



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
20K682REVISEDGOALSTO80%ASOF2/29/12
*GOAL4REQUIRESJUNE2012DATE**

SCHOOL NAME : THE ACADEMY OF TALENTED SCHOLARS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K682

PRINCIPAL: JOSEPHINE SPORTELLA-GIUSTO **EMAIL:** JSPORTELLAGIUSTO@SCHOOLS.NYC.GOV

SUPERINTENDENT: KARINA CONSTANTINO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Josephine Sportella-Giusto	*Principal or Designee	
Sandro Grancaric	*UFT Chapter Leader or Designee	
Robert Yee	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Alice Boyle	Member/Parent	
Helen Altshuler	Member/Parent	
Ann Casalan	Member/Teacher	
Maria Rogalle	Member/Data Specialist/Math Coach	
Susan Yee	Member/Parent	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012 80% of General Education grade three students will perform at levels three and four as measured by the New York State ELA exam.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Our third graders are the first students to articulate into a testing grade. Our goal for their performance on the ELA exam is based on our second grade end of the year benchmark performance level measured by TC Assessment Pro, which shows that more than 75% of the students were performing at or above benchmark grade level.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Beginning in January our third grade classes will be using a research based test sophistication test practice book called, "Finish Line Reading for the Common Core Standards" published by Continental Press which was purchased by our network. In addition we are putting in place an afterschool ELA/Math Test Preparation course using the book, "Buckle Down" published by Triumph Learning, that will run from January through April. The course will be offered to our third grade ELLs, former ELLs and any of our current level 1 or 2 students in Literacy. Two master teachers will be conducting these classes. A timeline for implementation was created by our third grade staff in order for the program to align with the classroom teachers' curriculum calendar. Teacher team meetings will be conducted on a weekly basis to evaluate the effectiveness of these test preparation activities and materials. They will be examining the results from pre and post tests given throughout as well as the data from the Teacher's College Performance task assessments in Literacy and the Acuity Predictive Assessment both scheduled for January to further drive instruction.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
Throughout the year the Curriculum Specialist conducts parent workshops to help support Level 1 & 2s literacy work at home. These workshops also are offered to the parents of all third grade students. The agenda for the workshops and the website links for the information covered in the workshops are posted on the school's website for all parents to view as well. Our

school website is constantly updated with current information regarding testing that is available to all parents. These online updates provided are translated in all the necessary languages of our third grade parents. PTA meetings also present information to the parents focusing on the new Common Core Learning Standards and their implications. The agenda for the workshops and the website links for the information covered in the workshops are posted on the school's website for all parents to view. All workshops and meetings provide translators in Chinese, Russian and Spanish to enable all parents to participate. Shortly before the state ELA exam the school will be providing the parents with a take home practice ELA test prep booklet that parents can for further review.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to attract highly qualified teachers the school conducts an intense process where candidates are interviewed by a school committee, must perform a demonstration lesson and must provide an onsite writing sample. As per the NCLB these candidates should hold a Masters in Education and possess a satisfactory performance rating of their teaching. Our current staff are offered the option of attending study groups or Lunch and Learns for further teacher support. Teachers are continually attending professional development outside of the building as well.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All students attend a Character Education program on the values of cooperation, mutual respect and conflict resolution called Tribes. We are a Healthy Choice Food program School which works with the DOE School Food Program to establish the menu lunch options for our school.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As far as human resources we will be using two master Elementary Education teachers for our afterschool Title III program and our Curriculum Specialist to assist with parent workshops, as well as We will be using Title III, ARRA RTTT Data Specialist, TL Fair Student Funding, TL NYSTL Textbooks, Contract for Excellence FY 09, and Title III Translation Services.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012 80% of General Education grade three students will perform at levels three and four as measured by the New York State Mathematics exam.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

This year our third graders are the first students to articulate into a testing grade. Therefore our goal is based on our second grade end of year Math in Focus benchmark assessment that shows that more than 75% of the current grade two students were performing at or above benchmark grade level.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

This year we expanded Math in Focus: A Singapore Approach as the core curriculum for math to the third grade. We will continue to supplement the MIF curriculum with Everyday Counts Calendar Math, Partner Games and Context for Learning and Math in the City supplemental units. The teachers also create a Math problem of the day that requires the student to explain their thinking in writing. An instructional coach and off-site PD will be provided for our teachers. We are also introducing the implementation of Math in the City to the entire staff and receiving professional development from Lucy West. We are also putting in place an afterschool ELA/Math Test Preparation course using the book, "Buckle Down" published by Triumph Learning in January through April. The course will be offered to our third grade ELLs, former ELLs and any level 1 or 2 students. Two master teachers will be conducting these classes. We will be using a research based test sophistication book, "Finish Line Reading for the Common Core Standards" published by Continental Press which was purchased by our network to support all of our third graders. A timeline for implementation was created with third grade staff for optimal success. Teacher team meetings are conducted on a weekly basis to evaluate the effectiveness of these strategies and activities. A pre and post test will be given as well as the Acuity Predictive Assessment in January to all third graders.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Throughout the year the Curriculum Specialist conducts parent workshops to help support Level 1 & 2s literacy work at home. Parents of all third graders are welcomed to these workshops and the agenda for the workshops and the website links for the information covered in the workshops are posted on the school's website for all parents to view as well. Our school website is constantly updated with current information regarding testing that is available to all parents. These online updates provided are translated in all the necessary languages of our third grade parents. PTA meetings also present information to the parents focusing on the new Common Core Learning Standards and their implications. All workshops and meetings provide translators in Chinese, Russian and Spanish for all parents to participate. Shortly before the state Math exam the school will be providing the parents with a take home practice Math test prep booklet that parents can for further review.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to attract highly qualified teachers there is an intense process where candidates are interviewed through a committee and must perform a demonstration lesson as well as provide a writing sample. As per the NCLB these candidates should hold a Masters in Education and possess a satisfactory performance rating of their teaching. Our current staff are offered the option of attending study groups or Lunch and Learns as additional teacher support. Teachers are continually attending professional development outside of the building.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All students attend a Character Education program on the values of cooperation, mutual respect and conflict resolution called Tribes. We are a Healthy Choice Food program School which works with the DOE School Food Program to establish the menu lunch options for our school.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As far as human resources we will be using two master Elementary Education teachers for our afterschool Title III program and our Curriculum Specialist to assist with parent workshops. In term of fiscal resources we will be using Title III, ARRA RTTT Data Specialist, TL Fair Student Funding, TL NYSTL Textbooks, Contract for Excellence FY 09, and Title III Translation Services.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 80% of our ELL students and Special Education students will meet their promotional criteria as indicated by their NYSESLAT status and designated IEP.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on last year's NYSESLAT scores, TC Assessment and Math Assessment scores these two sub groups within our school will require additional Tier One AIS, extended day and supplemental instructional support throughout the year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

All of our ELLs and Special Education students are required to attend the school's Extended day time for AIS instruction. During this time they use an online literacy program called "istation" which regularly assesses students' attainment of literacy skills and individualizes the program for the student's needs based on their performance. Students are also given one on one instruction by a certified teacher during this time. In addition to the mandated ESL program during the day two certified ESL students will be holding a NYSESLAT Test Preparation morning class beginning in January through April. The teachers will be using the Test Practice book, "Getting Ready for the NYSESLAT and Beyond" published by Attanasio and supplementing with nonfiction leveled books from Mondo Publishers.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Throughout the year the Curriculum Specialist conducts parent workshops to help support Level 1 & 2s literacy work at home. The morning NYSESLAT test prep class teachers will be presenting an overview of the morning program and the NYSESLAT exam during the February PTA meeting. Our school website is constantly updated with current information regarding testing that is available to all parents. These online updates provided are translated in all languages. PTA meetings also present information to the parents focusing on the new Common Core Learning Standards and their implications. All workshops and meetings provide translators in Chinese, Russian and Spanish for all parents to participate.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to attract highly qualified teachers there is an intense process where teaches are interviewed through a committee and must perform a demonstration lesson as well as provide a writing sample. As per the NCLB these candidates should hold a Masters in Education and possess a satisfactory performance rating of their teaching. Our current staff is offered the option of attending study groups or Lunch and Learns. Teachers are continually attending professional development outside of the building.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All students attend a Character Education program on the values of cooperation, mutual respect and conflict resolution called Tribes. We are a Healthy Choice Food program School which works with the DOE School Food Program to establish the menu lunch options for our school.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As far as human resources we will be using two certified Elementary Education teachers for our morning ESL Title III program and our Curriculum Specialist to assist with parent workshops. We will be using Title III, ARRA RTTT Data Specialist funds, TL Fair Student Funding, TL NYSTL Textbooks, Contract for Excellence FY 09, and Title III Translation Services.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

80% of our K-2 students will be proficient in fiction literature skills meeting levels 3 and 4 as measured by TC Assessment Pro and obtain level 3 on non-fiction citywide performance tasks.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The Common Core State Standards for ELA & Literacy in History/Social Studies and Science are created to ensure that all students will be college and career ready in literacy no later than high school.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

We will continue to collaborate with Teacher's College, our network, Curriculum Specialist, and on & off site staff developers to create appropriate and rigorous lessons tasks that will prepare our students for the 21st century. In addition each classroom will be provided with additional books and resources to facilitate this work. We will continue to monitor student data by meeting with teachers periodically and adjusting instructional decisions based on the data. Students will be viewing and listening to nonfiction video programming online and learning note-taking skills. Students will regularly be given opportunities to use graphic organizers in collecting and presenting their learning of nonfiction topics. Teacher College Performance task assessments in Literacy will be given the third week of January and the data will help define our further instruction.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Throughout the year the Curriculum Specialist conducts parent workshops to help support Level 1 & 2s Literacy work at home. All parents in K-2 are invited to attend these workshops. The website links for the information covered in the workshops are posted on the school's website for all parents to view as well. PTA meetings also present information to the parents focusing on the new Common Core Learning Standards and their implications. All workshops and meetings provide translators in Chinese, Russian and Spanish for all parents to participate.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to attract highly qualified teachers there is an intense process where teachers are interviewed through a committee and must perform a demonstration lesson as well as provide a writing sample. As per the NCLB these candidates should hold a Masters in Education and possess a satisfactory performance rating of their teaching. Our current staff is offered the option of attending study groups or Lunch and Learns. Teachers are continually attending professional development outside of the building.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All students attend a Character Education program on the values of cooperation, mutual respect and conflict resolution called Tribes. We are a Healthy Choice Food program School which works with the DOE School Food Program to establish the menu lunch options for our school

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As far as human resources we will be using two certified Elementary Education teachers for our morning ESL Title III program and our Curriculum Specialist to assist with parent workshops. We will be using Title III, ARRA RTTT Data Specialist funds, TL Fair Student Funding, TL NYSTL Textbooks, Contract for Excellence FY 09, and Title III Translation Services.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By the end of June 2012 80% of our K-2 students will meet and exceed their grade level Common Core State Standards in Mathematics as measured by Math in Focus Assessments.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on Math in Focus benchmark assessments 80% of our students are at or above their grade level.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

We will supplement the MIF curriculum with Everyday Counts Calendar Math, Partner Games and Context for Learning Math in the City supplemental units. An instructional coach and off-site PD will be provided for our teachers. Teachers are learning and implementing the strategies utilized in Lucy West's Math in the City. Also students in K-2 work on a teacher created Math Problem of the Day where they explain in writing their thinking and an explanation of their solution to each. A performance task in Math will be given in late spring. The results will be discussed and strategies will be developed for our next steps.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Throughout the year the Curriculum Specialist conducts parent workshops to help support Level 1 & 2s literacy work at home. PTA meetings also present information to the parents focusing on the new Common Core Learning Standards and their implications. All workshops and meetings provide translators in Chinese, Russian and Spanish for all parents to participate.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to attract highly qualified teachers the school conducts an intense process where candidates are interviewed by a school committee, must perform a demonstration lesson and must provide an onsite writing sample. As per the NCLB these candidates should hold a Masters in Education and possess a satisfactory performance rating of their teaching. Our current staff is offered the option of attending study groups or Lunch and Learns for further teacher support. Teachers are continually attending

professional development outside of the building as well.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All students attend a Character Education program on the values of cooperation, mutual respect and conflict resolution called Tribes. We are a Healthy Choice Food program School which works with the DOE School Food Program to establish the menu lunch options for our school.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As far as human resources we will be using two certified Elementary Education teachers for our morning ESL Title III program and our Curriculum Specialist to assist with parent workshops. We will be using Title III, ARRA RTTT Data Specialist funds, TL Fair Student Funding, TL NYSTL Textbooks, Contract for Excellence FY 09, and Title III Translation Services

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	12	12	N/A	N/A	1	0	0	0
1	19	19	N/A	N/A	2	0	0	0
2	23	23	N/A	N/A	1	0	0	0
3	22	22	N/A	N/A	1	0	0	0
4								
5								
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	During the school day the students receive literacy support in their small guided reading groups with their classroom teacher and certified elementary education teachers who are classroom Teaching Assistants work with individual students who need additional support. In small groups during the extended day time AIS students are using the online academic intervention program, iStation, as well as guided reading strategy groups as well as shared writing as a strategy to support struggling writers.
Mathematics	During the school day students that need additional support are pulled by their classroom teacher for small group review or re-teach lessons. The certified elementary education teachers who are Classroom Teaching Assistants also work with individual students who need extra support. In small groups during the extended day time AIS students are using Math in Focus games, virtual manipulatives, and hands-on manipulatives.
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	During the school day the guidance counselor meets both individually and in groups as needed working on social emotional behaviors such as social skill development, behavior modification and academic support.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	

At-risk Health-related Services	
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