

PART IV – SECTION B: Process for Reporting Needs Assessment Findings – Explain the process by which the findings of the needs assessment, as well as individual student/school data, were reported to school staff and parents. (Attach appropriate documentation.)

MS 54's School Leadership Team used a variety of methods to review the school's program and student achievement. We looked at test scores, student and staff attendance rates, annual school report, etc. The needs assessment include a review of the following measures and indicators.

- **2002-2003 Annual School Report**
- **Program directors** were asked to present an overview of their program, with needs, goals and objectives.
- **The Security Team** was asked to report on incidences, accidents and injuries, fights, robberies, police reports, incidents requiring parental involvement, suspensions and the like. The chief officer was asked to comment on trouble spots, concerns, recommendations. The School Safety Team also reported on emergency preparedness and the results of fire drills and shelter drills.
- **Guidance:** Was asked to report on requests for services, mandated services, needs and concerns.
- **Ryan Health Clinic:** Compiled statistics on service requested including clinic visits for accidents, injury and information. SLT asked questions as to patterns in injury or accidents. Also FAQ about health and wellness and implications for the health and gym curriculum.
- **After school:** Compiled statistics of the number of Booker T. Washington students attending the in-house Beacon after school program.

Based on the needs identified, SLT has put forth the following concerns to be addressed.

- I. How can BTW improve the academic skills – specifically the reading and math skills of all the students, so that all students are achieving at or above grade level?
- II. How can BTW foster positive school tone that supports a serious commitment to learning?
- III. How can BTW encourage participation by parents, alumni and community members in supporting the school and developing a cohesive community?
- IV. How can BTW insure that all students have access to the resources they need to support their academic and social goals?
- V. How can BTW recruit, train and retain the personnel needed to achieve these goals?

The findings of the Needs Assessment were conveyed to both the staff and the parents. The staff at BTW was informed of the results during Professional Development sessions and faculty conferences. Teachers were given the data about their own students and the school in general. In addition, facilitated by members of the School Leadership Team, several discussions took place about the needs and priorities of the school. The CEP was made available to all teachers as was the compilation of data. Parents were informed of these needs through Parent Teacher Association Meetings, the Breakfast with the Principal, New Parent Breakfast and through regular correspondence with them. Parents were notified of their child's individual level of achievement through formal assessments, report cards, portfolios and the Grow Reports which were given to them.

PART IV – SECTION C: Identified Priorities for 2005-2006 – Considering the findings and implications of your needs assessment, list your school’s identified priorities for SY’ 2005-06. These priorities, which should be limited to no more than 5, are the “big picture” elements that need to be addressed and will assist your school in the identification of goals and the development of objectives.

Priorities for 2005-2006

An analysis of the findings from a review of quantitative and qualitative data resulted in a determination of the following priorities:

- I. To improve the Math and Reading skills of all the students at MS 54 so that the majority of the students in the school are achieving at or above grade level.
 - II. To foster a positive and productive school tone which promotes the health and safety of the entire school community and which fosters and supports a serious commitment to learning and a cohesive school community.
 - III. To promote and increase parental involvement in all areas of the school community.
 - IV. To provide supplemental support services to all students in order to better meet their educational and social needs.
 - V. To recruit, train and retain a cadre of highly educated and trained teachers and professionals committed to the goals of the school and to the needs of the students.
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PART V: SCHOOL GOALS AND OBJECTIVES

Directions: Identify the goals that have resulted from the needs assessment and develop objectives in the areas of English language arts (including ESL, where applicable), native language arts, mathematics, science, social studies (including civics and government, economics, history, and geography), foreign languages (for middle and high schools), technology, the arts, physical/health education, career/technical education (for high schools), parent involvement, professional development, student support services and other identified areas that will support the achievement of all students. (Be sure to address the needs of individual student subgroups.) School goals should reflect the Chancellor's initiatives and Superintendent's goals, and be prioritized based on an analysis of the data (Section IV). For each goal, state the objectives in specific, measurable and/or observable terms (see guide), and provide a description of the proposed program. For each identified objective, complete an "Action Plan" using the format in Section VI.

PART V – SECTION A: English Language Arts – Reading, Writing, and Accountable Conversations (Including English as a Second Language, where applicable)

Goal:

To increase the reading achievement levels of all students at MS54

Objectives:

To achieve, by Spring 2006, a 25% decrease in the number of all tested students performing at Level I, and a 20% increase in the number of students performing at or above Level 3 on the City and State ELA Assessments, as measured by student results on the Spring 2006 assessments.

By May 2006, students in grades 6-8 will read independently, a minimum of 40 books on their grade level, as measured by a reading response log.

By May 2006, students in grades 6-8 who are below grade level, as indicated by their performance on the 2005 assessments, will participate, at least once a week, in a supplementary reading program either before or after school or in the summer, as measured by attendance and progress logs.

Description of Proposed Instructional Strategies for English Language Arts (that are based on scientifically based research):

Components of the Comprehensive Instructional Approach for Reading and Writing

Grades 6 – 8:

Centralized building library

Instructional Materials: Classroom Collections

Planning Guide – Units of Study in Reading and Writing

90 Minute Literacy Block (Balanced Literacy, including daily writing activities)

Intensive Professional Development, including:

- Teachers College Readers & Writers Project in Residence, School-based Professional Development Team, which includes the Principal, a full-time Reading Coach, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
- Ongoing PD for all teachers, coaches, and school administrators.

Additional Support for Students (when necessary)

Components of a Balanced Literacy Program:

1. Independent Reading: Students read a book at their independent level. The teacher confers with students during this time. Students may visit the central library for additional materials or to pursue research. (Approximately 30 minutes.)
2. Independent Writing: Students maintain work folders, Writer's Notebooks or portfolios, which reflect their ideas and insights. Through genre studies, author studies, research units, and craft units of study, students work carefully to change their raw material into published pieces. (Approximately 45 minutes.)
3. Shared Reading: Short texts (poems, rhymes, songs, articles) are carefully chosen by the teacher and presented in large text, placed on overhead transparency or provided for each student. The text is chunked by the teacher

- to model specific reading and writing strategies. (Approximately 10-15 minutes.)
4. 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. (Approximately 15-20 minutes.)
 5. Word Study: Depending upon grade, may be phonics or word study including prefixes and suffixes, root words, word families, etc. (Approximately 20 minutes.)
 6. Guided Reading: The teacher leads small group instruction based on assessed needs (Approximately 20-30 minutes.)
 7. Library research several sessions a week, and in intensive long term projects in collaboration with the librarian and classroom teacher as well as other specialists.
 8. Technology integrated in lessons as needed.
 9. Social studies and science are used as a content vehicles for literacy explorations.
 10. Materials in other languages to be included as needed.
 11. Classroom Collections will consist of children's literature, including fiction, poetry and non-fiction books that appeal to a variety of different interests, to better engage students in reading and writing.
 12. The Central Library will be used extensively for pleasure reading, content, and research.

Professional Development:

The professional development in English Language Arts will have several components:

- The Literacy Coach will lead workshops on specific topics which were identified as a result of discussions with the teachers and through teacher observations, walk-throughs and learning walks.
- Teachers will lead workshops on specific topics in which they have expertise. Both the topics and the workshop leaders will be identified through observations, walk-throughs, learning walks and discussions with teachers.
- A lab site will be established through the Teachers College Reading and Writing Project in order to provide teachers with opportunities to watch the workshop model implemented by the TC facilitator and to provide a place where teachers can refine their skills.
- Teachers will participate in book clubs which increase their professional knowledge and which provide a structure for discussion and collaboration.
- Whenever possible, teachers will participate in regional and citywide professional development opportunities.
- Teachers will also have opportunities to work together to gather, organize and discuss resources, successful lesson plans and materials which can be shared.

PART V – SECTION B: Native Language Arts (For schools with bilingual programs)

Goal:

To increase the level of English proficiency of all students in the Morningside Heritage Program.

Objectives:

To achieve, by May of 2006, a 20% decrease in the number of all students tested performing at a beginning level and a 10% increase in those performing at an advanced and proficient level, as measured by the NYSELAT Exam.

To achieve, by May of 2006, a 10% decrease in the number of students remaining in the Transitional Bilingual Program, as measured by their performance on the NYSELAT Exam.

By May 2006, students in grades 6-8 will read independently, a minimum of 40 books on their grade level, as measured by a reading response log.

Description of Proposed Instructional Strategies for Native Language Arts (*that are based on scientifically based research*):

The ESL class will use a variety of ESL techniques to support language acquisition and development. These will include using a content based methodology to infuse the language skills into the classroom. Resources will be made available in as many languages as possible. Students will use the language glossaries, in addition to other resources to support their learning. Instruction will be entirely in English.

The Transitional Bilingual Classes will receive one period of Native Language Arts per day. Linguistic interdependence will facilitate the students' acquisition of the English language. In addition, the TBE students will also receive ESL instruction aligned to the English Language Arts curriculum for two periods a day. Instruction in these classes will use the recommended ratio of Spanish to English ranging from 60:40 for beginners to 25:75 for advanced students. As English language development is achieved, time in the native language is decreased.

Professional Development:

The professional development in Native Language Arts will have several components. The teachers of Native Language Arts will participate in English Language Arts professional opportunities in addition to the following:

- The Literacy Coach will lead workshops on specific topics which were identified as a result of discussions with the teachers and through teacher observations, walk-throughs and learning walks.
- Teachers will lead workshops on specific topics in which they have expertise. Both the topics and the workshop leaders will be identified through observations, walk-throughs, learning walks and discussions with teachers.
- Teachers will participate in book clubs which increase their professional knowledge and which provide a structure for discussion and collaboration.
- Whenever possible, teachers will participate in regional and citywide professional development opportunities and avail themselves of the resources available through them.
- Teachers will also have opportunities to work together to gather and organize resources and materials which can be shared.

PART V – SECTION C: Mathematics

Goal:

To increase the mathematics achievement levels of all students at MS54.

Objectives:

To achieve, by Spring 2006, a 25% decrease in the number of all tested students performing at Level I, and a 20% increase in the number of students performing at or above Level 3 on the City and State Mathematics Assessments, as measured by student results on the Spring 2006 assessments.

By May 2006, students in grades 6-8 will complete three mathematics activities which can be documented and placed in their mathematics portfolio.

By May 2006, students in grades 6-8 who are below grade level, as indicated by their performance on the 2005 assessments, will participate, at least once a week, in a supplementary mathematics program either before or after school or in the summer, as measured by attendance and progress logs.

Description of Proposed Instructional Strategies for Mathematics (*that are based on scientifically based research*):

Delta will use the mandated curriculum in mathematics for the six grade only, and continue to use the Math A Regents curriculum for the seventh and eighth grade. Other programs will use the Chancellor's mandated curriculum in mathematics. All students will receive direct instruction in test taking strategies and test preparation, on a regular basis.

Components of the Comprehensive Instructional Approach for Mathematics

Grades 6 – 8:

Instructional Materials/Texts: *Impact Mathematics* supplemental by *Hot Words, Hot Topics*

Planning Guide – Pacing and Alignment Calendar:

60 Minute Math Block:

- Motivation: Explore
- Mini-lesson:
 - Investigate
 - Problem Set A
 - Think/Discuss
 - Problem Set B
- Share/Summarize
- On Your Own
- Connect/Extend
- Homework, Skills Practice, Test Prep

Intensive Professional Development, including:

- School-based Professional Development Team, which includes the Principal, a full-time Math Coach, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
- Ongoing PD for all teachers, coaches, and school administrators.

Additional Support for Students (when necessary)

Impact Mathematics (Grades 6 – 8): a complete mathematics program developed by the Education Development Center, Inc. (EDC). It aligns with the Everyday Mathematics elementary program and supports the integration of conceptual understanding and the teaching of basic skills.

Hot Words, Hot Topics (Grades 6 – 8): will supplement Impact Mathematics. It provides students with additional support on concepts through practice problem sets and provides a glossary of mathematical terms, symbols and formulas.

Professional Development:

The professional development in Mathematics will have several components.

- The Math Coach will lead workshops on specific topics which were identified as a result of discussions with the teachers and through teacher observations, walk-throughs and learning walks.
- Teachers will lead workshops on specific topics in which they have expertise. Both the topics and the workshop leaders will be identified through observations, walk-throughs, learning walks and discussions with teachers.
- Teachers will participate in book clubs which increase their professional knowledge and which provide a structure for discussion and collaboration.
- Whenever possible, teachers will participate in regional and citywide professional development opportunities including Marilyn Burns Associates.
- Teachers will also have opportunities to work together to gather, organize and examine resources, successful lesson plans and materials which can be shared.

PART V – SECTION D: Science

Goal:

To increase the achievement levels, in science, of all students

Objectives:

By May 2006, 100% of the students in MS54 will complete an inquiry-based project which makes use of the scientific method and which can be displayed in the Science Fair.

By May 2006, the total level of achievement of the 8th graders on the State Science Assessment, will meet or exceed the necessary level as determined by New York State.

By May 2006, students in grade 6 and 7 will demonstrate a satisfactory knowledge of the science curriculum, as measured by their achievement on teacher-made final exams on each grade level.

Description of Proposed Instructional Strategies for Science *(that are based on scientifically based research):*

Students will continue to achieve at high levels in science and will demonstrate an understanding of how science influences daily life and choices. Delta, Dr. Charles Drew, Morningside Heritage, Manhattan Valley/VISTA will continue to use inquiry-based science incorporating labs, library research, experiments and technology into lessons and activities. Science will also be embedded in the literacy block. Final exams will be given to students in grades six and seven in order to assess their level of achievement and to provide opportunities to review and synthesize the year's curricula.

Workshop model, small group instruction, guided laboratory experiments, research, discussion groups, science fair, exhibits, field trip and group projects.

Professional Development:

Teachers will take advantage of professional development opportunities available through Sheldon Young and Region 10. These opportunities include those at other schools and at the Museum of Natural History, the Botanical Gardens and other resources in the city. In addition, the science teachers will work together to do a needs assessment in order to better meet their goals and to channel the experts their way.

PART V – SECTION E: Social Studies *(Including civics and government, economics, history, and geography)*

Goal:

To increase all students' level of achievement in and understanding of government, history and geography

Objectives:

By May 2006, eighth grade students will meet or exceed the standards in social studies, as documented by their level of achievement on the State Social Studies exam.

By June 2006, six grade students will meet or exceed the social studies standards and demonstrate a mastery of the curriculum as evidenced by a culminating Social Studies project or teacher created exam.

By June 2006, seventh grade students will meet or exceed the social studies standards and demonstrate a mastery of the curriculum as evidenced by a culminating Social Studies project or teacher created exam.

By June 2006, eighth grade students will complete a social studies project which meets the social studies standards and demonstrate a mastery of the curriculum as evidenced by an assessment rubric.

Description of Proposed Instructional Strategies for Social Studies *(that are based on scientifically based research):*

Social studies, history, geography and economics will be embedded in a humanities block in the Delta Program, providing students with an opportunity to use reading, writing, library research, mathematics, art, drama, music, technology, and critical thinking. Units will be interdisciplinary with opportunities for independent and cooperative groupings. Students will share the products of their learning with others in the school community. Students in the Drew, Manhattan Valley and Morningside Heritage Program will be scheduled for discrete Social Studies periods.

Workshop model of instruction, cooperative learning groups, research, an analysis of art, drama, and music in various time periods, exploration of cultural differences; school-wide performances and exhibitions.

Professional Development:

Professional development in Social Studies will make use of the experienced members of the school community. Teachers with specific expertise will work with novice teachers in order to develop curriculum, unit plans and specific lessons. Furthermore, the literacy coach will work with Social Studies teachers in order to further develop their skills in teaching the reading of non-fiction.

PART V – SECTION F: Foreign Languages *(For middle and high schools)*

Goal:

Students will elect to become proficient in at least one language other than English.

Objectives:

By the completion of the eighth grade, students will have had an opportunity to learn a language other than English, as documented by their cumulative record.

By the completion of their eighth grade year, students will have gained a reading knowledge of a second language as demonstrated by their proficiency in that language on a standard exam and through the evaluation of student work samples, the spoken work, test created by teachers.

Description of Proposed Instructional Strategies for Foreign Languages *(that are based on scientifically based research):*

Students in the Delta Program will take a 13-week survey of three languages – Spanish, French and Latin in grade six. At the end of the year, Delta sixth graders will be given an opportunity to choose a language to study for grades seven and eight. In grades seven and eight, they will take foreign language for three periods a week. At the end of grade eight, all students in the Delta Program will take the New York State Language Proficiency Examination.

The Foreign Language requirement for middle school students as outlined in the state curriculum mandates, will be given in the eighth grade to the students in the Manhattan Valley/VISTA, Charles Drew and Morningside Heritage programs.

Professional Development:

The professional development in the area of Foreign Languages 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 Foreign Languages within the classroom.

PART V – SECTION G: Technology

Goal:

Technology will be embedded throughout the curriculum

Objectives:

Students will use computers and other tools of technology for research purposes as documented on their completed projects.

Students will become adept at accessing information and creating it in a variety of formats in the classroom, lab, and library as documented through observations of their work and by interviews of them.

Students will use the computers to improve their level of achievement in math and English, through the documented use of specific skill based programs.

Description of Proposed Strategies for the Integration of Instructional and Informational Technologies:

Technology will be taught as part of lab sciences, as well as in the literacy block for reading, writing, and research. Technology will be used to develop artistic pursuits, for example using the *Print-Music* software to compose music, *Dreamweaver* to develop web pages. Technology will be used to document learning, for example burning CD-Roms, taking and storing digital pictures, creating and editing videos. Students will become proficient in various tools: word processing and desk top publishing, database, spreadsheets. They will apply what they have learned to practical activities. **Students will become interested and proficient users of technology in school and everyday life in a variety of forms.**

Professional Development:

The professional development in the area of Technology will make use of both in-school personnel and regional personnel. The professional development will focus on integrating Technology into the classroom, and finding ways to identify the specific needs of the students and a means of addressing these needs.

PART V – SECTION H: The Arts

Note: This portion of the plan should be duplicated and attached to your Project Arts cover sheet.

Goal:

All students will have the opportunity to participate in arts including music and the visual arts. Students will create art, critique art, and perform in a variety of showcases. Students will select one art form to develop to a level of high proficiency. Through the arts, students will develop a love for learning.

Objectives:

Sixth grade students will participate in fine arts (two periods a week) and a survey of the three different music classes (two periods a week.) All students will have an opportunity to explore different art forms so that they can select an art form to develop further the following year. Seventh and Eighth grade students will further their initial exposure to the arts with three periods a week in the area they have chose for specialization. Visual arts, fine arts, band, chorus and strings will be offered. All students will have an opportunity to demonstrate what they have learned in art through term projects, exhibits and performances both in and outside the school community. Through established collaborative partnerships with the School of Visual Arts and their Liberty Arts program, Symphony Space, America's Society, Theater for a New Audience among others, students will have the opportunity to experience learning via visual arts and music in a variety of forms.

Description of Proposed Instructional Strategies for the Arts *(that are based on scientifically based research):*

The visual arts will also be infused within humanities, science and math curriculum. Students will make use of the unique cultural resources in New York City. The project arts and the School of Visual Art will also provide school-based art classes for the Morningside Heritage program, and will learn about contemporary and modern Caribbean Art at El Museo partnering with the Museum of Modern Art program. The Art Honors program will provide art theory and portfolio construction for talented students who demonstrate a strong interest in the visual arts and which prepares them for art as a major in the specialized high school.

Professional Development:

The professional development in the area of the Arts will make use of both the expertise of in-school personnel and of the regional personnel. Teachers will have the opportunity to participate in subject related Professional Development in order to find ways to learn to integrate the Arts into the curriculum. Among the many topics to be addressed, is the use of the Arts within the subject classroom.

PART V – SECTION I: Physical/Health Education**Goal:**

To offer students a instructional and structured Physical Education and Hygiene Program.

Objectives:

Students will meet the standards of the Physical Education Program as documented by the class achievement records.

Description of Proposed Instructional Strategies for Physical Education:

Provide a comprehensive Physical Educational program that stresses the benefits of regular exercise and good nutrition. The program should address the following instructional goals in which students will be able to:

- Execute motor skills applied to a variety of games and sports activities.
- Demonstrate personal health practices needed to improve and maintain muscular strength and endurance, flexibility and cardio-respiratory functioning.
- Apply information necessary to improve motor skills and physical fitness.
- Demonstrate fair play and respect for rules while engaging in physical activities, games and sports. All students should receive Physical Education two periods per week.

Professional Development:

The professional development in the area of the Physical Education will make use of both the expertise of in-school personnel and of the regional personnel. Teachers will participate in regional programs.