.7	28	48.3
2011	69	667	3	7	29	46	32	46	0	0	32	46
2010	57	664.6	1	19.3	18	31.6	25	43.9	3	5.3	28	49.1

Grade 4 - General Education Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	52	673	2	3.8	22	42.3	27	51.9	1	1.9	28	53.8
2011	51		1	2	20	39	30	59	0	0	59	59
2010	44	676.6	1	2.3	16	36.4	24	54.5	3	6.8	27	61.4

Grade 4 - Special Education Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	6	652	1	16.7	5	83.3	0	0.0	0	0.0	0	0.0
2011	13	648	4	22	12	67	2	11	0	0	2	11
2010	13	623.9	10	76.9	2	15.4	1	7.7	0	0	1	7.7

Summary of Data Analysis/Findings – Grade 4 ELA:

An analysis of Grade 4 ELA Assessment results over the three year period from 2010 – 2012 indicates the following:

Results for **all tested students** indicate an 14.1% decrease (from 19.1% to 5.2%) of students performing at PL 1, and a 0.8% decrease (from 49.1% to 48.3%) of students performing at PL 3 and 4.

Results for **General Education students** indicate a 1.5% increase (from 2.3% to 3.8%) of students performing in PL 1, and a 7.6% decrease (from 61.4% to 53.8%) of students performing at PL 3 and 4.

Results for 2010-2012 **Special Education students** indicate a 60.2% decrease (from 76.9% to 16.7%) of students performing in PL 1, and a 7.7% decrease (from .7.7% to 0.0%) of students performing at PL 3 and 4.

Results for **ELL students** 2012 Three students took the test.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- a) **strategies/activities that encompass the needs of identified student subgroups,**

Our Progress report indicates that 41% of our students are at Proficiency Level in ELA. Therefore, we need to shift our focus that will:

- Infuse the Common Core Standards into our instructional process
- Improve student progress/performance with an additional focus on students in the lowest third..
- Include strategies to increase rigor, relevance and relationship.
- Turn our attention to assisting teachers with strategies to improve management, lesson preparation, students' discipline, develop behavioral plans for students with reward and consequences, teaching and re-teaching techniques.
- Continue the 90-minute literacy block
- Continue the daily 30-minute Academic Intervention Program, in addition to the 37.5 minutes EIS making one hour of intervention to start the day
- Continue the Title 1 support as a push-in model. Assess more closely student performance in classroom and compare progress record to teacher-made, interim and standardized assessment results for alignment to instruction on a regular basis
- Provide AIS and support services in the form of a more structured after school program where all students' strengths and weaknesses will be addressed as funding permits
- Coordinate more opportunities for teachers to communicate about specific cohorts of students e.g. the Resource Room teacher should be able to plan with the regularly assigned teacher in order to gather information to plan for instruction to meet the students' needs
- Continue the common planning time so teachers can plan collaboratively, align teacher-made tests to instruction, look at student work and set up rubrics that truly correspond to the task, develop comments for student work that truly match the assignment. Teachers need to be familiar with how to use this time more effectively
- Provide ELL / LEP students with appropriate activities and provide ESL services including computer assisted programs to meet the individual needs of these students
- Collaborate with the Library Media Specialist to support the literacy instructional program in the areas of access for independent research, coordination of reading incentives and book clubs based on common themes
- Strengthen the use of the components of the Balanced Literacy program and improve their skills in the Workshop Model,

applying the Principles of Learning, Bloom's Taxonomy, effective use of the word wall, conferencing strategies, Accountable Talk, Read Aloud, Guided Reading, Guided Writing, Independent Reading/Writing and infuse fiction and non-fiction materials to support the reading instruction

- Increase the number of books in the classroom library to include other content areas and other types of reading materials such as magazines, journals, reference books, and primary source documents
- Increase technology support for the literacy program through the use of the computer to support journal writing, internet research to strengthen skills for individual and group projects
- Continue to use data to drive instruction
- Utilize test sophistication materials – Comprehensive Assessment in Reading, Kaplan materials, Strategies for Success, Test Ready, Test Prep, Coach and Options
- Intensive professional development will be provided on an ongoing basis for all teachers
 - Data analysis and using data to inform instruction during EIS data day, Inquiry exercises
 - Honing skills to improve the components of the literacy program
 - Portfolio assessment
 - Integrating technology into the subject area and Common Core NYS Standard
 - Time management, team planning, model classrooms
 - Differentiated instruction
- Students will participate in working through four Common Core aligned units of study completing standards-based tasks – two in literacy standards in ELA, social studies, and/or science and two in mathematics to be evaluated as per CCSS initiative/expectations

b) key personnel and other resources used to implement these strategies/activities,

- Classroom teacher assigned to each class, cluster teacher assigned daily, who will demonstrate outstanding classroom practices.
- All students will receive group and individual instruction daily using components of the Comprehensive Instructional Approach for Reading and Writing as dictated by the uniform core curriculum and the Common Core State Standards initiative.
- Intervention provided by funded teacher- Foundations
- Classroom libraries, core curriculum materials in all subject areas
- 100-book Challenge materials in literacy
- Reading logs, planning guides/pacing charts, curriculum maps
- Develop and monitor student' portfolios, writing journals, reading logs and promotional folders
- Analyze teacher generated tests and look at students' work
- Promote frequent library visits (school/community), library card drive

- Theme based instruction aligned to State/City Standards will provide activities for social interactions. Team Planning approach involving mini lessons, strategy skills teaching lessons in phonemic awareness, phonics, activities to engage students in speaking, listening, reading and writing, individual and small group instruction, book reports, shared, guided and independent reading and writing, vocabulary development, journal writing, interactive read aloud discussion group.
- Ongoing embedded professional development for teachers, coaches and administrators both school based, Hofstra University and CFN – weekly, monthly, visitations, conferences, common prep time allocated to look at student work, devise rubrics, conferencing, guided reading and encouraging literacy practices in all content areas
- Principal and Assistant Principal as responsibility persons
- Assigned literature for CCSS task in literacy and project outline

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- teachers are members of the SLT – where consensus is practiced
- teachers participate in the inquiry process
- teachers meet to discuss best practices, and collaborate on curriculum
- teachers meet at least once a week for common planning and grade conferences where they can express and share opinions, talk about assessments, how they can be revisited and what works best for specific needs of students
- teachers are members of the school’s administrative council

d) timeline for implementation.

Begin September 6, 2012 – June 2013
 Monday – Friday
 90 – minute Literacy Block daily

Strategies to increase parental involvement :

- Enlist the help of parents in the use of the sight word list to build students ability to recognize words
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s

progress and to provide materials and training to help parents work with children to improve their achievement level in literacy and the use of technology

- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Provide assistance to parents in understanding City, State and Federal standards and assessments
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy, accessing community and support services and technology training to build parents' capacity to help their children at home.
- Parent- teacher conferences throughout the year
- Establish a Parent Resource Center/ Area or lending library; instructional materials for parents
- Provide written and verbal progress reports that are periodically given to keep parents informed about their child's progress

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax _____ Title I _____ Title II A _____ Title III _____ Grants _____ Other
x Levy x

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- 2 Grade 4 teachers (\$76,995 TL FSF x1; \$76,995 *many* x1)
- 1 Cluster Quota (\$76,987 *many* x1)
- Title I Reading Teacher (106,260 x 1 T1 SWP)
- 1 A.P. serving – 12 month –(\$123.172 TLFSF X 1)
- 1 Principal - \$148,224 TLFSF x 1)
- Uniform curriculum materials – classroom libraries/other resources

- General supplies \$2, 500 TL FSF
- Library support (\$76,995 TL FS F)
- Text books (\$21,159 TL NYSTL)
- Library books - \$3,694 – TL NYSTL Library
 - 1 Cluster Foreign Language (\$76,995 *many* x1)
 - 1 Cluster Physical Education (\$76,995 TL FSF x1)
 - 1 SETSS (\$76,995 TL RS IEP x1)
 - 2 Speech (\$73,577 TL RS Mandated Speech x2)
 - 1 Supplementary Technology (\$90,871 *many* x1)

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1 (A)

ENGLISH LANGUAGE ARTS (CONTINUED)

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To expand the design and deepen the work of a coherent instructional program using the CCSS, to meet the Citywide Instructional Expectations 2012 – 2013 for general education, ELL/LEP, students with disabilities, economically disadvantaged and major ethnic/racial groups. and to Improve student performance in English Language Arts

Objective: (A2) By June 2013, the number of students in Grades 3 – 8 achieving Performance Levels 3 and 4 will increase by 3 – 7 % as measured by teacher generated and NYC/NYS assessments

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Grade 5 - All Tested Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
			2012	56	664	5	8.9	29	51.8	22	39.3	0
2011	57	655	12	26	20	35	19	35	2	4	21	39
2010	61	665.6	10	16.4	23	37.7	22	36.1	6	9.8	28	45.9

Grade 5 - General Education Students' Performance on the NYS ELA Assessment							
	Number	Mean	Level 1	Level 2	Level 3	Level 4	Levels 3+4

Year	Tested	Scale Score	#	%	#	%	#	%	#	%	#	%
2012	55	664	5	9.1	28	50.9	22	40.0	0	0.0	22	40.0
2011	38		2	5	16	42	18	47	2	5	20	52
2010	51	665.8	7	13.7	17	33.3	22	43.1	5	9.8	27	52.9

Grade 5- Special Education Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	12	657	3	25.0	4	33.3	5	41.7	0	0.0	5	41.7
2011	19		13	68	4	21	2	11	0	0	2	11
2010	10	664.5	3	30.0	6	60.0	0	0	1	10	1	10

Summary of Data Analysis/Findings – Grade 5 ELA:

An analysis of Grade 5 ELA Assessment results over the three year period from 2010-2012 indicates the following:

Results for **all tested students** indicate a 7.5% decrease (from 16.4% to 8.9%) of students performing at PL 1, and a 6.6% decrease (from 45.9% to 39.3%) of students performing at PL 3 and 4.

Results for **General Education students** indicate a 4.6% decrease (from 13.7% to 9.1%) of students performing in PL 1, and a 12.9% decrease (from 52.9% to 40.0%) of students performing at PL 3 and 4.

Results for **Special Education students** indicate a 5.0% decrease from (30.0% to 25.0%) of students performing in PL 1, and a 31.7% increase from 10.0% to 41.7% of students performing at PL 3 and 4.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies/activities that encompass the needs of identified student subgroups,

Our Progress report indicates that 41.0% of our students are at Proficiency Level in ELA. Therefore, we need to shift our focus that will:

- Infuse the Common Core State Standards into our instructional process
- Improve student progress/performance.
- Include strategies to increase rigor, relevance and relationship.
- Turn our attention to assisting teachers with strategies to improve management, lesson preparation, students' discipline, develop behavioral plans for students with reward and consequences, teaching and re-teaching techniques.
- Continue the 90-minute literacy block
- Continue the daily 30-minute Academic Intervention Program in addition to the 37.5 minutes making one hour of intervention to start the day
- Continue the Title 1 support as a push-in model. Assess more closely student performance in classroom and compare progress record to teacher-made, interim and standardized assessment results for alignment to instruction on a regular basis
- Provide AIS and support services in the form of a more structured after school program where all students strengths and weaknesses will be addressed
- Coordinate more opportunities for teachers to communicate about specific cohorts of students e.g. the Resource Room teacher should be able to plan with the regularly assigned teacher in order to gather information to plan for instruction to meet the students' needs
- Continue the common planning time so teachers can plan collaboratively, align teacher-made tests to instruction, look at student work and set up rubrics that truly correspond to the task, develop comments for student work that truly match the assignment. Teachers need to be familiar with how to use this time more effectively
- Provide ELL / LEP students with appropriate activities and provide ESL services including computer assisted programs to meet the individual needs of these students
- Collaborate with the Library Media Specialist to support the literacy instructional program in the areas of access for independent research, coordination of reading incentives and book clubs based on common themes
- Teachers will strengthen the use of the components of the Balanced Literacy program and improve their skills in the Workshop Model, applying the Principles of Learning, Bloom's Taxonomy, Common Core NYS Standards, effective use of the word wall, conferencing strategies, Accountable Talk, Read Aloud, Guided Reading, Guided Writing, Independent Reading/Writing and infuse fiction and non-fiction materials to support the reading instruction
- Increase the number of books in the classroom library to include other content areas and other types of reading materials such

as magazines, journals, reference books, and primary source documents

- Increase technology support for the literacy program through the use of the computer to support journal writing, internet research to strengthen skills for individual and group projects
- Continue to use data to drive instruction
- Utilize test sophistication materials – Comprehensive Assessment in Reading, Kaplan materials, Strategies for Success, Test Ready, Test Prep, Coach and Options
- Intensive professional development will be provided on an ongoing basis for all teachers
 - Data analysis and using data to inform instruction during EIS data days, Inquiry exercises
 - Honing skills to improve the components of the literacy program
 - Portfolio assessment
 - Integrating technology into the subject area
 - Time management, team planning, model classrooms
 - Differentiated instruction
 - Rigor, Relevance and Relationships in instruction
- Students will participate in working through four Common Core aligned units of study completing standards-based tasks – two in literacy standards in ELA, social studies, and/or science and two in mathematics to be evaluated as per CCSS initiative/expectations

b) key personnel and other resources used to implement these strategies/activities,

- Classroom teacher assigned to each class, cluster teacher assigned daily, who will demonstrate outstanding classroom practices.
- All students will receive group and individual instruction daily using components of the Comprehensive Instructional Approach for Reading and Writing as dictated by the uniform core curriculum and the Common Core State Standards initiative.
- Intervention provided by funded teacher- Month by Month Phonics and Foundations
- Classroom libraries, core curriculum materials in all subject areas
- 100-book Challenge materials in literacy
- Reading logs, planning guides/pacing charts, curriculum maps
- Develop and monitor student' portfolios, writing journals, reading logs and promotional folders
- Analyze teacher generated tests and look at students' work
- Promote frequent library visits (school/community), library card drive
- Theme based instruction aligned to State/City Standards will provide activities for social interactions. Team

Planning approach involving mini lessons, strategy skills teaching lessons in phonemic awareness, phonics, activities to engage students in speaking, listening, reading and writing, individual and small group instruction, book reports, shared, guided and independent reading and writing, vocabulary development, journal writing, interactive read aloud discussion group.

- Ongoing embedded professional development for teachers, coaches and administrators both school based, Hofstra University and CFN – weekly, monthly, visitations, conferences, common prep time allocated to look at student work, devise rubrics, conferencing, guided reading and encouraging literacy practices in all content areas
- Principal and Assistant Principal as responsibility persons
- Assigned literature for CCSS task in literacy and project outline

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- teachers are members of the SLT – where consensus is practiced
- teachers participate in the inquiry process
- teachers meet to discuss best practices, and collaborate on curriculum
- teachers meet at least once a week for common planning and grade conferences where they can express and share opinions, talk about assessments, how they can be revisited and what works best for specific needs of students
- teachers are members of the school’s administrative council

d) timeline for implementation.

- Begin September 6, 2012 – June 2013
Monday – Friday
90 – minute to 120 – minute Literacy Block daily

Strategies to increase parental involvement

- Enlist the help of parents in the use of the sight word list to build students ability to recognize words

- Foster a caring and effective home-school partnership to endure that parents can effectively support and monitor their child's progress and to provide materials and training to help parents work with children to improve their achievement level in literacy and the use of technology
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Provide assistance to parents in understanding City, State and Federal standards and assessments
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy, accessing community and support services and technology training to build parents' capacity to help their children at home.
- Parent- teacher conferences throughout the year
- Establish a Parent Resource Center/ Area or lending library; instructional materials for parents
- Provide written and verbal progress reports that are periodically given to keep parents informed about their child's progress

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other
 x Levy x

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- 2 Grade 5 teachers (\$76,999 *many* x 2)
- 1 Cluster Serving Grades 3,4,5 (\$76,987 *many* x1)
- T1 Reading Teacher (\$106,260 T1 SWP)
- 1 Para (\$31,014 TL RS IEP Crisis Para x1)
- 1 A.P. serving – 12 month – \$123.638 *many* x 1)

- 1 Principal - \$148,224 TLFSF x 1)
- Uniform curriculum materials – classroom libraries/other resources
- General supplies \$2, 500 TL FSF
- Library support (\$75,030 TL FS F
- Text books (\$12,121 TL NYSTL)
- Library books - \$3,936 – TL NYSTL Library

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1 (A)

ENGLISH LANGUAGE ARTS (CONTINUED)

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To expand the design and deepen the work of a coherent instructional program using the CCSS, to meet the Citywide Instructional Expectations 2012 – 2013 for general education, ELL/LEP, students with disabilities, economically disadvantaged and major ethnic/racial groups. and to Improve student performance in English Language Arts

Objective: (A2) By June 2013, the number of students in Grades 3 – 8 achieving Performance Levels 3 and 4 will increase by 3 – 7 % as measured by teacher generated and NYC/NYS assessments

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Grade 6 – All Tested Students’ Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	65	657	10	15.9	32	50.8	21	33.3	0	0.0	21	33.3
2011	85	659	7	12	37	45	35	44	0	0.0	35	44
2010	69	659.3	8	11.6	29	42.0	2.9	42.0	3	4.3	32	46.4

Grade 6 - General Education Students’ Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	54	658	7	13.0	28	51.9	19	35.2	0	0.0	19	35.2
2011	71		4	6	37	46	34	48	0	0	48	48

2010	64	660.4	6	9.4	27	42.2	28	43.8	3	4.7	31	48.4
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Grade 6 - Special Education Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	9	651	3	33.3	4	44.4	2	22.2	0	0.0	2	22.2
2011	14		6	43	5	36	3	21	0	0	21	21
2010	5	5	S	S	S	S	S	S	S	S	S	S

Summary of Data Analysis/Findings – Grade 6 ELA:

An analysis of Grade 6 ELA Assessment results over the three year period from 2010-2012 indicates the following:

Results for **all tested students** indicate a 9.9% increase (from 6.0% to 15.9%) of students performing at PL 1, and a 13.1% decrease (from 46.4% to 33.3%) of students performing at PL 3 and 4.

Results for **General Education students** indicate a 3.6% increase (from 9.4% to 13.0%) of students performing in PL 1, and a 13.2% decrease (from 48.4% to 35.2%) of students performing at PL 3 and 4.

Results for **Special Education students** indicate a 9.7% increase (from 43.0% to 33.3%) of students performing at PL 1, and a 1.2% decrease (from 21.0% to 22.2%) of students performing at PL 3 and 4.

A review of student portfolios, journals, interim assessments, class tests, written presentations and teacher observations confirm the data and reveal that there is need for an intensive AIS program to address student academic deficiencies.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) **strategies/activities that encompass the needs of identified student subgroups**

Our Progress report indicates that 41.0% of our students are at Proficiency Level in ELA. Therefore, we need to shift our focus that will:

- Infuse the Common Core Standards into our instructional process
- MSQI initiative – using a variety of strategies to aid vocabulary development and RTI
- Improve student progress/performance.
- Include strategies to increase rigor, relevance and relationship.
- Turn our attention to assisting teachers with strategies to improve management, lesson preparation, students' discipline, develop behavioral plans for students with reward and consequences, teaching and re-teaching techniques.
Continue the 90 minute block
- Continue the daily 30-minute Academic Intervention Program in addition to the 37.5 minutes EIS making one hour of intervention to start the day.
- Continue the Title 1 support as a push-in model. Assess more closely student performance in classroom and compare progress record to teacher-made, interim and standardized assessment results for alignment to instruction on a regular basis
- Provide AIS and support services in the form of a more structured after school program where all students strengths and weaknesses will be addressed
- Coordinate more opportunities for teachers to communicate about specific cohorts of students e.g. the Resource Room teacher should be able to plan with the regularly assigned teacher in order to gather information to plan for instruction to meet the students' needs
- Continue the common planning time so teachers can plan collaboratively, align teacher-made tests to instruction, look at student work and set up rubrics that truly correspond to the task, develop comments for student work that truly match the assignment.
Teachers needs to be familiar with how to use this time more effectively
- Provide ELL / LEP students with appropriate activities and provide ESL services including computer assisted program to meet the individual needs of these students
- Provide students with disabilities with appropriate activities and group them according to their needs
- Utilize embedded professional development for intense planning for instruction using Common Core State Standards, curriculum guides to ensure consistency and quality of instruction, address basic reading skills and continue to integrate the Skill of the Week in ELA and content areas
- Strengthen administrative monitoring of instruction that includes data-identified priority skill areas
- Collaborate with the Library Media Specialist to support the literacy instructional program in the areas of access for independent research, coordination of reading incentives and book clubs based on common themes
- Teachers will strengthen the use of the components of the Balanced Literacy program and improve their skills in using the Workshop Model, applying the Principles of Learning, Bloom's Taxonomy, effective use of the word wall, conferencing strategies, Accountable Talk, Read Aloud, Guided Reading, Guided Writing, Independent Reading/Writing and infuse fiction and non-fiction materials to support the reading instruction

- Increase the number of books in the classroom library to include other content areas and other types of reading material such as magazines, journals, reference books, and primary and secondary source documents
- Provide increased technology support for the literacy program through the use of the computer to support journal writing, internet research to strengthen skills for individual and group projects
- Provide increased opportunities for mainstreaming of special needs students in ELA and other content areas
- Adapt lessons to meet students' learning modalities, meeting the criteria of the NYS Learning Standards
- Continue to assess equal access in terms of books, materials, professional development, parent involvement workshops, classroom instruction, after school programs for special needs and ELL students and make necessary provision to be in compliance at all times
- Provide many opportunities for looking at data to inform instruction and looking at testing as a genre
- Reinforce literacy practices in all content areas
- Identify best practices and incorporate them into our teaching strategies to improve teaching and learning.
- Utilize test sophistication materials – Comprehensive Assessment in Reading, Kaplan materials, Strategies for Success, Test Ready, Test Prep, Coach and Options
- Intensive professional development will be provided on an ongoing basis for all teachers
 - Data analysis and using data to inform instruction
 - Honing skills to improve the components of the literacy program
 - Portfolio assessment
 - Integrating technology into the subject area
 - Time management, team planning, model classrooms
 - Differentiated instruction
- Students will participate in working through eight Common Core aligned units of study completing standards-based tasks – two in ELA, two in social studies, two in science and two in mathematics to be evaluated as per CCSS initiative/expectations

b) **key personnel and other resources used to implement these strategies/activities,**

- Classroom teacher assigned to each class, cluster teacher assigned daily, who will demonstrate outstanding classroom practices.
- All students will receive group and individual instruction daily using components of the Comprehensive Instructional Approach for Reading and Writing as dictated by the uniform core curriculum and the Common Core State Standards initiative.
- Intervention provided by funded teacher- Foundations
- Classroom libraries, core curriculum materials in all subject areas
- 100-book Challenge materials in literacy
- Reading logs, planning guides/pacing charts, curriculum maps

- Develop and monitor student' portfolios, writing journals, reading logs and promotional folders
- Analyze teacher generated tests and look at students' work
- Promote frequent library visits (school/community), library card drive
- Theme based instruction aligned to State/City Standards will provide activities for social interactions. Team Planning approach involving mini lessons, strategy skills teaching lessons in phonemic awareness, phonics, activities to engage students in speaking, listening, reading and writing, individual and small group instruction, book reports, shared, guided and independent reading and writing, vocabulary development, journal writing, interactive read aloud discussion group.
- Ongoing embedded professional development for teachers, coaches and administrators both school based, Hofstra University and CFN – weekly, monthly, visitations, conferences, common prep time allocated to look at student work, devise rubrics, conferencing, guided reading and encouraging literacy practices in all content areas
- Principal and Assistant Principal as responsibility persons
- Assigned literature for CCSS task in literacy and project outline

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- teachers are members of the SLT – where consensus is practiced
- teachers participate in the inquiry process
- teachers meet to discuss best practices, and collaborate on curriculum
- teachers meet at least once a week for common planning and grade conferences where they can express and share opinions, talk about assessments, how they can be revisited and what works best for specific needs of students
- teachers are members of the school's administrative council

d) timeline for implementation.

- Begin September 6, 2012 – June 2013
Monday – Friday
90 – minute to 120 – minute Literacy Block daily

Strategies to increase parental involvement

- Enlist the help of parents in the use of the sight word list to build students ability to recognize words

- Foster a caring and effective home-school partnership to endure that parents can effectively support and monitor their child's progress and to provide materials and training to help parents work with children to improve their achievement level in literacy and the use of technology
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Provide assistance to parents in understanding City, State and Federal standards and assessments
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy, accessing community and support services and technology training to build parents' capacity to help their children at home.
- Parent- teacher conferences throughout the year
- Establish a Parent Resource Center/ Area or lending library; instructional materials for parents
- Provide written and verbal progress reports that are periodically given to keep parents informed about their child's progress

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax		Title		Title III		Grants		Other
x	Levy	x	Title I	_____	IIA	_____	_____	_____

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - 5 Grade 6 teachers (\$76,995 TL FSF x4 + \$76,995 *many* x 1)
 - 1 A.P. serving – 12 month – \$130.638 *many* x 1)
 - 1 Principal - \$148,224 TLFSF x 1)
 - Uniform curriculum materials – classroom libraries/other resources
 - General supplies \$2, 500 TL FSF

- Supplementary \$106,260 *many* x 1)
- Library support (\$76,995 TL FS Fx1)
- Text books (\$21,159 TL NYSTL)
- Library books - \$3,694 – TL NYSTL Library
- 3 Paraprofessionals –(\$46,559 – IDEA RS IEP Para x1 + 31,014TL RS IEP + 31, 349 TLFSF x 1
- 1 Dedicated Inst for math push –in (\$106,260 *many*)

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1 (A)

ENGLISH LANGUAGE ARTS (CONTINUED)

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To expand the design and deepen the work of a coherent instructional program using the CCSS, to meet the Citywide Instructional Expectations 2012 – 2013 for general education, ELL/LEP, students with disabilities, economically disadvantaged and major ethnic/racial groups. and to Improve student performance in English Language Arts

Objective: (A2) By June 2013, the number of students in Grades 3 – 8 achieving Performance Levels 3 and 4 will increase by 3 – 7 % as measured by teacher generated and NYC/NYS assessments

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Grade 7 - All Tested Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scaled Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	80	662	8	10.0	33	41.3	39	48.8	0	0.0	39	48.8
2011	74	661	5	7	39	54	29	39	0	0	29	29
2010	65	657.5	7	10.8	41	63.1	15	23.1	2	3.1	17	26.2

Grade 7 - General Education Students' Performance on the NYS ELA Assessment												
	Number	Mean Scaled Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%

Year	Tested	Score	#	%	#	%	#	%	#	%	#	%
2012	71	665	3	4.2	30	42.3	38	53.5	0	0.0	38	53.5
2011	68		3	4	36	53	29	43	0	0	29	43
2010	61	658.9	4	6.6	40	65.6	15	24.6	2	3.3	17	27.5

Grade 7 - Special Education Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	9	643	5	55.6	3	33.3	1	11.1	0	0.0	3	6.0
2011	6		2	33	4	67	0	0	0	0	0	0
2007	19	603.8	8	42.1	8	42.1	3	15.8	0	0.0	3	15.8

Summary of Data Analysis/Findings – Grade 7 ELA:

An analysis of Grade 7 ELA Assessment results over the three year period from 2010 - 2012 indicates the following:

Results for **all tested students** indicate a 0.8% decrease (from 10.8% to 10.0%) of students performing at PL 1, and a 22.6% increase (from 26.2% to 48.8%) of students performing at PL 3 and 4.

Results for **General Education students** indicate a 4.2% decrease (from 6.6% to 2.4%) of students performing in PL 1, and a 26.0% increase (from 27.5% to 53.5%) of students performing at PL 3 and 4.

Results for **Special Education students (2011-2012)** indicate a 22.6% increase (from 33.0% to 55.6%) of students performing in PL 1, and a 6.0% increase (from 0.0% to 6.0%) of students performing at PL 3 and 4.

Results for **ELL students** two were tested with results S.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) **strategies/activities that encompass the needs of identified student subgroups,**

Our Progress report indicates that 41.0% of our students are at Proficiency Level in ELA. Therefore, we need to shift our focus that will:

- Infuse the Common Core Standards into our instructional process
- Improve student progress/performance.
- Include strategies to increase rigor, relevance and relationship.
- Turn our attention to assisting teachers with strategies to improve management, lesson preparation, students' discipline, develop behavioral plans for students with reward and consequences, teaching and re-teaching techniques. ;
- Continue the 90-minute literacy block
- Continue the daily 30-minute Academic Intervention Program in addition to the 37.5 minutes making one hour of intervention to start the day
- Continue the Title 1 support as a push-in model. Assess more closely student performance in classroom and compare progress record to teacher-made, interim and standardized assessment results for alignment to instruction on a regular basis
- Provide AIS and support services in the form of a more structured after school program where all students strengths and weaknesses will be addressed
- Coordinate more opportunities for teachers to communicate about specific cohorts of students e.g. the Resource Room teacher should be able to plan with the regularly assigned teacher in order to gather information to plan for instruction to meet the students' needs
- Continue the common planning time so teachers can plan collaboratively, align teacher-made tests to instruction, look at student work and set up rubrics that truly correspond to the task, develop comments for student work that truly match the assignment. Teachers need to be familiar with how to use this time more effectively
- Provide ELL / LEP students with appropriate activities and provide ESL services including computer assisted programs to meet the individual needs of these students
- Provide students with disabilities with appropriate activities and group them according to their needs
- Utilize embedded professional development for intense planning for instruction using curriculum guides to ensure consistency and quality of instruction, address basic reading skills and continue to integrate the Skill of the Week in ELA and content areas
- Strengthen administrative monitoring of instruction that includes data-identified priority skill areas
- Collaborate with the Library Media Specialist to support the literacy instructional program in the areas of access for independent research, coordination of reading incentives and book clubs based on common themes
- Teachers will strengthen the use of the components of the Balanced Literacy program and improve their skills in using the

Workshop Model, applying the Principles of Learning, Bloom's Taxonomy, Common Core State Standards, effective use of the word wall, conferencing strategies, Accountable Talk, Read Aloud, Guided Reading, Guided Writing, Independent Reading/Writing and infuse fiction and non-fiction materials to support the reading instruction

- Increase the number of books in the classroom library to include other content areas and other types of reading material such as magazines, journals, reference books, and primary and secondary source documents
- Increase technology support for the literacy program through the use of the computer to support journal writing, internet research to strengthen skills for individual and group projects
- Increase opportunities for mainstreaming of special needs students in ELA and other content areas
- Adapt lessons to meet students' learning modalities, meeting the criteria of the NYS Learning Standards
- Continue to assess equal access in terms of books, materials, professional development, parent involvement workshops, classroom instruction, after school programs for special needs and ELL students and we will make necessary provision to be in compliance at all times
- Provide many opportunities for looking at data to inform instruction and looking at testing as a genre
- Reinforce literacy practices in all content areas
- Identify best practices and incorporate them into our teaching strategies to improve teaching and learning.
- Utilize test sophistication materials – Comprehensive Assessment in Reading, Kaplan materials, Strategies for Success, Test Ready, Test Prep, Coach and Options
- Intensive professional development will be provided on an ongoing basis for all teachers
 - Data analysis and using data to inform instruction
 - Honing skills to improve the components of the literacy program
 - Portfolio assessment
 - Integrating technology into the subject area
 - Time management, team planning, model classrooms
 - Differentiated instruction
- All teachers must become more familiar with the use of the reading strategies that rely on scientifically based research in the dimensions of reading to improve the instructional program.
- Reduce class size to 25-28 in ELA classes.
- Increase opportunities for mainstreaming of special needs students in ELA general education classes including the inclusion model and provide additional support for special needs students in the general education setting.
- Develop pacing calendars for each grade level, utilize Scope and Sequence activities, which are aligned with City and Stated standards, to guide the instructional plan.
- Administrative monitoring of instruction daily-through the observation process, check teacher made tests, assessments, professional development in all areas, planning with coaches, and funded personnel for instruction.
- Students will participate in working through eight Common Core aligned units of study completing standards-based tasks – two in ELA, two in social studies, two in science and two in mathematics to be evaluated as per CCSS initiative/expectations

b) key personnel and other resources used to implement these strategies/activities,

- Classroom teacher assigned to each class, cluster teacher assigned daily, who will demonstrate outstanding classroom practices.
- All students will receive group and individual instruction daily using components of the Comprehensive Instructional Approach for Reading and Writing as dictated by the uniform core curriculum and the Common Core State Standards initiative.
- Intervention provided by funded teacher- Month by Month Phonics and Foundations
- Classroom libraries, core curriculum materials in all subject areas
- 100-book Challenge materials in literacy
- Reading logs, planning guides/pacing charts, curriculum maps
- Develop and monitor student' portfolios, writing journals, reading logs and promotional folders
- Analyze teacher generated tests and look at students' work
- Promote frequent library visits (school/community), library card drive
- Theme based instruction aligned to State/City Standards will provide activities for social interactions. Team Planning approach involving mini lessons, strategy skills teaching lessons in phonemic awareness, phonics, activities to engage students in speaking, listening, reading and writing, individual and small group instruction, book reports, shared, guided and independent reading and writing, vocabulary development, journal writing, interactive read aloud discussion group.
- Ongoing embedded professional development for teachers, coaches and administrators both school based, Hofstra University and CFN – weekly, monthly, visitations, conferences, common prep time allocated to look at student work, devise rubrics, conferencing, guided reading and encouraging literacy practices in all content areas
- Principal and Assistant Principal as responsibility persons
- Assigned literature for CCSS task in literacy and project outline

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- teachers are members of the SLT – where consensus is practiced
- teachers participate in the inquiry process
- teachers meet to discuss best practices, and collaborate on curriculum
- teachers meet at least once a week for common planning and grade conferences where they can express and share opinions, talk about assessments, how they can be revisited and what works best for specific needs of students

- teachers are members of the school's administrative council

d) **timeline for implementation.**

- Begin September 6, 2012 – June 2013
Monday – Friday
90 – minute to 120 – minute Literacy Block daily

Strategies to increase parental involvement

- Enlist the help of parents in the use of the sight word list to build students ability to recognize words
- Foster a caring and effective home-school partnership to endure that parents can effectively support and monitor their child's progress and to provide materials and training to help parents work with children to improve their achievement level in literacy and the use of technology
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Provide assistance to parents in understanding City, State and Federal standards and assessments
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy, accessing community and support services and technology training to build parents' capacity to help their children at home.
- Parent- teacher conferences throughout the year
- Establish a Parent Resource Center/ Area or lending library; instructional materials for parents
- Provide written and verbal progress reports that are periodically given to keep parents informed about their child's progress

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ x _____ Tax Levy _____ x _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- 1 Grade 7 teacher (\$82,605 *many* x1)
- 1 Cluster Foreign Language (\$76,995 *many*)
- 1 Cluster Physical Education (\$76,995 TLFSF x1)
- 1 Attendance (\$102,131 AIDP Attendance x1)
- 1 SETSS (\$76,995 TL RS IEP x1)
- 2 Speech (\$73,577 TL RS Mandated Speech x2)
- 2 Title I Supplementary Math & ELA (\$106,260 Title I SWP x2)
- 1 Supplementary Technology (\$94,100 *many* x1)
- 1 A.P. serving – 12 month – \$123.172 x 1)
- 1 Principal - \$148,224 TLFSF x 1)
- Uniform curriculum materials – classroom libraries/other resources
- General supplies \$2, 500 TL FSF
- Dedicated Instruction – Supplementary \$102,131 *many* x 1)
- Library support (\$76,995 TL FS Fx1)
- Text books (\$21,159 TL NYSTL)
- Library books - \$3,694 – TL NYSTL Library

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1 (A)

ENGLISH LANGUAGE ARTS

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To expand the design and deepen the work of a coherent instructional program using the CCSS, to meet the Citywide Instructional Expectations 2012 – 2013 for general education, ELL/LEP, students with disabilities, economically disadvantaged and major ethnic/racial groups. and to Improve student performance in English Language Arts

Objective: (A2) By June 2013, the number of students in Grades 3 – 8 achieving Performance Levels 3 and 4 will increase by 3 – 7 % as measured by teacher generated and NYC/NYS assessments

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Grade 8 - All Tested Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
			2012	73	653	4	5.5	48	65.8	20	27.4	1
2011	75	643	6	12	45	65	17	23	0	0	17	23
2010	78	649.7	3	3.8	52	66.7	23	29.5	0	0	23	29.5

Grade 8 - General Education Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	68	654	3	4.4	45	66.2	19	27.9	1	1.5	20	29.4
2011	64		5	8	42	66	17	27	0	0	17	27
2010	77	649.8	3	3.9	51	66.2	23	29.9	0	0	23	29.9

Grade 8 - Special Education Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	5	S	S	S	S	S	S	S	S	S	S	S
2011	11		4	36	7	64	0	0	0	0	0	0
2010	3	S	S	S	S	S	S	S	S	S	S	S

Summary of Data Analysis/Findings – Grade 8 ELA:

An analysis of Grade 8 ELA Assessment results over the three year period from 2010-2012 indicates the following:

Results for **all tested students** indicate a 1.7% increase (from 3.8% to 5.5%) of students performing at PL 1, and a 0.7% decrease (from 29.5% to 28.8%) of students performing at PL 3 and 4.

Results for **General Education students** indicate a 0.5% increase (from 3.9% to 4.4%) of students performing in PL 1, and a 0.5% decrease (from 29.9% to 29.4%) of students performing at PL 3 and 4.

Results for **Special Education students** In 2012, 5 students took the test. The number of students who took the test does not permit for further disaggregation of data.

Results for **ELL students** indicate one student was tested. The number of students who took the test does not permit for further

disaggregation of data.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) **strategies/activities that encompass the needs of identified student subgroups,**

Our Progress report indicates that 41.0% of our students are at Proficiency Level in ELA. Therefore, we need to shift our focus that wil:

- Infuse the Common Core Standards into our instructional process
- Improve student progress/performance.
- Include strategies to increase rigor, relevance and relationship.
- Turn our attention to assisting teachers with strategies to improve management, lesson preparation, students' discipline, develop behavioral plans for students with reward and consequences, teaching and re-teaching techniques.
- Continue the 90-minute literacy block
- Continue the daily 30-minute Academic Intervention Program in addition to the 37.5 minutes EIS making one hour of intervention to start the school day.
- Continue the Title 1 support as a push-in model. Assess more closely student performance in classroom and compare progress record to teacher-made, interim and standardized assessment results for alignment to instruction on a regular basis
- Provide AIS and support services in the form of a more structured after school program where all students' strengths and weaknesses will be addressed
- Coordinate more opportunities for teachers to communicate about specific cohorts of students e.g. the Resource Room teacher should be able to plan with the regularly assigned teacher in order to gather information to plan for instruction to meet the students' needs
- Continue the common planning time so teachers can plan collaboratively, align teacher-made tests to instruction, look at student work and set up rubrics that truly correspond to the task, develop comments for student work that truly match the assignment. Teachers needs to be familiar with how to use this time more effectively
- Provide ELL / LEP students with appropriate activities and provide ESL services including computer assisted program to meet the individual needs of these students
- Provide students with disabilities with appropriate activities and group them according to their needs
- Utilize embedded professional development for intense planning for instruction using curriculum guides to ensure consistency

and quality of instruction, address basic reading skills and continue to integrate the Skill of the Week in ELA and content areas

- Strengthen administrative monitoring of instruction that includes data-identified priority skill areas
- Collaborate with the Library Media Specialist to support the literacy instructional program in the areas of access for independent research, coordination of reading incentives and book clubs based on common themes
- Teachers will strengthen the use of the components of the Balanced Literacy program and improve their skills in using the Workshop Model, applying the Principles of Learning, Bloom's Taxonomy, effective use of the word wall, conferencing strategies, Accountable Talk, Read Aloud, Guided Reading, Guided Writing, Independent Reading/Writing and infuse fiction and non-fiction materials to support the reading instruction
- Increase the number of books in the classroom library to include other content areas and other types of reading material such as magazines, journals, reference books, and primary and secondary source documents
- Increase technology support for the literacy program through the use of the computer to support journal writing, internet research to strengthen skills for individual and group projects
- Increase opportunities for mainstreaming of special needs students in ELA and other content areas
- Adapt lessons to meet students' learning modalities, meeting the criteria of the NYS Learning Standards
- Continue to assess equal access in terms of books, materials, professional development, parent involvement workshops, classroom instruction, after school programs for special needs and ELL students and we will make necessary provision to be in compliance at all times
- Provide many opportunities for looking at data to inform instruction and looking at testing as a genre
- Reinforce literacy practices in all content areas
- Identify best practices and incorporate them into our teaching strategies to improve teaching and learning.
- Utilize test sophistication materials – Comprehensive Assessment in Reading, Kaplan materials, Strategies for Success, Test Ready, Test Prep, Coach and Options
- Intensive professional development will be provided on an ongoing basis for all teachers
 - Data analysis and using data to inform instruction during EIS data day, Inquiry exercises
 - Honing skills to improve the components of the literacy program
 - Portfolio assessment
 - Integrating technology into the subject area
 - Time management, team planning, model classrooms
 - Differentiated instruction
- All teachers must become more familiar with the use of the reading strategies that rely on scientifically based research in the dimensions of reading to improve the instructional program.
- Attain background knowledge in vocabulary to foster reading comprehension.
- Being able to decode unfamiliar words.

- Develop and maintain motivation to read.
- Reduce class size to 25-28 in ELA classes.
- Increase opportunities for mainstreaming of special needs students in ELA general education classes including the inclusion model and provide additional support for special needs students in the general education setting.
- Develop pacing calendars for each grade level, utilize Scope and Sequence activities, which are aligned with City and Stated standards, to guide the instructional plan.
 - Administrative monitoring of instruction daily-through the observation process, check teacher made tests, assessments, professional development in all areas, planning with coaches, and funded personnel for instruction
- Students will participate in working through eight Common Core aligned units of study completing standards-based tasks – two in ELA, two in social studies, two in science and two in mathematics to be evaluated as per CCSS initiative/expectations
 - b) key personnel and other resources used to implement these strategies/activities,
 - Classroom teacher assigned to each class, cluster teacher assigned daily, who will demonstrate outstanding classroom practices.
 - All students will receive group and individual instruction daily using components of the Comprehensive Instructional Approach for Reading and Writing as dictated by the uniform core curriculum and the Common Core State Standards initiative.
 - Intervention provided by funded teacher- Month by Month Phonics and Foundations
 - Classroom libraries, core curriculum materials in all subject areas
 - 100-book Challenge materials in literacy
 - Reading logs, planning guides/pacing charts, curriculum maps
 - Develop and monitor student’ portfolios, writing journals, reading logs and promotional folders
 - Analyze teacher generated tests and look at students’ work
 - Promote frequent library visits (school/community), library card drive
 - Theme based instruction aligned to State/City Standards will provide activities for social interactions. Team Planning approach involving mini lessons, strategy skills teaching lessons in phonemic awareness, phonics, activities to engage students in speaking, listening, reading and writing, individual and small group instruction, book reports, shared, guided and independent reading and writing, vocabulary development, journal writing, interactive read aloud discussion group.
 - Ongoing embedded professional development for teachers, coaches and administrators both school based, Hofstra University and CFN – weekly, monthly, visitations, conferences, common prep time allocated to look at student work, devise rubrics, conferencing, guided reading and encouraging literacy practices in all content areas
 - Principal and Assistant Principal as responsibility persons

- Assigned literature for CCSS task in literacy and project outline

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- teachers are members of the SLT – where consensus is practiced
- teachers participate in the inquiry process
- teachers meet to discuss best practices, and collaborate on curriculum
- teachers meet at least once a week for common planning and grade conferences where they can express and share opinions, talk about assessments, how they can be revisited and what works best for specific needs of students
- teachers are members of the school’s administrative council

d) timeline for implementation.

- Begin September 6, 2012 – June 2013
Monday – Friday
90 – minute to 120 – minute Literacy Block daily

Strategies to increase parental involvement

- Enlist the help of parents in the use of the sight word list to build students ability to recognize words
- Foster a caring and effective home-school partnership to endure that parents can effectively support and monitor their child’s progress and to provide materials and training to help parents work with children to improve their achievement level in literacy and the use of technology
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Provide assistance to parents in understanding City, State and Federal standards and assessments
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy, accessing community and support services and technology training to build parents’ capacity to help their children at home.
- Parent- teacher conferences throughout the year
- Establish a Parent Resource Center/ Area or lending library; instructional materials for parents

- Provide written and verbal progress reports that are periodically given to keep parents informed about their child's progress

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- 2 Grade 8 (\$76,995 TL FSF x3)
- 1 Cluster for Social Studies (\$106,260 C4E x1)
- 1 Cluster Foreign Language (\$76,995 *many* x1)
- 1 Cluster Physical Education (\$76,995 TL FSF x1)
- 1 Attendance (\$102,131 AIDP Attendance x1)
- 1 SETSS (\$76,995 TL RS IEP x1)
- 2 Speech (\$73,577 RS TL Mandated Speech x2)
- 2 Title I Supplementary Math & ELA (\$106,260 Title I SWP x1 + \$106,260 *many* x1)
- 1 Supplementary Technology (\$94,100 *many* x1)
- 1 A.P. serving – 12 month – \$123.172 TLFSF x 1)
- 1 Principal - \$148,224 TLFSF x 1)
- Uniform curriculum materials – classroom libraries/other resources
- General supplies \$2, 500 TL FSF
- Dedicated Instruction – Supplementary \$102,131 *many* x 1)

- Library support (\$75,030 TL FS F
- Text books (\$12,121 TL NYSTL)
- Library books - \$3,694 – TL NYSTL Library

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1 (B)

MATHEMATICS

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To expand the design and deepen the work of a coherent instructional program using the CCSS, to meet the Citywide Instructional Expectations 2012 – 2013 for general education, ELL/LEP, students with disabilities, economically disadvantaged and major ethnic/racial groups. and to improve student performance in Mathematics

(B1) By June 2013, there will be a 3 -7% increase in the number of students in K-2 who will meet NYC/NYS Mathematics standards as measured by teacher generated and chapter/unit assessments

(B2) By June 2013, the number of students in Grades 3-8 achieving Performance Levels 3 and 4 will increase by 3-7% as measured by teacher generated, NYC Periodic and NYS assessments

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Grade 3 - All Tested Students' Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	66	681	10	15.2	25	37.9	25	37.9	6	9.1	31	47.0
2011	66	687	5	8	15	23	40	61	6	9	46	70
2010	77	692.2	5	6.5	23	29.9	32	41.6	17	22.1	49	63.6

Grade 3 - General Education Students' Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	61	683	6	9.8	24	39.3	25	41.0	6	9.8	31	50.8
2011	63		4	6	14	22	39	62	6	10	45	72
2010	65	693.3	4	6.2	19	29.2	27	41.5	15	23.1	42	64.4

Grade 3 – Special Education Students' Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	5		S	S	S	S	S	S	S	S	S	S
2011	3		1	33	1	33	1	33	0	0	1	33
2009	11	664.3	0	0.0	5	45.5	5	45.5	1	9.1	6	54.5

Summary of Data Analysis/Findings – Grade 3 Mathematics:

An analysis of Grade 3 Mathematics Assessment results over the three year period from 2010-2012 indicates the following:

- Results for **all tested students** indicate a 8.7% increase (from 6.5% to 15.2%) of students performing at PL 1, and a 16.6% decrease (from 63.6% to 47.0%) of students performing at PL 3 and 4.
- Results for **General Education students** indicate 3.6 % increase (from 6.2 % to 9.8 %) of students performing in PL 1, and a 13.6 % decrease (from 64.4% to 50.8%) of students performing at PL 3 and 4.
- Results for **Special Education students** indicate 5 students took the test. The number of students who took the test does not permit for further disaggregation of data.
- Results for **ELL Students** indicate that 4 students took the exam in 2012. The number of students who took the test does not permit for further disaggregation of data.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) **strategies/activities that encompass the needs of identified student subgroups,**

Our Progress report indicates that 48.1% of our students are at Proficiency Level in Math. Therefore, we need to shift our focus that will:

- Infuse the Common Core Standards into our instructional process
- Improve student progress/performance.
- Include strategies to increase rigor, relevance and relationship.
- Turn our attention to assisting teachers with strategies to improve management, lesson preparation, students' discipline, develop behavioral plans for students with reward and consequences, teaching and re-teaching techniques.
- Continue the 75-minute block in mathematics
- Continue the 37.5-minute EIS for three days a week to start the day
- Continue the 30-minute block in AIS daily to start the day
- Alternate the one-hour block to facilitate AIS in reading and mathematics
- Model math lessons by the Mathematics Coach
- Continue literacy practices in mathematics and other content areas
- Continue provision of intensive academic intervention services for all students who are not meeting state standards
- Ongoing embedded professional development in Common Core State Standards, the understanding and use of specialized instructional strategies to meet the needs of special populations, how to use the 90-minute block in mathematics
- Pacing calendars will be used for each grade level, opportunities will be provided for the teachers to continue to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet state standards
- Teachers will use data from nySTART, Item skills analyses, ARIS and computer assisted program – Study Island to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students
- Teachers will reinforce mathematics strategies during content area instruction
- Continue the instructional strategies that have contributed to overall improved student achievement in other grades, including the implementation of a 90-minute block in mathematics at least twice a week and include writing activities use of manipulative during the mathematics period
- Use of portfolios to assess students' individual needs and the Danielson's teacher evaluation tools during the observation process to assess teacher performance and provide instructional activities to meet students' individual needs
- All teachers will become familiar with and use the mathematical strategies that are researched, based on the NYS Mathematics strands.

- Students will participate in working through four Common Core aligned units of study completing standards-based tasks – two in literacy standards in ELA, social studies, and/or science and two in mathematics to be evaluated as per CCSS initiative/expectations

b) key personnel and other resources used to implement these strategies/activities,

classroom teachers assigned to each class, cluster teacher assigned daily, who will demonstrate outstanding classroom practices.

- All students will receive group and individual instruction daily using components of the Comprehensive Instructional Approach for Balanced mathematics as dictated by the uniform core curriculum and the Common Core State Standards initiative.
- Intervention provided by funded teacher using the push-in model
- Classroom libraries, core curriculum materials in all subject areas
- Mathematics logs, planning guides/pacing charts, curriculum maps
- Develop and monitor student' portfolios, math journals, math logs and promotional folders
- Analyze teacher generated tests and look at students' work
- Promote frequent library visits (school/community), library card drive
- Theme based instruction aligned to State/City Standards will provide activities for social interactions. Team Planning approach involving mini lessons, strategy skills teaching lessons in math, individual and small group instruction, book reports, shared, guided and independent work in mathematics, vocabulary development, journal writing, interactive discussion group.
- Ongoing embedded professional development for teachers, coaches and administrators both school based, Hofstra University and CFN – weekly, monthly, visitations, conferences, common prep time allocated to look at student work, devise rubrics, conferencing, guided math activities and encouraging literacy practices in all content areas
- Principal and Assistant Principal as responsibility persons
- Assigned materials for CCSS task in mathematics, rubrics and project outline

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- teachers are members of the SLT – where consensus is practiced
- teachers participate in the inquiry process
- teachers meet to discuss best practices, and collaborate on curriculum
- teachers meet at least once a week for common planning and grade conferences where they can express and share

- opinions, talk about assessments, how they can be revisited and what works best for specific needs of students
- teachers are members of the school's administrative council
 - Study Island activities online

d) timeline for implementation.

- Begin September 6, 2012 – June 2013
Monday – Friday
90 – minute to 120 – minute Literacy Block daily

Strategies to increase parental involvement

- Enlist the help of parents in all math activities.
- Foster a caring and effective home-school partnership to endure that parents can effectively support and monitor their child's progress and to provide materials and training to help parents work with children to improve their achievement level in mathematics and the use of technology
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Provide assistance to parents in understanding City, State and Federal standards and assessments
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy, mathematics, accessing community and support services and technology training to build parents' capacity to help their children at home.
- Parent- teacher conferences throughout the year
- Establish a Parent Resource Center/ Area or lending library; instructional materials for parents
- Provide written and verbal progress reports that are periodically given to keep parents informed about their child's progress

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Title
 x Levy x Title I _____ IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- 2 Grade 3 teachers (\$76,995 TL FSF x 2)
- 1 Cluster Quota (\$76,987 *many* x 1)
- 1 Supplementary teacher (\$106,260 *many*)
- 1 A.P. serving – 12 month – \$123,172 TLFSFx 1)
- 1 Principal - \$148,224 TLFSF x 1)
- Uniform curriculum materials – classroom libraries/other resources
- General supplies \$2, 500 TL FSF
- Library support (\$7,995 TL FS F)
- Text books (\$21,159 TL NYSTL)
- Library books - \$3,694 – TL NYSTL Library
- 1 Cluster Physical Education (\$76,995 TL FSF x1) – to participate in EIS
- 1 Attendance (\$102,131 AIDP Attendance x1)
- 1 SETSS (\$76,995 TL RS IEP x1)
- 2 Speech (\$73,577 TL RS Mandated Speech x2)

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1 (B)

MATHEMATICS

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To expand the design and deepen the work of a coherent instructional program using the CCSS, to meet the Citywide Instructional Expectations 2012 – 2013 for general education, ELL/LEP, students with disabilities, economically disadvantaged and major ethnic/racial groups. and to Improve student performance in Mathematics

(B2) By June 2013, the number of students in Grades 3-8 achieving Performance Levels 3 and 4 will increase by 3-7% as measured by teacher generated, NYC Periodic and NYS assessments

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards

Grade 4 – All Tested Students’ Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	58	678	2	3.4	26	44.8	24	41.4	6	10.3	30	51.7
2011	69	685	3	4	20	29	34	49	12	17	46	66
2010	57	677.2	7	12.3	15	26.3	27	47.4	8	14.0	35	61.4

Grade 4 – General Education Students’ Performance on the NYS Mathematics Assessment

Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	52	680	1	1.9	22	42.3	23	44.2	6	11.5	29	55.8
2011	51		3	6	12	24	28	55	8	16	36	71
2010	44	688.3	0	0	10	22.7	26	59.1	8	18.2	34	77.3

Grade 4 – Special Education Students’ Performance on the NYS Mathematics Assessment

Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	6	659	1	16.7	4	66.7	1	16.7	0	0.0	1	16.7
2011	18		0	0	8	44	6	33	4	22	10	55
2010	13	639.8	7	53.8	5	38.5	1	7.7	0	0	1	7.7

Summary of Data Analysis/Findings – Grade 4 Mathematics:

An analysis of Grade 4 Mathematics Assessment results over the three year period from 2010-2012 indicates the following:

- Results for **all tested students** indicate a 8.9% increase (from 12.3% to 3.4%) of students performing at PL 1, and a 9.7% decrease (from 61.4% to 51.7%) of students performing at PL 3 and 4.
- Results for **General Education students** indicate a 1.9% increase (from 0% to 1.9%) of students performing at PL 1, and a 21.5% decrease (from 77.3% to 55.8%) of students performing at PL 3 and 4.
- Results for **Special Education students** indicate a 37.1% decrease (from 53.8% to 16.7%) of students performing at PL 1, and a 9.0% decrease (from 7.7% to 16.7%) of students performing at PL 3 and 4.
- Results for **ELL Students** indicate 2 students took the exam in 20012. The number of students who took the test does not permit for further disaggregation of data.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) **strategies/activities that encompass the needs of identified student subgroups,**
 - Infuse the Common Core Standards into our instructional process
 - Improve student progress/performance.
 - Include strategies to increase rigor, relevance and relationship.
 - Turn our attention to assisting teachers with strategies to improve management, lesson preparation, students' discipline, develop behavioral plans for students with reward and consequences, teaching and re-teaching techniques.
 - Continue the 75-minute and 90-minute block in mathematics
 - Continue the 37.5-minute EIS for three days a week to start the day
 - Continue the 30-minute block in AIS daily to start the day
 - Combine the EIS/AIS sessions to provide AIS in a one-hour block to start the day
 - Alternate the one-hour block to facilitate AIS in reading and mathematics
 - Model math lessons by the Mathematics Coach
 - Continue literacy practices in mathematics and other content areas
 - Continue provision of intensive academic intervention services for all students who are not meeting state standards
 - Ongoing embedded professional development in Common Core State Standard the understanding and use of specialized instructional strategies to meet the needs of special populations, how to use the 90-minute block in mathematics
 - Pacing calendars will be used for each grade level, opportunities will be provided for the teachers to continue to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet state standards
 - Teachers will use data from nySTART, Item skills analyses, ARIS, and computer assisted program such as Study Island, to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students
 - Teachers will reinforce mathematics strategies during content area instruction
 - Continue the instructional strategies that have contributed to overall improved student achievement in other grades, including the implementation of a 90-minute block in mathematics at least twice a week and include writing activities use of manipulative during the mathematics period
 - Use of portfolios to assess students individual needs and the Danielson's teacher evaluation tools during the observation process

to assess teacher performance and provide instructional activities to meet students' individual needs

- All teachers will become familiar with and use the mathematical strategies that are researched, based on the NYS Mathematics strands.
- Students will participate in working through four Common Core aligned units of study completing standards-based tasks – two in literacy standards in ELA, social studies, and/or science and two in mathematics to be evaluated as per CCSS initiative/expectations
-

b) key personnel and other resources used to implement these strategies/activities,

- Classroom teacher assigned to each class, cluster teacher assigned daily, who will demonstrate outstanding classroom practices.
- All students will receive group and individual instruction daily using components of the Comprehensive Instructional Approach to Balanced Mathematics as dictated by the uniform core curriculum and the Common Core State Standards initiative.
- Intervention provided by funded teacher
- Classroom libraries, core curriculum materials in all subject areas
- Math logs, planning guides/pacing charts, curriculum maps
- Develop and monitor student' portfolios, math journals and logs and promotional folders
- Analyze teacher generated tests and look at students' work
- Promote frequent library visits (school/community), library card drive
- Theme based instruction aligned to State/City Standards will provide activities for social interactions. Team Planning approach involving mini lessons, strategy skills, engage students in speaking, listening, journal writing, individual and small group instruction, book reports, shared, guided and independent math activities, vocabulary development, journal entry skills and discussion group.
- Ongoing embedded professional development for teachers, coaches and administrators both school based, Hofstra University and CFN – weekly, monthly, visitations, conferences, common prep time allocated to look at student work, devise rubrics, conferencing, guided math activities and encouraging literacy practices in all content areas
- Principal and Assistant Principal as responsibility persons
- Assigned materials for CCSS task in mathematics and project outline

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- teachers are members of the SLT – where consensus is practiced
- teachers participate in the inquiry process

- teachers meet to discuss best practices, and collaborate on curriculum
- teachers meet at least once a week for common planning and grade conferences where they can express and share opinions, talk about assessments, how they can be revisited and what works best for specific needs of students
- teachers are members of the school's administrative council

d) timeline for implementation.

- Begin September 6, 2012 – June 2012
Monday – Friday
90 – minute to 120 – minute Literacy Block daily

Strategies to increase parental involvement .

- Enlist the help of parents in the use of the sight word list to build students ability to recognize words to develop math vocabulary
- Foster a caring and effective home-school partnership to endure that parents can effectively support and monitor their child's progress and to provide materials and training to help parents work with children to improve their achievement level in mathematics and the use of technology
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Provide assistance to parents in understanding City, State and Federal standards and assessments
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, mathematics, accessing community and support services and technology training to build parents' capacity to help their children at home.
- Parent- teacher conferences throughout the year
- Establish a Parent Resource Center/ Area or lending library; instructional materials for parents
- Provide written and verbal progress reports that are periodically given to keep parents informed about their child's progress

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax _____ Title _____
x Levy x Title I _____ IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- 2 Grade 4 teachers (\$76,995 TL FSF x1; \$76,995 *many* x1)
- 1 Cluster Quota (\$76,987 *many* x1)
- 1 A.P. serving – 12 month – \$123,172 TLFSFx 1)
- 1 Principal - \$148,224 TLFSF x 1)
- Uniform curriculum materials – classroom libraries/other resources
- General supplies \$2, 500 TL FSF
- Library support (\$76,995 TL FS F)
- Text books (\$21,159 TL NYSTL)
- Library books - \$3,694 – TL NYSTL Library
 - 1 Cluster Foreign Language (\$76,995 *many* x1) – to participate in EIS
 - 1 Cluster Physical Education (\$76,995 TL FSF x1) – to participate in EIS
 - 1 Attendance (\$102,131 AIDP Attendance x1)
 - 1 SETSS (\$76,995 TL RS IEP x1)
 - 2 Speech (\$73,577 TL RS Mandated Speech x2)
 - 2 Title I Supplementary Math & ELA (\$106,260 Title I SWP x1; \$106,260 *many* x 1)
 - 1 Supplementary Technology (\$94,100 *many* x1)

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1 (B)

MATHEMATICS

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To expand the design and deepen the work of a coherent instructional program using the CCSS, to meet the Citywide Instructional Expectations 2012 – 2013 for general education, ELL/LEP, students with disabilities, economically disadvantaged and major ethnic/racial groups. and to Improve student performance in Mathematics

(B2) By June 2013, the number of students in Grades 3-8 achieving Performance Levels 3 and 4 will increase by 3-7% as measured by teacher generated, NYC Periodic and NYS assessments

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Grade 5 – All Tested Students’ Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	55	680	2	3.6	20	36.4	23	41.8	10	18.2	33	60.0
2011	57	678	7	12	17	30	20	35	13	23	33	58
2010	62	688.0	2	3.2	22	35.5	23	37.1	15	24.2	38	61.3

Grade 5 – General Education Students’ Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	43	682	1	2.3	15	34.9	20	46.5	7	16.3	27	62.8
2011	38		0	0	10	26	16	42	12	32	28	74
2010	52	692.0	1	1.9	16	30.8	20	38.5	15	28.8	35	67.3

Grade 5 – Special Education Students’ Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	12	675	1	8.3	5	41.7	3	25.0	3	25.0	6	50.0
2011	19		7	37	7	37	4	21	1	5	5	26
2010	10	667.3	1	10.0	6	60.0	3	30.0	0	0.0	3	30.0

Summary of Data Analysis/Findings – Grade 5 Mathematics:

An analysis of Grade 5 Mathematics Assessment results over the three year period from 2010-2012 indicates the following

- Results for **all tested students** indicate an 0.4% increase (from 3.2% to 3.6%) of students performing at PL 1, and a 1.3% decrease (from 61.3% to 60.0%) of students performing at PL 3 and 4.
- Results for **General Education students** indicate a 0.4% increase (1.9% to 2.3%) of students performing at PL 1, and a 4.5 % decrease (from 67.3% to 62.8%) of students performing at PL 3 and 4.
- Results for **Special Education students** indicate a 1.7% decrease (from 10% to 8.3%) of students performing at PL 1, and a

20% increase (from 30.0% to 50.0%) of students performing at PL 3 and 4.

- Results for **ELL students** - the only statistics found were that two students tested with results of S.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response

:

a) **strategies/activities that encompass the needs of identified student subgroups,**

- Infuse the Common Core Standards into our instructional process
- Improve student progress/performance.
- Include strategies to increase rigor, relevance and relationship.
- Turn our attention to assisting teachers with strategies to improve management, lesson preparation, students' discipline, develop behavioral plans for students with reward and consequences, teaching and re-teaching techniques.
- Continue the 75-minute block in mathematics
 - Continue the 37.5-minute EIS for three days a week to start the day
 - Continue the 30-minute block in AIS daily to start the day
 - Combine the EIS/AIS sessions to provide AIS in a one-hour block to start the day
 - Alternate the one-hour block to facilitate AIS in reading and mathematics
 - Model math lessons by the Mathematics Coach
 - Continue literacy practices in mathematics and other content areas
 - Continue provision of intensive academic intervention services for all students who are not meeting state standards
 - Ongoing embedded professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations, how to use the 90-minute block in mathematics
 - Pacing calendars will be used for each grade level, opportunities will be provided for the teachers to continue to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet state standards
 - Teachers will use data from nySTART, Item skills analyses, ARIS, Computer assisted Series – Study Island to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students
 - Teachers will reinforce mathematics strategies during content area instruction
 - Continue the instructional strategies that have contributed to overall improved student achievement in other grades, including the implementation of a 90-minute block in mathematics at least twice a week and include writing activities use of

manipulative during the mathematics period

- Use of portfolios to assess students individual needs and the Danielson's teacher evaluation tools during the observation process to assess teacher performance and provide instructional activities to meet students' individual needs
 - All teachers will become familiar with and use the mathematical strategies that are researched, based on the NYS Mathematics strands.
- Students will participate in working through four Common Core aligned units of study completing standards-based tasks – two in literacy standards in ELA, social studies, and/or science and two in mathematics to be evaluated as per CCSS initiative/expectations

b) key personnel and other resources used to implement these strategies/activities,

- Classroom teacher assigned to each class, cluster teacher assigned daily, who will demonstrate outstanding classroom practices.
- All students will receive group and individual instruction daily using components of the Comprehensive Instructional Approach to Balanced Mathematics as dictated by the uniform core curriculum and the Common Core State Standards initiative.
- Intervention provided by Title 1 funded teacher
- Classroom libraries, core curriculum materials in all subject areas
- Math logs, planning guides/pacing charts, curriculum maps
- Develop and monitor student' portfolios, math journals, logs and promotional folders
- Analyze teacher generated tests and look at students' work
- Promote frequent library visits to get opportunities to utilize technology, books, encourage library card drive
- Theme based instruction aligned to State/City Standards will provide activities for social interactions. Team Planning approach involving mini lessons, strategy skills, reading and writing in mathematics, vocabulary development, journal writing, highly interactive discussion group.
- Ongoing embedded professional development for teachers, coaches and administrators both school based, Hofstra University and CFN – weekly, monthly, visitations, conferences, common prep time allocated to look at student work, devise rubrics, conferencing, guided mathematics activities and encouraging literacy practices in all content areas
- Principal and Assistant Principal as responsibility persons
- Assigned materials for CCSS task in mathematics and project outline

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- teachers are members of the SLT – where consensus is practiced
- teachers participate in the inquiry process
- teachers meet to discuss best practices, and collaborate on curriculum
- teachers meet at least once a week for common planning and grade conferences where they can express and share opinions, talk about assessments, how they can be revisited and what works best for specific needs of students
- teachers are members of the school’s administrative council

d) **timeline for implementation.**

- Begin September 6, 2012 – June 2013
Monday – Friday
90 – minute to 120 – minute Literacy Block daily

Strategies to increase parental involvement

- Enlist the help of parents in the use of the sight word list to build students ability to recognize words
- Foster a caring and effective home-school partnership to endure that parents can effectively support and monitor their child’s progress and to provide materials and training to help parents work with children to improve their achievement level in literacy and the use of technology
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Provide assistance to parents in understanding City, State and Federal standards and assessments
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy, accessing community and support services and technology training to build parents’ capacity to help their children at home.
- Parent- teacher conferences throughout the year
- Establish a Parent Resource Center/ Area or lending library; instructional materials for parents
- Provide written and verbal progress reports that are periodically given to keep parents informed about their child’s progress

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- 2 Grade 5 teachers (\$76,995 *many* x3)
- 1 Cluster Teacher Grades 3,4,5 (\$76,987 *many* x1)
- T1 Reading Teacher (\$106,260 T1 SWP) – to participate In EIS
- 1 Para (\$31,014 TL RS IEP Crisis Para x1)
 - 1 A.P. serving – 12 month – \$123.172 TLFSF x 1)
 - 1 Principal - \$148,224 TLFSF x 1)
 - Uniform curriculum materials – classroom libraries/other resources
 - General supplies \$2, 500 TL FSF
 - Library support (\$76,995 TL FS F
 - Text books (\$21,159 TL NYSTL)
 - Library books - \$3,694 – TL NYSTL Library

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1 (B)

MATHEMATICS

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To expand the design and deepen the work of a coherent instructional program using the CCSS, to meet the Citywide Instructional Expectations 2012 – 2013 for general education, ELL/LEP, students with disabilities, economically disadvantaged and major ethnic/racial groups. and to improve student performance in Mathematics

(B2) By June 2013, the number of students in Grades 3-8 achieving Performance Levels 3 and 4 will increase by 3-7% as measured by teacher generated, NYC Periodic and NYS assessments

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Grade 6 – All Tested Students’ Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	64	658	12	18.8	31	48.4	15	23.4	6	9.4	21	32.8
2011	84	664	13	15	43	51	24	29	4	5	28	34
2010	70	661.7	8	11.4	36	51.4	23	32.9	3	4.3	26	37.1

Grade 6 – General Education Students’ Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	55	660	10	18.2	27	49.1	13	23.6	5	9.1	18	32.7
2011	71		7	10	36	51	24	34	4	6	28	40
2010	65	665.2	6	9.2	34	52.3	22	33.8	3	4.6	25	38.5

Grade 6 – Special Education Students’ Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	9	647	2	22.2	4	44.4	2	22.2	1	11.1	3	33.3
2011	13		6	46	7	54	0	0	0	0	0	0
2010	5	S	S	S	S	S	S	S	S	S	S	S

Summary of Data Analysis/Findings – Grade 6 Mathematics:

An analysis of Grade 6 Mathematics Assessment results over the three year period from 2010 -2012 indicates the following:

- Results for **all tested students** indicate a 7.4% increase (from 11.4% to 18.8%) of students performing at PL 1, and a 4.3% decrease (from 37.1% to 32.8%) of students performing at PL 3 and 4.
- Results for **General Education students** indicate a 9.0% increase (from 9.2% to 18.2%) of students performing in PL 1, and a 5.8% increase (from 38.5% to 32.7%) of students performing at PL 3 and 4.
- Results for **Special Education students (2011 – 2012)** indicate a 23.8% increase (from 46.0% to 22.2%) of students performing in PL 1, and a 33.3% increase (from 0.0% to 33.3%) of students performing at PL 3 and 4.
- Results for **ELL Students** indicate that 5 students were tested in 2011, with an S result.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies/activities that encompass the needs of identified student subgroups,

Our Progress report indicates that 46.3% of our students are at Proficiency Level in Math. Therefore, we need to shift our focus that will:

- Infuse the Common Core Standards into our instructional process
- Improve student progress/performance.
- Include strategies to increase rigor, relevance and relationship.
- Turn our attention to assisting teachers with strategies to improve management, lesson preparation, students' discipline, develop behavioral plans for students with reward and consequences, teaching and re-teaching techniques.
- Mathematics teachers will be programmed to receive ongoing embedded professional development. Teachers of self-contained special education classes will receive continuous professional development in mathematics and self contained special education classes will receive mathematics instruction from general education teachers also.
- Continue to develop and review student portfolios, teacher's observation and the nySTART, Acuity, Common Core State Standards and Study Island program data will be utilized
- All teachers will become familiar with and use the mathematical strategies that are researched based on the Problem solving, Reasoning and Proof, Communication, Connections, Representation, Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability strands
- Continue to use the 45 and 90-minute block in mathematics
- Continue to use the 37.5 minute block in EIS and the 30 minute block in AIS to start the day, three days a week
- The use of specialized strategies to meet the needs of special education students, effective strategies for mathematics including problem solving, communication, mathematics literacy
- Build on writing activities in mathematics daily, and implement a school wide program with parallel instruction in all classes, including self-contained special education and classes for ESL students
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of the student population
- Increased opportunities for the mainstreaming of special-education students in general education classes, including an expansion of the inclusion model and additional support of ELL students in the general education setting
- Pacing calendars will be used for each grade level, opportunities will be provided for the teachers to plan collaboratively and 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 nySTART, ARIS, Acuity and Computer assisted program Assessment data – Study Island to provide instructional emphasis on students’ strengths and weaknesses and to assist in the grouping of students
- Teachers will reinforce mathematics strategies and language during content area instruction
- Investigation of best practices for sustaining and accelerating the achievement of general education, special education and English language Learners will be introduced and maintained
- Incorporate math games in instructional practices
- Students will participate in working through eight Common Core aligned units of study completing standards-based tasks – two in ELA, two in social studies, two in science and two in mathematics to be evaluated as per CCSS initiative/expectations

b) key personnel and other resources used to implement these strategies/activities,

- Classroom teacher assigned to each class, cluster teacher assigned daily, who will demonstrate outstanding classroom practices.
- All students will receive group and individual instruction daily using components of the Comprehensive Instructional Approach to Balance Mathematics as dictated by the uniform core curriculum and the Common Core State Standards initiative.
- Intervention provided by funded teacher
- Classroom libraries, core curriculum materials in all subject areas
- Mathematics logs, planning guides/pacing charts, curriculum maps
- Develop and monitor student’ portfolios, writing journals, reading logs and promotional folders
- Analyze teacher generated tests and look at students’ work
- Promote frequent library visits (school/community), library card drive
- Theme based instruction aligned to State/City Standards will provide activities for social interactions. Team Planning approach involving mini lessons, strategy skills teaching lessons activities to engage students in speaking, listening, reading and writing, individual and small group instruction, book reports, shared, guided and independent mathematics and writing, vocabulary development, journal entry writing, interactive discussion group.
- Ongoing embedded professional development for teachers, coaches and administrators both school based, Hofstra University and CFN – weekly, monthly, visitations, conferences, common prep time allocated to look at student work, devise rubrics, conferencing, guided math and encouraging literacy practices in all content areas
- Principal and Assistant Principal as responsibility persons
- Assigned materials for CCSS task in mathematics and project outline
-

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- teachers are members of the SLT – where consensus is practiced
- teachers participate in the inquiry process
- teachers meet to discuss best practices, and collaborate on curriculum
- teachers meet at least once a week for common planning and grade conferences where they can express and share opinions, talk about assessments, how they can be revisited and what works best for specific needs of students
- teachers are members of the school’s administrative council

d) timeline for implementation.

- Begin September 6, 2012 – June 2013
Monday – Friday
90 – minute to 120 – minute Literacy Block daily

Strategies to increase parental involvement

- Enlist the help of parents in the use of the sight word list to build students ability to recognize words
- Foster a caring and effective home-school partnership to endure that parents can effectively support and monitor their child’s progress and to provide materials and training to help parents work with children to improve their achievement level in literacy and the use of technology
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Provide assistance to parents in understanding City, State and Federal standards and assessments
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, mathematics, accessing community and support services and technology training to build parents’ capacity to help their children at home.
- Parent- teacher conferences throughout the year
- Establish a Parent Resource Center/ Area or lending library; instructional materials for parents
- Provide written and verbal progress reports that are periodically given to keep parents informed about their child’s progress

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start)

- 5 Grade 6 teachers (\$76,995 TL FSF x 4; \$76,995 *many* x 1)
- 1 Grade 6 teachers (\$75,030 TL 09C4E CTT x1)
- 1 A.P. serving – 12 month – \$123.172 TLFSF x 1)
- 1 Principal - \$148,224 TLFSF x 1)
- Uniform curriculum materials – classroom libraries/other resources
- General supplies \$2, 500 TL FSF
- Dedicated Instruction – Supplementary \$106,260 Title 1 SWP x 1)
- Library support (\$76,995 TL FS F x 1)
- Text books (\$21,159 TL NYSTL)
- Library books - \$3,694 – TL NYSTL Library
- 3 Paraprofessional –(\$45,559 – IDEA RS IEP x 1; \$31,014 TL RS IEP; \$31,349 TLFSF x 1)

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1 (B)

MATHEMATICS

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To expand the design and deepen the work of a coherent instructional program using the CCSS, to meet the Citywide Instructional Expectations 2012 – 2013 for general education, ELL/LEP, students with disabilities, economically disadvantaged and major ethnic/racial groups. and to Improve student performance in Mathematics

(B2) By June 2013, the number of students in Grades 3-8 achieving Performance Levels 3 and 4 will increase by 3-7% as measured by teacher generated, NYC Periodic and NYS assessments

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Grade 7 – All Tested Students’ Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	81	662	10	12.3	38	46.9	29	35.8	4	4.9	33	40.7
2011	74	674	5	7	27	36	29	39	13	18	42	57
2010	66	652.4	14	21.2	34	51.5	16	24.2	2	3	18	27.3

Grade 7 – General Education Students’ Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	72	667	4	5.6	35	48.6	29	40.3	4	5.6	33	45.8
2011	68		3	4	24	35	28	41	13	19	41	60
2010	62	652.7	13	21.0	32	51.6	15	24.2	2	3.2	17	27.4

Grade 7 – Special Education Students’ Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	9	620	6	66.7	3	33.3	0	0.0	0	0.0	0	0.0
2011	6		2	33.0	3	50	1	17	0	0	1	17
2010	4	S	S	S	S	S	S	S	S	S	S	S

Summary of Data Analysis/Findings – Grade 7 Mathematics:

An analysis of Grade 7 Mathematics Assessment results over the three year period from 2010-2012 indicates the following:

- Results for **all tested students** indicate a 7.9% decrease (from 21.2 % to 12.3%) of students performing at PL 1, and a 13.4% decrease (from 27.3% to 40.7%) of students performing at PL 3 and 4.
- Results for **General Education students** indicate a 15.4% decrease (from 21.0% to 5.6%) of students performing in PL 1, and a 18.4% increase (from 27.4% to 45.8%) of students performing at PL 3 and 4.
- Results for **Special Education students (2011 – 2012)** indicate a 33.7% increase (from 33.0% to 66.7%) of students performing in PL 1, and a 17.0% increase (from 17.0% to 0.0%) of students performing at PL 3 and 4.
- Results for **ELL Students** indicate that 3 students were tested in 2012. The number of students who took the test does not permit for further disaggregation of data.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies/activities that encompass the needs of identified student subgroups,

Our Progress report indicates that 46.3% of our students are at Proficiency Level in Math. Therefore, we need to shift our focus that will:

- Infuse the Common Core Standards into our instructional process
- Improve student progress/performance.
- Include strategies to increase rigor, relevance and relationship.
- Turn our attention to assisting teachers with strategies to improve management, lesson preparation, students' discipline, develop behavioral plans for students with reward and consequences, teaching and re-teaching techniques.
- Continue the 45 and 90-minute block in mathematics and increase opportunities for writing activities
- Implement a school-wide literacy program with parallel instruction in all classes, including self-contained special education and ESL classes
- Continue instructional strategies that have contributed to overall improved student achievement
- Continue intensive program for EIS/AIS in mathematics – after school, before school, vacation school opportunities must be increased with parent education programs to enhance home-school plan to improve mathematics. EIS for 37.5 minutes and AIS 30 minutes to start the day.
- Embedded professional development in the understanding and use of specialized instructional strategies to meet the needs of all students
- Increase opportunities for the mainstreaming of special education students in general education classes, including and expansion of the inclusion model and additional support for special needs students in the general education setting
- Pacing calendars will be used 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 the nySTART, ARIS, and Acuity and computer assisted assessments – Study Island to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students
- Reinforce mathematics strategies and language during content area instruction
- Investigate best practices for sustaining and accelerating the achievement of English Language Learners and Special education students
- Use specialized strategies to meet the needs of special education and ELL students
- Effective strategies for mathematics including problem solving, communication and mathematics literacy
- All teachers will become familiar with and use the mathematical strategies that are researched based on the Problem solving,

Reasoning and Proof, Communication, Connections, Representation, Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability strands

- Incorporate math games in instructional practices
- Students will participate in working through eight Common Core aligned units of study completing standards-based tasks – two in ELA, two in social studies, two in science and two in mathematics to be evaluated as per CCSS initiative/expectations

b) key personnel and other resources used to implement these strategies/activities,

- Classroom teacher assigned to each class, cluster teacher assigned daily, who will demonstrate outstanding classroom practices.
- All students will receive group and individual instruction daily using components of the Comprehensive Instructional Approach to Balanced Mathematics as dictated by the uniform core curriculum and the Common Core State Standards initiative.
- Intervention provided by funded teacher
- Classroom libraries, core curriculum materials in all subject areas
- Mathematics logs, planning guides/pacing charts, curriculum maps
- Develop and monitor student' portfolios, mathematics journals, logs and promotional folders
- Analyze teacher generated tests and look at students' work
- Promote frequent library visits (school/community), library card drive
- Theme based instruction aligned to State/City Standards will provide activities for social interactions. Team Planning approach involving mini lessons, strategy skills, teaching lessons, activities to engage students in speaking, listening, reading and writing, individual and small group instruction, book reports, shared, guided and independent math and writing, vocabulary development, math journal writing, and interactive discussion group.
- Ongoing embedded professional development for teachers, coaches and administrators both school based, Hofstra University and CFN – weekly, monthly, visitations, conferences, common prep time allocated to look at student work, devise rubrics, conferencing, guided mathematics activities and encouraging literacy practices in all content areas
- Principal and Assistant Principal as responsibility persons
- Assigned materials for CCSS task in mathematics and project outline

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- teachers are members of the SLT – where consensus is practiced

- teachers participate in the inquiry process
- teachers meet to discuss best practices, and collaborate on curriculum
- teachers meet at least once a week for common planning and grade conferences where they can express and share opinions, talk about assessments, how they can be revisited and what works best for specific needs of students
- teachers are members of the school's administrative council

d) .

- Begin September 6, 2012 – June 2013
Monday – Friday
90 – minute to 120 – minute Literacy Block daily

Strategies to increase parental involvement

- Enlist the help of parents in the use of the sight word list to build students ability to recognize words pertaining to mathematics
- Foster a caring and effective home-school partnership to endure that parents can effectively support and monitor their child's progress and to provide materials and training to help parents work with children to improve their achievement level in mathematics and the use of technology
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Provide assistance to parents in understanding City, State and Federal standards and assessments
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy, mathematics, accessing community and support services and technology training to build parents' capacity to help their children at home.
- Parent- teacher conferences throughout the year
- Establish a Parent Resource Center/ Area or lending library; instructional materials for parents
- Provide written and verbal progress reports that are periodically given to keep parents informed about their child's progress

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax _____ Title
x Levy x Title I _____ IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- 2 Grade 7 teachers (\$76,995 TL FSF x 1; \$82,605 *many* x 1)
- 1 Cluster Teacher (\$106,260 C4E x1)
- 1 Cluster Foreign Language (\$76,995 *many* x1) – to participate in EIS
- 1 Cluster Physical Education (\$76,995 TL FSF x1) – to participate in EIS
- 1 Attendance (\$102,131 AIDP Attendance x1)
- 1 SETSS (\$76,995 TL RS IEP x1)
- 2 Speech (\$73,577 TL Mandated Speech x2)
- 2 Title I Supplementary Math & ELA (\$106,260 *many* x 1; \$85,479 *many* x 1)
- 1 Supplementary Technology (\$94,100 *many* x1)
- 1 A.P. serving – 12 month – \$123,172 TLFSF x 1)
- 1 Principal - \$148,224 TLFSF x 1)
- Uniform curriculum materials – classroom libraries/other resources
- General supplies \$2, 500 TL FSF
- Library support (\$76,995 TL FS F x 1)
- Text books (\$21,159 TL NYSTL)
- Library books - \$3,694 – TL NYSTL Library

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1 (B)

MATHEMATICS

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To expand the design and deepen the work of a coherent instructional program using the CCSS, to meet the Citywide Instructional Expectations 2012 – 2013 for general education, ELL/LEP, students with disabilities, economically disadvantaged and major ethnic/racial groups. and to improve student performance in Mathematics

(B2) By June 2013, the number of students in Grades 3-8 achieving Performance Levels 3 and 4 will increase by 3-7% as measured by teacher generated, NYC Periodic and NYS assessments

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Grade 8 - All Tested Students' Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	73	669	4	5.5	39	53.4	27	37.0	3	4.1	30	41.1
2011	75	638	33	44	33	44	9	12	0	0	9	12
2010	78	667.3	4	5.1	45	57.7	27	34.6	2	2.6	29	37.2

Grade 8 - General Education Students' Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	68	671	2	2.9	37	54.4	26	38.2	3	4.4	29	42.6
2011	64		29	45	27	42	8	13	0	0	8	13
2010	77	667.5	4	5.2	44	57.1	27	35.1	2	2.6	29	37.7

Grade 8 – Special Education Students' Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	5	S	S	S	S	S	S	S	S	S	S	S
2011	11	4		36	6	55	1	9	0	0	1	9
2010	1	S	S	S	S	S	S	S	S	S	S	S

Grade 8 – ELL Students' Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2012	2	S	S	S	S	S	S	S	S	S	S	S
2011	4	S	S	S	S	S	S	S	S	S	S	S
2010	1	S	S	S	S	S	S	S	S	S	S	S

Summary of Data Analysis/Findings – Grade 8 Mathematics:

An analysis of Grade 8 Mathematics Assessment results over the three year period from 2010-2012 indicates the following:

- Results for all tested students indicate a 0.4% increase (from 5.1% to 5.5%) of students performing at PL 1, and a 3.9% increase (from 37.2% to 41.1%) of students performing at PL 3 and 4.

- Results for General Education students indicate a 2.3% decrease (from 5.2% to 2.9%) of students performing in PL 1, and a 4.9% increase (from 37.7% to 42.6%) of students performing at PL 3 and 4.
- Results for Special Education students indicate 5 students took the test. There are no results to compare to from the two previous years.
- Results for **ELL Students** indicate that 2 students were tested in 2012. The number of students who took the test does not permit for further disaggregation of data.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies/activities that encompass the needs of identified student subgroups,

Based on the analysis of the data and relevant findings we must devise an instructional program to support student achievement in mathematics

- Continue test preparation for Math Regents
- Continue the instructional strategies that have contributed to overall improvement in student achievement, including the implementation of writing daily in the mathematics block
- Continue the 45 and 90-minute block in mathematics
- Continue the 60 minute block in EIS/AIS to start the day
- Implement literacy practices in all content areas, and parallel instruction in all classes, including self-contained special education and ESL classes
- Continue an intensive AIS program – after school, before school, vacation school to serve all students who are not meeting State Standards
- Intensive professional development using specialized instructional strategies to meet the needs of general education students, special education students and English Language Learners
- Utilize Pacing calendars in each grade level
- Continue common planning time for teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards
- Use data from nySTART, Acuity and Computer assisted programs Assessments – Study Island to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students
- Reinforce mathematics strategies during content area instruction

- Increase opportunities for mainstreaming of special education students in general education classes, including an expansion of the inclusion model and additional support for special needs and ELL students in a general education setting
- Investigate best practices for sustaining and accelerating the achievement of ELL students and special education students
- Use specialized strategies to meet the needs of special education students and ELL students
- Use effective strategies for mathematics including problem solving, communication, mathematics/literacy
- All teachers will become familiar with and use the mathematical strategies that are researched based on the Problem solving, Reasoning and Proof, Communication, Connections, Representation, Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability strands
- Incorporate math games in instructional practices
- Introduce competitions that will pose challenges and reinforce skills.
- Use of portfolios to assess students individual needs and the Danielson's teacher evaluation tools during the observation process to assess teacher performance and provide instructional activities to meet students' individual needs
- Students will participate in working through eight Common Core aligned units of study completing standards-based tasks – two in ELA, two in social studies, two in science and two in mathematics to be evaluated as per CCSS initiative/expectations
-

b) key personnel and other resources used to implement these strategies/activities,

- Classroom teacher assigned to each class, cluster teacher assigned daily, who will demonstrate outstanding classroom practices.
- All students will receive group and individual instruction daily using components of the Comprehensive Instructional Approach for Reading and Writing as dictated by the uniform core curriculum and the Common Core State Standards initiative.
- Intervention provided by funded teacher- Month by Month Phonics and Foundations
- Classroom libraries, core curriculum materials in all subject areas
- Mathematics logs, planning guides/pacing charts, curriculum maps
- Develop and monitor student' portfolios, math writing journals, logs and promotional folders
- Analyze teacher generated tests and look at students' work
- Promote frequent library visits (school/community), library card drive
- Theme based instruction aligned to State/City Standards will provide activities for social interactions. Team Planning approach involving mini lessons, strategy skills teaching lessons, activities to engage students in speaking, listening, reading and writing, individual and small group instruction, book reports, shared, guided math and independent writing in math, vocabulary development, math journal writing, and interactive discussion groups.
- Ongoing embedded professional development for teachers, coaches and administrators both school based, Hofstra

University and CFN – weekly, monthly, visitations, conferences, common prep time allocated to look at student work, devise rubrics, conferencing, guided math and encouraging literacy practices in all content areas

- Principal and Assistant Principal as responsibility persons
- Assigned materials for CCSS task in mathematics and project outline

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- teachers are members of the SLT – where consensus is practiced
- teachers participate in the inquiry process
- teachers meet to discuss best practices, and collaborate on curriculum
- teachers meet at least once a week for common planning and grade conferences where they can express and share opinions, talk about assessments, how they can be revisited and what works best for specific needs of students
- teachers are members of the school’s administrative council

d) .

- Begin September 6, 2012 – June 2013
Monday – Friday
90 – minute to 120 – minute Literacy Block daily

Strategies to increase parental involvement

- Enlist the help of parents in the use of the sight word list to build students ability to recognize words in mathematics
- Foster a caring and effective home-school partnership to endure that parents can effectively support and monitor their child’s progress and to provide materials and training to help parents work with children to improve their achievement level in mathematics and the use of technology
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Provide assistance to parents in understanding City, State and Federal standards and assessments
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy, mathematics accessing community and support services and technology training to build parents’ capacity to help their children at home.
- Parent- teacher conferences throughout the year

- Establish a Parent Resource Center/ Area or lending library; instructional materials for parents
- Provide written and verbal progress reports that are periodically given to keep parents informed about their child's progress

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- 3 Grade 8 (\$75,030 TL FSF x3)
- 1 Cluster (\$106,260 C4E x 1)
- 1 Cluster Foreign Language (\$76,995 *many* x1) – to participate in EIS
- 1 Cluster Physical Education (\$76,995 TL FSF x1) – to participate in EIS
- 1 Attendance (\$102,131 AIDP Attendance x1)
- 1 SETSS (\$76,995 TL RS IEP x1)
- 2 Speech (\$73,577 TL RS Mandated Speech x2)
- 2 Title I Supplementary Math & ELA (\$106,260 Title I SWP x 1; \$106,260 *many* x 1)
- 1 Supplementary Technology (\$94,100 *many* x1)
- 1 A.P. serving – 12 month – \$123,172 TLFSF x 1)
- 1 Principal - \$148,224 TLFSF x 1)
- Uniform curriculum materials – classroom libraries/other resources
- General supplies \$2, 500 TL FSF
- Library support (\$76,995 TL FS F x1)
- Text books (\$21,159 TL NYSTL)
- Library books - \$3,694 – TL NYSTL Library

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal # 1 (C)

SCIENCE

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To expand the design and deepen the work of a coherent instructional program using the CCSS, to meet the Citywide Instructional Expectations 2012 – 2013 for general education, ELL/LEP, students with disabilities, economically disadvantaged and major ethnic/racial groups. and to Improve student performance in Science

OBJECTIVE: (C1) By June 2013, the number of students in Grades 4 & 8 achieving Performance Levels 3 and 4 will increase by 3-7% as measured by teacher generated/NYS assessments and for grades 3/6 as measured by teacher generated/ unit and NYC assessments

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Grade 4 - All Tested Students' Performance on the NYS Science Assessment											
Year	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
		#	%	#	%	#	%	#	%	#	%
2012											
2011	63	2	3	6	10	34	54	21	33	55	87
2010	57	3	5	7	13	22	38	25	44	47	82

Grade 8 - All Tested Students' Performance on the NYS Science Assessment

Year	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
		#	%	#	%	#	%	#	%	#	%
2012											
2011	67	10	15	37	55	19	29	1	1	20	30
2010	77	7	9	32	42	38	49	0	0	38	49

Summary of Data Analysis/Findings – Grade 4 Science:

An analysis of Grade 4 Science Assessment results over the two-year period for 2010 – 2011 indicates the following:

- Results for **all tested students** indicate a 2.0% increase (from 5.0% to 3.0%) of students performing at PL 1, and a 5.0% increase (from 82.0% to 87.0%) of students performing at PL 3 and 4. There are no statistics posted on the NYStart for 2012.

Summary of Data Analysis/Findings – Grade 8 Science:

An analysis of Grade 8 Science Assessment results over the two-year period for 2006 & 2007 indicates the following:

- Results for **all tested students** indicate a 3.0% increase (from 7.0% to 10.0%) of students performing at PL 1, and a 19.0% decrease (from 49.0% to 30.0%) of students performing at PL 3 and 4.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) **strategies/activities that encompass the needs of identified student subgroups,**
 - Develop an item analysis for the student performance in science
 - Professional development will target teacher/student needs in general/special/ESL education students.
 - Continue five (5) periods of science in grade 6/7/8 and eight (8) periods and 2 HE periods in grade 8. Increase the number of

periods in the day for grade 8 by formalizing period zero as a teaching period. Reduction in periods, due to budget cuts.

- Engage parental involvement in science assignments especially exit projects. Set up professional development for parents in science in order for them to support homework assignments and to effect positive changes in student's ability to behave well in class to interpret, represent and present outcomes in scientific information.
- School visits, designed especially to observe the innovations in science labs and experience an experimental learning and increased forms of inquiry-based learning.
- Integration of Technology as a part of the science curriculum to improve student knowledge and scientific concepts, helping them to become increasingly sophisticated as they progress through the curriculum.
- Continue "Accountable Talk" as described in the preparation for Educational Reform and as they get clearer understandings in skills of observing, classifying, communicating, recordings.
- Increase the teacher's role as a facilitator as students conduct independent research – giving students ownership for their work and helping them to be proficient in using process skills to solve problems and to make decisions.
- Continue alternative assessments – reports, classroom presentations as they understand the scientific processes, principles, concepts in the areas of earth, life and physical science.
- Continue to update science books, since knowledge is ever increasing, develop responsible attitudes toward the environment, science, technology and society.
- Increase hands on activities in the lab weekly and to help students become more familiar with the equipment scientists use to collect and process data.
- Have students improve the quality of exit projects.
- Our Performance Index in science is 134.
- We met the AYP in science 2007-8.
- Continue common preparation periods so science teachers can plan together or join in common planning time with Math or ELA teachers as the need arises to reinforce skills in writing, develop listening skills or graph in math and social studies.
- Continue test preparation classes for Regents exams
- Inter class visits to observe best practices and improve teaching techniques and classroom climate.
- Encourage the continuation of professional development with Common Core State Standard, Trust for Public Land – to upgrade, develop and enrich teacher's skills.
- Provide independent study for advanced students.
- Utilize library media service for research and investigative purposes.
- Plan science bowl, science fair to develop scientific skills and foster creative and life long thinkers.
- Develop student assessment using a multiplicity of medical resources, data, teacher-made tests, and State assessments to chart progress.
- Utilize the NY Times, Science Times weekly to strengthen scientific facts and awareness of practical knowledge and real life science in action.
- On-going professional development to focus on methods, lesson planning, student assessment, scoring guides, pacing calendars,

agendas, organizing for effective teaching and the continuation of professional strategies that are successful.

- Science field trips to Brooklyn Botanical Gardens, Liberty Science Center (Earth Science), New York Aquarium.
- Study local ecosystem (early fall) using school compound.
- Implement a school wide program with parallel instruction in all classes, including self contained special and ELL students.
- Teachers must use the data of the ILST and other data to inform instruction, tailoring it to meet students' needs.
- Enter more Science competitions, e.g. SECME
- Use of portfolios to assess students individual needs and the Danielson's teacher evaluation tools during the observation process to assess teacher performance and provide instructional activities to meet students' individual needs
- Students will participate in working through four Common Core aligned units of study completing standards-based tasks – two in literacy standards in ELA, social studies, and/or science and two in mathematics for Grade 4 and eight aligned units for grade 8, two in ELA, two in Social Studies, two for Science and two for Mathematics to be evaluated as per CCSS initiative/expectations

b) key personnel and other resources used to implement these strategies/activities,

- Classroom teacher assigned to each class, cluster teacher assigned daily, who will demonstrate outstanding classroom practices.
- All students will receive group and individual instruction daily using components of the Comprehensive Instructional Approach for Reading and Writing as dictated by the uniform core curriculum and the Common Core State Standards initiative.
- Intervention provided by funded teacher- Month by Month Phonics and Foundations
- Classroom libraries, core curriculum materials in all subject areas
- Reading logs, planning guides/pacing charts, curriculum maps
- Develop and monitor student' portfolios, writing journals, logs and promotional folders
- Analyze teacher generated tests and look at students' work
- Promote frequent library visits (school/community), library card drive
- Theme based instruction aligned to State/City Standards will provide activities for social interactions. Team Planning approach involving mini lessons, strategy skills teaching lessons in phonemic awareness, phonics, activities to engage students in speaking, listening, reading and writing, individual and small group instruction, book reports, shared, guided and independent reading and writing, vocabulary development, journal writing, interactive read aloud discussion group.

*Laboratory practice provided weekly to the students.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- teachers are members of the SLT – where consensus is practiced
- teachers participate in the inquiry process
- teachers meet to discuss best practices, and collaborate on curriculum
- teachers meet at least once a week for common planning and grade conferences where they can express and share opinions, talk about assessments, how they can be revisited and what works best for specific needs of students
- teachers are members of the school’s administrative council

d) timeline for implementation.

- Begin September 8, 2012 – June 2013
Monday – Friday
90 – minute to 120 – minute Literacy Block daily

Strategies to increase parental involvement

- Enlist the help of parents in the use of the sight word list to build students ability to recognize words
- Foster a caring and effective home-school partnership to endure that parents can effectively support and monitor their child’s progress and to provide materials and training to help parents work with children to improve their achievement level in literacy and the use of technology
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Provide assistance to parents in understanding City, State and Federal standards and assessments
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy, accessing community and support services and technology training to build parents’ capacity to help their children at home.
- Parent- teacher conferences throughout the year

- Establish a Parent Resource Center/ Area or lending library; instructional materials for parents
- Provide written and verbal progress reports that are periodically given to keep parents informed about their child's progress

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Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
 Title I
 Title IIA
 Title III
 Grants
 Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

2 Grade 4 teachers teaching science (\$76,995 TLFSFx1; \$76,995 *many* x 1)
 1 Grade 6 science cluster (\$76,995 TLFSF x 1)
 1 Grade 7/8 teacher for science (\$76,995 TLFSF x 1)
 1 Grade 8 science Technology teacher (\$94,100 *many* x 1)

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1 (D)

SOCIAL STUDIES

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To expand the design and deepen the work of a coherent instructional program using the CCSS, to meet the Citywide Instructional Expectations 2012 – 2013 for general education, ELL/LEP, students with disabilities, economically disadvantaged and major ethnic/racial groups. and to Improve student performance in Social Studies

OBJECTIVE: (D1) By June 2013, students achievement in social studies will improve by 3 – 7% in Grades 3 – 8, as measured by teacher generated, unit and NYC/NYS assessments

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Note: No NYS Social Studies Assessment was administered since 2008. All assessments are teacher generated.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Implement a grade-wide program to address a rigorous and intense writing component. Guided and independent writing must continue to be an integral part of the curriculum
 - Students must be afforded more opportunities to express themselves in written presentations as these presentations test the

students' awareness of the larger world around them and shape their thought processes

- Provide field trips and research opportunities to broaden and expose students to many real world experiences
- Use videos and other visuals documenting historical occurrences and primary and secondary source documents
- AIS intervention sessions should be implemented for the subject area
- Utilize technology as a research tool and there must be more access for students and teachers into the lab
- Increase multicultural and multimedia resources and prepare learning centers
- Provide lessons on geography to increase knowledge of the world cultures, traditions, resources and the role they play in relevance to world affairs today
- Familiarize students with the process of inquiry and application used by social scientists and better develop questioning techniques and make for more informed decisions which will make a student capable of thinking through any development in our ever changing world
- Continue school wide projects to provide opportunities for research, to question the rhetoric of the past and to build or expand on the knowledge base as they share their findings
- Use of portfolios to assess students individual needs and the Danielson's teacher evaluation tools during the observation process to assess teacher performance and provide instructional activities to meet students' individual needs
-

b) **key personnel and other resources used to implement these strategies/activities,**

- Classroom teacher assigned to each class, cluster teacher assigned daily, who will demonstrate outstanding classroom practices.
- All students will receive group and individual instruction daily using components of the Comprehensive Instructional Approach for Reading and Writing as dictated by the uniform core curriculum and the Common Core State Standards initiative.
- Intervention provided by funded teacher- Month by Month Phonics and Foundations
- Classroom libraries, core curriculum materials in all subject areas
- Reading logs, planning guides/pacing charts, curriculum maps
- Develop and monitor student' portfolios, writing journals, logs and promotional folders
- Analyze teacher generated tests and look at students' work
- Promote frequent library visits (school/community), library card drive
- Theme based instruction aligned to State/City Standards will provide activities for social interactions. Team Planning approach involving mini lessons, strategy skills teaching lessons in phonemic awareness, phonics, activities to engage students in speaking, listening, reading and writing, individual and small group instruction, book reports, shared, guided and independent reading and writing, vocabulary development, journal writing, interactive read aloud discussion group.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- teachers are members of the SLT – where consensus is practiced
- teachers participate in the inquiry process
- teachers meet to discuss best practices, and collaborate on curriculum
- teachers meet at least once a week for common planning and grade conferences where they can express and share opinions, talk about assessments, how they can be revisited and what works best for specific needs of students
- teachers are members of the school's administrative council

d) timeline for implementation.

- Begin September 8, 2011 – June 2012
Monday – Friday
90 – minute to 120 – minute Literacy Block daily

Strategies to increase parental involvement

- Enlist the help of parents in the use of the sight word list to build students ability to recognize words
- Foster a caring and effective home-school partnership to endure that parents can effectively support and monitor their child's progress and to provide materials and training to help parents work with children to improve their achievement level in literacy and the use of technology
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Provide assistance to parents in understanding City, State and Federal standards and assessments
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy, accessing community and support services and technology training to build parents' capacity to help their children at home.
- Parent- teacher conferences throughout the year
- Establish a Parent Resource Center/ Area or lending library; instructional materials for parents
- Provide written and verbal progress reports that are periodically given to keep parents informed about their child's progress

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax _____ Title I _____ Title II _____ Title III _____ Grants _____ Other
x Levy _____ IIA _____

If other is selected describe here:

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- 1 Social Studies teacher grade 7/8 (\$106,260 C4E x1)
- 1 social studies teachers grade 6 (\$76,995 *many* x1)
- 3 K teachers
- 2 G1 teachers
- 2G2 teachers
- 2 G3 teachers
- 2G4 teachers
- 2 G 5 teachers

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To achieve effectiveness in administration functioning by way of employing operational/business practices in support of establishing a culture for learning and improvement in student academic performance

By June 2013, the members of the administrative council (which includes teachers) will restructure, refine and reorganize the school to create an organizational structure that will support goals and objectives, the school/DOE instructional initiatives, parent and community involvement and professional development to create a culture for learning.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Due to two years of continuous excessing of staff which has created increased class sizes, there is the need to revisit the operational and business practices in order to provide the necessary materials, supplies, human resource to carry out the instructional expectations for this school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - August 2012 – June 2013 weekly/monthly time lines, calendars, pacing charts
 - Utilize and manage resources that will allow students to demonstrate curiosity, to take initiative and to show that they value the importance of the content in which they are engaged.
 - We will design and implement activities and assignments that allow for a high degree of interaction among students, allowing time for them to demonstrate their ability to pay attention to detail to meet the instructional outcomes and expectations set forth in the curriculum.
 - Plan activities that will help students to manage time in relation to student learning priorities that will produce a well thought out product when completed and be able to defend the product
 - Work with teachers to set up tasks in subject areas of literacy, mathematics, science and social studies

Additionally, we will provide and participate in ongoing professional development activities which will include:

- Teaming
- Common prep activities – looking at students’ work, discussions among teachers on the same grade and cross grade conversations
- Program 10 periods in ELA, and 8 periods in Math, 4-5 periods in social studies and science – to facilitate interaction student-to-student, hands-on opportunities to pay attention to detail, allow for revisiting drafts and to produce a finished product that would promote student pride in their work.
- The observation process to stimulate teacher/student achievement through learning walks, focused learning walks short observations with immediate feedback
- Teacher/Student handbook

b) key personnel and other resources used to implement these strategies/activities,

The Administrative staff/guidance counselors, teachers will participate in on- going professional development activities as scheduled by the school/CFN/DOE.

The Principal will plan for effective instruction through flexible schedules- Teacher/Student programs - this will include rotation of courses to meet the mandates, cross grade teacher, teaming, push-in and pull-out modes, AIS. EIS SETTS counseling, mainstreaming requirements

The principal and professional development team, the AIS team and the SSST team will perform focused walks with immediate feedback to teachers as support to improve teaching and learning

The Principal/SLT will hold weekly, bi-monthly and monthly meeting to write and execute the CEP

The Principal/Budget team liaison will meet, plan , discuss the projected budget, categories for Galaxy, revised budget, register projections. Principal will turnkey to cabinet, SLT and parent community. Budget meetings, activities- spending modifications and planning are ongoing

Efficiency and effective operation of the General Office to disseminate information, assist with printing of materials, immediate distribution of curriculum materials purchased, will be collaborative effort of the principal and assistant principals

A School Safety Plan will be completed, signed and circulated by the designated A.P. and members of the School Safety Team. Principal has the ultimate responsibility for the safety of the students, staff and parents in the School- Safety agents, District Security guard, Teachers, custodian, NYPD representative make up the School Safety Committee.

Revise the Consolidated Plan, work collaboratively with the Attendance Team to promote and improve student attendance and guidance appropriate activities

The principal along with the administrative team will supervise all staff and be responsible for several short observations, setting up organizational structure of classes, teachers to match each class, course offerings, lunch periods, preps, passing and school climate.

There will be informational sessions, team meetings, Lead teachers calendar meetings to conduct needs assessments and other activities to improve school climate. Each grade Lead teacher will be invited to bring together members of their team for book talks, open forums to better serve the needs of the teacher and improve service to the student.

Allocate funding / create programs as per funding to support activities students need for having a voice in what happens in their school and to support learning goals.

Program activities for the principal to meet in small clinics with students, parents, staff. These clinics will support communication within the school community, raise awareness for safety and security, promote school – wide respect, encourage parent engagement and further provide much needed information to enlighten members of the school community to improve responses on surveys, thus promote school culture that will lend itself to school pride and academic success.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Teachers will meet to plan the following activities to be utilized as evidence of the work to be done during SLT, Administrative Council, Inquiry, team meetings:

- Monthly reports to monitor progress
- Observation logs
- Learning walks
- Minutes of all meetings
- Calendar of events
- Improvement in instructional practices
- Evidence of accountable talk
- Increase in voluntary attendance to professional development tailored to each teacher's needs
- Agendas, attendance records of scheduled meetings
- Turnkey of professional development activities
- Weekly team planning
- Teachers engaged in looking at students' work

- Submission of a well written CEP, teachers carrying out action plan of CEP
- Discuss spending plan in the SLT meetings, budget used in timely fashion and delineated for instructional needs of all students.
- Update on staff concerns – payroll, register count, curriculum needs, placement and grouping for instruction
- Clean welcoming environment, improved school climate, school culture where every child is engaged and speaks about learning
- Timely reporting on occurrences
- Increase in the percentage of student attendance from 94.0% to 95% plus

d) timeline for implementation

- * September 6, 2012 – June 2013
- * Set agenda meeting times

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
 - engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
 - ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
 - support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Foster a caring and effective home-school partnership to endure that parents can effectively support and monitor their child's

progress and to provide materials and training to help parents work with children to improve their achievement level in literacy and the use of technology

- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Provide assistance to parents in understanding City, State and Federal standards and assessments
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy, accessing community and support services and technology training to build parents' capacity to help their children at home.
- Parent- teacher conferences throughout the year
- Establish a Parent Resource Center/ Area or lending library; instructional materials for parents
- Provide written and verbal progress reports that are periodically given to keep parents informed about their child's progress

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) key personnel and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To initiate and strengthen staff activities to improve the quality of instruction in all curriculum areas.

By June 2012, in preparation for the 2012-2013 school year, we will utilize the resources of the CFN, the school, the colleges and universities to develop a comprehensive professional development plan, to support the City-wide instructional expectations in literacy and mathematics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

To successfully prepare all students, including students with disabilities and English language learners for life after high school, teachers need to create cognitively demanding learning experiences in their classrooms every day. To this end, we have to focus on broadening the standards of practice in math to include constructing a viable argument and mathematical modeling using selected domains and allowing time for completing tasks in literacy and mathematics. The Citywide Instructional Expectations require the strengthening of student work by examining and refining curriculum, assessment and classroom instruction and also the strengthening of teacher practice by examining and refining the feedback teachers receive.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,

Provide PD for all teachers on how to use uniformly high quality questioning

techniques with adequate time for response

- Have students formulate many questions.
- Prepare teachers how to use discussion techniques.
- Have students assume considerable responsibility for the discussion
- Encourage students to initiate topics and make unsolicited contributions so that all

their voices are heard

- Provide PD for new teachers – Teaching in the Literacy/Math block, Using the Workshop Model, Teaching Balanced Literacy/Math
- Use the library as a resource to improve instruction

In-depth study of the Progress Report showed the need for improvement in student progress. This will be achieved through:

- Increased differentiation of instruction to meet the needs of our students
- Increased professional development for teachers
- Increased student involvement in goal setting

The Quality Review report rates us as a Well Developed school and our School's Report Card shows an overall score of Good Standing in the areas of Mathematics, ELA and Science. To continuously improve on our performance, we will continue to work assiduously with our students through:

- project-based learning
- after-school programs
- technology integration in the curriculum

Learning Environments Survey

- Analyzing parents, students, teachers' responses and setting up a plan to better report to the school community – instruction and other offerings by the school.

Data driven instruction – gather the data, write the plan, execute the plan

A Closer look at school climate – safety, appearance

How to communicate with the school community – Translations, addressing special needs concerns, the non – negotiable, the NCLB ACT

Using the newspaper to develop a response to the Editor to deepen the writing process and differentiate instruction and extending the use of the papers in all content areas

Providing intervention services for special needs and ELL/LEP students to better meet their academic needs.

Include all subgroups to participate in extended day services, and provide translation services for parents

Common planning, frequency, taking leadership roles and being a team leader

Incorporating Rigor, relevance and relationship into lesson planning

Differentiated instruction – to deepen student performance and increase the percentage of students performing at PL 3 and 4 in Mathematics, ELA, Science on the New York State Standardized Assessments and school wide/teacher made tests in Social Studies.

Organizing the plan for success to improve teaching and learning, promoting functionally print rich environment, planning for success, assessment in planning, planning for assessment.

Integrating technology and the Arts in all curriculum area to deepen students' ability to claim responsibility for their learning, improving their academic performance.

Encouraging teachers to participate in Sports Play Active Recreation for Kids, to promote physical education in other curriculum areas, promote career/technical education to expose students to good ethics, provide enrichment in all curriculum areas to deepen student learning and differentiate instruction to meet the needs of each student.

Promoting Testing as a Genre

Continuous professional development on Data gathering, analysis and using the data to inform instruction. Use of web systems to help teachers to gather data, using results from Periodic Assessment to look at individual student performance, and using the Item Bank to provide practice in building the skill in which student show deficiencies.

b) key personnel and other resources used to implement these strategies/activities,

the principal, assistant principals, coach and teachers identified with leadership ability (can be classified as Lead teachers)

We are participating in professional development activities with:

- **Hofstra University** for teachers K-5 in Mathematics. Every Wednesday there is peer observation, feedback , actual math exercises for teachers e.g. 'teachers do the math they teach'
- **City Tech** for teachers of Science in the Middle School – Geosciences project of Model making to teach the geosciences, labs, field trips
- **Urban Advantage** for Science teachers – workshops, parent component for family science, trips, free admission to all cultural and educational institutions
- **CFN** professional activities in school and institutes.
- **NOAA** with the weather bug
- **TPL** and Science Play with science play yard
- **Garden to Café** with the school garden.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

More teachers participating in professional development activities. Teachers will meet with the professors and plan the PD sessions, topics, peer observation schedules.

They will meet with Administrative staff to plan the changes that will take place in their practice - 100 % of the teaching staff will implement standards- based instruction/functional print rich classrooms/ clear observable measurable learning objectives

- Increase in teachers participating in conferencing exercises
 - Increase opportunities for writing in grades 3-8 where teachers plan and execute the activities among themselves, before presenting them to the students.
 - Teacher improvement in questioning techniques, class discussions
 - Teachers planning activities to prepare students to take lead roles in questioning and class discussions
- Teachers will work with the Coach to prepare the tasks in literacy and mathematics

- d) timeline for implementation.

Begin September 6, 2012 through June 2013
Monday - Friday

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Encourage meaning parent participation on the SLT, PTA and parent committees

- Foster a caring and effective home-school partnership to endure that parents can effectively support and monitor their child's progress and to provide materials and training to help parents work with children to improve their achievement level in literacy and the use of technology
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Provide assistance to parents in understanding City, State and Federal standards and assessments

- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy, accessing community and support services and technology training to build parents' capacity to help their children at home.
- Parent- teacher conferences throughout the year
- Establish a Parent Resource Center/ Area or lending library; instructional materials for parents
- Provide written and verbal progress reports that are periodically given to keep parents informed about their child's progress
- Provide professional development opportunities for school staff with the assistance of parents to improve outreach , communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.
- Maintain a Parent Coordinator to serve as a liaison between the school and families. Workshops will be set in order for parents to gain information about the CCSS initiatives.
- Provide opportunities for parents to elp them understand the accountability system – NCLD/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title 1 5%Set aside for Professional Development

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

SUPPORT SERVICES

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To manage student behavior by providing support services to all students in general education, special education and BIL/ESL education to improve student achievement.

By June 2013, all students will receive needed services as measured by records of identification and delivery of services and the reduction in numbers of student referrals and suspensions.

By June 2013, there will be an increase in student attendance from 94.0% to 95%

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

There is noticeable deterioration in student behavior/attitude towards work and higher academic achievement. Report card grades help us to identify this need, during the observation process in the classroom students are not performing to their potential. Students are easily distracted during the class. There is the lack of a competitive spirit and aspiration towards excelling in any subject area. There is a lot of unfinished assignments, homework assignments not done, or submitted, student accountability is lacking.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies/activities that encompass the needs of identified student subgroups,

Classroom and group instruction via adolescent, peer development curriculum workbooks.

- Provide group guidance activities via class discussion, video and creative writing and expression (arts).
- Individual and small group consulting discussion and interview, interest inventory

- Provide school wide activities such as career month, career day, trips to high schools and universities, school fair, high school articulation meeting with students and parents.

b) key personnel and other resources used to implement these strategies/activities,

- Teachers are informed via common prep periods/during professional development about articulation and school wide Career/Technical activities
- Teaching Strategies for Alternative Learners – consulting with teachers on students needs/assessment/management

Support services for guidance counselors as provided by the CFN

School wide Student Government where students have a voice

Guidance intervention and Respect for All program

AIS services in reading/math daily

Interview and interest inventory

Peer mediation training/conflict resolution

Service providers alignment of services in all subject areas as per IEP and EP

Provide professional development for staff and parents on curriculum activities

Sponsor an adult education activity for BIL/ESL parents and parent academy for special needs and general parents

SSST team conferences for all teachers and some for parents

Encourage more parent engagement with programs headed by the parent coordinator

Extend services for AIS for Grades 3 – 5- 7 -8 as given by three T1 Reading teachers and one T1 Math teacher

Renew partnership with Chess In Schools, Tennis in school yard and school based program – You’ve Got The Power – activities with daily incentives that can be exchanged for positive awards

Honor Roll monthly

Award ceremony monthly

Telephone calls, logs for absent students daily

Privilege assemblies, trips, luncheons

Involve parents and students in curricular and other school wide events

Spread good news through newsletter, PA system

Feature student of the month

Responsibility for these activities is undertaken by the principal, guidance counselor, , parent coordinator, assistant principals, teachers

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

All staff will participate in any or all school wide initiatives in order to boost morale of the students and teachers

alike.

Teachers will have the opportunity to plan and work with the students and administration on the specified activities.

Teachers working with the administration will plan quality curriculum and instruction consistent with State Standards to enable students to meet the standards and assessments. We will plan how to use learning time efficiently, implement a curriculum aligned to the CCSS, how to offer high quality instruction in all content areas.

d) timeline for implementation.

Begin September 6, 2012 through June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Ensure that the PIP and School Parent Compact are distributed and discussed with all parents during one of their meetings.
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress and to provide materials and training to help parents work with children to improve their achievement level in literacy mathematics and the use of technology
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Provide assistance to parents in understanding City, State and Federal standards and assessments
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy, accessing community and support services and technology training to build parents' capacity to help their children at home.
- Parent- teacher conferences throughout the year
- Establish a Parent Resource Center/ Area or lending library; instructional materials for parents
- Provide written and verbal progress reports that are periodically given to keep parents informed about their child's progress
- Provide access for all parents
- Check and assist child in completing homework tasks
- Encourage children to follow school rules and regulations and to discuss the compact with the child

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
_____ x _____ Tax Levy _____ x _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Guidance Counselor \$105,416 *many*
All teachers
All administrators
All paraprofessionals

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

PARENTAL INVOLVEMENT

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase parent and community involvement to improve student performance/achievement outcomes

By June 2013, parental involvement will increase by 3 – 7 % as measured by attendance at parent meetings and workshops.

By June 2013, there will be a 3-7% increase in parent participation in the activities of service given to the school via Learning Leaders, NYU

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Research shows that the more parents are involved in students school life, the stronger is the performance of the child.

Many students have poor report card grades – Marking period #1

There is need for improvement in student conduct in school

There is need for more parents to participate in the PTA and other committee meetings

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,

School/Parent Compact

Parent Involvement Plan

Institute a program called “Parents As Research Partners”

- Parent Coordinator assigned to the school to readily assist parents in school routines, updates by way of monthly calendar, newsletters, mailings, conferences with staff as needed
- Morning and Evening Workshops to assist parents with academic support for the students and other relevant topics for family health and living as geared towards outreach for parents and foster a healthy school – home relationship
- Parent – Teacher Association; Parent Advisory Council

Learning Leaders

Ongoing parent workshops at the school as well as the district and regional level to improve the knowledge base of our parents to assist their children to improve academically, socially and psychologically. Workshops will be held at varying times of the day to facilitate their

schedules, agendas, notices must be in translated versions representative of the parent/student body. There will be Title 1 Day, classroom lessons that would engage parents during the process in order for them to be better able assist their children at home. PTA/PAC/SLT training sessions, surveys, planning sessions where parents can have input besides in the SLT.

a) key personnel and other resources used to implement these strategies/activities,

Principal, assistant principals, coach, parent coordinator, counselor, teachers and other service providers
Title 1 – 1 percent Parent Involvement set aside
Materials purchased for Parent Resource area
SLT/CEP Team

b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- teachers are members of the SLT – where consensus is practiced
- teachers participate in the inquiry process
- teachers meet to discuss best practices, and collaborate on curriculum
- teachers meet at least once a week for common planning and grade conferences where they can express and share opinions, talk about assessments, how they can be revisited and what works best for specific needs of students
- teachers are members of the school’s administrative council

c) timeline for implementation.

Begin September 6, 2012 through June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Foster a caring and effective home-school partnership to endure that parents can effectively support and monitor their child’s progress and to provide materials and training to help parents work with children to improve their achievement level in literacy and the use of technology
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

- Provide assistance to parents in understanding City, State and Federal standards and assessments
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy, accessing community and support services and technology training to build parents' capacity to help their children at home.
- Parent- teacher conferences throughout the year
- Establish a Parent Resource Center/ Area or lending library; instructional materials for parents
- Provide written and verbal progress reports that are periodically given to keep parents informed about their child's progress

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

5 SLT PAC \$300. X 5

Title 1 1% Parent Involvement \$1000

Title 1 1% Parent Involvement \$4,738

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA		<p>This program provides intervention services in reading daily from 8:00a.m to 9:00a.m. to several students identified in K and for all students from grades 2 – 8.for two days a week.</p> <p>Intervention in literacy in the content areas is provided two days a week in an extended day supplementary program after school (as funding permits)</p> <p>Vacation School program – three days a week, three hours a day during Winter, Midwinter and Spring vacation periods.(as funding permits)</p> <p>Students performing at PL 1 and 2 on the city and state assessments to provide extra support to assist them in successfully passing their assessments. At risk students in other content areas are allowed to attend. C4E</p>	

		<p>funding also provide AIS opportunities for students grades K-5</p> <p>Summer School Program for students in PL 1 and 2 from July 1 – August 8</p>	
Mathematics		<p>This program provides intervention services in reading daily from 8:00a.m to 9:00a.m. to several students identified in K and for all students from grades 2 – 8.for two days a week.</p> <p>Intervention in literacy in the content areas is provided two days a week in an extended day supplementary program after school (as funding permits)</p> <p>Vacation School program – three days a week, three hours a day during Winter, Midwinter and Spring vacation periods.(as funding permits)</p> <p>Students performing at PL 1 and 2 on the city and state assessments to provide extra support to assist them in successfully passing their assessments. At risk students in other content areas are allowed to attend. C4E funding also provide AIS opportunities for students grades K-5</p> <p>Summer School Program for</p>	

		students in PL 1 and 2 from July 1 – August 8 extra support to assist them in successfully passing their assessments. At risk students in other content areas are allowed to attend. Summer School Program for students in PL 1 and 2 from July 1 – August 8	
Science		This program provides science instruction two days a week (as funding permits) in the form of an after school program for identified students who performed in PL 1 and 2 on city and state assessments to provide extra support to assist them in successfully passing the assessments – Grade 4 & 8	
Social Studies		This program provides social studies instruction integrated in ELA activities two days a week (as funding permits) in the form of an after school program for identified students who performed in PL1 and 2 on city and state assessments to provide extra support to assist them in successfully passing the assessments – Grade 5 & 8.	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker,		This program is to lend support to students in the after school program who performed at PL 1 and 2 and who are at risk in	

etc.)		<p>passing the city and state assessments. Children and their families can also receive the necessary family support and outreach services they need through referrals. Parental involvement is also a component. Workshops are provided to guide parents through the high school application process and helpful activities given to help students succeed at a high level. These students are also included in all extended day programs</p> <p>EIS/AIS</p>	
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- 100.00% of our staff is fully licensed and permanently assigned
- Assign staff in their area of certification when scheduling
- Attendance of administrators to all job fairs – recruitment of teachers who are Teaching Fellows, Teachers of Tomorrow – grant opportunities in collaboration with SED/DOE
- Colleague to colleague outreach
- Tuition assistance for teachers to become HQT
- Promote the school in a positive light with assurance that there is need for great teachers and make the climate attractive and friendly with a thrust that we are all team builders
- Principal will take a vital role in conferencing teachers as to the need to become HQT, will share postings, advertisement for courses and make all materials readily available for teachers to utilize

*Directions and Guidance for Developing or Updating
the Parent Involvement Policy (PIP) (a requirement for Title I schools only)*

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;***
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;***
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;***
- providing assistance to parents in understanding City, State and Federal standards and assessments;***

- **sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;**
- **providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;**

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- **actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;**
- **engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;**
- **ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;**
- **support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;**
- **maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent**

Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;***
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;***
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;***
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;***
- translate all critical school documents and provide interpretation during meetings and events as needed;***
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;***

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;***
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;***
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;***
- supporting or hosting Family Day events;***
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;***
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;***
- encouraging more parents to become trained school volunteers;***
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;***

- **developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;**
- **providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;**

THE MARY MCLEOD BETHUNE MIDDLE SCHOOL 394 SCHOOL PARENTAL INVOLVEMENT POLICY

Part 1 – General Expectations

Middle School 394 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the involvement of parents, consistent with the Elementary and Secondary Education Act*
- The school will ensure that the required school-level parental involvement policy meets the requirement of ESEA and includes a component, a school-parent compact.*
- The school will incorporate this parental involvement policy into its school improvement plan*
- In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand*
- The school will involve the parents of children served in Title 1, Part A programs in decisions about how the 1 percent of Title 1, Part A funds reserved for parental involvement is spent*
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:*
- Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring –*
 - 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 assist in the education of their child; the carrying out of other activities, such as those described in ESEA*
 - the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State*

Part 2 – Description of how the school will implement the required school parental involvement policy components

Middle School 394 will take the following actions to involve parents in the joint development of the District Parental Involvement plan:

- 1. Invite parents to monthly Parent Association meetings*
- 2. Plan Title 1 conferences to discuss parents' rights, curriculum, and students' entitlement under the Title 1 program*
- 3. Host a Back to School Night to meet parents*
- 4. Encourage parents to be on the School Leadership Team (SLT)*

Middle School 394 will take the following actions to involve parents in the process of school review and improvement

- Elicit parents input in updating the school's CEP*
- Meet with parents in the beginning of the school year to assess the school's needs and make recommendations accordingly*
- Provide parents opportunities to volunteer and participate in school programs*
- Encourage parents to have ongoing contact with the Parent Coordinator who serves as the link to the school and home*
- Meet with parents to discuss the Parent Compact*
- Have an Open Door policy for parents to share ideas and suggestions*

Middle School 394 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1, Part A program.

Describe how the evaluation will be conducted. We will:

- Facilitate workshops for evaluation of the PIP*
- Send questionnaires home for completion by parents*

Who will be responsible for conducting the evaluation?

- The Parent Coordinator, Ms. J. Hall*

What role will parents play?

- Parents will assist in evaluating the plan and make suggestions for improvement*

Middle School 394 will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the State's academic content and achievement standards, the State and local academic assessment including alternate assessment, the requirements of Title 1, Part A, how to monitor their child's progress, and how to work with educators. This will be accomplished as follows:

- Providing workshops, on City and State content and achievement standards, individual student assessments, performance levels, School Report data, etc*
- Encouraging parents to attend monthly PTA meetings where these topics can also be addressed*
- Meeting the Parent Coordinator in small group consultation*
- Arranging meetings with the child's teacher during preparatory periods or early morning conferences to discuss child's progress*
- Attending Parent-Teacher conferences twice yearly*
- Inviting speakers at the CFN level to speak with parents*

Middle School 394 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. We will accomplish this goal by:

- *Providing literacy and math workshops in test-taking strategies to assist in working with their children at home*
- *Providing basic computer skills training for parents*
- *Introducing parents to Exit Project displays and presentations*
- *Providing resourceful materials and ideas for parents to assist their child at home*
- *Using outside resources such as CBOs to facilitate workshops*

The school will, with the assistance of the CFN and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out communicate and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools. This will be accomplished by:

- *Ongoing professional development*
- *Parent-teacher workshops*

Middle School 394 will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of the Title 1 participating children in an understandable and uniform format, including alternate formats upon request, and, to the extent practicable, in a language the parents can understand.

- *Information will be sent to parents in a timely fashion*
- *Information will be sent by mail, students, the telephone, and the Autodial*
- *Information will be sent in a translated format, to the extent practicable, in a language the parents can understand, such as Arabic, Spanish, Haitian Creole*

Part 3 – Discretionary School Parental Involvement Policy Components

Other activities will include:

- *Involving parents in the development of training for teachers, principals and other educators to improve the effectiveness of that training*
- *Providing necessary literacy training for parents from Title 1, Part A funds, if the ISC has exhausted all other reasonably available sources of funding for that training*
- *Training parents to enhance the involvement of other parents*
- *Arranging school meetings at a variety of times in order to maximize parental involvement and participation*
- *Adopting and implementing model approaches to improving parental involvement*
- *Participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement Title 1, Part A programs*

Part 4 – Adoption

This school's Parental Involvement Policy and the School-Parent Compact have been developed jointly with, and agreed upon with parents of children participating in Title 1, Part A programs, as evidenced by

Principal's Signature

Parent's Signature

Date

Date

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

THE MARY MCLEOD BETHUNE MIDDLE SCHOOL 394 – SCHOOL PARENT COMPACT

School Responsibilities

Middle School 394 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement
2. Hold parent-teacher conferences (October) during which this compact will be discussed as it relates to the individual child's achievement. These conferences will be held both in the morning and in the evening to facilitate parent attendance.
3. Provide parents with frequent reports on their child's progress. The school will provide three progress reports as follows:
 - October
 - January
 - April and 4 standard report cards
4. Provide parents reasonable access to staff. Staff will be available for consultation with parents as follows:
 - Fridays: 8:00am – 8:30 am and as needed through parent or teacher request. Others could be scheduled on prep time during the day
5. Provide parents opportunity to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - Training through Learning Leaders and teacher activities to assist their children at home
6. Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
7. Involve parents in the joint development of any School wide Program plan, in an organized, ongoing and timely way
8. Hold an annual meeting to inform parents of the schools participation in Title 1 programs and to explain the requirements, and the right of parents to be involved in the program. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting, all parents of children participating in Title 1, Part A programs for general education students, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language that parents can understand
10. Provide to parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practically possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts, and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1.

Parent Responsibilities

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

- Monitor their attendance
- Make sure that homework is completed
- Monitor amount of television their children watch
- Volunteer in my child's classroom
- Participate, as appropriate, in decisions relating to my children's education
- Promote positive use of my child's extracurricular time
- Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- Serve, to the extent possible, on policy advisory groups, such as being the Title 1, Part A parent representative on the school's School Improvement Team, the Title 1 Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

- Come to school on time and do our best to achieve
- Bring our necessary tools of learning such as pens, pencils, notebooks, loose leaf paper, appropriate writing journals, and binders
- Participate in class discussions and activities
- Follow the class and school rules of conduct and behavior and listen and follow directions
- Wear the school's uniform or appropriate dress code attire
- Read at least thirty minutes every day at home or at the library
- Seek extra help from classmates, teachers, and parents
- Do our homework everyday and ask for assistance when needed
- Eat healthy foods and get plenty of rest
- Respect ourselves, our parents, and all school personnel
- Visit the library, obtain library cards, and find books that we enjoy reading

- Bring home all notices to our parents that relate to school issues and our academic welfare

Signatures: _____

School

Date

Parent(s)

Student

Date

Date

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN 111	District 17	Borough Brooklyn	School Number 394
School Name Middle School 394			

B. Language Allocation Policy Team Composition [?](#)

Principal Claudette A. Murray	Assistant Principal Sandra I. Bent
Coach Zenobia Fypher - Math	Coach none
ESL Teacher Deborah Roslak-Simmons	Guidance Counselor Rosa Dobbs
Teacher/Subject Area Andrew Moore- ELA	Parent Ricardo Derenoncourt
Teacher/Subject Area Jennifer Marshall - Spanish	Parent Coordinator Jacqueline Hall
Related Service Provider Jeffrey Adolphus	Other Nancy Cayemitte - Speech
Network Leader Lucile Lewis	Other type here

C. 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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	645	Total Number of ELLs	27	ELLs as share of total student population (%)	4.19%
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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 initial identification of students who may be possibly be ELLs is as follows:

- All students are identified upon enrollment through the completion of the HLIS form by parents and screened by the ESL teacher for eligibility. HLIS forms are distributed in various languages to ensure the family understands the information presented and the copy given to the parent, will match the home language of the family.
- Staff members Who have language translation ability are on hand for formal and informal oral interviews in English and Native Language where possible.
- Once the native language is determined, the ELL student entering the NYC system for the first time is assessed using the LAB-R
- If the student receives a score as beginning, intermediate or advanced, the student is then placed in the Free standing ESL pull out/push in program
- Student eligibility for ESL or bilingual services will be determined through assessment to ascertain whether s/he is an ELL and this process is completed within ten (10) school days of initial enrollment by our certified ESI teacher, with available translation services.
- Parents of eligible students will be notified of results. Students will be flagged in ATS

2. Structures that are in place at this school to ensure that parents understand the choices Traditional Bilingual, Dual Language and Free and Free Standing, ELL parents are invited to orientation meetings at the beginning of each school year and also during the year to familiarize them with the school system and the program offerings. These meetings are available with translators in the parents' home language, they view a CD describing all programs, and the parents are given opportunities to discuss, ask questions about the program choices, and allowed to choose the program best suited for their child. The program offered is generally aligned with the parents' request here at M.S. 394 Parents are also informed about the annual evaluation for ELL using the NYS English as a Second Language Achievement Test (NYSESLAT).

3 At M.S. 394 Entitlement letters are normally filled out in the school with the assistance of the ESL teacher. The ESL teacher as well as the Parent Coordinator who keep in contact with the parents who have not completed the form to ensure the forms are submitted.

4. The criteria used and the procedures followed to place identified students in ESL instructional program are:
All parents of newly identified ELLs receive a written letter informing them of the child's LAB-R score and results.
Parents/guardians are invited to a parent orientation meeting, they are given written information regarding choices for learning English, they are allowed to view a CD describing all available programs for learning English, staff who have language interpretation ability, would translate for them, or on several occasions, some parents bring a translator from a CBO or a member of their family, after the question and answer period, and parents indicate that communication is clear and comprehended, parents select the program best suited for their child.

- 5 After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices over 99% of the parents requested the ESL program. They generally want their children to assimilate as quickly as possible.
6. Program models offered at M.S. 394 are aligned with parent requests. All grades are served through the pull-out model except for Kindergarten which is served through the push-in model. Parents are assured that there is a degree of planning between the ESL teacher and the teacher whose class the child is pulled out of for the service, so there is some form of continuity of the child's learning..Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0					0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0					0
Freestanding ESL														
Self-Contained	2	4	2	3	7	1	4	2	2					27
Push-In	0	0	0	0	0	0	0	0	0					0
Total	2	4	2	3	7	1	4	2	2	0	0	0	0	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	22			5						27
Total	22	0	0	5	0	0	0	0	0	27

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

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
TOTAL	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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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
TOTAL	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: ____

Hispanic/Latino:

Native American: ____

White (Non-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	2	3		2	2	1	2		1					13
Chinese					1									1
Russian														0
Bengali														0
Urdu														0
Arabic			1		1		1		1					4
Haitian					1									1
French		1			1			1						3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	1	1		1	1						5
TOTAL	2	4	2	3	7	1	4	2	2	0	0	0	0	27

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-4 here

1) How is instruction delivered?

a. What are the organizational models?

The students are placed in age/grade appropriate educational settings giving consideration to all placement criteria and adequate support to gain English Language proficiency as well as access to core content and all programs, services and extra-curricular activities. Standard-based literacy instruction is provided in English for the ESL pull-out program, following the Language Allocation distribution.

b. What are the program models?

English will be the language of instruction in the program. The students are heterogeneously grouped within each grade. All students receive instruction in English classrooms in which cluster teachers are deployed to enrich the curriculum. Instruction will be developed around real life, meaningful and purposeful experiences. All of the lesson activities will be research based on strategies such as the Language experience and natural approaches, total physical response, guided reading, and guided writing.

2) How does the organization of staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. Based on the students' LAB-R and the NYSESLAT scores and in accordance with CR Part 154, students at the beginning and the intermediate levels receive 360 minutes of ESL instruction weekly. Students at the advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly.

3) Describe how the content areas are delivered in each program model.

In addition to the Pull-out program, ELL students receive instruction using the workshop model in all the major subjects.

Students are given access to all programs, services and extra-curricular activities. The general education staff is given appropriate support and professional development to assist ELL students effectively.

4) In this school ELLs are not evaluated in their native language.

5) How do you differentiate instruction for all ELL subgroups?

a. There are no SIFE students in Middle School 394, however if a teacher recognizes that there are gaps in a student ability to

A. Programming and Scheduling Information

perform successful, we take the following steps to ensure that there is intervention for that student as follows:

- Intensive English language development instruction teaching social and academic language in small group settings
- Intensive literacy development
- Newcomer support within a school aimed at building academic foundation for students with interrupted formal education – small group instruction – provided by Funded teachers
- Modified scheduling
- Extended 50 minute block small grouping
- Provide training in ESL techniques for mainstream teachers
- Collaboration with ESL and mainstream teachers
- Integrated cultural activities and programs giving student a spotlight to share
- Recognition of Students' native language

b. Describe your plan for ELLs in US schools after one year; specify your instructional plan for these students.

The instructional plan for ELLs in US schools after one year is as follows:

- Intensive English language development instruction teaching social and academic language in small group settings
- Extended 50 minute block small grouping
- Title III After –school Program (Summer School) and should Title 111 funds be made available to this school
- Individual tutoring
- Language development
- Cooperative learning
- Integrated cultural activities
- Recognition of Students' native language

c. Describe your plan for ELLs receiving service 4 to 6 years

The ESL teachers as well as the classroom teachers will follow the Children's Initiative Curriculum using the balanced literacy program which consists of:

- Independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive read aloud, vocabulary word study.
- Cooperative learning
- Title III After-school program Summer School and should other Title 111 funds be made available to this school).
- Integrated cultural activities
- Recognition of Students' native language

d. Describe your plan for Long-Term ELLs (completed 6 years)

The ESL and classroom teachers will reinforce the understanding of the learning strategies that will prepare the ELL students to be critical thinkers, effective communicators, and skillful problem solvers. At present, we do not have long-term ELLs

6) The instructional strategies and grade level materials used by the ELL teacher use that provide access to academic content areas and accelerate language development are: In ELA for language learning, the school-wide program with entitled classroom libraries is in use. The materials support the four modalities of language acquisition, listening, speaking, reading and writing. The classes contain books on tapes, leveled readers and culturally oriented materials to accelerate the learning process. The ESL teacher will use a variety of texts and resources to enhance language acquisition in keeping with the CCSS and the DOE initiative to design a rigorous and coherent curriculum with at least one literacy and one mathematics task for all students and with specific instructional expectations to build on inquiry work to prepare students to be college and career ready. We will look at strengthening student work by examining and refining curriculum, assessment and classroom instruction and teacher practice through immediate feedback. The teacher also uses the Rigby's On Our Way to ENglish developmental series which focuses on on the modalities afore-mentioned. In Math the Everyday math program is used throughout the school in grades Pre K - 5, Impact Math is used in grades 6 - 8. The program bolsters students' understanding through a highly interactive learning environment that presents even the most abstract concepts with ease. It is presented to studnets in the context of real-world examples. ELL students are able to develop fluency in critical skills, math reasoning, conceptual understand and problem-solving skills. In Social Studies and Science, theme-based materials are used giving students real experiences with hands-on activities. Students are also exposed to Study Island and other technology based instruction. We utilize the 37.5 minutes for intervention. Content area glossaries in native languages of our ELLs are used to support vocabulary development in the areas of ELA, Math , Science and Social Studies. Students will participate in all activities including the tasks in literacy and mathematics using CCSS

A. Programming and Scheduling Information

7) We use curricular, instructional and scheduling flexibility to meet the diverse needs of ELLs within the least restrictive environment. Students are given access to all programs, services and extra-curricular activities. The general education staff is given appropriate support and professional development to assist ELL students effectively. The students are heterogeneously grouped within each grade. All students in grades K - 5 receive instruction in self-contained classroom in which cluster teachers are deployed to enrich the curriculum. There is flexibility within the disciplines in grades 6 - 8. ESL delivery of instruction is done in both the pull out and push mode.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

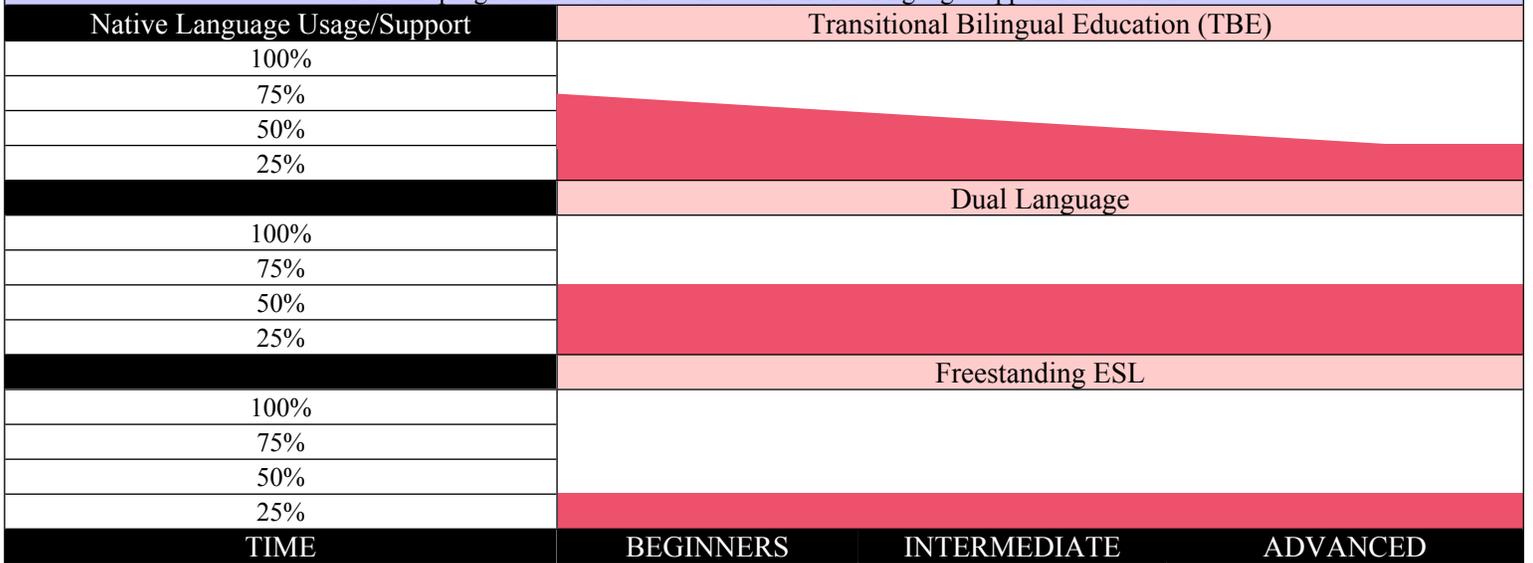
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

- 8) Describe your targeted intervention program for ELLs in ELA, math and other content areas
- ELA – The program targeted for our ELLs in ELA is Language Learning and the school-wide program entitled classroom libraries
 - Math – The Everyday math program is used throughout the school in grades PreK - 5. Impact Math is used in grades 6 - 8. The program bolsters students' understanding through a highly interactive learning environment that presents even the most abstract concepts with ease. The program is presented to students in the context of real-world examples. ELL students are able to develop fluency in critical skills, math reasoning, conceptual understanding and problem-solving skills. In Social Studies and Science, theme-based materials are used giving students real experiences with hands-on activities. Students are also exposed to Study Island andtechnology based. We utilize the 37.5 minutes coupled with time allotted for homeroom, giving extra instructional activities in a seamless hour of academic intervention.
- 9) Describe your plan for continuing transitional support
- The goal of continuing transitional plan is to provide ELL students with continued support they need to effectively achieve academic proficiency in all subject areas using English as the language.
- 10) We just added school gardening in collaboration with the Horticultural Society with one grade 5 class and plan to initiate the law and justice program for one grade 5 class in collaboration with the District Attorney's Office. ELLs in grade 5 will participate in these activities.
- 11) There will be no programs discontinued in this school for ELLs..
- 12) How are ELLs afforded equal access to all school programs? Describe after-school
- Students are given access to all programs, services and extra-curricular activities. The general education staff is given appropriate support and professional development to assist ELL students effectively. The Students are heterogeneously grouped within each grade. All students receive instruction in self-contained classrooms in which cluster teachers are deployed to enrich the curriculum.
- 13) What instructional materials, including technology, are used to support ELLs?
- The instructional materials being used to support the four modalities of language acquisition: listening, speaking, reading, and writing. The ESL classes contain books on tapes, leveled readers, and culturally oriented materials to accelerate the learning process. The ESL teachers will use a variety of texts and resources to enhance language acquisition. The teachers will use the Rigby's On Our Way to English developmental series which focused on the above-mentioned modalities.
- 14) How is native language support delivered in each program? (ESL)
- Native language support will be delivered through sharing and demonstrations of the students' first language. Native language recognition will be on-going.

15) Do required services support, and resources correspond to ELLs ages and grade levels?

Required services support and resources do correspond to ELLa ages and grade levels.

16) Include a description of activities at your school to assist newly enrolled ELL students before the beginning of the school year? We will engage our newcomers in a series of activities that will enable them to make a smooth transition from their home culture to that of our school. For example, the newcomers will be given a guided tour of our school; they will be introduced to children who speak their language and be encouraged to make friends.

17) The language elective offered to ELLs in this school is Spanish in the Foreign Language to grades 5 - 8

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

There are no Dual Language Programs at Middle School 394.

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 1-3 here

The LAP implications for Professional Development support effective delivery of instruction and indicate:

- Intensive professional development provided to the entire staff by administrators, instructional specialists, and specialists in ESL strategies and standards. The PD will take place in workshops, grade conferences, staff conferences, and study groups.
- Training on the components of a comprehensive balanced literacy program using the workshop model.
- Application of the workshop with English as a Second Language and ELA scaffolding instruction
- Methods of assessments of content-area learning and language development.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle school and middle to high school?

The ESL teachers who provide ESL pull-out services to our ELL students

- Regularly articulate with the classroom teachers to monitor ELL's progress and provide the academic support necessary to help the students better transition into the middle school and middle school into high school successfully.

3. Describe the minimum 7.5 hours of ELL training for all staff?

To support our monolingual teachers of ELL students, M.S. 394 will offer 7 ½ hours of professional development on ESL strategies. These on-going sessions will take place during common preps, lunch period (lunch and learn), or on days that are designated as Chancellor's Conference Day. The first meeting is in September, and subsequent meetings will take place once a month between October and January.

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 1-4 here

1. Describe parental involvement, including parents of ELLs?
To support the parent involvement effort, a parent coordinator will continue to be assigned to the school. The parent coordinator will be in constant communication with all parents. Through the outreach, the PC will schedule workshops designed specifically for parents of ELLs. Such workshops include instruction for certified learning leaders, nutrition courses, technology, parenting classes, updated materials focused on the various school curricula, articulation to Middle School, and assessments and a host of other workshops.. Parent of ELL students receive school related materials in English and in other languages.
2. The school partners with Parent Corps for training in parenting for Pre K parents and training for parents and students to maintain their cultural identity for Grade 1 families; Cornell for nutrition programs; Learning Leaders for volunteer training for all parents. The Parent Coordinator and executive board members of the PTA make every effort to invite and welcome parents of ELLs to every school activity and involvement programs.
3. How do you evaluate the needs of the parents?
The needs of the parents are evaluated through the parent surveys. The surveys will pinpoint areas of concerns and enable the school to plan the next steps to address the needs.
4. How do your parent involvement activities address the needs of the parents?
Parental involvement activities address the needs of the parents in several ways. Some ways are through attendance at parent conferences, workshops, PTA meetings and discussion. Parents are also volunteers in the class and in the lunchroom.

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)	2	1	1		1	1		1						7
Intermediate(I)		2	1	3	1		2		1					10
Advanced (A)		1			5		2	1	1					10
Total	2	4	2	3	7	1	4	2	2	0	0	0	0	27

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2		1		1	1		1					
	I		1					2		1				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A		3	1	2			2	1					
	P				1	6				1				
READING/ WRITING	B	2	1	1		1	1	1	1					
	I		2	1	3	1		1	1	1				
	A					5		12		1				
	P		1											

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

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									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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 as 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:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. Describe what assessment tool your school uses to assess the early literacy skills of the ELLs. What insights does 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.

We use the ECLAS and Fountas and Pinnell assessment tools to assess the early literacy skills of the ELL population.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

A thorough analysis of the NYSESLAT, math, social studies and science test scores made by both ESL and classroom teachers reveal that there is a greater need for further development in content area literacy

3. How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?

Analyzing the data from assessments such as the LAB-R, or the NYSESLAT, M.S. 394 will make informed decisions in regards to content area instruction while taking into account the language acquisition and development.

4. The ESL program answer the following:

A. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in test taken in English as compared to the native language?

There are no native language classes in this school, therefore, no comparison can be made.

B. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

A comprehensive analysis of students' needs, as measured by the State and City-wide standardized assessments, was pivotal in the definition and in the creation of a prioritized list of areas for improving student performance. This analysis will serve as a guide in the implementation of effective strategies for meeting the needs of the ELL students and for providing intensive professional development for teachers. There is ongoing teacher inquiry work for looking at data and the findings are used to inform instruction.

C. What is the school learning about ELLs from the Periodic Assessments?

The data reveals that the ELLs across the grades perform below standard in reading and writing.

5. Describe how you evaluate the success of the ESL program for ELLs

a. How are the English Proficient students assessed in the second language?

The English Proficient students are assessed through standardized, class and acuity tests as the monolingual students.

b. What is the level of language proficiency in the second language of EP?

The level of language proficiency in the second language is on the average level 3 – met the standard.

c. How are EPs performing on State and City Assessments?

EPs are performing on or above the standard on the State and City Assessments.

6. Describe how you evaluate success of your programs ELLs

The success of the programs for our ELL students will be evaluated through one or more of the following:

- NYSESLAT results
- ECLAS results (Grades K-3)
- New York State ELA and Math standardized test results (Grades 3 – 8)
- Running Records
- Science State test results
- Social Studies State test results
- Teacher evaluation

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

School Name: MIDDLE SCHOOL 394

School DBN: 17k394

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Claudette A. Murray	Principal		11/30/11
Sandra I. Bent	Assistant Principal		11/30/11
Jacqueline Hall	Parent Coordinator		11/30/11
Deborah Roslak-Simmons	ESL Teacher		11/30/11
Ricardo Derenoncourt	Parent		11/30/11
Andrew Moore	Teacher/Subject Area		11/30/11
Jennifer Marshall	Teacher/Subject Area		11/30/11
Zenobia Fypher	Coach		11/30/11
	Coach		11/30/11
Rosa Dobbs	Guidance Counselor		11/30/11
Lucile Lewis	Network Leader		11/30/11
Jeffrey Adolphus	Other		11/30/11
Nancy Cayemitte	Other		11/30/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **17K394** School Name: **Middle School 394**

Cluster: **CFN1** Network: **111**

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

Part A: Needs Assessment Findings

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

It is very important to be able to communicate with, and inform parents of all matters that concern their children's education. During the first month of the school year, the general education teacher of an ELL student gets to know and survey the child's/parent's written translation and oral interpretation needs. Also, the Home Language surveys are distributed to family members of newly admitted students, eliciting the prevalent language being spoken at home. The parent coordinator and ESL teacher approach the parents and interview them about their needs at the time of parent intake/orientation, as well as explaining the school's programs. The guidance counselor and other related school services contribute additional information about the needs of the parents and community and provide translations by using staff resources readily available.

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.

After all the data has been collected, at the end of the first month of the year, the ELL teacher, parent coordinator, classroom teacher and pupil personnel secretary assess the language needs and devise a plan of action to help the parents. The AIS team makes a point of discussing intervention for the ELLs and this information is shared with the ESL teacher, parents and the classroom teacher. Signs are displayed around the school so that parents of ELLs will become aware that the home language of the parent and student is spoken at the site, or an interpreter can be provided.

Part B: Strategies and Activities

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

Within the school setting, there are many available resources to help translate and interpret for parents. A list is compiled of all the staff that speak/write the languages that are spoken by the ELLs' parents, namely Spanish, Haitian Creole and French. This includes the assistant principal, teachers, paraprofessionals, school-based support team, guidance counselor, parent coordinator, school secretaries, school nurse, school aides, and custodial staff. Community workers of neighborhood organizations are also helpful to the school. Recruiting of parent volunteers is an essential component in the plan of action.

Oral interpretation services are available for P.T.A. meetings, parent-teacher conferences, open school nights, school-wide events and telephone calls. In-house services (from the above-mentioned resources) will be used for translating written communications, such as brochures, flyers, letters, school reports and newsletters. The school plans to purchase computer software for translating written documents into the needed languages. If these homegrown services are not sufficient, the Translation Unit of the DOE will be contacted for assistance. Posted on all school doors is an invitation for translation services in the major languages of our parent body. We also can utilize the services of NYU who conduct a program at the school called Parent Corps. This group works with Universal Pre-Kindergarten parents and teachers on a weekly basis.

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.

There are always challenges faced when translating and interpreting. If most of the work will be done by in-house people, it is vital for them to know that errors may occur in the process. At the beginning of the school year, there will be a workshop held for the involved faculty members. Cultural awareness and sensitivity will be discussed. Other discussions will involve aspects that must be taken into consideration when translating/interpreting – i.e. cultural and generational gaps and sensitivity to linguistic and semantic nuances. The school works closely with the staff of Parent Corps from NYU. This group works with the first grade parents and teachers through a grant by the R.W. Johnstons Foundation in preserving the cultural aspects families bring with them from their native country.

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>.

In order to fulfill Section VII of Chancellor's Regulations A-663, our school will have notices informing parents about their rights to language assistance services for translation interpretation. Postings on how to obtain services will be near the main entrance of the school, and also printed ready to distribute as a handout. A plan will be devised to ensure that these particular parents will be able to find the school's administrative offices when necessary. The Department's website will provide information in the parents' native languages about their rights to the language assistance services and how to obtain these services. We will use all services available for translations from the Department of Education and community agencies to ensure our parents ability to communicate with our staff and afford them that their youngsters will be afforded every educational opportunity

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Mary Mcleod Bethune	DBN: 17K394
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 22
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" 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
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

RATIONALE:

Middle School 394 is designated as a Title I school which services 644 students in grades pre-kindergarten to grade eight. Students who are not English Language Learners, but who are bilingual serve as mentors and peer buddies in the upper grades to new arrivals.

Our free standing ESL program serves 31 English Language Learners who speak Spanish, Haitian Creole, Bamburga, Fulani, Arabic and Dutch in grades kindergarten through eight. English Language Learners are serviced by one certified ESL teacher in conjunction with content area teachers who are kept abreast of ESL theories, stages of second language acquisition and ESL strategies through sharing of peer reviewed articles, one to one consultations and group discussions.

A push in/pull out model is utilized to both lend academic/linguistic support in the content area classroom as well as, direct and intensive instruction within the ESL classroom. All of our English Language Learners are serviced according to proficiency levels attained as reflected by the 2012 NYSESLAT. Currently, grades four through eight contain seven beginners, four intermediate level students and eleven advanced level English Language Learners.

Analysis of formal and informal data concludes that beginning English Language Learners are in need of supplemental opportunities to listen and speak in a second language. Intermediate English Language Learners are in need of additional opportunities to question, speak, listen, read and write in a second language. Advanced English Language Learners are in need of opportunities to explore content areas of learning in all four modalities in order to strengthen acquired skills and build content area specific vocabulary. At all levels, our English Language Learners would benefit from a supplemental program which is flexible, content based and directed toward acquiring a second language in an academic environment.

DESCRIPTION OF PROGRAM:

According to research, English Language Learners struggle with content area reading comprehension due to text and structure complexity (Hinde, Osborne-Popp, Silva & Dorn, 2011). In addition, students' life experiences may not be adequate in order to scaffold instruction in content areas, specifically in social studies (Hinde, Osborne-Popp, Silva & Dorn, 2011).

GeoLiteracy for ELL's embeds best practice for English Language Learners linking geography, language arts, writing and human culture (Echevarria, Vogt & Short, 2008). The program has shown to maintain and/or strengthen the reading comprehension skills of ELL's without negative impact (Hinde, Osborne-Popp, Silva & Dorn, 2011). GeoLiteracy provides a program consisting of lessons, activities, non-fiction/fiction reading and assessments at no cost to the user. The cost incurred in utilizing this program is copy paper and ink as materials must be downloaded and copied for use. A list of trade books aligned with each lesson is provided. The trade books for grades four through eight have a total cost of approximately \$810.00. Books include read alouds, independent readers and group reads.

This program, which is supported by National Geographic provides English Language Learners the opportunity to explore cultures, people, language, geographic locations, map reading and

Part B: Direct Instruction Supplemental Program Information

topographic skills within a supportive, informal environment. Language of instruction is in English, taught by two teachers who will co-plan and co-teach with an emphasis toward strengthening vocabulary, building background knowledge according to the acquisition level of the students as well as adapting content materials to ensure comprehensible input. The program will address student learning through four modalities - listening, speaking, reading and writing, supporting language and content objectives. Assessments will also be constructed and given across all four modalities.

SUBGROUPS AND GRADE LEVELS TO BE SERVED:

We propose to service English Language Learners in grades four through eight comprised of mixed levels with and without special needs (IEPs). Students will be grouped by level which will allow for two groups of eleven students who would participate in direct instruction according to level of language acquisition and need. The breakdown of grade and level is as follows:

Grade	#of Students	Beginning	Intermediate	Advanced
4	3		1	2
5	5	1		4
6	6	4		2
7	5	2		3
8	3		3	

SCHEDULE AND DURATION:

Students and instructors will meet twice weekly, beginning in the month of December. Sessions will run from 3:00 PM to 5:00 PM.

LANGUAGE OF INSTRUCTION:

The program's language of instruction is English

NUMBER AND TYPES OF CERTIFIED TEACHERS:

There are two teachers as service providers in the program - one is a certified ESL teacher and the other is a certified Special Education Teacher. These two teachers will co-plan and co-teach.

TYPES OF MATERIALS:

The supplemental materials being used for the program are as follows: Trade books for grades four through 8 and these include read alouds, independent readers and group reads. Materials for printing such as paper and ink cartridges.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Part C: Professional Development

RATIONALE:

Since our goal is to provide every student with the opportunity for an equal chance to be successful, at Middle School 394 we are committed to providing our English Language Learners with a thorough and efficient education while being aware of the challenges these students face in social and academic settings. We recognize that becoming proficient in English is a process that is acquired over time and influenced by many aspects in life.

TEACHERS TO RECEIVE TRAINING:

Participating teachers in this Title III After School program will form an inquiry group. Formative and summative assessments as well as progress monitoring will be developed and guided by peer-reviewed research with consideration to linguistic and academic needs.

We will review articles such as:

"Linking geography to reading and English Language Learners achievement in U.S. elementary and middle school classrooms" - Internal Research in Geographical and Environmental Education, 20 (1), 47-63. Doi: 10.1080/10382046.2011.540102 - Hinde, E.R. Osborn Popp, S.E., Jimenez-Silva and Dorn, R. I. (2011).

"School Reform and Standards Based Education: A Model for English Language Learners" - Journal of Educational Research, 99(4), 195-211. Retrieved from googlescholar. com. - Echevarria, J., Short, D., Powers, K. (2006).

"Enhancing Social Studies Vocabulary and Comprehension for Seventh Grade English Language Learners: Findings from experimental studies. international Journal of Research on Educational Effectiveness, 2, 297-324 - Doi: 10.1080/19345740903167018 - Vaughn, S., Martinez, L.R., Linan-Thompson, S. and Reutebuch, C.K. (2009).

Meetings will be held during common prep periods as well as during common inquiry sessions on Thursdays.

Content area providers, English as a second language teacher as well as, in house reading specialists will share and provide insights into strategies for strengthening content area reading comprehension. Content area providers will be provided with information regarding the process of recognizing the additional needs of an English language learner in the classroom, intake processing an ELL and the instruments (formal and informal) which assess the progress of an ELL.

SCHEDULE AND DURATION:

ESL teacher will attend conference on October 29th and 30th regarding data and ELL's as well as a workshop on November 6th on English Language Learner Literacy. All teachers who have ELLs in their content area classes will be invited to participate in professional development opportunities as listed below.

Specific strategies for content based literacy include:

- Use of sheltered English Observation Protocol (SIOP) during social studies instruction with an applicable language objective provided to students.
- Peer partnerships
- Use of sheltered English when planning content instruction.

TOPICS TO BE COVERED:/ NAME OF THE PROVIDER:

December 2012	"Planning and Preparation to teach ELLs"	Ms. Bent,, A.P
January 2013	"Engaging and Supporting Students"	Ms. Natifa Morris, CFN
February 2013	"Utilizing Data to Inform Instruction"	Ms. Fypher, Data Specialist

Part C: Professional Development

March 2013 "Test Best Practices" Ms. Bent/Ms. Fypher

NAME OF THE PROVIDER:
DOE Personnel

English as a second language teacher will attend conference on October 29th and 30th regarding data and ELL's as well as a workshop on November 6th focused on English Language Learner Literacy.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: [?][?][?][?]

RATIONALE:

In order to include the parents of our English Language Learners in the content of the Title III program, parents will engage in activities that will inform them of how the ESL program design is conducted at M.S. 394 and how to utilize the public transportation system in order to access different areas of Brooklyn and the surrounding city.

Doing so will widen parental experience with various strategies that will guide them through how to help their youngsters at home, assessments instruments used, how to access ARIS to read results and the exposure to various cultures, foods, languages and geography of New York City. Several 'Treasure Hunt' activities will be planned so that parents have a particular focus while on their adventure with their children. Bilingual language sheets with text and pictures and translations will be provided for assistance, along with subway maps and direct instructions how to access transit lines for going to trips and returning home safely.

SCHEDULE AND DURATION/TOPICS TO BE COVERED:

January 2013	Workshop - Understanding the LAB R?NYSESLAT	Ms. Roslak, ESL Teacher
February 2013	Workshop - ESL Strategies for Parents	Ms. Bent, A.P.
February 2013	Workshop - Parent Supports	Ms. Hall, Parent Coord.

NAME OF THE PROVIDER:
DOE Staff

HOW PARENTS WILL BE NOTIFIED OF THESE ACTIVITIES:

Letters, fliers, announcements at Parent Meetings - all in translated versions and conversations with staff members who speak the language of the parent/family. Ms Hall, the Parent Coordinator will assist in buddying the ELL parents which will provide a medium for communication for all.

Part D: Parental Engagement Activities

a parent information center will be set up in the ESL classroom for easy access. Both requested information and generally useful information will be provided in English and in the language of the home. We will also utilize the resource of the DOE Translation Services.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	wi	

