

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
Daisy Fontanez	*Principal or Designee	
Stacie Gamble	*UFT Chapter Chairperson or Designee	
Carolyn Brown	*PA/PTA President or Designated Co-President	
Raquel Young	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Denise Jones	DC 37 Representative, if applicable	
Manuel Cabrera	Student Representative, if applicable	
Shadia Alvarez	SLT Chairperson	

* 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

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.

New Day Academy's mission is to provide students with a safe learning environment where all students receive an individualized, challenging, and relevant education. New Day strives to provide students with individual support through the advisory program, small class sizes, and constant collaboration and communication between staff, students, and parents. The curriculum and instruction in all subjects aims to help students become critical thinkers, readers, writers, and problem solvers in and out of the classroom by training students to use the Habits of Mind: perspective, evidence, relevance, connections, and supposition. Through the portfolio process, students will learn to reflect on, revise, present and defend their work and their ideas, while exhibiting these Habits of Mind. Students should leave New Day as life-long learners and thoughtful, caring citizens. They will be prepared to succeed in their future educational and career pursuits and they are prepared to make a positive difference in the lives of those around them.

New Day Academy is a 6th-12th grade school modeled on Central Park East Secondary School, a highly successful school in East Harlem. Our motto is "Educating One Student at a Time." Thus, we are founded on the belief that excellent teachers not only know their subjects well, but also know each and every student well. We believe that learning should be as individualized as possible for every child.

We teach a core college preparatory curriculum of Humanities, Math, and Science with additional classes in Art. We believe that there are many ways students learn and demonstrate their knowledge. We expect our students to become critical readers, writers, thinkers, and problem solvers. Students are expected to complete a series of portfolio exhibitions that require them to present and defend evidence of their learning. This regimen prepares our students for college and life. Students receive support for their learning through the advisory program; advisors get to know their students from an academic, developmental, and personal perspective.

Highlights include:

- Small class size and personal relationships among students, families, and teachers which create an intimate, nurturing learning environment for our students.
- A strong sense of community deriving from a school environment of mutual respect.
- Our collaborative, project-based curricula which engages and challenges students
- A rich and varied after-school program which provides academic support as well as extra-curricular activities.
- A portfolio assessment process which requires students to research, reflect, revise, exhibit and defend their work in all areas across the curriculum
- A Student Government which plans events which support students and families in our school community.

We are dedicated to helping young people learn to use their minds well and become active members of our society. All students are expected to grapple with important issues, participate fully in the larger community as both citizens and workers, retain skills and competencies in order to hold employment and live fulfilling lives.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	New Day Academy				
District:	12	DBN #:	X245	School BEDS Code #:	311200011245

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	0	0	0		83.6	90/81.8	90.0		
Kindergarten	0	0	0						
Grade 1	0	0	0						
Grade 2	0	0	0	Student Mobility: (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	0	0	0		94.6	93.1	93.3		
Grade 4	0	0	0						
Grade 5	0	0	0	Eligible for Free Lunch:					
Grade 6	62	54	47	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	0	70	65		60.0	71.5	85.2		
Grade 8	0	0	76						
Grade 9	84	86	81	Students in Temporary Housing:					
Grade 10	0	75	80	(Total Number as of June 30)	2006	2007	2008		
Grade 11	0	0	71		3	8	4		
Grade 12	0	0	0						
Ungraded Elementary	0	0	1	Recent Immigrants:					
Ungraded Secondary				(Total Number as of October 31)	2006	2007	2008		
Total	146	285	429		2	3	9		
Special Education Enrollment:				Suspensions:					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	6	6	8						
No. in Collaborative Team Teaching (CTT) Classes	15	11	36	Principal Suspensions	1	11	61		
Number all others	3	9	25	Superintendent Suspensions	0	19	20		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	10	27	50	Number of Staff:			
# ELLs with IEPs				(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	9	15	28
				Number of Administrators and Other Professionals	2	2	11
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	2	TBD	3
	3	7	11				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.7	0.4	0.0	Percent more than two years teaching in this school	0.0	0.0	20.7
Black or African American	49.3	48.6	46.2	Percent more than five years teaching anywhere	0.0	0.0	10.3
Hispanic or Latino	48.6	50.5	52.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	0.4	0.9	Percent Masters Degree or higher	67.0	67.0	62.0
White	0.7	0.0	0.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	76.7	90.9	81.5
Multi-racial							
Male	38.4	44.9	45.2				
Female	61.6	55.1	54.8				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2		<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/>	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	IGS		ELA:		
	Math:	IGS		Math:		
	Science:			Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	✓	✓				
Ethnicity						
American Indian or Alaska Native						
Black or African American	✓	✓				
Hispanic or Latino	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged	✓	✓				
Student groups making AYP in each subject	4	4				
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	C	Overall Evaluation:	✓
Overall Score	41.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	5.8	Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 30% of the Overall Score)	11.1	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 55% of the Overall Score)	23.5	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	✓
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

Student Performance Trends.

New Day Academy uses four primary methods of assessment, ranging from qualitative to quantitative, to generate data and track student performance. These are: portfolio assessment, a form of quantitative assessment entailing periodic and careful examination of student work; standardized testing, the required Regents exams (in Math and ELA), and the NYS exams in ELA, Math, Social Studies, and Science for grades 6-8. We also assess our students' performance through Student Course Grades and attendance.

Portfolio Assessment:

- Data analysis on NDA 2007-2008 portfolio assessments show that 65% of our student population earned a 3 out of 4 on standards-based rubrics.
- In grades 6-8 over 75% of students earned passing marks on standards-based portfolio assessments.
- 82% of students in grades 6-8 completed portfolio assessments, 62% of students in grades 9-11 completed portfolio assessments.
- In grades 6-8, Special Education student portfolio pass rates nearly equaled those of General Education students (75.8% as compared to 81.5%)
- In grades 9-11, Special Education student pass rates in portfolio assessment lagged behind those of the general education population. (40.5% compared to 56.6%.)

Standardized Tests:

- The majority (over 50%) of students in grades 6-8 made one year progress in both Math and ELA, more than the year prior.
- Significantly fewer students in grades 6-8 scored at the lowest level on both exams than in the year prior (5.3% compared to 6.9% in ELA, 10.5% compared to 22.7% in Math.)
- In Math, more students in grades 6-8 (32.5%) are meeting the state performance standard than in the year prior (20.2%).
- The majority of our students in grades 6-8 remain at a level 2 on both exams and have not improved to a level 3.
- Regents pass rates (55 or above) in grade 11 rose significantly from the year prior. (From 39% to 62.5% on Math A, From 18.7% to 51.6% on Living Environment, from 11% to 29.7% on Global History.)
- Pass rates (55 or above) of first-time test takers (10th grade students) in 2008 improved from performance of first time test takers (10th Grade students) the year prior in the areas of Science and

Global History. (From 18.7% to 21.6% on Living Environment, from 11% to 24.6% on Global History.)

Course Pass Rates:

- Passing rates in core academic courses (Math, English, Social Studies, Science) ranged from 63% to 83% in grades 6-8.
- In grades 6-8, Special Education student course pass rates nearly equaled those of General Education students in Science, English Language Arts, and Social Studies.
- Attendance has had a significant impact on the course pass rate in grades 9-11; therefore, 36% of our students failed every core academic class.
- Pass rates of special education students in grades 9-11 lagged behind those of the general education population in the 2007-2008 academic year by approximately 15 percentage points in each subject area.

Attendance.

- Overall attendance during the 07-08 school year was 77.9% in grades 9-11.
- Overall attendance in grades 6-8 was measured at 90.4%, only one-tenth of a percentage point shy of the DOE target of 90.5%.

Greatest Accomplishments.

Qualitative Assessment.

The School Quality Review in 2008 commended New Day Academy for “develop[ing] its own innovative assessment practice as well as incorporating established diagnostic tools to track students progress.” For the past two years, the focus of professional development at New Day Academy has been using assessment data to drive and differentiate instruction. In addition to the use of NYS standardized exam data, this entailed generating an assessment practice based on the careful and qualitative examination of student work at five pre-determined periods through the school-year, (our “interim assessments”) as well as a comprehensive yearly assessment at in June, (our portfolio exhibitions.)

The DY0 interim assessment process pioneered by the New York State Performance Standards Consortium allowed us to examine student work deriving from original teacher curricula developed under the Understanding By Design (UBD) framework. We are in the process of implementing UBD and interim assessments school-wide. The student work deriving from this curricula takes the form of in-depth in which students demonstrate skills and content knowledge and connect them to real-life applications. This allows teachers to assess students five times a year using our core performance indicators, the Habits of Mind.

Our yearly Portfolio Exhibitions, occurring across grade levels in June of each year, require students to gather their assessment pieces from the school year, select the best of these using the Habits of Mind as criteria, reflect on their growth and learning and then formally present and defend these pieces before committees of staff, peers, and family members. The portfolios are assessed using the Habits of Mind as performance indicators, and hold the dual purpose of assessing student progress and eliciting meta-cognitive processes.

The implementation of this comprehensive qualitative assessment system required extensive staff development. Teachers learned to plan curricula using the UBD framework, tie these curricula to NYS standards, and use the Habits of Mind to inform curriculum design and assess student work. As the culmination of two years of staff development, the implementation of this system (Curriculum Development -> Interim Assessments -> Portfolio Exhibition) in alignment with our school philosophy and NYS standards stands as our greatest achievement.

UPDATED – OCTOBER 2008

Another great achievement of ours has been to significantly raise student standardized test scores school-wide. As detailed above, Regents pass rates (55 or above) in grade 11 rose significantly from the prior year; from 39% to 62.5% on Math A, from 18.7% to 51.6% on Living Environment and from 11% to 29.7% on Global History. The pass rates (55 or above) of first-time test takers (10th grade students) in 2008 improved from performance of first time test takers (10th Grade students) the year prior in the areas of Science and Global History; from 18.7% to 21.6% on Living Environment and from 11% to 24.6% on Global History.

In grades 6-8, the majority (just over 50%) of students in grades 6-8 made one year progress in both Math and ELA, more than the year prior. Significantly fewer students in grades 6-8 scored at the lowest level on both exams than in the prior year (5.3% compared to 6.9% in ELA, 10.5% compared to 22.7% in Math.) In Math, more students in grades 6-8 (32.5%) are meeting the state performance standard than in the prior year (20.2%). According to our DOE Progress Reports from 2006-2007 and 2007-2008, the “Percentage of students making at least one year progress” rose from a dismal -1.1% to 50.6% relative to peer horizon. Furthermore, according to the same documents, while our “Average change in proficiency in school’s lowest 1/3 students” was a mere 25.7 percent, the 2007-2008 Progress Report places the “average change in student proficiency for level 1 and 2 students at 38.9%, relative to peer horizon.

Aids or barriers to the school’s continuous improvement:

Barriers:

Our School Quality Review in 2008 found that an area for improvement for our school lay in “extend[ing] data analysis and interpretation to include close attention to gender and all groups of interest and to make comparisons with other schools.” Since the issue of the SQR, available data has been disaggregated on the basis of gender, English Language Learners, and Special Education students school-wide, as reflected in the data reported above.

Another area cited for improvement lay in “continu[ing] professional development in differentiation strategies to ensure that all teachers design specific interventions to address identified needs.” This year we have curricular departments based on subject area. Three hours per month the departments meet under the guidance of an experienced chairperson who oversees teacher unit planning and student data analysis. A primary focus of these meetings is planning curriculum and lessons which address students at a variety of levels and with a variety of learning styles. differentiation; teachers are trained to make content accessible to students of multiple intelligences by delivering content and assessing student progress through as many mediums as possible. In tandem with a special education specialist, grade level team meetings are also held 3 hours per month during which teachers collaborate across departments to develop learning profiles (a summary of student strengths and weaknesses, learning styles, social /emotional patterns). These teams use a “Know, Support, Adapt” (KSA) protocol for examining individual student learning patterns and differentiating instruction accordingly. This protocol is carried out for targeted students first, then for each student in the applicable grade. Teachers use the KSA to develop specific differentiation and intervention strategies for targeted students using these learning profiles.

The SQR further recommended that we “build on work to ensure that teachers are able to analyze the impact of intervention strategies,” therefore we set dates to revisit these student profiles and intervention strategies. Using student data generated we evaluate the efficacy of these strategies.

Finally, our “average change in student proficiency in level 1 and level 2 students” was measured at 14.8% on our 2007-2008 Progress Report, which also measured our “Percentage of Students at Proficiency” at 33.4%. This year we respond to these figures with a new policy of building literacy across the curriculum, (see Goal #2 below.)

Aids:

A great aid to our school is found in its strategic partnerships with a wide array of distinguished professional organizations. We have successfully created a professional learning community for teachers by partnering with professors and coaches from Bard College and the National Association for Excellent Teaching (NAfET) and hiring a part time math coach to support math teachers. This has allowed teachers to collaborate and discuss differentiating instruction to meet the needs of our diverse learners and help improve specific skills which will enable them to improve their literacy and numeracy.

We also have the support of NAfET to help our struggling learners develop skills to create portfolios which will help them become better thinkers, readers, and writers.) We have a professional development coach from NAfET who works with the professional development team to provide staff development which meets the needs of our staff. This coach also helps teachers develop curriculum and portfolio structures and NAfET has allowed us to get more support for our teachers in a variety of ways. Teachers are getting support with curriculum development. Professors and coaches are working side by side with our teachers to guide the curricula process; student teachers are working in our classrooms and working with individual students.

Furthermore, as of October 2008, New Day Academy has been accepted as an official member of the New York State Performance Standards Consortium, recognized in our School Quality Review as “a coalition of schools committed to the innovative philosophy of portfolio education.” The consortium provides regular workshops for NDA teachers of all grade levels on multiple strands of qualitative assessment: project-based instruction, DYO interim assessments, and portfolio assessment.

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.

Goal #1: To increase student achievement in English Language Arts by building literacy across the curriculum for 11th Graders (2006 Cohort).

Teachers of all disciplines will be trained to develop student literacy in their content areas by department chairs and consultant professionals. Written pieces demonstrating evidence of literacy instruction will be required with each interim assessment and portfolio assessment piece in the content areas of Science, Math, and Social Studies. Teachers will also infuse the Habits of Mind framework and incorporate reflection sheets on assessments so that students can develop their writing skills. Last, we will begin to infuse literacy during advisory as a vehicle to support our students.

Goal #2: To increasing student math achievement through periodic granular assessment to target the needs of students in grades 6-8.

Math teachers will use the interim assessment process to identify and target specific process goals on an individual basis. Performance indicators and goals are based on the National Council of Teachers of Mathematics (NCTM) process strands, and the interim assessments will align with the New York State mathematics standards and incorporate the literacy skills identified.

Goal #3: To standardize the portfolio process in Grades 9-12 enabling a greater percentage of students to successfully present their portfolios.

Portfolio assessment in grades 9-10 will be standardized using the system extant in grades 6-8. This requires the use entry tickets (rubrics) for each assessment piece using the Habits of Mind as performance indicators, specifies a number of assessment pieces and distinct methods of eliciting student meta-cognitive development through the use of standardized reflective pieces. Portfolio assessment in grades 11 and 12 will be standardized in accordance with the specifications of the New York State Performance Standards Consortium for performance-based assessment tasks (P-BATs.)

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 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.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #1: To increase student achievement in English Language Arts by building literacy across the curriculum for 11th graders (2006 Cohort).</p>
<p>Action Plan 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"> • Professional development time will be allocated to train teachers of Math, Science, and Social Studies to develop student literacy within their content areas. This training will build teacher capacity in literacy instruction by providing teachers with reading strategies, templates for written reflection to accompany student assessment pieces, and vocabulary instruction. In subject-based curriculum departments, experienced department chairs will provide support, guidance, and accountability for teachers as a department and individually. We will give teachers time during PD to analyze student work, unit plans, and lesson plans to ensure that students are improving their literacy skills. • Utilize the services of our partnerships NAFET and an external consultant to develop advisory curriculum for our school. • Develop a timeline for the DY0-Interim Assessments.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Professional development time will be allocated to training teachers of Math, Science, and Social Studies to develop student literacy within their content areas, as indicated above. Furthermore, an expert math coach from NAFET will guide the math department in implementing explicit instruction in literacy within the content area.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- 40% of the level 1 & 2 first time ELA regents test takers will earn a 65% or better by August 2009.
- Teachers will develop benchmarks for students to improve their literacy skills in ELA.
- Teachers will evaluate the Consortium rubric for the next assessment to determine if students achieved their goals.
- Written pieces demonstrating evidence of literacy instruction will be required with each interim assessment and portfolio assessment piece in the content areas of Science, Math, and Social Studies.
- ELA regents results will demonstrate achievement for level 1 and 2s inclusive of August 2009.
- Written pieces demonstrating evidence of literacy instruction will be required with each interim assessment #s 3-5 and portfolio assessment piece in the content areas of Science, Math, and Social Studies.
- During the mini-portfolio exhibition in January, student assessment pieces in the content areas of Math, Science, and Social Studies will show evidence of explicit instruction in literacy through drafting processes, use of appropriate, subject based vocabulary and written reflections accompanying each piece. By June, each portfolio assessment piece in Math, Science, and Social Studies will show evidence of explicit instruction in literacy. Coaches will review unit plans to ensure that teachers are infusing literacy across the curriculum.
- Students will present portfolio exhibitions to a committee of teachers and external evaluators.

