

Comprehensive Education Plan  
PS 261  
November 2009

**MISSION STATEMENT**

PS 261 is an elementary school in the Boerum Hill neighborhood of Brooklyn where children develop a love for learning in a nurturing, collaborative, project-focused and enriched educational environment. We are committed to maintaining our widely diverse population which has resulted in a community where everyone is mutually respected. Our aim is to provide students with a community that fosters social and emotional development by encouraging student independence as they acquire problem-solving skills fostered by our commitment to a learning partnership between students, teachers, and parents.

We believe that practical application is the most challenging and engaging way to learn and adding the arts makes it fun. To that end we employ five full-time music, dance, and visual arts teachers. All PS 261 students (which includes inclusion (CTT) and special education classes for grades K-5) benefit from at least two hours of arts instruction every week. Energetic and creative teachers work collaboratively to design projects that incorporate the required knowledge, and more, in science, math, social studies and literacy curricula. We will continue to evolve to ensure a learning environment that encourages student exploration and rewards each student's talents and gifts.

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
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### **Communication**

P.S.261 is committed to strengthening its communication in order to establish a greater degree of responsibility for student learning by all community members. An important aspect of building our school community is fostering communication between teachers and students, teachers and parents, the administration and parents, and teachers and the administration.

The SLT reviewed the degree to which our school effectively communicates its educational goals and requirements, listens to community members and provides appropriate feedback on each student's learning outcome. Included in this review were the Learning Environment Surveys for school years 2006 through 2007 and 2007 through 2008 and the P.S. 261 grade specific Learning Assessment surveys.

The surveys suggested that our school was effective in communicating to parents how to contact the school and providing parents with written information outlining what children are studying in school. However, the data suggested that parents would welcome more information about the vision for the school, and would also welcome more information from the school administration and individual teachers about each child's progress and services available to help students and parents. In addition, because our school community contains a significant number of families who communicate most effectively in languages other than English, we must ensure that we provide translation services for school-wide events.

Accordingly, we conclude that PS 261 needs to improve these areas of communication because such communication inspires parent engagement with the school and is critical to fostering our children's academic success. It further creates a more fully functioning school community. Communication between the school administration and parents also inspires parent confidence and support for school leadership.

### **Engagement**

The SLT and the PTA are actively involved in finding new ways to do outreach and engage the

different populations that have a history of not becoming more involved in the school community. This engagement is critical to ensuring the academic success of all of the children in our school and to building a strong and inclusive school community. The SLT recognizes that engagement happens in a variety of ways: through PTA sponsored events, through participation in the curriculum, through participating as field trip chaperones, etc. Currently, no mechanism exists to measure engagement as broadly defined. The SLT must help the school establish baseline measurements of engagement. Even so, through our review of the various surveys and data provided to us we came to see the needs for multiple, repeated efforts at connecting families with other families, with teachers and with the curriculum. While increasing communication (see section on communication) will aid engagement, there are a few additional needs – to have teachers participate more in school-wide events and to use the curriculum as a vehicle for engagement more effectively – specific to improving family engagement with the school.

### **Safety & Respect**

PS 261 is committed to maintaining an environment conducive to learning. Cleanliness, safety and respect are of central importance in this matter. The Learning Environment Survey conducted by the Department of Education gives the school some insight into issues which need to be addressed. The relatively high response rate – 66% of parents and almost as many teachers – give this survey some weight. Also, an SLT Needs Assessment Survey submitted in December 2007 was available to us to gain additional insight.

Parent satisfaction with safety and respect issues is quite high – over 80% satisfied or very satisfied -- according to the survey. However, three areas stand out as being less satisfactory relative to others: school cleanliness, fair discipline and freedom from bullying. School cleanliness and discipline were found to be unsatisfactory or very unsatisfactory to 12% of parent respondents. Bullying was believed to be a problem “fairly often” or “very often” by 16% of respondents. Teacher satisfaction in these areas was lower than parent satisfaction, although in most areas at least 2/3 or more of teacher respondents were satisfied or very satisfied. 25 % of teachers rated building cleanliness poorly, 31% disagreed or strongly disagreed that order and discipline are maintained. 39% felt teachers need more support in enforcing order and discipline. Bullying was believed to be a problem fairly or very often by 17% of teachers. These areas were also reported on in the December 2007 Needs Assessment Survey conducted by the SLT, lending further credibility to these topics as topics to be addressed.

### **Curriculum**

At PS261 over the past year we have put in place systems to help us examine and track our students relative to their academic performance, attendance, subgroup association, health etc. Gathering information from ARIS, Acuity, NYSTART, have all been helpful, however we have been more successful at organizing our data with the support we receive from Learning Directions and the hiring of a Data Specialist. We now have the capacity to easily access and share data with all of our constituencies across the school.

Over the past couple of years we have significantly decreased our students who scored level 1 and 2 in both ELA and Mathematics respectively. As of our 06/07 NY State School Report Card, 72% of our students are at or above proficiency in ELA. 80% of our students are at or above proficiency in Mathematics. Contributing to this success was the work of our AIS (Academic Intervention Service) team. Their job was to provide differentiated support for all students “at risk” in ELA and in Math by pushing in to classrooms regularly. Saturday test readiness programs, smaller class size in the lower

grades and common scheduling that provided time for teachers to meet, plan and track progress also contributed to the rise in scores.

Moving forward we are studying student progress trends more closely. Last year we established our first Inquiry Team to analyze the progress trends in mathematics among our bottom 1/3 of our fifth grade population. This work will continue into the 08/09 school year. In addition we will establish another Inquiry Team to analyze progress trends among our upper 1/3 of our fourth grade in ELA, since our data reveals stagnant growth among this group and in some cases a drop in performance as a cohort of students move from third to fourth grade. An inquiry of this group is necessary to determine what the contributing factors and barriers are. Furthermore in addition to this current plan, we will use our work and success from the past to plan and make decisions for the up-coming school year. First we will continue to apply good data systems that we have developed to continue to accurately monitor student progress and performance. Second, the school will use data to set both short term and long term student goals based on interim performance and progress. Third we will continue to clarify our school's long term goals, mission and vision through our monthly faculty meetings focused on what our current data reveals, Monday Memo to keep faculty current, and grade level meetings, that focus on inquiry and the analysis of student work. Lastly the school will continue to monitor the current curriculum in use, modify and revise that curriculum as needed based on performance and progress trends. We will continue to provide differentiated support and professional development for our faculty. Develop an integrated curriculum infused with the arts to ensure that each student applies the skills and knowledge they acquire across curricular disciplines.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**NOTES: (1) IN SECTION VI OF THIS TEMPLATE, YOU WILL NEED TO COMPLETE AN "ACTION PLAN" FOR EACH ANNUAL GOAL LISTED IN THIS SECTION. (2) SCHOOLS DESIGNATED FOR NCLB/SED IMPROVEMENT (SURR, SINI, AND SRAP) MUST IDENTIFY A GOAL AND COMPLETE AN ACTION PLAN FOR EACH SUBJECT/AREA OF IDENTIFICATION. (3) WHEN DEVELOPED, PRINCIPAL'S PERFORMANCE REVIEW (PPR) GOALS SHOULD PRESUMABLY BE ALIGNED TO THE SCHOOL'S ANNUAL GOALS DESCRIBED IN THIS SECTION.**

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### Communication

**Goal:** Provide teachers, family, and administration with tools to communicate students' academic goals, achievements, and expectations in a dialogue throughout the year.

**Goal:** To ensure that families who communicate in languages other than English have adequate access to translation for special events and for ongoing dialogue with teachers and the administration.

#### Teachers to Families

**Goal:** Provide families with sufficient information about yearly curriculum to allow families to be effective learning partners with their children and to help their children achieve their academic potential.

#### Administration to Families

**Goal:** Provide families with regular, accessible information about broad, systemic topics important to the school.

#### Communication Objectives:

- Describe for families the school's culture and mission.
- Describe for families the school's regular routines and any important changes in those changes.
- Describe for families school-wide curriculum changes and innovations.
- Provide families with information about salient safety and maintenance issues.
- Regularly provide updates about overall school achievement and challenges.

## Engagement

**Goal:** To increase teacher presence at school functions in order to create greater trust between families and teachers.

**Goal:** To use the curriculum as a vehicle for engaging families with the mission of the school.

**Goal:** For the school to form linkages with community groups from neighborhoods in parents tend to be less engaged in the school community.

## Safety & Respect

**Goal: School cleanliness:** To improve parent and teacher satisfaction with building cleanliness

**Goal: Order & Discipline:** To reduce parent concerns about fairness in discipline and to help teachers feel more supported in their efforts to help students comply with community standards.

**Goal: Conflict Resolution/Freedom from Bullying:** To improve students' ability to manage conflict.

## Literacy

**Goal:** Teachers will deepen their questioning techniques within all Balanced Literacy components and within all classroom structures, to promote critical thinking and improve student writing.

## Learning Objectives

- All teachers will teach reading using the workshop model which means Reading Workshop takes place everyday for about 45 minutes-60 minutes and includes: reading mini lesson, reading work time (teacher confers with individual students and also works with small groups of students and teachers Reading Strategy Lesson and Guided Reading and a Reading Share time.
- All teachers will teach reading using other Balanced Literacy components , using a variety of classroom structures such as:
  - Whole class: Read Aloud, Shared Reading, Reading Mini Lessons
  - Small groups: Reading Strategy Lessons, Guided Reading, Books Clubs
  - Partnerships: Reading Partners
  - Individual Student: Reading Conferences
  - To improve Students-to-Students Talk
  - To view the teaching of reading as a continuum of reading levels(emergent, transitional, proficient) and a continuum of reading comprehensions and skills and strategies, and that this reading continuum is connect to the Narrative Writing Continuum and Word Study Continuum
  - Teachers will deepen their questioning techniques within all Balanced Literacy components and within all classroom structures.

## Math

**Goal:** Teachers will deepen their questioning techniques within all mathematics components and within

all classroom structures, to promote critical thinking and essentially improving student writing.

### **Learning Objectives**

Increased repeated exposure to games in K-5.

Increased work on computation through mini-lessons in grades K-5.

All teachers will teach mathematics using a Workshop Model.

Improve student talk in mathematics.

Improve student writing in mathematics.

### **Social Studies**

**Goal:** Teachers will deepen their questioning techniques within all social studies components and within all classroom structures, to promote critical thinking and student writing.

### **Learning Objectives**

- All teachers will teach using a Workshop Model.
- Teachers will include at least one hands-on project during a unit of study.
- Increase the use of primary sources and objects during the social studies workshop.
- Improve reading in informational social studies texts and documents.
- Improve student content conversations (talk) in social studies.
- Improve student writing in content area including response to a written prompt.
- To choose books for geography and mapping for each grade.

### **Science**

**Goal:** Teachers will deepen their questioning techniques within all science components and within all classroom structures, to promote critical thinking and student writing.

### **Learning Objectives**

- Increase student hands-on activities in science.
- To develop student vocabulary in science.
- To increase the amount of time dedicated to student talk in the content area of science.
- To improve the reading of informational science texts.
- To improve student writing in science.
- To improve student writing in content area including responding to a written prompt.
- Professional development in the various science inquiry based teaching methods.

**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):** Communication – Teacher to Family

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Provide families with sufficient information about yearly curriculum to allow families to be effective learning partners with their children and to help their children achieve their academic potential.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>* Describe to families at the beginning of the year the yearly curriculum goals for the ELA, Math, Science, and Social Studies.</li> <li>* Provide families with regular feedback of their children’s level of achievement for each unit along with strategies for parents to implement at home to help their children improve.</li> <li>* At regular intervals, explain the significance of different achievement levels and learning rubrics to families.</li> <li>* Provide families with clear guidelines for communicating with classroom teacher, through telephone, email, classroom notes, or meetings.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>These plans are consistent with current staffing and resources.</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>The SLT will measure parental satisfaction with communication between teachers and parents through its yearly survey and informal conversations with parents.</b></p>

**Subject/Area (where relevant):** Communication – Administration to Family

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Provide families with regular, accessible information about broad, system issues about the school.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The administration will describe for families the school’s culture and mission in the PS 261 parent handbook and on the school’s website.</p> <p>In a regular column in the PS 261 PTA newsletter, the principal and assistant principal will provide families with information about school-wide curriculum changes and innovations, information about salient safety and maintenance issues, and updates about overall school achievement and challenges.</p> <p>If issues involving the school’s regular routines or any important changes arise in the interim, the principal will send a letter to families in backpacks.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>These plans are consistent with current staffing and resources.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>The SLT will measure parental satisfaction with communication between teachers and parents through its yearly survey and informal conversations with parents.</p>
<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To ensure that families who communicate in languages other than English have adequate access to translation for special events and for ongoing dialogue with teachers and the administration.</p> <p>.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The administration will provide translation services at all school-wide events.</p> <p>The administration will ensure that written communications to parents are translated into the primary languages of families.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>          Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>These plans are consistent with current staffing and resources.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>          Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>The SLT will measure parental satisfaction with communication between teachers and parents through its yearly survey and informal conversations with parents.</p>

Subject/Area (where relevant): Engagement

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase teacher presence at school functions in order to create greater trust between families and teachers.</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>Identify events at which teacher participation would be desirable and create a rotation system through which our busy, dedicated teachers decide who will participate at which event.</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>The parent coordinator and a designated faculty member will collaborate to “staff” school-wide events with members of the faculty.</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>A schedule of events will be sent to the SLT two to three times a year to verify accomplishment of this goal.</p>

Subject/Area (where relevant): Engagement

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To use the curriculum as a vehicle for engaging families with the mission of the school.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>A faculty leader will identify areas of the curriculum which lend themselves to family participation. Last year’s successful “March on Borough Hall” around the time of the Martin Luther King Jr.’s holiday, which included students, teachers from across the disciplines and families, should be used as a model. This event provided the entire school community with a wonderful experience while highlighting the history and context of Martin Luther King’s “I Have a Dream” speech and the march on Washington.</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>A faculty leader, the parent coordinator, the SLT and the PTA should collaborate to maximize communication and participation.</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>The parent coordinator and a faculty leader should report to the SLT on the event(s) identified for increasing engagement through the curriculum.</p>

Subject/Area (where relevant): Safety & Respect: School cleanliness

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve parent and teacher satisfaction with building cleanliness and have that improvement reflected in the 2008-9 Learning Environment Survey</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>The SLT has the following specific recommendations for improvement of school cleanliness.</p> <p><b>#1</b> Make community concerns known to the custodial staff in a letter from the SLT specifically outlining the findings of the Learning Environment Survey and the SLT Needs Assessment Survey.</p> <p><b>#2</b> Introduce children to the custodial staff in conjunction with existing school, neighborhood, community and environment curricula which span Pre-K through 5<sup>th</sup> grade. This will ensure that children respect the work of the custodial staff and</p>

	<p>encourage them do their part. SLT members will inform the teachers of this effort in the form of a memorandum from the SLT .</p> <p>#3 A new schoolwide assembly program is planned for the 2008-9 academic year. One of these assemblies will be dedicated to encouraging children to take responsibility for keeping the school and playgrounds clean.</p>
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<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The school has secured resources and scheduling for the new schoolwide assemblies program. The other recommendations fit into existing curriculum and school structures.</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>An action checklist will be kept for each of the goals enumerated above.</p>

**Subject/Area (where relevant):** Safety & Respect: Order and Discipline

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To reduce parent concerns about fairness in discipline and to help teachers feel more supported in their efforts to help students comply with community standards.</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>#1-The PTA will hold a meeting with parents to get further feedback from parents about discipline. In this meeting, a representative from the faculty or administration will present a philosophy statement on the school's approach to discipline. A copy of the school's ladder of referral and guidelines for responses to discipline problems will be distributed to parents and made available on the website.</p> <p>#2 – The principal will address the faculty on the topic of discipline support and give the faculty an opportunity to let the administration know what additional support they need in helping students conform to community guidelines.</p> <p>#3-In conjunction with the Conflict Mediation plan, discipline and behavior management will be standardized for staff supervising lunch and recess.</p> <p>#4 - Establish a committee consisting of parents,</p>

	<p>teachers, lunch aides and administrative representatives to assess, recommend and implement strategies for improving lunch time routines, discipline and the overall cafeteria atmosphere.</p> <p>#5-The PTA will organize an appreciation day for school aids, many of whom supervise lunch, to show school support for the work they do. This should occur in February, when indoor recess makes their work most challenging.</p>
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<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The PTA has already agreed to host the meeting on the subject of fairness in discipline, and will set an exact date at an upcoming planning meeting. No other resources are needed to put the other elements of this plan into action.</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>An action checklist will be kept for each of the goals enumerated above.</p>

**Safety & Respect: Conflict Resolution and Freedom from Bullying**

**Subject/Area (where relevant)**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve students' ability to manage conflict</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>#1- The school guidance counselor, Christina Camarro, has been developing a character building curriculum that will be implemented at the start of the school year.</p> <p>#2-The PTA has put together a plan to renovate the cafeteria. They hope to paint the space and purchase new tables to improve the environment. Improvements to the physical space are intended to make sharing the lunchtime meal more conducive to community. The exact date that this will be accomplished has not yet been determined but it is hoped to be during the 2008-9 academic year.</p> <p>#2-There will be monthly assemblies supporting community building for all grades.</p>

	#3-The SLT will collect data on the number of discipline and behavior problems reported to the principals office from last year. They will collect this information by January 15 <sup>th</sup> 2009 and May 30 <sup>th</sup> 2009 and compare the data with the previous year to see if there is any improvement.
<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>	Planning for the character building curriculum is already in place, including scheduling and funding considerations. The PTA has secured funds for the cafeteria facelift, and will be responsible for overseeing that project. The school has secured resources and scheduling for the new schoolwide assemblies program.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	An action checklist will be kept for each of the goals enumerated above.

Subject/Area (where relevant): Literacy

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Teacher will deepen their questioning techniques within all Balanced literacy components and within all classroom structures, to promote critical thinking and essentially improving students writing.
<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>	Teachers should have goals and expectations in their mind for their students in order to develop deeper thinking and deeper question. Teacher should facilitate connections of thinking among the students by following up on a theory, or line of thinking. By responding to students' answer to question and build ideas, lines of thinking and making connections between ideas. Teachers should follow procedures that promote responding to literature such as journals, reading journals and reading notebooks. Response charts should also be used to promote Grand Conversations and Accountable Talk off the read aloud.

<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>Professional development workshops will be provided for the staff through Teacher College. Every grade will participate in March to March planning, in which teachers and staff will meet approximately three times a year to plan. During the March to March planning sessions, teachers will reevaluate the needs of their students and the entire grade. In addition, each grade has two common planning prep periods per week. During these common preps, teachers will have the opportunity to meet with the math curriculum leader and fellow colleagues, in order to plan as a grade. The common preps are also a time in which teachers can discuss the progress of the class and the entire grade.</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>Beginning of the year, end of the year, unit assessments, teacher observations, acuity assessments and NYS tests will be used to measure the progress of the students. It will be the goal of each teacher to make sure that each student achieves one year's growth by the end of the school year.</p>

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

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Teacher will deepen their questioning techniques within all mathematics components and within all classroom structures, to promote critical thinking and essentially improving student writing.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Target Population:</b> K-5  <b>Strategies/ Activities:</b> Incorporate the use of math games into the curriculum: the rekenrek, ten frames, skip counting, the open number line, the closed and open array, the development of the ratio table, and the development of the double number line.  Professional development will be provided for the staff, in order to ensure that the goals are accomplished.  Teachers will increase the level of Accountable Talk in mathematics and incorporate more writing in the mathematics workshop.  <b>Responsible Staff Members:</b> Math Coach and Math Curriculum Leaders</p>



	<p>the needs of their students and the entire grade. In addition, each grade has two common planning prep periods per week. During these common preps, teachers will have the opportunity to meet with the math curriculum leader and fellow colleagues, in order to plan as a grade. The common preps are also a time in which teachers can discuss the progress of the class and the entire grade.</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>Rubrics, unit assessments, teacher observations, exit projects and portfolio projects will be used to measure the progress of the students. It will be the goal of each teacher to make sure that each student achieves one year's growth by the end of the school year.</p>

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

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Teachers will deepen their questioning techniques within all science components and within all classroom structures, to promote critical thinking and student writing.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Target Population:</b> K-5  <b>Strategies/ Activities:</b> Increase the use of scientific language and vocabulary, develop end of project rubrics and portfolio reflections, explore and try various methods of science teaching, including using Foss and Delta hands-on science kits. Professional development will be provided for the staff, in order to ensure that the goals are accomplished.  Teachers will increase the level of Accountable Talk in science and incorporate more writing in the content area of science.  <b>Responsible Staff Members:</b> Content Area Coach and Curriculum Leaders</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>Professional development workshops will be provided for the staff through Math in the City. Every grade will participate in March to March planning, in which teachers and staff will meet approximately three times a year to plan. During the March to March planning sessions, teachers will reevaluate the needs of their students and the entire grade. In addition, each grade has two common planning prep periods per week. During these common preps, teachers will have the opportunity to meet with the math curriculum</p>

	<p>leader and fellow colleagues, in order to plan as a grade. The common preps are also a time in which teachers can discuss the progress of the class and the entire grade.</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>Unit assessments, teacher observations and NYS tests will be used to measure the progress of the students. It will be the goal of each teacher to make sure that each student achieves one year's growth by the end of the school year.</p>