



## **[THE BERGEN BEACH SCHOOL]**

# **2008-09 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: 22/K/312**  
**ADDRESS: 7103 AVENUE T BROOKLYN, NEW YORK 11234**  
**TELEPHONE: 718-763-4015**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 312 **SCHOOL NAME:** The Bergen Beach School

**DISTRICT:** 22 **SSO NAME/NETWORK #:** Judith Chin

**SCHOOL ADDRESS:** 7103 Avenue T, Brooklyn, NY 11234

**SCHOOL TELEPHONE:** 718-763-4015 **FAX:** 718-531-2796

**SCHOOL CONTACT PERSON:** Linda Beal-Benigno **EMAIL ADDRESS:** LBeal@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON** Debra Quigley

**PRINCIPAL** Linda Beal-Benigno

**UFT CHAPTER LEADER** Rosemary Serra

**PARENTS' ASSOCIATION  
PRESIDENT** Christine Kroening

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

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT** Marianne Ferrara

**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
Linda Beal-Benigno	*Principal or Designee	
Rosemary Serra	*UFT Chapter Chairperson or Designee	
Christine Kroening	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Sheila Carey	DC 37 Representative, if applicable	
Diana Oquendo	UFT/Paraprofessional	
Debra Quigley	UFT/Teacher	
Elayne Dougherty	UFT/Secretary	
Lisa Dittman	Parent	
Tanisha Morgan	Parent	
Sharyn Selden	Parent	
Linda Guglielmo	Parent	
Angela Sett	Parent	

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

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

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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P.S.312 is a unique school in many ways. It is located in Bergen Beach section of Brooklyn adjacent to the Anthony Genovesi Environmental Studies Center. This Pre-K-5 school serves an ethnically diverse population of approximately 912 students. In addition to its every-increasing general education population, which has 11 Eagle (gifted) classes and 17 Regular Education classes, our school includes 7 Collaborative Team Teaching classes, and 3 self-contained Special Education classes which are 12:1:1. Our school has served as a model for the District 22 Least Restrictive Environment Initiative and was one of the first schools to implement a Collaborative Team Teaching Program.

For the 2008-09 school years P.S. 312 will continue to implement the New Continuum through an array of services which include: Professional Development, Parent Involvement, and Preparation Time. Student Supports include: ELL Services, Speech Providers, School Based Support Team, Guidance Counseling, Occupational Therapy and Physical Therapy, Hearing Education and Vision Education. Parents are apprised of all Due Process rights and are involved in all aspects of assessment. The programs in place, which will continue, are Special Education Services, Collaborative Team Teaching, which include a General Education teacher with a Special Education teacher. Emphasis will be placed on increasing the achievement levels of Special Needs students through demonstration lessons, inter-visitations and professional development with a focus on Literacy and Math. The Pupil Personnel Committee as well as the Academic Intervention Committee, will continue to identify at-risk students and meet with teachers and support staff to discuss and implement intervention strategies.

The student population was heterogeneously grouped during the 2007-08 school year. The student body is served by 1 principal, 2 assistant principals, 1 IEP Coordinator, 1 math coach, 2 AIS teachers, 1 Library Media coordinator, a School Based Support Team, 22 paraprofessionals and 2 full time secretaries. Our staff includes a pedagogical staff of 68 teachers. Of the 68 teachers, all are fully licensed and permanently assigned to this school, 82% have more than 5 years teaching experience and 92.6 % hold a Masters Degree. There are currently 11 Special Education teachers on staff. We have additional support services for grade one. We have maintained low registers in grade two with an average class size of 20 students. Our plan is to continue this initiative and to extend it to the upper grades wherever possible.

Parent volunteers are a vital part of the school wide collaborative partnership at P.S. 312. Our active Parents' Association (PA) conducts general and executive meetings, family activities, fundraising events and parenting workshops. Parents serve as volunteers to various school staff and assist daily in the library, computer lab and as hall security patrol. We have utilized our Learning Leaders in and out of the classrooms. The PA serves as liaison to numerous Community School Board and Central Board committees and on the School Leadership Team. To provide information and communicate with parents, the PA maintains a drop-in parents' room, and parents' bulletin board and publishes Viewpoints a school wide newsletter. Our Parent Coordinator has taken on a huge role in our school. She acts as a liaison between the staff and the parents. Our Parent Coordinator fosters parent

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involvement by working closely with all parents, school and community organizations. The Parent Coordinator helps create a welcoming school environment to parents by convening meetings and events around topics of key concerns to parents. Our Parent Coordinator will network with other schools to increase available resources for parent workshops. The Parent Coordinator will help address parents' questions and concerns by referring them to school or regional staff.

The P.S. 312 family works hand in hand with the community. Our school enjoys a close relationship with the Anthony Genovesi Environmental Studies Center. Classes in Grades K-5 participate in hands – on science workshops throughout the school year. Our staff works with students from local junior and senior high schools in programs such as Teen-Tutoring, City in Schools and the Madison Law Program. We train student teachers from institutions such as Saint Joseph's College, Saint Francis College, Brooklyn College, Kingsborough, Touro and Hofstra University. During 2007-08 we participated in various charitable events, such as the Saint Jude's Math-a-Thon, City Harvest Drives and a Support our Troops Campaign. Our school is also a member of Jane Goodall's Roots and Shoots organization which is dedicated to "Saving Our Planet".

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

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

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	4	0	Number of Administrators and Other Professionals	22	5	25
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	8	TBD	10
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	90.9	77.8	79.7
				% more than 5 years teaching anywhere	70.9	68.3	73.4
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2005-06	2006-07	2007-08		95.0	83.0	83.0
American Indian or Alaska Native	0.4	0.2	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	25.4	27.7	29.0		86.1	98.9	98.8
Hispanic or Latino	8.7	8.6	8.1				
Asian or Native Hawaiian/Other Pacific Isl.	4.2	4.8	4.0				
White	61.3	58.7	58.4				
Male	52.0	53.1	52.5				
Female	48.0	46.9	47.5				
<b>2008-09 TITLE I STATUS</b>							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
√	Non-Title I						
Years the School Received Title I Part A Funding:				2005-06	2006-07	2007-08	2008-09
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	No	If yes, area(s) of SURR identification:					
<b>Overall NCLB/SED Accountability Status (2007-08) Based on 2006-07 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	4	0	Number of Administrators and Other Professionals	22	5	25
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	8	TBD	10
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	90.9	77.8	79.7
				% more than 5 years teaching anywhere	70.9	68.3	73.4
<b>Ethnicity and Gender - % of Enrollment:</b>				<b>% Masters Degree or higher</b>			
(As of October 31)	2005-06	2006-07	2007-08		95.0	83.0	83.0
American Indian or Alaska Native	0.4	0.2	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	25.4	27.7	29.0		86.1	98.9	98.8
Hispanic or Latino	8.7	8.6	8.1				
Asian or Native Hawaiian/Other Pacific Isl.	4.2	4.8	4.0				
White	61.3	58.7	58.4				
Male	52.0	53.1	52.5				
Female	48.0	46.9	47.5				
2008-09 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
√	Non-Title I						
Years the School Received Title I Part A Funding:				2005-06	2006-07	2007-08	2008-09
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	No	If yes, area(s) of SURR identification:					
<b>Overall NCLB/SED Accountability Status (2007-08) Based on 2006-07 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√							
√							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native		-	-	-			
Black or African American		√	√	√			
Hispanic or Latino		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		√	√	√			
<b>Other Groups</b>							
Students with Disabilities		√	√	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		6	6	4			
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2007-08</b>				<b>Quality Review Results – 2007-08</b>			
Overall Letter Grade:	A			Overall Evaluation:	W		
Overall Score:	65.2			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data	W		
School Environment:	11 <i>(Comprises 15% of the Overall Score)</i>			Quality Statement 2: Plan and Set Goals	W		
School Performance:	18.7 <i>(Comprises 30% of the Overall Score)</i>			Quality Statement 3: Align Instructional Strategy to Goals	W		
Student Progress:	33.2 <i>(Comprises 55% of the Overall Score)</i>			Quality Statement 4: Align Capacity Building to Goals	W		
Additional Credit:	2.3			Quality Statement 5: Monitor and Revise	W		
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = 2006-07 Progress Report Attendance Rate(s). If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

## SECTION IV: NEEDS ASSESSMENT

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

The result of the 2007 progress report indicates that a score of 73% in school environment was achieved. This is a 2% decrease from 2006, in the area of communication between families and the school. In student performance the results of the 2007 progress report indicates that a score of 74.8% was achieved. This is an increase of 1.8% in student performance from 2006. In student progress the 2007 progress report indicates that 54.8% was achieved. This is an increase of 27.4% in student progress from 2006. In the overall score category the 2007 progress report indicates that 64.9 was achieved. This is an increase of 16.5 points the overall score. We reached our target score by 1.4 and thus received an "A." We received a well developed score in our quality review for 2006 and 2007. (Please note- I converted the results by category into percentages because the ratios changed from last year) We continue to stay strong in the areas of school environment (73%) and student performance (74.8%). One of the apparent trends is the inability of our students in the gifted classes to make one year of progress for 2 consecutive years. A review of student writing indicates that students in grades K-5 need to demonstrate proficiency in the use of writing skills as indicated by ECLAS and EPAL.

Our AIS will service the students who fall below the standards in Literacy and Math. In order to reach our ultimate goal of increasing our students' reading stamina and writing stamina we will continue to implement a full balanced literacy program. The time spent on Independent Reading will be maintained along with conferencing on a daily basis. The teachers will use item analysis from indicators, unit tests, benchmark assessments, interim assessments and predictives to drive instruction. This data will enable teachers to develop Guided Reading groups as well as strategy groups according to the needs of the individual students. We will continue to implement a 90-minute literacy block including daily writing activities in all classes including Special Education and English Language Learners. A trained Literacy Assistant Principal will provide professional development in the components of balanced literacy and the use of scientifically based research strategies. Classroom libraries will be expanded in each classroom with emphasis placed on Non-Fiction Science and Social Studies trade books.

Our AIS will service students who do not meet the standards. Teachers will use a To, With and By approach utilizing manipulatives and cooperative/interactive learning in order to improve understanding of Math concepts. Teachers will provide daily experiences in extended response problem solving. Weekly quizzes, monthly benchmarks, standardized and unit test results and Item analyses from Predictives and ITA's will be used to target specific areas of need and remediation throughout the year. Professional development opportunities for teachers on scientifically based strategies and instructional methods will be provided regularly.

As stated in our Quality Review a need to be addressed is to "Formalize opportunities for parents to give the school information about their children's learning needs and strengths based on the Arts

Survey our goal is to raise the number of students that encounter each of the art forms. One of the recommendations of our SLT is to offer Physical education to all students in the school.

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

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Goal 1: To increase student progress in Literacy

Objective: By June 2009, there will be a 5% increase in the number of students in grades 4-5 who gain 1 year of progress as measured by NYS ELA, Predictives, ITAs, and informal assessments.

Reading:

Classroom libraries, supplemented by the Making Meaning Program, F& P Phonics Lessons, Now I Get It- comprehension Kit, Comprehension Tool Kit, Teachers College- Units of Study Planning Guide- Pacing and Alignment Calendar  
120 minute Literacy Block

Components of a Balanced Literacy Program:

- Independent Reading: Students read a book at their independent level. The teacher confers with students during this time (approximately 30 minutes)
  - Shared Reading: Short text (poems, rhymes, songs, articles) are carefully chosen by the teacher and presented in large text. The text is chunked by the teacher to model specific reading skills.
  - Read Aloud: The teacher chooses a text, usually grade level or one grade higher, and reads aloud the text to the class. The teacher models fluent reading behavior and the skills, strategies and habits of good readers.
  - Word Study: depending upon grade, it may be phonics or word study including prefixes and suffixes, root words, word families, etc.
  - Guided Reading: the teacher leads small group instruction based on assessed needs.
- School Based Professional Development Team, which includes Principal, Assistant Principals, and other essential participants who will demonstrate outstanding practices to other teachers in the school.
- Ongoing Professional Development for all teachers, coaches and school administrators.

Goal 2 To increase student progress in Math.

Objective: By June 2009, there will be a 5% increase in the number of students in grades 4-5 who gain 1 year of progress as measured by NYS ELA, Predictives, ITAs, and informal assessments.

Teachers will provide differentiated materials during the Math block. The information received from the below sources will help "drive instruction" according to need.

In our efforts to expand on differentiated teaching, data will be closely examined:

- Teacher profile sheets
- Acuity and series printouts

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- Assessment binders
- Focus plans (Focus Meeting Conference records)
- School and guidance counselor attendance initiatives
- Inquiry logs and agendas
- Monitoring of computer usage
- Survey responses from teachers and parents
- Parent workshops
- Extensive data collected on Inquiry students

Small group instruction will be data driven according to needs or enrichment of various sub-groups.

### Goal 3- To strengthen and enrich all students through the ARTS

Objective: By June 2009, 85% of all children in grades K-5 will perform at or above grade level standards in the arts as measured by the 5 strands of the NY City Blueprint for the Arts as demonstrated through the interim assessments, performances and showcases.

Music: In our efforts to help students meet or exceed the standards our music teacher offers experiences that engage them in singing, playing instruments and performing on stage. This indicates that our students are participating in a wide variety of musical experiences, including learning music theory. Students audition to participate in the school chorus and band. Through our program, students are able to demonstrate the capacity to listen to, comment on and use concepts from other disciplines to enhance their understanding of music. The Music Memory program teaches students about the different genres in music and music history. A music cluster introduces music appreciation to our K-2 classes.

Visual Arts: In our efforts to help students meet or exceed the standards, our Art teacher offers experiences in studying and creating artwork focusing on the art elements such as shape, line, form, color and texture. The program offers students an opportunity to study various artists representing different cultures. Students are also taught Art History and are encouraged to expand their skills by interpreting, creating and analyzing works of art. Our Art clusters introduce art appreciation to all of our classes.

We will continue to integrate the arts into the curriculum through the expertise of our arts specialists on staff. We will offer programs in vocal and instrumental music, dance, drama and visual arts. We will continue our relationship with outside agencies and institutions such as The Rockaway Artists Alliance and the Music Memory Program.

We will provide Professional Development and incorporate the Arts within the Social Studies curriculum. Professional Development for staff at Museums and cultural institutions and in-house by staff and teaching artists from cultural organizations will be provided.

### Goal 4-To Utilize Teacher's College Writing Workshop in all Classrooms

Objective: By June 2009, Students in Grades K-5 will show a 10% increase in the improvement of their writing skills as indicated by performance on ECLAS, EPAL, Grades 3, 4, and 5 ELA exams and grade 5 Social Studies exam.

We will institute Independent writing-Students maintain work folders, Writer's Notebooks or portfolios, which reflect their ideas and insights. Through genre studies, author studies and craft units of studies, students work carefully to change their raw material into published pieces (approximately 45 minutes'). We will also institute interactive writing (in the lower grades teachers invite students to take risks in recording their oral sentences into written text 'approximately 10-15 minutes'). Students will demonstrate the following:

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