







## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position/Constituency Represented	Signature
Lenore DiLeo-Berner	*Principal or Designee	
Jody Reiss	*UFT Chapter Chairperson or Designee	
Wendy Richard	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Sharon Maier	teacher	
Ariel Arroyo	teacher	
Phyllis Cooper	teacher	
Danielle Isaacs	Teacher/SLT Chairperson	
Jim Devore	parent	
Bonnie Beacher	parent	
Jullean Reiser	parent	
Ruth Mandel	parent	
Gwen Garrett Joly	parent	

\* Core (mandatory) SLT members.

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

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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#### **Our Mission:**

William Alexander Middle School 51 is a diverse community of dedicated administrators, teachers, staff and concerned parents that strive to create a welcome, nurturing and inclusive environment for students to learn and grow. William Alexander Middle School 51 welcomes students with a demonstrated ability and willingness to excel. Teachers encourage high academic standards, the active engagement of students and community involvement. The school's educational mission is to find a balance between academic challenge and social skill building.

William Alexander Middle School Values:

- High standards for educational excellence
- Social growth, emotional development, and respect for oneself and others
- Inquiry-based curriculum in which children drive their own learning
- In - depth study of one of the arts
- Integrating the arts and literacy across all subject areas
- A community in which all members have a voice
- After school activities that support all aspects of the curriculum

#### **Distinctive Qualities:**

MS 51 is a Gifted and Talented school with an intensive Academic and Arts Program that includes accelerated classes as well as Chorus, Drama, Band, Dance, Photography and Fine Arts. Admissions criteria includes 4<sup>th</sup> grade Math and ELA test scores of 660 or above, an interview and 4<sup>th</sup> and 5<sup>th</sup> grade report cards. As part of our Gifted and Talented Program, all students select French or Spanish Second Language and receive 4 periods per week over three years. We also offer the NYS Regents classes Living Environment and Integrated Algebra, as well as the NYS Proficiency Exam in Second Language. Accelerated math classes are offered in the 7<sup>th</sup> grade to better prepare our 8<sup>th</sup> graders for high school level classes. Our intensive, in-depth study of the Arts over three years, prepares many of our students for the specialized performing arts high schools all over New York City.

Students participate in our numerous Community Service, Philanthropy, and Character Education Programs, as well as our Annual Conflict Resolution Day. All students participate in Project REAL (Reading Enriches All Lives) a school-wide, 19 minute, silent reading period before lunch everyday. The entire MS 51 Community shares a school-wide lunch period whereby students enjoy a non-captive lunch, interacting with the community at-large, playing in the playground and participating in lunch-time clubs.

#### **Greatest Accomplishments/Initiatives:**

More than 90% of our students met NYS ELA and Math Proficiency with scores of 3 and 4, an increase in overall proficiency in ELA by 2% points and 5% in Math from 2007. We are designated as a School in Good Standing in all subject areas, as per NYSED. MS 51 has a long history of accomplishments. In the recent past, we have been awarded a NYSED Certificate of Recognition in 2004-05 and 2005-06 as a High Performing/Gap Closing Middle School, with the highest ELA and Math scores in District 15. In 2008, our Quality Review Report improved from a Proficient to a Well-Developed in one year and our School Progress Report improved from a "B" to an "A" in one year.

Our strong commitment to the Arts and Academics prepare our students for the best high schools in New York City. We are very proud of the accomplishments of our students with an increasingly large number of students attend the high school of their choice; 40% are offered seats at Specialized High Schools, 80% securing their first choice.

We also prepare our students for a rigorous commitment to community service and provide a variety of service learning opportunities. Students raised over \$43,000 for over 16 different charities in our Philanthropy work last year. Our Service Learning Program includes Rachel's Challenge, science fair assistance with PS 107, Make Strides for Breast Cancer Walk, Chorus Performances for patients at NY Methodist Hospital, sharing writing celebrations at PS 107 and reading to students at PS 39, and feeding the homeless at CHIPS. Others include: NYS Learn and Serve, Pennies for Patients (won 2 consecutive years), Pediatric Aids, Adopt-a-school, American Heart Association, and Angel Tree Helpers.

Students enjoy a safe learning environment with consistently high levels of student attendance and a low number of incidences/occurrences per year. To further educate students on their role in community matters at MS 51, we initiated a Character Education program to highlight behavioral expectations for the community and raise issues for students to help solve. Our Character Education/Community Service Program inspires students to be leaders and "to do the right thing." Our suspension rate has dropped by 50% in the first year of this program. Our guidance department supports all our efforts for a safe and healthy learning environment. Three full-time guidance counselors, 1.5 social workers, a school psychologist, a family worker, and several interns help support the emotional and social needs of our student population. We also house a Long Island College Hospital Clinic at MS 51, taking care of students' medical needs.

#### **Most Significant Aids to Continued Improvement/Strategic Collaborations:**

A large portion of our budget supports the professional development of teachers at MS 51. Approximately \$100,000, in the form of our Community Learning Support Organization (basic), Teacher's College Reading Writing Project, CCNY CCP Mentor Program, and all of our lab sites, grade meetings and weekly department meetings have created a culture of professional learning which supports the needs of our students.

Our parents' enthusiastic commitment and collaborative efforts in supporting the needs of the school has helped us immensely over the past few years. The PTA committed \$16,000 to funding our new ELA and Special Education classroom libraries. They continue to support our technology program by funding a part-time technician to tend to the more than 300 computers in the school. Councilmember and parent, Bill de Blasio secured a RESO-A Grant to renovate our dilapidated computer lab last year. This year I have hired a technology teacher/coach to help teachers integrate more technology into their curriculum, and the morning and afternoon programs. He is also training teachers on the use of our new school website and maintaining our new state-of-the-art lab.

We have begun morning and afternoon extra help programs to support our most striving learners, with additional support from our new F-status AIS teacher. The after school enrichment program has grown this year to provide not only academic programs but enrichment programs that include creative arts, sports and advisory clubs. Due to budget cuts, we are charging families a minimal fee-for-service in this program.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

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<http://schools.nyc.gov/SchoolPortals/15/K051/AboutUs/Statistics/default.htm>.

## SECTION IV: NEEDS ASSESSMENT

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### **TRENDS as per the NYS 2008 Testing Analysis and School Progress Report:**

#### **Math (89.7% Proficient)**

- 6<sup>th</sup> grade – Caucasian and Asian students outperform African American and Hispanic students. GE outperform SE.
- 7<sup>th</sup> grade – females outperform males; all ethnic groups lag behind Asian; Caucasian outperform African American and Hispanic; GE outperforms SE.
- 8<sup>th</sup> grade – same as 7<sup>th</sup>
- School-wide scores increased by 6%; over 90% of students meeting proficiency; over 70% of students in the ‘lowest third’ performers made progress (mostly special education students)

#### **ELA (88.7% Proficient)**

- ALL GRADES – females outperform males; GE outperforms SE.
- 6<sup>th</sup> and 7<sup>th</sup> grades – significant differences between ethnic groups – Asian and Caucasian outperform African American and Hispanic students, with Asian and Caucasian performing similarly and African American and Hispanic performing similarly
- 8<sup>th</sup> grade – Caucasian outperformed all other ethnic groups; Asian outperformed African American and Hispanic students; no difference found between African American and Hispanic students
- School-wide scores increased by 2%; nearly 90% of students meeting proficiency; over 70% of students in the ‘lowest third’ performers made progress (mostly special education students)

Overall Progress and Proficiency increased at MS 51 in ELA and Math as reflected in our School Progress Report score improvement from 54.5 (B) in 2007 to 67.4 (A) in 2008. School-wide, our percentage of proficient students in Math increased by 5% and in ELA by 2%.

### **TRENDS as per the SQR:**

We met our SQR Goals and progressed from Proficient in 2006-2007 to Well-Developed in 2007-2008 as we improved our data collection/analysis systems, the effectiveness of our special education program, increased professional development on differentiation strategies, and increased technology integration for engagement and effective instruction. See “Goals” section for our new SQR recommendations.

### **TRENDS as per the Inquiry Team:**

Eighty-eight percent of Inquiry Team students made one year’s progress. 84% of Inquiry Team students moved to proficiency from level 2 to 3 in 2008. Successful strategies included differentiated and small group lessons.

### **Greatest Accomplishments:**

For the past three years we continue to improve upon our goals as we strive to raise achievement levels throughout all the subgroups of our student population, from Gifted to Special Education. Our entire school community is very proud of our Academic and Artistic accomplishments and the structures by which we include all students in our enriching program. While striving for academic excellence, we provide students with an outstanding arts program that allows exploration of their creative talents. Studies show that artistically stimulated students perform better academically and

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are more engaged in school than students who attend schools without an arts component. Not only do we provide an in-depth study of one art component for 3 years, we also integrate art into our academic curriculum and provide opportunities in the arts before and after school.

Last year we implemented accelerated math in grade 7 and the Living Environment Regents in grade 8 Science and Integrated Algebra in grade 8 Math. All students in the Regents classes passed their NYS Regents exam last June. We are very pleased with the progress made with these gifted students, as well as the progress made by our general and special education population, as per our increase in overall proficiency in the ELA and Math exams.

This year we were also able to hire a technology coach to teach students and teachers how to better integrate technology into our best practices. This teacher will also revitalize our school's website.

### **Significant Barriers to School Improvement:**

Our budget remains a barrier to school improvement, as we do not receive Title I funds and our Gifted and Talented Program is very expensive. We believe the best middle school program must include several periods of second language and art, Regents level courses, and physical education. These are very expensive programs. Due to these costs, we do not have the funding for a third assistant principal, who would oversee a grade and the ELA department. We also can only afford F-status coaches and AIS teacher due to budget restraints.

These administrative full-time positions would provide added support to our teachers and help us meet our goals and objectives each year. A larger cabinet would ensure teacher compliance, parent communication, curriculum support and student support for each grade. These positions would also help us address the many needs of students who fall into our 'at-risk' subgroups.

This year our after school program was structured as a fee-for-service program due to budget cuts. It is the continued support of our parents and the PTA that help us with many of our budgetary shortfalls, especially for technology and classroom libraries.

Due to budget cuts, our class size was increased, especially in the 7<sup>th</sup> grade, where we collapsed a class. The average class size increased from 28 to 30. Larger class size obviously poses challenges to teachers who are trying to work in smaller groups and differentiate instruction.

This year we are experiencing greater budget cuts, with a recent reduction of over \$93,000.00. This reduction will greatly impact our after school program, professional development, the hiring of subs, and the purchase of school supplies. Next years' projected cuts of over \$230,000.00 will continue to make school improvement even more challenging.

## SECTION V: ANNUAL SCHOOL GOALS

### MS 51 2008 SMART GOALS:

#### GOAL #1

**Increase the number of students achieving proficiency as measured by NYS English Language Arts Exam.**

**Measurable target that will define whether I have met my goal:**

To increase the number of students achieving proficiency to 90% resulting in 912 out of 1003 performing within levels 3 and 4.

**Action Plan for meeting goal, including staffing, scheduling, and funding:**

- ELA teachers will receive support analyzing data from ARIS and Acuity monitoring student progress, understand their strengths and deficiencies and differentiate their teaching plans, targeting improving student outcomes.
- ELA teachers will receive support in collecting and reviewing data and then using it to differentiate their instruction even more extensively and consistently.
- The ELA coach will assist *all teachers* in collecting and analyzing the results of their formative assessments on Progress forms in binders and/or online. They will also continue to train teachers on the use of ARIS, Acuity and TC software. The technology coach will also support ELA teachers on the use of the new TC Software for monitoring student progress.
- Staff developers from Teacher's College will model and teach pedagogy (differentiation strategies) that will better engage students, making learning more accessible to all students, based on data.
- Small group instruction and conferences will be our 'differentiation' professional development focus this year.
- All subject area teachers will use data more extensively to support student progress in reading and writing.
- Teachers will work in small groups differentiating instruction with students-at-risk and Inquiry students for tutoring during 37 ½ minutes, based on student needs as per their data.

**Objective evidence used throughout the year to evaluate progress towards meeting goal:**

- ELA teachers (11 teachers) will have binders as evidence to their data collection and lessons that reflect their use of data, documented by formal observations.
- An increase in 80% of our students' TC Reading levels by at least 2 letters in the entire school year will be evident in reading logs and TC Assessments.
- An overall increase in student proficiency by 2% in the Fall Acuity ELA and Math predictive scores from last June's score.
- Fewer than 22 students attending summer school (last year's number) would be an improvement in students meeting promotional criteria, as monitored in each report card and promotion in doubt status.

**Post-summative testing, we will look for evidence in:**

- An increase in students' proficiency, school-wide would be any increase above the current performance trend of 88% proficiency in ELA – our goal being 90% in ELA.
- An increase in students' progress school-wide would be any increase above the current Progress Report trends of 48% in ELA with a goal of 49%.

#### GOAL #2

**Increase the number of students achieving proficiency as measured by NYS Mathematics Exam.**

**Measurable target that will define whether I have met my goal:**

- To increase the number of students achieving proficiency to 91% resulting in 915 out of 1003 performing within levels 3 and 4.

**Plan for meeting goal, including staffing, scheduling, and funding:**

- Math teachers will receive support analyzing data from ARIS and Acuity monitoring student progress, understand their strengths and deficiencies and differentiate their teaching plans, targeting improving student outcomes.
- Math teachers will receive support in collecting and reviewing data and then using it to differentiate their instruction even more extensively and consistently.
- The Math coach will assist *all teachers* in collecting and analyzing the results of their formative assessments on Progress forms in binders and/or online. They will also continue to train teachers on the use of ARIS, Acuity and Scantron Performance Series. The technology coach will also support Math teachers on the use of the new Smartboards in the building.
- Staff developers from CCNY will model and teach pedagogy (differentiation strategies) that will better engage students, making learning more accessible to all students, based on data.

- Small group instruction and conferences will be our 'differentiation' professional development focus this year.
- All subject area teachers will use data more extensively to support student progress in Math.
- Teachers will work in small groups differentiating instruction with students-at-risk and Inquiry students for tutoring during 37 ½ minutes, based on student needs as per their data.

**Objective evidence used throughout the year to evaluate progress towards meeting goal:**

- Math teachers (8 teachers) will have binders as evidence to their data collection and lessons that reflect their use of data, documented by formal observations.
- An overall increase in student proficiency by 2% in the Fall Acuity and Math predictive scores from last June's scores.
- An increasing trend in students' scores on the 2 Math DYO ITA's during the year and an increase in the Acuity predictive exam scores from June 2008 to December 2008 and June 2009, by 2% overall.
- Fewer than 22 students attending summer school (last year's number) would be an improvement in students meeting promotional criteria, as monitored in each report card and promotion in doubt status.

**Post-summative testing, we will look for evidence in:**

- An increase in students' proficiency, school-wide would be any increase above the current performance trend of 89% proficiency in Math – our goal being 91% in Math.
- An increase in students' progress school-wide would be any increase above the current Progress Report trends of 67% in math, with a goal of 68% respectively.

**GOAL #3**

Continue to work with teachers in developing and implementing strategies that individualize learning and encourage students' engagement (DIFFERENTIATED INSTRUCTION), including the effective use of technology, in order to support students' progress.

**Measurable target that will define whether I have met my goal:**

- To increase the number of teachers thoughtfully using differentiated instruction strategies by 5% (4 teachers).
- To increase the current number of students making progress by 5% (50 more students) in the 2009 ELA and Math NYS Exams.

**Plan for meeting goal, including staffing, scheduling, and funding:**

- Provide staff development in differentiation strategies through Teacher's College, CCNY, and the Community Support Organization. PD will focus on making learning more accessible to all types of learners through small group and individual conference work, whole class teaching, morning tutoring, academic intervention services, and after school programs. Teachers will develop lessons based on this philosophy.
- Monitor teacher progress by participating in PD, meeting with coaches and staff developers, observing classroom teaching on a regular basis, and documenting recommendations on differentiation in my formal observation reports. Formal teacher observations, through a lens of differentiation, will document progress of these teaching skills throughout the year.
- Hire a technology coach/teacher to support teachers in the implementation of technology integration as a differentiation strategy, start a new school website, as well as teach special education students in AIS math.
- Implement a Data Inquiry Team for both math and ELA this year and an AIS Team to focus on 8th graders at risk for not meeting promotional criteria. Teach these students in small groups using differentiated instructional strategies.
- All teachers will target learning needs of students in our 37.5 minute morning tutoring program. Many teachers will service students in the 'after school tutoring program' by working with small student groups and differentiating instruction.

**Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.**

- A data trend, based on observations from the past two years may have revealed a trend indicating 85% of our teachers using a workshop teaching structure with differentiation strategies built-in. An increasing trend would be any increase in teachers using this teaching methodology above 85%, with an ultimate goal towards 100%. Evidence of differentiation will be measured by formal and informal observation and documented in these reports.
- An increase in 80% of our students' TC Reading levels by at least 2 letters in the entire school year as per reading logs and TC Assessments.
- An overall increase in student progress by 2% in the Fall Acuity ELA and Math predictive scores from last June's scores.

- An increasing trend in students' scores on the 2 Math DYO ITA's during the year and an increase in the Acuity predictive exam scores from June 2008 to December 2008 and June 2009, by 2% overall as evidenced by the scores recorded in ARIS.
- An overall increase in report card grade average as per ATS Report Card scores, in at least 5% of students (50 students).

#### **GOAL #4**

**Build upon the good progress to date to develop further student ownership of assessment, progress and goal setting.** Students playing an active role in their own goal setting will increase motivation to meet goals and make progress in all subject areas.

#### **Measurable target that will define whether I have met my goal:**

At least 10% of students (approximately 100) will have knowledge of their ongoing assessment data, including periodic assessments, ELA and Math 2008 summative assessments, TC Reading Levels and daily classroom assessments through teacher conferences and scored student work.

At least 10% of students will set learning goals in September in each of their classes.

All students will complete a "Goal Setting and Reflection Log" in December 2008.

At least 20% of these particular students (20 students) will make progress (an increase in scale score) on their 2009 ELA and Math tests.

#### **Plan for meeting goal, including staffing, scheduling, and funding:**

- These students will play active roles in setting goals for progress in each subject area. Each student will write academic goals in all subject areas on the "Student Goal Setting and Reflection Log." Students will keep this Log as a reference in their agenda books.
- These students will have knowledge of their scores and reading levels so that they can be active participants in making progress and reaching for higher achievement levels in all subjects.
- Small group learning will provide students opportunities for constructive feedback to apply to their learning and goal setting.
- Teachers will direct students (based on diagnostic assessments) in selecting goals and developing action plans in reading, writing, math, social studies, science, second language, physical education and talent.
- Students will have consistent support from our guidance counselors, social workers, family worker and school psychologist to help them manage their school work, family life and social/emotional development as it influences their academic progress.
- I will meet with mandated, AIS, and Data Inquiry students (approximately 100) once a marking period to reflect on and review goals and progress.
- Students will be able to articulate goals and action plans for their subject areas and ELA and Math score progress.
- Design data bulletin boards that display school's and students' academic goals to motivate student's commitment to progress.

#### **Objective evidence used throughout the year to evaluate progress towards meeting goal:**

- Student and teacher goal-setting practices will be evident in teacher data binders, student agendas and/or portfolios.
- An increase in 80% of our students' TC Reading levels by at least 2 letters in the entire school year as per reading logs and TC Assessments.
- An overall increase in student progress by 2% in the Fall Acuity ELA and Math predictive scores from last June's score.
- An increasing trend in students' scores on the 2 Math DYO ITA's during the year and an increase in the Acuity predictive exam scores from June 2008 to December 2008 and June 2009, by 2% overall as evidenced by the scores recorded in ARIS.
- An overall increase in report card grade average as per ATS Report Card scores, in at least 5% (5 students) of these students.

#### **Post-summative testing, we will look for evidence in:**

- An increase in students' proficiency, school-wide would be any increase above the current performance trend of 88% proficiency in ELA and 89% proficiency in Math – our goal being 90% in ELA and 91% in Math.
- An increase in students' progress school-wide would be any increase above the current Progress Report trends of 48% in ELA and 67% in math, with a goal of 49% and 68% respectively.

## **GOAL #5**

**Continue to improve the progress of special education students by monitoring the *effectiveness* of the 'departmentalization' of the special education department, the data inquiry team, and the mandated extended day programs, which service many of these students.**

### **Measurable target that will define whether I have met my goal:**

- At least 20% of our special education students (20 students) will make progress (increase in scale score) on their 2009 ELA and Math tests.
- The two special education teachers in the departmentalized program in grade six will monitor the progress of their 24 students, looking for progress in the 2009 ELA test for at least 25% (6 students).

### **Plan for meeting goal, including staffing, scheduling, and funding:**

- Departmentalize our two 6<sup>th</sup> grade self-contained special education classes for the first time this year to increase effectiveness of the program (24 students in total). One teacher teaches both 6<sup>th</sup> grade classes in math and science, while the second teacher teaches ELA and social studies.
- Our Data Inquiry Team populations will include special education students who are not proficient as per data analysis from the 2008 ELA and Math, in order to help move these students towards progress.
- We will work in small groups and individually to address the needs of these most striving learners in extended day tutoring periods (am and pm), encouraging attendance to both programs.
- Our AIS Team and IEP teacher will provide support to special education students in ELA and Math through the Wilson Reading program and Scantron Performance Series for math.
- Special education students will have consistent support from our guidance counselors, social workers, family worker and school psychologist to help them manage their school work, family life and social/emotional development as it influences their academic progress.

### **Objective evidence used throughout the year to evaluate progress towards meeting goal:**

- An increase in 80% of our students' TC Reading levels by at least 2 letters in the entire school year as per reading logs and TC Assessments.
- An overall increase in student progress by 2% in the Fall Acuity ELA and Math predictive scores from last June's score.
- An increasing trend in students' scores on the 2 Math DYO ITA's during the year and an increase in the Acuity predictive exam scores from June 2008 to December 2008 and June 2009, by 2% overall as evidenced by the scores recorded in ARIS.
- An overall increase in report card grade average as per ATS Report Card scores, in at least 5% (5 students) of these students.
- 20% of Special education students participating in AIS and Data Inquiry Teams (5 students) will increase in proficiency and progress measures in 2009 ELA and Math.
- 25% of special education students participating in the 6<sup>th</sup> grade self-contained departmentalized special education classes will make progress in the 2009 ELA.

### **Post-summative testing, we will look for evidence in:**

- An increase in students' proficiency, school-wide would be any increase above the current performance trend of 88% proficiency in ELA and 89% proficiency in Math – our goal being 90% in ELA and 91% in Math.
- The School Progress Report revealed a trend indicating 71% of students in lowest performing one third made one year of progress in ELA and Math. An increasing trend would be any increase above 71% with a goal of 72%.

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase the number of students achieving proficiency as measured by NYS English Language Arts Exam.</b> <b>Measurable target that will define whether I have met my goal:</b> To increase the number of students achieving proficiency to 90% resulting in 912 out of 1003 performing within levels 3 and 4.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• ELA teachers will receive support analyzing data from ARIS and Acuity monitoring student progress, understand their strengths and deficiencies and differentiate their teaching plans, targeting improving student outcomes.</li> <li>• ELA teachers will receive support in collecting and reviewing data and then using it to differentiate their instruction even more extensively and consistently.</li> <li>• The ELA coach will assist <i>all teachers</i> in collecting and analyzing the results of their formative assessments on Progress forms in binders and/or online. They will also continue to train teachers on the use of ARIS, Acuity and TC software. The technology coach will also support ELA teachers on the use of the new TC Software for monitoring student progress.</li> <li>• Staff developers from Teacher’s College will model and teach pedagogy (differentiation strategies) that will better engage students, making learning more accessible to all students, based on data.</li> <li>• Small group instruction and conferences will be our ‘differentiation’ professional development focus this year.</li> <li>• All subject area teachers will use data more extensively to support student progress in reading and writing.</li> <li>• Teachers will work in small groups differentiating instruction with students-at-risk and Inquiry students for tutoring during 37 ½ minutes, based on student needs as per their data.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>❖ Resources that the ELA department will utilize in order to meet goals include: professional development with consultants from Teachers College, participation in Teachers College calendar days and leadership groups, time for department meetings, team meetings and after school per session meetings for additional planning, keeping classroom libraries well stocked and updated, maintaining a literacy coach and teacher leaders, using document cameras and projectors, laptops, classroom computers and professional books to better our teaching practices.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Objective evidence used throughout the year to evaluate progress towards meeting goal:</b></p> <ul style="list-style-type: none"> <li>❖ ELA teachers (11 teachers) will have binders as evidence to their data collection and lessons that reflect their use of data, documented by formal observations.</li> <li>❖ An increase in 80% of our students' TC Reading levels by at least 2 letters in the entire school year will be evident in reading logs and TC Assessments.</li> <li>❖ An overall increase in student proficiency by 2% in the Fall Acuity ELA and Math predictive scores from last June's score.</li> <li>❖ Fewer than 22 students attending summer school (last year's number) would be an improvement in students meeting promotional criteria, as monitored in each report card and promotion in doubt status.</li> </ul> <p><b><u>Post-summative testing, we will look for evidence in:</u></b></p> <ul style="list-style-type: none"> <li>❖ An increase in students' proficiency, school-wide would be any increase above the current performance trend of 88% proficiency in ELA – our goal being 90% in ELA.</li> <li>❖ An increase in students' progress school-wide would be any increase above the current Progress Report trends of 48% in ELA with a goal of 49%.</li> </ul>

**Subject/Area:**

**Mathematics**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Increase the number of students achieving proficiency as measured by NYS Mathematics Exam. Measurable target that will define whether I have met my goal:</b></p> <ul style="list-style-type: none"><li>To increase the number of students achieving proficiency to 91% resulting in 915 out of 1003 performing within levels 3 and 4.</li></ul>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Plan for meeting goal, including staffing, scheduling, and funding:</b></p> <ul style="list-style-type: none"><li>Math teachers will receive support analyzing data from ARIS and Acuity monitoring student progress, understand their strengths and deficiencies and differentiate their teaching plans, targeting improving student outcomes.</li><li>Math teachers will receive support in collecting and reviewing data and then using it to differentiate their instruction even more extensively and consistently.</li><li>The Math coach will assist <i>all teachers</i> in collecting and analyzing the results of their formative assessments on Progress forms in binders and/or online. They will also continue to train teachers on the use of ARIS, Acuity and Scantron Performance Series. The technology coach will also support Math teachers on the use of the new Smartboards in the building.</li><li>Staff developers from CCNY will model and teach pedagogy (differentiation strategies) that will better engage students, making learning more accessible to all students, based on data.</li><li>Small group instruction and conferences will be our ‘differentiation’ professional development focus this year.</li><li>All subject area teachers will use data more extensively to support student progress in Math.</li><li>Teachers will work in small groups differentiating instruction with students-at-risk and Inquiry students for tutoring during 37 ½ minutes, based on student needs as per their data.</li></ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Our math coach will work 3 days a week with all math, SETTS, and special education teachers to help strengthen their practice. Math teachers will have one common assigned period each week to meet with their grade teams and the math coach to plan common lessons, exams, and look at specific student work. We will continue to offer afterschool Math Test Prep to help students prepare for the March State Math Tests. The math coach and some special education teachers will attend professional development in using software in the math classroom.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Objective evidence used throughout the year to evaluate progress towards meeting goal:</b></p> <ul style="list-style-type: none"><li>Math teachers (8 teachers) will have binders as evidence to their data collection and lessons that reflect their use of data, documented by formal observations.</li><li>An overall increase in student proficiency by 2% in the Fall Acuity and Math predictive scores from last June’s scores.</li><li>An increasing trend in students’ scores on the 2 Math DYO ITA’s during the year and an increase in the Acuity predictive exam scores from June 2008 to December 2008 and June 2009, by 2%</li></ul>

	<p>overall.</p> <ul style="list-style-type: none"> <li>• Fewer than 22 students attending summer school (last year's number) would be an improvement in students meeting promotional criteria, as monitored in each report card and promotion in doubt status.</li> </ul> <p><b><u>Post-summative testing, we will look for evidence in:</u></b></p> <ul style="list-style-type: none"> <li>• An increase in students' proficiency, school-wide would be any increase above the current performance trend of 89% proficiency in Math – our goal being 91% in Math.</li> <li>• An increase in students' progress school-wide would be any increase above the current Progress Report trends of 67% in math, with a goal of 68% respectively.</li> </ul>
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**Subject/Area:** Science Department

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ol style="list-style-type: none"> <li>1. To raise the Scientific academic achievement level of all students in grades 6,7 and 8</li> <li>2. To increase the consistency of Scientific Inquiry-Based teaching in all grades 6,7 and 8</li> </ol>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Actions/Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• To develop a curriculum map for all grades 6, 7 and 8 in order to exam content areas in all grades for repetition and coverage.</li> <li>• Continuing the morning Science tutorial time for all students.</li> <li>• Common prep periods for weekly grade level meetings to plan lesson.</li> <li>• Continue to collect data from instruction.</li> <li>• Weekly grade level meetings to analyze collected data examine student work and focus on implementation for future instruction. Lessons include differentiation strategies.</li> <li>• Develop meaningful homework assignments that emphasis daily classroom learning</li> </ul> <p><b><u>Target Population:</u></b></p> <ul style="list-style-type: none"> <li>• 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students</li> </ul> <p><b><u>Responsible Staff:</u></b></p> <ul style="list-style-type: none"> <li>• All Science Teachers</li> <li>• Administration</li> </ul> <p><b><u>Timeline:</u></b></p> <ul style="list-style-type: none"> <li>• September 2008</li> </ul>

	<p><b><u>Actions/Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• Continue to use investigations for unit focus in order to teach conceptual learning of the “big ideas” of scientific learning.</li> <li>• Continue to develop lesson plans that are open ended and focus on differentiation.</li> <li>• Continue to have weekly meeting with teachers to look at student work and analyze the progress being made.</li> <li>• Develop a binder that consists of feedback sheets from grade meetings and informal walk-throughs.</li> <li>• Develop lab-sites of teachers expert in inquiry-based teaching for teachers that need professional development in specific areas of the inquiry-based teaching.</li> </ul> <p><b><u>Target Population:</u></b></p> <ul style="list-style-type: none"> <li>• All Science Teachers</li> <li>• 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grade students</li> </ul> <p><b><u>Responsible Staff:</u></b></p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• All Science Teachers</li> </ul> <p><b><u>Timeline:</u></b> Sept 2008</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>8<sup>th</sup> grade teachers will have 6 periods per week to increase time needed for exploratory and laboratory classes, as per NYS Standards. Additional funded supported the new data scanner for science assessments, core curriculum texts, and unit project materials.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Measurement Tools:</u></b></p> <ul style="list-style-type: none"> <li>• 8<sup>th</sup> grade State Exam</li> <li>• In house periodic summative assessment every 8 weeks</li> <li>• End of unit projects</li> <li>• “Big Idea” weekly assignments</li> <li>• 6<sup>th</sup> and 7<sup>th</sup> grade portfolio</li> <li>• 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade lab assessments.</li> <li>• Administration will scan the 8-week assessments and continue the progress monitoring data</li> </ul>

sheet.

- Every 8 weeks, teachers will receive analysis feedback sheet of their student's progress.

**Projected Gains:**

- Students will show gains through State exams.
- Students will show gains through 8-week assessments that will focus on growth in conceptual understanding and knowledge of content area

**Measurement Tools:**

- In house 8 week assessment that will focus on the content of the inquiry-based learning along with the process strand required by all students.

**Projected Gains:**

- Student should show gains through the 8 week assessments in the area of conceptual understanding (process strands) and the area of scientific content (content strands).
- Through lab projects, students will show gains in

Subject/Area:

Social Studies

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Incorporate core curriculum for grades 6 and 7. Continue to improve grade 8 curriculum, with goal to incorporate core curriculum in 2009-2010 school year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. All staff will receive updated curriculum.</li> <li>2. Grade planning for 6 &amp; 7 to set out time frames for units – Create calendar for units.</li> <li>3. Continue BP Library collaboration with grade 8 to improve research skills.</li> <li>4. Improve Sp. Ed. Participation in Soc. St. Dept.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Teachers will need to schedule regular grade level department meetings.</p> <p>Teachers will be presented the opportunity to attend professional development.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Progress will be measured by teacher created tests, projects and quiz grades. Grade 8 students will take the NYS Exam. All students will complete exit projects.</p>

Subject/Area:

Special Education

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Continue to improve the progress of special educations students by monitoring the effectiveness of the ‘departmentalization’ of the special education department, the data inquiry team, and the mandated extended day programs, which service many of these students.</b></p> <p><b>Measurable target that will define whether I have met my goal:</b></p> <ul style="list-style-type: none"> <li>• At least 20% of our special education students (20 students) will make progress (increase in scale score) on their 2009 ELA and Math tests.</li> <li>• The two special education teachers in the departmentalized program in grade six will monitor the progress of their 24 students, looking for progress in the 2009 ELA test for at least 25% (6 students).</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Plan for meeting goal, including staffing, scheduling, and funding:</b></p> <ul style="list-style-type: none"> <li>• Departmentalize our two 6<sup>th</sup> grade self-contained special education classes for the first time this year to increase effectiveness of the program (24 students in total). One teacher teaches both 6<sup>th</sup> grade classes in math and science, while the second teacher teaches ELA and social studies.</li> <li>• Our Data Inquiry Team populations will include special education students who are not proficient as per data analysis from the 2008 ELA and Math, in order to help move these students towards progress.</li> <li>• We will work in small groups and individually to address the needs of these most striving learners in extended day tutoring periods (am and pm), encouraging attendance to both programs.</li> <li>• Our AIS Team and IEP teacher will provide support to special education students in ELA and Math through the Wilson Reading program and Scantron Performance Series for math.</li> <li>• Special education students will have consistent support from our guidance counselors, social workers, family worker and school psychologist to help them manage their school work, family life and social/emotional development as it influences their academic progress.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Professional developers from Teacher’s College and CCNY will provide the professional development. PD from our CLSO will support the work of our teachers and the PD from said Universities.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Objective evidence used throughout the year to evaluate progress towards meeting goal:</b></p> <ul style="list-style-type: none"> <li>• An increase in 80% of our students’ TC Reading levels by at least 2 letters in the entire school year as per reading logs and TC Assessments.</li> <li>• An overall increase in student progress by 2% in the Fall Acuity ELA and Math predictive scores from last June’s score.</li> <li>• An increasing trend in students’ scores on the 2 Math DYO ITA’s during the year and an increase in the Acuity predictive exam scores from June 2008 to December 2008 and June 2009, by 2% overall as evidenced by the scores recorded in ARIS.</li> </ul>

	<ul style="list-style-type: none"> <li>• An overall increase in report card grade average as per ATS Report Card scores, in at least 5% (5 students) of these students.</li> <li>• 20% of Special education students participating in AIS and Data Inquiry Teams (5 students) will increase in proficiency and progress measures in 2009 ELA and Math.</li> <li>• 25% of special education students participating in the 6<sup>th</sup> grade self-contained departmentalized special education classes will make progress in the 2009 ELA.</li> </ul> <p><b><u>Post-summative testing, we will look for evidence in:</u></b></p> <ul style="list-style-type: none"> <li>• An increase in students' proficiency, school-wide would be any increase above the current performance trend of 88% proficiency in ELA and 89% proficiency in Math – our goal being 90% in ELA and 91% in Math.</li> <li>• The School Progress Report revealed a trend indicating 71% of students in lowest performing one third made one year of progress in ELA and Math. An increasing trend would be any increase above 71% with a goal of 72%.</li> </ul>
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**Subject/Area:** Second Language

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ol style="list-style-type: none"> <li>1. Fostering foreign language learning habits and skills in students starting in 6<sup>th</sup> grade in order to pass FL proficiency test in 8<sup>th</sup> grade.</li> <li>2. Preparing the students for a strong level 2 or 3 or ease the study of FL in high school.</li> <li>3. Engaging students to learn about other cultures and to gain understanding about the nature of languages in order to compare with their own ELA language.</li> </ol>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The school offers a choice of two foreign languages, Spanish and French in 6 through 8 grade, to all students. Most of the staff members are highly qualified with master in FL education and speak fluently the target language. The teachers follow the standards for foreign language learning. Communication: conversation, interpretation of written and spoken language, variation of topics relating to real life. Cultures: Students took history and geography of countries that speak the target language. They visit museums, view films and via research and projects or activities they study cultures of those countries. Connections: Students integrate their talent, math and science skills through the foreign language. Comparisons: Students understand the use of EL grammar and roots of language as well as the use of cognates. Community: Students understand about language beyond their community and reflect on what is the same or different.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Teachers will need at least 4 to 5 periods a week of FL distributed during the week as single periods. They will need recently edited books to make sure it is contemporary culture, especially in Spanish classes where books are over 20 years old. We will need a few French books to replace the lost or damaged ones. French and Spanish departments need more dictionaries. We would like access to the computer room and to buy headphones to allow students to do listening comprehension exercises. The department also would like an ELMO for the whole department to share.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers have entered Inter State competitions and won many years in a row in French. Spanish students have taken trips to Spain and engage conversation. Many of our students in HS comment how well they were prepared here and many have done well in level 2 and 3 in HS.</p>

**Subject/Area:** Physical Education

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To increase the stamina, aerobic capacity and overall fitness while teaching teamwork, citizenship and sportsmanship.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>-Introduce cognitive information on the benefits of cardio-vascular fitness and the workings of the heart.          -teach methods for determining heart rate.          -encourage students to engage in aerobic activities outside of school and during our after-school recreation program and sports teams.          -Introduce aerobic exercises to help students make progress in their Fitnessgram assessments, gaining distance in less time.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>-staff the gym with three PE teachers due to class size          -train teachers on Fitnessgram to monitor student progress          -schedule 3 periods of PE each week</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>-the PE teachers will continue to monitor student progress within the curriculum (walk/run challenges) and as documented in the Fitnessgram Report for each student. We anticipate student progress in fitness level over the course of the year and over the course of three years.</b></p>
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**Subject/Area:** The Arts

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To complete an in depth study of 1 Art discipline as part of a 3 year cycle for each student.</p> <p>Students will be required to demonstrate competency in each year by an exhibit or performance of his or her work. Using the blueprint for the Arts as a measurement tool, teachers will review each student’s body of work on a quarterly basis.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>- All six Art disciplines will be responsible for the following: <ul style="list-style-type: none"> <li>• Reading text related to the discipline being studied</li> <li>• Requiring a written piece from students each marking period</li> <li>• Creation of a performance or exhibit</li> </ul> </li> <li>- Individual Programs will be responsible for the following additional items: <ul style="list-style-type: none"> <li>A) Drama-playwriting, performance techniques, monologue creation and presentation, stage movement and performance</li> <li>B) Vocal Music-music notation, performance techniques, vocal projection, stage movement and performance</li> <li>C) Instrumental Music-music notation, sight reading, woodwind and brass techniques, orchestration and performance</li> <li>D) Dance-movement, genre study, stage movement, choreography, stage movement and performance</li> <li>E) Fine Art-study of artists and technique, creation of portfolios, creation of display pieces</li> <li>F) Photography-study of photographers and technique, film development, colorization, creation of a portfolio, creation of display pieces</li> </ul> </li> </ul> <p>Target population grades 6-8. Students will complete a 3 year study in 1 Art discipline.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>-Resources and support come in the form of: Carnegie Hall partnership, Principal, AP, teaching staff (including 6 Arts teachers), PTA fundraisers, CLSO and Blueprint PD          -An estimated \$50,000.00 of our school budget funds supplies, show costs and rehearsal time for the 6 talent areas.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. Two or more performance based assessments per year. All disciplines are expected to perform, exhibit and display completed work.</li> <li>2. Portfolios will be used for alternative assessment.</li> <li>3. Written research projects, plays, reports.</li> <li>4. Arts classes will support other school related activities both in and out of classroom settings.</li> </ol>

**REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS – N/A**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS – N/A**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURREV) – N/A**

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	20	19	5	0	23	0	5	0
7	37	27	2	7	27	0	9	1
8	31	31	3	3	15	0	2	1
9								
10								
11								
12								

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

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

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	Words Their Way and Wilson, during extended day morning, AIS periods, after school and small group tutoring.
<b>Mathematics:</b>	Impact Math tutoring, during extended day morning, after school, AIS periods, and small group tutoring.
<b>Science:</b>	Homework and Project help and test prep during extended day morning and after school.
<b>Social Studies:</b>	Homework and Project help during extended day morning and after school.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Forty minute sessions in groups of 3-5 and individual sessions once or twice a week during the school day.
<b>At-risk Services Provided by the School Psychologist:</b>	N/A
<b>At-risk Services Provided by the Social Worker:</b>	Forty minute sessions in groups of 3 and individual sessions once or twice a week during the school day.
<b>At-risk Health-related Services:</b>	Assistance with transporting student to and from classes, as well as scribing work.

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2007-2008) LAP to this CEP.**

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### **I. Language Allocation Policy Team Composition:**

**Principal:** *Lenore Berner*

ESL Teacher:  
*Efram Gonzales*

**Assistant Principals:**

*Gregory Stanislaus, Nance  
Speth*

**Guidance Counselor:** *K.  
Bosco, R. Schulof, J. Phillips*  
**Content Area Teachers:**

*All*

**Literacy Coach:**

*Lisa Schwartz*

**Math Coach:**

*Judy Pessa*

**Parent**

**Coordinator:**

*Audrey Komaroff*

### **II. Teacher Qualifications**

Teachers servicing the ELL population consist of permanently licensed content area teachers in Math, ELA, Sp. Education, Social Studies, Science and one licensed ELL teacher who pushes in and pulls out students for intensive academic support.

### **III. ELL Demographics and School Description:**

William Alexander Middle School 51 is located in Park Slope, Brooklyn, New York. We are a high-achieving, Gifted and Talented School which requires state score standards, an interview and portfolio review for acceptance. We are known for our competitive course work consisting of Regents level classes in math, science and second language, as well as our outstanding Talent Program. We are a non-title I school with a poverty level of approximately 30%. We have a small population of ELL's making up only 1% of our student body (ELL's are not a subgroup at our school). Overall we have one of the most culturally diverse populations of students: 35% Hispanic, 35% White, 15% Black and 15% Asian.

We offer ESL services to five entitled general education and eight special education students served as per the IEP. The sixth grade ELL population consists of 5 students. The grade 7 ELL population consists of 5 students in the ESL program. The 8th grade ELL population consists of three students in the ELSL program.

### **IV. Parent Choice**

**UPDATED – SEPTEMBER 2008**

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by our ELL teacher and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an *orientation* that describes various programs for ELL and visit classrooms with the various programs. *Parent brochures* are disseminated in their native language to enrich the understanding each available program. Parents complete the parent selection form and the school will conform to the parental choice selections.

## **V. Current English Language Learners Instructional Programs**

Mr. Gonzalez implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to assist students in achieving English Language proficiency within three years.

1. To amplify the literacy and academic skills of ELLs who participate in program
2. To incorporate recognized and researched based ESL instructional strategies across content subject areas.
3. To give students the skills to perform at city and state grade level in all subject areas

### **English Program**

#### **Freestanding English as a Second Language Program**

In the Freestanding ESL component we have 13 students, from 3 grades. They range from upper Intermediate to Advanced Proficiency levels. They all attend 320 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In assistance in their classroom.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.





















































