

PART V – SECTION J: Delta Honors Program – 7th Grade Health Education Program**Goal:**

Offer 7th grade students a comprehensive Health Education Program.

Objectives:

Students in the 7th grade will have an opportunity to participate in a comprehensive Health Education Program.

Description of Proposed Instructional Strategies for Career/Technical Education:

Provide a comprehensive Health Education program designed to help 7th grade students develop, maintain and promote healthy lifestyle choices. Instruction should be provided by a qualified Health Education teacher. All 7th grade students will receive Health Education two periods per week for the entire school year.

Professional Development:

The professional development in the area of the Delta Health Education Program will make use of both the expertise of in-school personnel and of the regional personnel. Among the many topics to be addressed is the use of the Health Education Program within the classroom.

PART V – SECTION K: <u>Career/Technical Education</u>
Goal: N/A
Objectives:
Description of Proposed Strategies for Enrichment:
Professional Development:

PART V – SECTION L: <u>Parent Involvement</u>
Goal: Parents are vital partners in reaching and teaching our students. Increase communication with parents, formally and informally so that parents play an active role in educating their children.
Objectives: Increase participation in the PTA by 20%. Maintain the parents' listserv and increase its interactivity so that parents can respond online and have a greater awareness of school activities. Promote a greater understanding of educational goals, strategies and outcomes through parent workshops and through participation in special events. Promote attendance at open houses, school nights and school wide events such as the science fair, musicales, career days, and cross-discipline projects. Promote and increase participation in the Parent School Safety Patrol program. Promote and increase participation in school-wide fundraising events.
Description of Proposed Parent Involvement Program: (<i>Note: Title I Schools must attach a copy of the Title I School Parent Involvement Policy and a sample of the School-Parent Compact.</i>) The parent coordinator will help conduct surveys and meetings to determine the services parents require and what assistance they can offer. Use class parents and parent coordinator as a link to parents. Reinstigate the schoolwide newsletter (The Bugler). Meetings are held for the 8 th grade parents with regards to high school articulation for all programs in the school, and plan to continue this effort with meetings for 6 th and 7 th grade parents. Additionally, the Guidance Counselors plan to work with the Parent-Teacher Association to promote greater involvement in the lives of our children through involvements in school activities.
Professional Development: The professional development in the area of Parent Involvement will make use of both the expertise of in-school personnel and of the regional personnel's guidance of our Parent Coordinator.

PART V – SECTION M: Student Support Services**Goal:**

The guidance goals and objectives are centered on four general categories of people: students, parents, staff and the community as a whole. MS 54 will provide guidance and special services for all the students in the building as needed. Increase the number of counselors so services can be supplied as needed. Support counselors with technology to conduct online applications and information searches.

Objectives:

Our focus will be on providing the mandated counseling services according to the prescription indicated on Individualized Educational Plan. Our goal for articulation is to have the process move along as smoothly and successfully as possible. We will continue assisting students to explore career opportunities and make appropriate high school selections. Additionally, we will also provide such counseling services as violence prevention through peer mediation and conflict resolution, crisis intervention, and at-risk counseling.

Description of Proposed Program for the Delivery of Student Support Services:

Provide health and wellness discussion groups and information about substance abuse, mental health, pregnancy and risky behavior, to help students deal with the social, educational and emotional problems of being an adolescent so that they move to adulthood with confidence and appropriate life skills. Informational and support seminars for students in selecting appropriate high schools. Conflict resolution and peer mediation. Provide counseling at the point of need and activities to foster emotional and social growth and promote responsible behavior. Work with community agencies with regard to our students and families, to foster a positive attitude within the community regarding the school, and work to create collaboration between the community and the school in order to maintain a positive atmosphere for students.

Professional Development:

Supportive assistance will be available to all staff with regard to issues concerning students. We will be specifically targeting areas such as child abuse and sexual harassment as well as providing assistance for the management of children experiencing behavioral/emotional issues. Also, we hope to expand the interaction between the PPC and the staff in our overall efforts to assist at-risk students.

PART V – SECTION N: Central Library**Goal:**

Provide access to a large, well equipped central library so that students can practice information skills and develop proficiency in accessing, manipulating a creating information in new forms. And can share what they have learned through a variety of products.

Objectives:

Provide a library large enough and with sufficient resources to serve the large and varied population of students at Booker T. Washington.

Description of Proposed Strategy/Program:

Extend the library. Embed information literacy skills in all content areas. Plan collaborative interdisciplinary units that include library research, critical thinking and information products.

Professional Development:

The professional development in the area of the Central Library will make use of both the expertise of in-school personnel and of the regional personnel. Among the many topics to be addressed is the use of the Central Library and researching techniques, within the classroom.

PART V – SECTION P: Positive School Tone**Goal:**

Foster a positive school tone and climate with positive interactions within and between programs and unite the various health and safety constituencies within the school community for the benefit of all.

Objectives:

Enhance the sense of shared community among teachers and students in various programs and to promote a safe and healthy environment for learning for all students.

Description of Proposed Instructional Strategies for Career/Technical Education:

School Tone committee and School Safety Committee to have regularly scheduled meetings and report to the School Leadership Team. Involve the Ryan Health Center, Beacon Extended Day Program, Student Councils, School Leadership Team, Community Policing, PTA, and Community Partners in a dialogue about school and community health and safety issues impacting on students and their families. To encourage grade level Student Councils to meet regularly together to discuss common concerns. To establish a regular cycle of assemblies with attendance by students from a blending of programs and grades to foster a school-wide sense of community and civility.

Professional Development:

The professional development in the area of Positive School Tone will make use of both the expertise of in-school personnel and of the regional personnel. Among the many topics to be addressed is highlighting a Positive School Tone within the classroom. Also, special training opportunities for Deans and Guidance Counselors will be provided.

PART VI: ACTION PLAN

Directions: The **Action Plan** is a working document that clearly and briefly describes the objective(s) and activities to be undertaken for each particular goal. Actions should include a focus on the implementation of high-quality curriculum and instruction aligned with City and State Standards for all students (including general education, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups, including White, Black, Hispanic, Asian or Pacific Islander, and American Indian/Alaskan Native), student support services, Academic Intervention Services (that minimizes removing children from the regular classroom, including the provision of extended learning time, i.e., extended school year, before/after school, summer programs, etc.), professional development, and parent involvement activities.

SCHOOL GOAL: To improve the level of achievement of all the students at MS 54.

WHAT - Objective	To improve the level of achievement of all students in reading and math as measured by the city and state assessments and as documented by at least a 10% increase on them.
WHO - Target Population	Every student in the school will be targeted with specific emphasis on students in the honors program scoring below a four and the remainder of the students scoring below a three.
HOW - Major Tasks/Activities*	Implementation of the Impact Mathematics Curriculum. Implementation of the Balanced Literacy Curriculum. Targeted intervention through AIS Services. Before and After School test preparation programs. Mandated attendance in Summer School. Targeted instruction in every program and on every grade level in reading and math skills. Designated periods within the regular week for test preparation and silent reading.
WHEN - Beginning Date, Frequency, and Duration	The activities which will take place in the classroom will begin in September and continue for the entire year. Targeted supplementary test preparation programs will begin in the months leading up to the exam. AIS services will be provided at least twice a week (two 45 minute periods).
SUPPORT - Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, CSR, etc.)	Afterschool programs will be funded through the 21 st Century Grant, PCEN and Title III money.
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	Students will take the interim assessments given by Princeton Review three times during the year. Review of student portfolios and teacher assessments. Gains on the NYC/NYS assessments.
ACCOUNTABILITY - Person(s) or Position(s) Responsible	Each teacher of Math and Language Arts will monitor their students. The literacy and math coaches will coordinate the record keeping and maintain records documenting student progress.

* For schools that are implementing the citywide instructional programs, be sure to include all applicable activities.

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SCHOOL GOAL: To Foster a Positive and Productive School Tone Which Promotes the Health & Safety of the Entire School Community/ Foster & Support a Serious Commitment to Learning and a Cohesive School Community.

WHAT - Objective	To provide a safe school environment where the school Code of Conduct is enforced and the tone of the school reflects the high standards of conduct in the classroom and the school as documented by the decrease in number of behavioral issues. To increase the opportunities for students and teachers across programs to interact and work together as documented by attendance and participation in extracurricular and co-curricular activities. .
WHO - Target Population	The entire school population.
HOW - Major Tasks/Activities*	To hold regular grade wide assembly programs to reinforce our expectations. To better utilize the Student Councils as true student leaders and to enlist their help in modeling appropriate behaviors and educating the students about them. To reward positive behavior through trips, the honor roll, awards assembly, student awards. To implement consequences to students who exhibit poor behavior (institute a SAVE room). To develop and implement a procedure to provide intervention to students exhibiting anti-social behavior. Implement mandated afterschool guidance for select students. To develop clubs, programs, discussion groups and relationships which cross programs.
WHEN - Beginning Date, Frequency, and Duration	On going throughout the entire year – September through August.
SUPPORT - Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, CSR, etc.)	Afterschool mandated guidance will be funded through the 21 st Century Grant.
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	Noticeable decline in the number of removals, suspensions and referrals. General calmness evident in the school building.
ACCOUNTABILITY - Person(s) or Positions(s) Responsible	Dean, Program Directors, Administrators

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SCHOOL GOAL: To Promote and Increase Parental Involvement in All Areas of the School Community.

WHAT - Objective	To increase parental involvement by 20% as documented by parent participation in the PTA, Parent Involvement Programs and School meetings which will result in an increase in student achievement and a decrease in behavioral problems.
WHO - Target Population	The entire school population.
HOW - Major Tasks/Activities*	To hold regular programs for parents – before, after and during the school day on issues relating to the curriculum, assisting their children, dealing with adolescents, navigating the educational community and communicating with teachers and the school community. To increase regular attendance at PTA meetings, parent conferences and special events.
WHEN - Beginning Date, Frequency, and Duration	On-going throughout the entire year – September through August.
SUPPORT - Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, CSR, etc.)	21 st Century Grant will fund some evening programs. PCEN and Title III moneys will fund targeted programs for the ELL population.
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	Attendance at programs, meetings and parent teacher meetings will be tracked.
ACCOUNTABILITY - Person(s) or Positions(s) Responsible	Parent Coordinator, Program Directors, Administrators.

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PART VI: ACTION PLAN

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SCHOOL GOAL: To Provide Supplemental Support Services to All Students to Better Meet Their Educational and Social Needs.

WHAT - Objective	To increase by 50% the number of non-mandated students receiving guidance services as documented by the guidance records and which result in a decrease in the academic and behavioral issues.
WHO - Target Population	The entire school population.
HOW - Major Tasks/Activities*	To increase the guidance staff by one guidance counselor. To increase the support staff by one full-time social worker. To utilize the School Based Support Team, the Dean and other support personnel to achieve this goal.
WHEN - Beginning Date, Frequency, and Duration	On going throughout the entire school year – September through June.
SUPPORT - Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, CSR, etc.)	PCEN, Title III and Tax Levy Money.
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	Increase in students serviced by the guidance staff. Creation of guidance programs.
ACCOUNTABILITY - Person(s) or Position(s) Responsible	Guidance Department, Program Directors, Administrators.

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PART VI: ACTION PLAN

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SCHOOL GOAL: Recruit, Train & Retain Highly Educated and Trained Teachers and Professionals Committed to the Goals of the School and Needs of the Students

WHAT - Objective	To recruit, train and retain intelligent and talented teachers and members of the staff that will result in a minimum 10% increase in student achievement and an increase in retention figures and the number of satisfactory observations.
WHO - Target Population	The entire school.
HOW - Major Tasks/Activities*	To recruit student teachers with the goal of having them join the faculty. To make contacts at high caliber teacher education programs in order to assist in the recruitment. To provide new teachers with mentors through the BOE. To provide new teachers with buddies in order to ease their transition into the school. To provide the necessary professional development opportunities for the teachers.
WHEN - Beginning Date, Frequency, and Duration	On going throughout the entire year – September through August.
SUPPORT - Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, CSR, etc.)	BOE mentoring program. Teacher volunteers. Professional development opportunities will be funded by tax levy, PCEN and Title III money.
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	Teacher retention records over the course of several years. Teacher observation reports. Feedback from surveys and discussions with teachers, program directors and administrators.
ACCOUNTABILITY - Person(s) or Positions(s) Responsible	Administrators, Coaches and Program Directors.

* For schools that are implementing the citywide instructional programs, be sure to include all applicable activities.

APPENDIX 1

ACADEMIC INTERVENTION SERVICES (AIS) – FOR ALL SCHOOLS**Appendix 1 – Part A: SUMMARY FORM**

Directions: On the chart below, list the Academic Intervention Services provided by your school, and indicate the total number of students serviced by group. In Part II of this appendix, provide a brief description of each AIS program listed on the chart, for each area of AIS shown below. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Note: Refer to the Regional District Comprehensive Educational Plan (RDCEP) for a description of region/district procedures for providing AIS.

Identified Students	ELA	Mathematics	Science	Social Studies	At-risk Services Provided by the Guidance Counselor	At-risk Services Provided by the School Psychologist	At-risk Services Provided by the Social Worker	At-risk Health-related Services
	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students
Group A K-3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Group B Grade 6	34	32	----	----	----	----	----	----
Group C Grade 7 Grade 8	41 22	46 21	---- ----	---- ----	---- ----	---- ----	---- ----	---- ----
Group D 9-12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

The following key describes identified groups of students, who have been targeted for AIS, and the established criteria for identification:

Group A: Early childhood students (K-3) who are at-risk for not meeting State standards as determined by their performance on ECLAS or other identified assessments.

Group B, C and D: Students in the grades shown who are performing in Level 1 or 2.

Appendix 1 – Part B: AIS PROGRAM DESCRIPTIONS

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, peer tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Grade 6 Grade 7 Grade 8	<p>Level One Students will receive AIS services through their attendance in Summer School. Teachers, volunteers and the coach will work with the students in a small group and on a one-to-one basis to provide them with academic support and targeted help. Great Leaps, Summer Success and Kaplan will be among the programs utilized.</p> <p>During the school year, these students will be offered intensive help after and before school in a small group.</p> <p>Level Two Students will receive targeted intervention in several ways. College and parent volunteers will work with the students on a one-to-one basis to increase their proficiency and to focus on specific reading skills. Great Leaps will be used as will Kaplan and a variety of other resources. In addition, these students will receive intensive test preparation during the months before their major exams. This test preparation will take place after school.</p>
Mathematics: Grade 6 Grade 7 Grade 8	<p>Level One Students will receive AIS services through their attendance in Summer School. Teachers, volunteers and the coach will work with the students in a small group and on a one-to-one basis to provide them with academic support and targeted help. Kaplan, Materials from Curriculum Associates and practice exams will be among the materials utilized.</p> <p>During the school year, these students will be offered intensive help after and before school in a small group.</p> <p>Level Two Students will receive targeted intervention in several ways. College and parent volunteers will work with the students on a one-to-one basis to increase their proficiency and to focus on specific reading skills. Kaplan, Curriculum Associates, and practice exams and materials will be utilized, as will resources from Marilyn Burns. In addition, students will have the opportunity to utilize a variety of math manipulatives in order to sharpen their understanding of key math concepts. These students will receive intensive test preparation during the months before their major exams. This test preparation will take place after school.</p>
Science:	<p>All students in the Drew, Morningside and Manhattan Valley programs will receive intensive test preparation during the eighth grade in order to systematically review the material and to prepare them for the exams. This will take place during the school day. Work will be done by the classroom teacher and be supported by the AIS staff.</p>
Social Studies:	<p>All students in the Drew, Morningside and Manhattan Valley programs will receive intensive test preparation during the spring of the eighth grade year in order to review the material and to prepare for the exams. This will take place in the regular classroom. Wherever possible, AIS support staff will push-in to the classroom to work with students there.</p>
At-risk Services Provided by the Guidance Counselor:	<p>The guidance staff will be available on a limited basis to work with at-risk students. Many of the identified students already receive guidance through IEP mandates.</p>
At-risk Services Provided by the School Psychologist:	<p>The school psychologist will be utilized to work with students and their families in order to identify issues which impede academic achievement. In addition, he will work to develop an intervention plan which will best meet the needs of the students.</p>
At-risk Services Provided by the Social Worker:	<p>The school social worker will help with outreach to the identified students' families and work with both the students and their families to implement the intervention plan. The social worker will coordinate the students' outside service providers.</p>
At-risk Health-related Services:	<p>At risk health related services will be provided through the Ryan Health Clinic. These services will be coordinated by the social worker at the school.</p>

1. Describe the school's findings of the causal factors for low student performance.

The low student performance in several identifiable subgroups is a result of the following factors:

- Students' lack of motivation and commitment to learning
- Discipline problems
- Limited parental support in reinforcing and supporting academic goals
- Limited English proficiency
- Learning and other disabilities which hinder their progress

2. Describe strategies that are being implemented during the 2004-05 school year to address causal factors for low student performance and improve student achievement in identified areas.

In order to address these factors, MS 54 has used the following strategies:

- Positive reinforcements such as regular accommodation cards, Honor Roll, awards assemblies, certificates and other public displays of recognition
- Targeted intervention with students including close monitoring of attendance by an attendance teacher, parent outreach programs, consistent parent contact, AIS services, additional academic support in the classroom from college tutors
- Specific attention has been paid to the content of the students' Individualized Educational Plan and the prescribed program

MS54 has also begun to delve into the issue of alternative assessment and testing modifications. Furthermore, the school has started to address the special issues linked to the ELL population. The students who are entitled to translated exams, two sets of exams, glossaries and other test provisions and exemptions were identified.