

West Middle School

Title I School-wide Program

School Improvement Plan 2018-2019

West Middle School, School Improvement Team is dedicated to ensuring optimal outcomes for our students. The mission of WMS is to Take Responsibility, Demonstrate Respect, and Produce Results. The Primary Goal is to improve student performance. We also strive to develop our students socially and emotionally.

The WMS staff is committed in assisting the parents, students and the community in obtaining skills to become independent, self-sufficient, resourceful, responsible, and ethical adults who will succeed and contribute responsibly in our evolving society.

A Comprehensive Needs Assessment is conducted annually by the School Improvement Team, in conjunction with administration, to review student data and identify key areas that affect student achievement. The team analyzed data obtained from local and state assessments to inform instructional goals for school-wide improvement. New York State Common Core Assessments, Math Quarterlies, English Language Arts Interim Assessments, Midterms, Final Examinations, and Regents were examined for themes, patterns and discrepancies. The team also examined surveys given to the students about their own learning, as well as data collected by our Instructional Rounds Team. The results informed instructional decisions for areas identified for professional development. As a result, instructional staff will continue to increase academic rigor and productive struggle with professional training in student centered learning. We will continue the use of Instructional Rounds to examine current instructional practices and their effect on student learning. Identified problems of practice will also be an area of focus for training at faculty and department meetings.

This assessment has led to the following goals for the purpose of the improvement of student achievement inclusive of research based instructional strategies which are indicated in the goals and Action Plans following the building summary.

West Middle School Building Summary Report

Enrollment

Grade	Male Tally	Female Tally	Total
6	158	138	296
7	166	140	306
8	176	145	321
UG	6	0	6
UGS	6	1	7
West Middle	512	424	936

Enrollment by Ethnicity

Grade	Hispanic	American Indian/Alaskan Native	Asian	Black	Multiracial	Pacific Islander	White	Total
6	234	28	18	55	9	1	206	317
7	238	27	24	55	1	1	216	324
8	268	35	14	46	3	2	241	341
UG	4	0	1	1	0	0	4	6
UGS	6	0	1	0	0	0	6	7
West Middle	750	90	58	157	13	4	673	995

Special Education Enrollment	Grade	Tally
	6	57
	7	59
	8	63
	UG	6
	UGS	7
	West Middle	192

Student Special Status

Neglected/Delinquent	0
Poverty Status	0
ELL Eligible	276
Eligible to take the NYSESLAT for grades 3-8 ELA Accountability	32
Migrant (NCLB)	0
Homeless	28
Single Parent/Pregnant Status	0
Homeless Student Status	28
Emergency Housing	8
Foster Care	3
Homeless Unaccompanied Youth Status	0
Incarcerated Youth	0
Internet Permission Slip	0
ELL Eligible but not in an ELL Program	1
ELL Partial (Eligible students not receiving the required units of study)	0
A Former ELL Accountability Subgroup	109
Immigrant Child/Youth	145
Refugee Unaccompanied Youth	37
Students with Inconsistent/Interrupted Formal Education (SIFE)	69
Brentwood ELA AIS	298
Brentwood Math AIS	354

ELL Entering	11
ELL Emerging	25
ELL Transitioning	51
ELL Expanding	127
ELL Commanding	42
SIFE EXIT	0
Hurricane Disaster Relief CA	0
Hurricane Disaster Relief NC FLORENCE	0
Hurricane Disaster Relief TX HARVEY	0
Hurricane Disaster Relief FLA IRMA	0
Hurricane Disaster Relief GA IRMA	0
Hurricane Disaster Relief PR IRMA	0
Hurricane Disaster Relief VI IRMA	0
Hurricane Disaster Relief VI MARIA	0
Hurricane Disaster Relief PR MARIA	3
Lacking Immunizations	24
Registered During the Summer	0
EvHS Fall 1819	0
EvHS Spring 1819	0
PINS Petition	0
AIDP Program I	0
CDOS Credential Eligible Coursework	0
AIDP Program J	0
AIDP Program K	0
AIDP Program L	0
AIDP Program A	0
Attendance Home Visit	0
Free Food Services Pending	0
Superintendents Hearing	0
Reduced Food Services Pending	0
Denied Food Service Application	1
Medical Alert	118
Haiti Relief	0
SE	0
Sports Girls JV Softball	0
Sports Girls Soccer V	0
Sports Girls Soccer JV	0
Sports Girls Volleyball JV	0
Sports Boys Football V	0
Sports Girls Volleyball V	0
Sports Boys Football JV	0
Sports Boys Baseball MS	0
Sports Boys Basketball JV	0
Sports Girls Volleyball MS	0
Sports Boys Track V	0
Sports Boys Wrestling V	0

Sports Girls Fencing V	0
Sports Boys Swimming V	0
Sports Girls Basketball JV	0
Sports Girls Track V	0
Sports Boys Basketball MS	0
Sports Boys Basketball Varsity	0
Sports Girls Basketball Varsity	0
Sports Boys Spring Track	0
Sports Boys Tennis V	0
Sports Boys Lacrosse JV	0
Sports Girls Lacrosse V	0
Sports Boys Baseball V	0
Sports Girls Softball V	0
Sports Girls Softball JV	0
Sports Girls Lacrosse JV	0
Sports Boys Lacrosse Varsity	0
Sports Boys Soccer Varsity	0
Sports Girls Tennis JV	0
Sports Girls Soccer MS	0
Sports Boys Soccer MS	0
Sports Boys Football MS	0
Sports Girls Tennis Varsity	0
TR - Air Condition	0
TR - Door To Door No Matron	9
TR - Ind. Aid or Nurse	0
TR- Lower Step	0
TR - Matron	73
TR - Other	0
TR - Pre-K Car Seat	0
TR-Safety Vest	0
TR - Wheelchair	0
TR-DO NOT TRANSPORT	1
Records Flagged	0
locker	0
R Sched1516	0
S Sched1516	0
AIS FAST MATH STUDENTS	280
New UPK 2015	0
AIS BHS 1516	0
FC Ross 1617	0
FC Sonderling 1617	0
Grads June 2016	0
Summer School 16/17	0
Student with a Parent on Active Duty in the Armed Forces	0
AIS NMS 1415	0
EvHS 1617 Fall	0

PK to K in 2017/2018	0
Global 9 Honors incoming 9th 2016	0
English 9 Honors Incoming 9 2016	0
FC Sond 1920	0
FC Ross 1920	0
Grade 12 in SS 1718	0
EvHS 1617 Spring	0
EvHS 1516 Fall	0
EvHS 1516 Spring	0
PK to K 2018/2019	0
EVHS Spring 1718	0
Summer School 2018 Gr 12	0
AIS i-Ready Math	0
EVHS Fall 1718	0
PK to K 2019/2020	0

West Middle School Staff List

LAST NAME	FIRST NAME	DEPARTMENT
THOMAS-WILLIAMS	FELICIA	Administration Principal
MORAITIS	CHRISTOPHER	Administration Assistant Principal
POWELL	STACEY	Administration Assistant Principal
GENNA	CLAUDIA	Art
BARAHONA	ESTELA DEL	Bilingual - 5 hour
SOTO	LIZARDO	Computer Lab - 5 hour
SANTANA	GLENN	Chief Custodian
AGUIRRE	JAVIER	Custodial Worker I
BOINE	RICHARD	Custodial Worker I
DARCY	STEPHEN	Custodial Worker II
GOYCO	MARCO	Custodial Worker I
MIGLIORE	MICHAEL	Custodial Worker I
MURFITT	MATTHEW	Custodial Worker I
MUSA	JAMES	Custodial Worker I
OQUENDO	MARK	Custodial Worker I
BONNER	KAREN	ELEMENTARY
D'ACCORDO	JAMES	ELEMENTARY
DALE JR.	CHARLES	ELEMENTARY
GRANDO	MICHELLE	ELEMENTARY
KLEEMANN	KELLI	ELEMENTARY
MEAHAN	DEBRA	ELEMENTARY
MORONEY	LISA	ELEMENTARY
OVEN	KEVIN	ELEMENTARY
STROHM	MELISSA	ELEMENTARY

WELLS	DEBORA	ELEMENTARY
RIOS	CLAUDIA	ELEMENTARY/ BIL
BONILLA	LIZZETTE	ELEMENTARY/BIL
BABYAK	JACQUELINE	English
BEYER	AMY	English
HAZEN GORDON	KATHRYN	English
KOLAR	TRACY	English
MCGLONE	AMY	English
DIORIO-ANDERSON	LISA	ENL/ESL
FALLON	THOMAS	ENL/ESL
HARVEY	BRICE	ENL/ESL
MASTORAKOS	CHANTEL	ENL/ESL
OLBERDING	PRISCILLA	ENL/ESL
RANFT	SUZANNE	ENL/ESL
SOCKO	DAHIANA	ENL/ESL
GONZALEZ	GLENDALY	ESL
CIFELLI	JENNIFER	Family and Consumer Science
OPHALS	RICHARD	Family and Consumer Science
BALDWIN	JAYNE	COOK
ALFARO	SANDRA	FOOD SERVICE WORKER
CABRERA MOLINA	WENDY	FOOD SERVICE WORKER
CANALES	CLAUDIA	FOOD SERVICE WORKER
NOBLE	FRANCINE	FOOD SERVICE WORKER
PERALTA	ALTAGRACIA	FOOD SERVICE WORKER
REYES	MARTA	FOOD SERVICE WORKER
WILSON	ANEITA	FOOD SERVICE WORKER
SHONHOLZ-CICCARELLI	KIM	Guidance
TAVERAS	EMELIN	Guidance
WHITAKER	KEVIN	Guidance
WICHELNS	KEVIN	Guidance
ARELT	THOMAS	Health
MACKENZIE	SUSAN	Instructional - 5 hour
CONWAY	SUZANNE	Lab - 5 hour
CORTES	FRANCIA	LANGUAGE
GONZALEZ	EDWARD	LANGUAGE
PERALTA	ERIKA	LANGUAGE
GARCIA	MARTHA	Language SIFE
GOLINSKI	THERESA	Library
DUNNE	SYLVIA	Math
KAPLAN	JENNIFER	Math
LESCHIK	MICHELE	Math
STARK	ALISON	Math
ZAPPIA	DEBRA	Math

ALVAREZ	ROSE	MATH/BIL
FARFAN	VICTOR	MATH/BIL
EIPPER	MICHAEL	Music
KLEEMANN	JOHN	Music
MAKOWSKI	STEPHANIE	Music
COHEN	GLORIA	Office Assistant- Senior
MARTINEZ	DIANE	Office Assistant- Senior
MITCHELL-CAGNAR	MARIE	Office AssistantIOMO
RILEY	KAREN	Office AssistantIOMO
FALK	AIMEE	Permanent
BROWN	THERESA	Physical Education
FREDRICKSON	MEGHAN	Physical Education
WICHELNS	GEORGE	Physical Education
WOOLLEY	JASON	Physical Education
FORTE	THOMAS	Psychologist
THODEN	KRISTIN	Registered Nurse
KRAUSCH	SUZANNE	School Health Aide
GOMEZ	KEVIN	School Monitor - 4 hours
IGLESIAS	LETICIA	School Monitor - 4 hours
COHEN	ODILIA	School Monitor - 4.5 hours
GALLUCCI	GRACIELA	School Monitor - 4.5 hours
ROSENTHAL	GINA	School Monitor - 5.25 hours
BAUER	MAUREEN	School Monitor - 6 hours
DEMARCO	LAURA	Science
IOCCA	ROBERT	Science
LEVENTHAL	NEIL	Science
O'NEILL	JOHN	Science
GAMBOA	HECTOR	SCIENCE/BIL
BUSSA	RENEE	Social Studies
CARVALHEIRA	ALMERINDO	Social Studies
SCOTT	NICHOLAS	Social Studies
WILLIAMS	AMANDA	Social Studies
CORPORAN	RAFAEL DAVID	SOCIAL STUDIES/BIL
SALCEDO LAGOS	MARCELA	SOCIAL STUDIES/BIL
BRACERO	DAVID	Social Worker
DEGORTER	STACEY	SPECIAL ED
DICLEMENTE	ANGELA	SPECIAL ED
GALCHIN	ELIZA	SPECIAL ED
GIAMPIETRO	ANTOINETTE	SPECIAL ED
JOHNSON	KIM	SPECIAL ED
KUHNS	CASEY ANN	SPECIAL ED
LASALLE	JOHN	SPECIAL ED
MEDINA	CHRISTINE	SPECIAL ED

POLLOCK	MELANIE	SPECIAL ED
ROTTMUND	COURTNEY	SPECIAL ED
SPAHN	ELANA	SPECIAL ED
COZZI	EILEEN	SPECIAL ED/RR
GRIMES	DEBRA	Special Education - 5 hour
LOCKWOOD	ELAINE	Special Education - 5 hour
PLEVA	MARY	Special Education - 5 hour
RODRIGUEZ	ERICA	Special Education - 5 hour
RUBIO GUZMAN	BETSY	Special Education - 5 hour
WELLINGTON	DAWN	Special Education - 5 hour
BYRUS	MARYANNE	Special Education - 6 hour
REUTTER	MAUREEN	Special Education - 6 hour
GAROFOLO	DARAH	Speech
FETTER	KRISTOFER	Technology
LAFLER	DEVIN	Technology
COYNE JR.	KEVIN	TOSA, BTA PRESIDENT, ELEMENTARY
LASTORINO	LAURA	TOSA, R.T.I
MORGAN	KAREN	TOSA, EMBEDDED, LANGUAGE
PALMINTERI	MARIA	TOSA, TEACHER'S CENTER, ELEMENTARY

For the 2018-2019 school year, we will continue to work to meet the following goals:

- To continue to effectuate positive change and continued growth of our students and faculty will participate in ongoing teambuilding and collaborative activities.
- Through faculty meetings, department meetings, and release time teachers will be provided with opportunities to use data and reflect upon strengths and areas in need of improvement.
- To continue support the district initiative of Harvard's Instructional Rounds (IR), initiated by Dr. Akil, Assistant Superintendent of Secondary Education, our established building cohort will continue the process of implementing best practices through the process of IR.
- Areas of Focus:
 - Teacher Collaboration
 - Harvard Graduate School of Education Instructional Rounds
 - Literacy Initiatives
 - Community Engagement

Teambuilding and collaboration of staff at West Middle School.

Action Plan:

- Staff will participate in Professional Development initiative facilitated by Judy Dodge as a direct result of our findings from the instructional Rounds.
- Continue to increase common planning time horizontally and vertically amongst grade levels and subject areas.
- Provide staff, family and friends with opportunity to engage with one another in a non-instructional environment; Event Curriculum Night.
- Continue to provide time at all faculty meetings for SIT co-chairs to inform staff of SIT progress and initiatives.
- Continue use of SIT Suggestion Box to communicate ideas from staff and to clarify any concerns.
- An additional team building activity to be planned by building administration.

Harvard Graduate School of Education, Instructional Rounds

Action Plan: –

- Continue the work of the established volunteer cohort group.
- Provide all new cohort members with district IR training and IR simulation.
- Provide all cohort members adequate release time to perform a minimum of one full Instructional Round: to address the Problem of Practice, observation opportunities, and planning time to understand what high quality instruction looks like.
- Provide all cohort release time to meet and to devise a plan to develop strategies to address the Problem of Practice.
- To provide opportunities for the IR Team to collaborate with the faculty as a whole to share best practices to address the Problem of Practices.

Parent/Family and Community Engagement

Action Plan:

- Sustain an effective internal infrastructure to support and coordinate collaboration with the Suffolk County Sheriff's Department to ensure the success of the Pilot of the G.R.E.A.T. program in West Middle School. The Mission of this program is to prevent youth crime, violence, and gang involvement.
- Sustain an effective internal infrastructure to support and coordinate collaboration with the Suffolk County Probation Department and the S.T.R.O.N.G. program to take preventative measures that address the concerns surrounding at risk students and families.
- Sustain and continue to grow an effective internal infrastructure to support and coordinate collaboration with the Girl's Inc. organization which provides school based programming to serve the unique needs of girls helping them to achieve their full potential. This year the focus will be on empowering girls to succeed and overcome challenges in a girls only, physically and emotionally safe environment where there is a sisterhood of support, high expectations, and respect.
- Continue to grow the Friendship Club and enlist community resources to help with a community service project.

Literacy Action Plan:

- Continue to grow the Literacy Team to address Literacy across all content areas.
- Develop a Curriculum night to showcase student work samples with a Literacy Theme across all content areas.

- Continue to provide the word of the week contests
- Support high quality classroom libraries and digital resources that promote literacy.
- Promote the Author of the Month program inclusive of monthly recognition.
- Principal's book chats
- Collaborate with the local library to ensure that students all have library cards and they and their families are aware of all of the resources available at the library.

- **RI Data:**

- The 2017-2018 School year began with 37% Below Basic, 34 % Basic, 17% Proficient, and 10%Advanced. The 2017-2018 School year ended with 25% Below Basic, 36 % Basic, 22% Proficient, and 17 %Advanced. In the 2017-2018 school year, we saw growth of 7% in Advanced, 5% in Proficient, 2% in Basic, and -12% in Below Basic.
- The 2018-2019 School year began with 32% Below Basic, 36 % Basic, 18% Proficient, and 14%Advanced. In January 2019, (our mid-year benchmark) 28% of our students scored Below Basic, 36 % Basic, 19% Proficient, and 16%Advanced. We saw growth of 2% in Advanced, 1% in Proficient, 0% in Basic, and -4% in Below basic. **We would like to achieve an 8% growth in advanced and a 10% growth in the proficient area.**

- **2017-2018 NYS ELA**

6th Grade 71 students took the exam
 11% (8 students) received a level 4
 18% (13 students) received a level 3
 25% (18 students) received a level 2
 46% (32 students) received a level 1

7th Grade 56 students took the exam
 4% (2 students) received a level 4
 12% (7 students) received a level 3
 27% (15 students) received a level 2
 57% (32 students) received a level 1

8th Grade 47 students took the exam
 6% (3 students) received a level 4
 21% (10 students) received a level 3
 39% (18 students) received a level 2
 34% (16 students) received a level 1

- **2018 Interim Assessments**

6th Grade 250 Students took the exam
 16% (41 students) received a level 4
 42% (106 students) received a level 3
 30% (74 students) received a level 2
 12% (29 students) received a level 1

7th Grade 254 Students took the exam

21% (54 students) received a level 4
45% (114 students) received a level 3
23% (58 students) received a level 2
11% (28 students) received a level 1

8th Grade 260 Students took the exam
17% (44 students) received a level 4
27% (71 students) received a level 3
36% (94 students) received a level 2
20% (51 students) received a level 1

- I-ready GROWTH Data 2019 Mid Year Information

- 8th grade AIS (Non ELL)

- 7% increase of students on level at mid-year diagnostic
 - 3% increase of students moving from two levels below to I level below
 - 10 % decrease of students 2 levels below

- 8th grade ELL

- 33% of students moved from 2 grade levels below to I grade level below

- 7th grade AIS (Non-ELLs)

- 11% increase of students on level at mid-year diagnostic
 - 7% decrease of students on I level below
 - 5% decrease in students who were 2 or more levels below

- 7th grade ELLS

- No growth shown

- 6th grade RTI only—waiting for a second diagnostic

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Data Checkpoints--Data should be reviewed three times a year by administration and teachers within departmental team meetings and school improvement team meetings

- RI pulls—after fall administration to set growth goals and evaluate students' and teacher's needs
- Interim assessment—review to refine instruction and evaluate students' and teacher's understanding of the standards
- As we transition more students to I-ready, data from this program will become very relevant

Identified Skill Gaps in ELA

Word Meaning/Vocabulary
Author purpose/point of view
Writing

Existing Improvement Efforts

Close Reading Strategies—multiple reading, annotation, questioning, student-student discourse
Collaborative Conversations—reciprocal reading, literature circles, reading pairs, learning protocols
Writing to Learn—Collins Types I, 2, 3 and IO% Summary
Teachers thoughtfully planning text dependent questions (teaching students how to write, ask and answer, text dependent questions)
SIOP Model lessons
Vocabulary.com

Ensuring that teachers have calibrated their understanding on the above strategies and programs is of the utmost importance. A needs assessment in the form of a survey can be performed for teachers to self-reflect on where they are on the learning continuum: are they at the introduction phase, implementation phase or institutionalization phase of the strategy/program? Members of the school improvement team and/or instructional rounds team will evaluate the self-reflections and plan for the next level of work based on the teacher responses.

- Instructional Rounds Data

Pattern Statement	Evidence
In 4 out 4 classes observed there was evidence of rigor	<ul style="list-style-type: none">➤ Students were required to apply, synthesize and create new text based on a model text (Dr. King's speech)➤ Students worked in groups on a word problem and the teacher asked them how did they derive the answer➤ In one class a student explained the task to the rest of the class and a student restated the objective of the lesson➤ Students were self-directed in most classes and were able to work on tasks without significant aid from the teacher➤ In one class students had to prove what they know and provide examples
In 4 out of 4 classes teachers used wait time	
In 4 out of 4 classes students were collaborating and helping each other	<ul style="list-style-type: none">➤ Students discussed how to solve problems in a small group, i.e. "first we have to work on the fraction then change it to a decimal"➤ In one class, a student left the group to find the appropriate tool to solve the problem and came back to share with the group
In 4 out of 4 classes there was evidence of scaffolding	<ul style="list-style-type: none">➤ Students were given a choice of assignment➤ Students were asked to re-read a text, search for the answer and identify what they would work on next

- State Test Data

- 21.5% of eligible students sat for the ELA test. 15.26% of eligible students sat for the Math test. 12.60% of eligible students sat for the Science test.
- 27.74% of students achieved proficiency in ELA. SWD achieved 3.33% proficiency.
- 25.15% of students achieved proficiency in Math. SWD achieved 6.88% proficiency.
- 50% of students achieved proficiency on the science test. 100% of students taking the Algebra and Earth Science regents exams achieved proficiency.
- Math quarterly data, social studies final data, Science quarterly data are discussed at department meetings. Data analysis includes miscue analysis, item analysis, and questions by standard.
- **Attendance Data**

Data Checkpoints

- Quarterlies
- RI pulls
- Attendance Data
- RTI Data

Needs identified by the teams:

- Programs to increase student practice in reading and math skills for ELL and SWD subgroups.
- Professional development to help teachers increase productive struggle during classroom instruction, including mechanisms for students to self-assess needs in instruction
- Provide time for professional discourse around the idea of rigor in the classroom. .
- Increase student awareness of their performance and hold students accountable for their decisions while supporting student needs to help them fill knowledge gaps.
- Provide tutoring, material, and emotional support for homeless students.
- Create more comprehensive plans for struggling economically disadvantaged students that include social, emotional, and material supports as well as academic supports.

Existing Improvement Efforts

- Instructional rounds to identify areas of instructional concern.
- Mapping of professional development to ensure that all staff receive PD in school wide instructional strategies.
- Use of AIS labs to increase skill instruction for struggling students
- Academic Success Program
- Meeting with guidance counselors at progress reports and report cards
- Leveling of ENL and bilingual classes
- Use of Vocabulary.com and ALEKS to increase access to skill building instruction for students.
- Administrative supervision and support of study halls to ensure students are using time for academic purposes.
- School-wide instructional strategies: reciprocal reading, Collins writing, flexible grouping of students, SIOP.
- Development of RTI process.

SCHOOL-WIDE REFORM STRATEGIES:

We are instituting school-wide reform strategies to achieve the following measurable goals:

- We would like to achieve an 8% growth in advanced and a 12% growth in the proficient area of the Reading Inventory
- We would like to grow the amount of students who are proficient/advanced in the area of reading while decreasing the amount of students who are below basic and basic. The lexile level will be our diagnostic measuring tool for evaluating percentage growth and students will be held accountable for understanding the expectation and tracking their improvement.
- We would like to increase the time students are on ALEKS and vocabulary.com by 10%
- We would like to include more strategies in our instructional culture that provide for productive struggle, as measured by observations, faculty meeting discussions, and lesson plans.

School-wide reform strategies are grounded in research-based instructional approaches proven to improve growth in student achievement. Practices are aligned to Common Core Standards for learning to include the following:

Explicit Direct Instruction; Direct Vocabulary Instruction; Formative and Summative Assessment; Data Driven Instructional Planning, Collaboration and Reflection; Flexible Grouping; Reading Across Content Areas; Differentiation of Instruction; Learning Intent and Success Criteria; Building Comprehension Skills and Strategies; Building Cognitive Skills and Strategies; Collins Writing, Reciprocal Reading, Co-Teaching Model, and School / Family / Community Partnerships

Our focus this year will be on increasing student centered instruction, identifying successful instructional practice as well as identifying instructional areas in need of improvement through Instructional Rounds, and increasing students' ability to build basic skills independently to accelerate closing academic gaps or surpassing current achievement levels. This is aligned with the data from our needs assessment in the following ways:

- RI data indicating we need to build basic reading and comprehension skills in order to effect a larger growth in RI scores.
- State ELA Assessment data indicating we need to increase rigor in our instruction, increase the focus and length of time students work on a problem, and increase time for productive struggle in instruction to increase student independence, confidence, and the ability to increase comprehension.
- State Math assessment data indicating that we need to provide strategies to help students close skill gaps and to increase the growth in skill attainment, as well as identifying struggling students and provide interventions for those students.
- State test data indicates that we need to focus extra efforts for SWD and ELL subgroups in math and ELA.
- Instructional Rounds data points to the need to increase direct explicit instruction, with detailed instructions, and opportunities for students to work out problems with less help from the teacher. We will also focus on creating a culture of increased staff communication, especially the sharing of expertise in instructional strategies.

Further actions taken in this area are reflected below:

- All students will utilize Reading Inventory (RI) testing to self-monitor growth in Lexile across a continuum. Students take the RI test three times a year in October, January and May. AIS Students assigned to Read 180 classes take the RI four times per year.
- NEWSELA—School wide promotion of using this program and it's new features such as logging student hours, strong questions according to standard, Quick Writes
- School-wide promotion of Vocabulary.com. The program will be promoted by administration through participation incentives, ongoing email instruction, promotions and reminders, administrator run "classes"

for study hall students, and faculty and department meeting training sessions. It will be connected to a “Word of the Week” program that will utilize words from the service.

- Math quarterly data provides formative data for departmental discussions.
- ALEKS is available to all grades and has an RTI level built in to the program that

produces data.

- Monitor study halls and make available to the students more opportunity to practice skills in study hall with 14 new laptops. Administration visits study halls and monitors students to ensure they are using the time to increase skills and maintain good grades.
- Continue to support the SIOP model in the methods and strategies used by core area teachers to make their content more accessible
- The Title I Policy Advisory committee will be continued. Members include the building principal, parent representatives, teacher representatives and PTA representatives. The results of the meeting and planned activities are included in the appropriate areas below. Our Parent Advisory committee will work with the School Improvement Team to plan and implement SWP goals.
- Academic Success Program will continue to identify, support, and monitor struggling students who are failing 2 or more classes to ensure several adults are speaking to them about their plan to improve. Students exiting the program are invited to a celebration each quarter.
- Changes in scheduling to create blocks, accelerated labs, and more homogeneous grouping for ELL classes. This creates the best use of staff and maximizes the supports students have.
- Long term ELL students are placed in acceleration labs to provide them with more instructional time in an effort to increase their ELA skill level.
- “The Struggle is Real” program will be initiated to focus the school on productive struggle. The goal is to make students and staff comfortable with struggle and to celebrate the success of each step along the way to reaching a goal.
- Staff surveys indicated they are not aware of all the Community Plaza does. We will increase our PD with staff in this area.
- Creation of extra Integrated Algebra section that will service ELL students that may not have access to higher-level Algebra sections.
- Include survey questions used by bilingual teachers about expectations for school in our current student survey.
- A Title 3 building representative has been appointed as part of Community Plaza. Plans to increase access to information for bilingual families include the following:
 - Translation of School Messenger phone messages from building administration will continue.
 - Promotion of Propio Translating services to all staff.
 - Assignment of staff able to provide translation to office duty.
 - Translation services will be available at after school events such as PTA Meetings, Family Fitness Nights, Curriculum Information Nights and Literacy night.
 - All written informational material and presentation will be translated into Spanish.
 - Parental Orientation Workshops: CR Part 154, School Resources, and NY State Assessments
 - Summer programs for students in home language and math skills.

School-Wide Data Analysis Teams

We will use data to assess the plan in the following ways:

- Departmental meetings will look at quarterly results, RI data, miscue analysis, and instructional practice anecdotal data to plan for future instruction.
- SIT team and professional development subcommittee will use data from staff reflections and survey to plan for professional development on conference days and faculty meetings.
- Administration will meet to discuss RI and quarterly data to develop faculty meeting professional development areas.
- Administration and RTI consultant will meet to discuss caseload and effectiveness of interventions.

Support of School-wide Plan by All Staff

We utilize all staff to support the school wide plan:

- RTI Specialist is helping to identify students in need of support. She is working with guidance and administration to place as many as possible in labs. She is working at pushing in to demonstrate Tier I and 2 interventions. She is pulling out some students for Tier 3 interventions with the help of TAs and available teachers.
- TAs help support SWD by pushing into classes.
- ELA lab and Math Lab TAs help with data collection, the Academic Success Program and RTI.
- School Psychologist and Social Worker work closely with administration, Guidance, and the RTI specialist to support struggling students.
- All teachers are provided PD in school wide instructional strategies, as well as department specific strategies. All teachers are involved in discussions about instruction and those strategies at departmental and faculty meetings.
- Incorporating teacher-led department meetings
- Guidance will be using RTI pivot points to discuss class progress. They will have discussions about student centered learning and independence.

We extend the learning day through many programs. Title I programs are attached at the end of this report. Additionally, we have AM Basketball, Garden Club, Student Council, Honor Society, YES afterschool program, and Friendship Club that provide academic as well as social emotional opportunities for growth.

We utilize many community resources to support the school wide plan.

- Brentwood Library is present at may evening functions to help parents and students sign up for library cards, as well explain the tutoring and other academic support services offered by the library.
- We use the STRONG program to help support at-risk students.
- The YES program provides an after school space and homework help for many of our students.
- Adelante, SASI long Island, Family Service League, My Brother's Keeper, PAL, Teachers Federal Credit Union, and Pronto provide community information at events, as well as provide immunizations, food bank, and other services to our families.
- We collaborate with the NFL and the Fuel Up to Play 60 program.
- Title III Community Plaza provides Rosetta Stone English instruction, translation services, clothing drives, and bilingual education information, among other programs for the community.

STRATEGIES TO ATTRACT HIGH QUALITY HIGHLY QUALIFIED TEACHERS TO HIGH NEED SCHOOLS:

- Building administration and instructional support staff work closely with teacher preparation programs to accept teach and mentor college students.
- Classroom teachers participate on interviewing committees to select highly qualified teachers utilizing a rubric.
- New teachers are assigned mentors.
- Administrators meet regularly with untenured teachers to provide support.
- Administrators take part in district screening interview to help identify teachers that are a good fit for EMS.

INSTRUCTION BY HIGHLY QUALIFIED TEACHERS:

See attached BEDS data

HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT:

Methods for implementing high-quality and ongoing professional development are reflected below.

- The English Language Arts and Mathematics Staff Developers will continue to provide coaching / consultation to ensure fidelity of implementation of explicit direct instruction and Depth of Knowledge questioning techniques.
- The English Language Arts and Mathematics Staff Developers will continue to collaborate with teachers and administrators to inform differentiated professional development needs across a continuum.
- First year teachers have been provided mentors and are working closely with administration to optimize pedagogy and practice.
- ALEKS Math training will be provided to teachers new to the program and will be ongoing to support students at their level and help fill the gaps. Implementation of the ALEKS program will occur at department meetings. This intervention program will provide student with differentiated problems and explanations to help bring them to grade level Math.
- Mini DBQs Social Studies materials will be provided to teachers to help them continue with methods of incorporating DBQs at their level so students can have early exposure to the process. There will be a continued discussion of enduring issues and the new standards.
- REACH by National Geographic training will be provided to teachers who will be using the program. It provides differentiated literacy activities in both English and Spanish.
- Generation Ready Literacy Coaching will continue and training will focus more intensely on non-tenured teachers.
- Training on i-Ready program for ELA lab teachers.
- Last year teachers were surveyed about PD they have had and where their interests lie. A spreadsheet has been created to track this data and inform PD decisions. This data is also used to ensure that all staff are trained in literacy techniques to create a common professional language for all staff and consistency across classrooms for students.
- STEPD-UP program in conjunction with Stony Brook University for real science experience in NGSS.
- Training on the new NGSS Elevate Science program.
- Instructional Rounds will be expanded to include more teachers. The rounds will examine the effect of instructional techniques on student learning and identify strengths, which will in turn be a focus of faculty and department meeting professional development.
- Inter-collegial training on best practices around the findings of the Instructional Rounds Team. Staff will share out best practice that address the teams finding: Student engagement decreases with increase rigor of instruction.

STRATEGIES TO INCREASE PARENTAL INVOLVEMENT:

Strategies to increase parental involvement will be obtained in part from PTA initiatives as well as SIT initiatives.

Further actions taken in this area are reflected below.

- Annual Title I Parent Meeting: The Annual Title I Parent Meeting Advises parents of Title I regulations and school-wide programs that lend support.
- Title I Parent Advisory Committee: The Title I Parent Advisory Committee is a collaborative committee designed to plan and implement Title I goals and initiatives.
- Back To School Night: Presentation in using the Parent and Student Portals, Community Services Presentations (Adelante, Brentwood Library, et. al.), Parent Portal and Student Portal Training and sign on evening.
- PTA / Student of the Month Meetings: PTA meetings inform parents of school-wide updates, local and state assessment data analysis and celebrations of student achievements.
- SEPTA: SEPTA holds informational meeting for parents of students with special needs.
- “School Horror” Night-Don’t be Afraid of School: School Horror Night is a curriculum based event designed to inform and support parents with Common Core Shifts in all Content area subjects
- Curriculum Night Event: The SIT members will hold their annual Curriculum Night Event. This year the team plans to have students run the booths and demonstrate curricular achievements for their parents, other students and community members. The theme this year is Traveling the World in one Night.
- Suffolk County Police Department provided Parent Workshops on Cyberbullying and Gang Prevention.
- Title III Parental Orientation Workshops: CR Part 154, School Resources, and NY State Assessments
- Use of Remind and School Messenger to attempt to recruit more parents for SIT and PAC meetings.

MEASURES TO INCLUDE TEACHERS IN DECISIONS REGARDING THE USE OF ACADEMIC ASSESSMENTS:

Teachers are an integral component of a shared decision making community at West Middle School.

Measures to include teachers in decisions regarding the use of academic assessments include the following:

- Teachers will analyze quarterly assessments, to guide and differentiate instruction.
- Administrators and staff will utilize third math quarterly, Soar to Success and ALEKS to determine student Mathematics placement.
- Teachers will be asked to reflect on assessment data to develop a plan for instructional focus during Math department meetings.
- Teachers will be asked to utilize Vocabulary.com to identify problem vocabulary words and target them in instruction, as well as encourage students to use guided self- practice to increase background vocabulary knowledge.
- Testing Sub-Committee provides teachers with a venue to provide input into the administration of tests.

Additional actions taken in this area are as follows:

- Randy Simmons and Trish Brockbank continue to provide data analysis professional development.
- ELA, Mathematics and Science information is available on DataMate and accessible for teachers.

- Teachers have access to BARS reports to analyze assessment results that will improve instructional delivery.
- Teachers have access to the Growth Reporting System in Engage NY for detailed access to state examination growth scores. This report also helps drive instruction.
- A cohort of teachers participated in the summer curriculum project for the purpose of aligning curriculum and identifying appropriate summative assessments.
 - 6th and 7th grade science: Realign the scope and sequence to NGSS science standards and create resources.
 - LDC Curriculum writing will be shared at ELA and social studies department meetings.
- Teacher input will guide administration to differentiate professional development at department meetings.

COORDINATION AND INTEGRATION OF FEDERAL, STATE AND LOCAL SERVICES AND PROGRAMS:

Below please find a description of the coordination and integration of federal, state and local services and programs and the corresponding funding source.

Funding Source: Title I, Part A

School Improvement Activities:

- Academic Intervention Services are provided to students who do not meet the local / state grade level criterion. West Middle School uses a holistic approach to student selection to ensure that Academic Services are maximized and growth in student achievement is ascertained. Instructional support staff members receive partial salary support for providing one or more periods of Academic Intervention instruction.
- Increase in enrichment hours and access to online skill building programs to include more morning sessions. Use of Title I funds to purchase ALEKS and Vocabulary.com subscription for all students.
- Michelle McCabe, literacy consultant, provides Generation Ready Middle School Literacy Initiative professional development. The literacy initiative is a student centered approach to improving reading comprehension utilizing authentic literature. Participating instructional staff members receive individual and small group support to aid in the scaffolding of learning intents and the development of success criterion.

Funding Source: Title III, Part A

School Improvement Activities:

- Paula Ribiero and Maria Rodriguez will support bilingual teachers via an embedded coaching model. The non-evaluative support embodies a reciprocal exchange of observation, coaching, acquisition of feedback and demonstrated implementation.
- Karen Morgan and Francia Cortes are responsible for Community Plaza, which support our new entrants as well as their families in our school.
- Before and After School Enrichment for ELL students in ELA and ENL afford students who are not responsive to classroom instruction, supplemental instruction to improve learning outcomes. This enrichment will be expanded to include mathematics this year.

Funding Source: State Foundation Aid (i.e., BOCES)

School Improvement Activities:

- Data Analysis Training by Dr. Randy Simmons supports stakeholders in evaluating longitudinal local and state data in English Language Arts and Mathematics. The instructional support system enables all teachers to evaluate gap analysis and instructional gains according to metacognitive categories associated with Webb's Depth of Knowledge. The purchase of Data-mate licenses used to generate the previously mentioned data affords principals and teachers with meaningful statistics to inform short and long term professional development / instructional goals.

ACTIVITIES TO ENSURE THAT STUDENTS WHO EXPERIENCE DIFFICULTY ATTAINING PROFICIENCY RECEIVE EFFECTIVE AND TIMELY ADDITIONAL ASSISTANCE

Actions taken in this area include:

- Continued professional development to support teachers with strategic report selection and standardized test analysis utilizing the Eastern Suffolk BOCES Assessment Reporting System (BARS) to formulate instructional goals
- Continued professional development to support teachers with Common Core Learning Shifts in English Language Arts and Mathematics with emphasis on rigor and productive struggle
- Continued professional development to support teachers with improving student performance through writing and thinking across the curriculum
- Continued professional development to support teachers with fostering Common Core instructional environments to include explicit direct instruction and Depth of Knowledge questioning techniques.
- Technological subscriptions are available for students to include Vocabulary.com, National Geographic REACH, i-Ready, Go Math, Soar to Success, ALEKS, Elevate Science, Castle Learning, Expert 21, and Read 180. We will strive to increase student access to these programs through increase access to devices, creative scheduling, additional devices were purchased so students can access resources during study hall, promotion of services to parents, and increased time allotments outside the regular school day.
- AIS monitoring through TANS folders and administrative supervision
- Response to Intervention to provide additional support. Addition of a part time RTI dedicated consultant.
- More accurate scheduling to ensure ELL students are homogenously grouped by part 154 level to allow teachers to give more targeted language instruction.
- Creation of accelerated ELL Language labs and precise scheduling to increase students with blocks of instruction with the same teacher, allowing staff to more closely monitor student needs and progress.
- Conduct Functional Behavior Assessment and collaboratively create Behavior Intervention Plan
- Provide differentiated instruction and small group instruction to meet their needs
- After school Enrichment Academy – The after school enrichment academy runs from October through April in the academic areas of Mathematics and ELA. Students can stay up to twice a week to review skills in the area through project-based activities. (Funding Source--Federal Race to the Top/School District Performance Improvement Grant)
- The leadership Team will continue to conduct frequent classroom observations and provide actionable feedback to improve pedagogy and practice.

- Teachers and school administrators will continue to use formative and summative assessments to monitor student progress and share growth in student achievement with students and parents.
- Teachers will incorporate students in the data analysis process to collaboratively identify student growth and determine short term and long-term learning targets.
- Teachers will ascertain students' Depth of Knowledge levels to differentiate questioning techniques during explicit direct instruction.
- The Leadership Team will continue to review Instructional plans to ensure that explicit and direct instruction includes reciprocal learning objectives.
- ELL students will participate in the Developing Math Skills program and NYSESLAT/ELA Preparation program.

Appendix I: 2018-2019 PD Opportunities for Staff and Calendar of Events

September

- 3 Labor Day**
- 4 Faculty Meeting / Conference Day:**
Share Instructional Rounds results and Goals for the Year. Discuss strategies to focus on this year.
9/4 TA's and Monitors Training
9/20 Elevate Science Training
9/21 Envision Algebra training
- 6 6th Grade Orientation
- 7 7 & 8 Grade Orientation
- 10 Rosh Hashanah**
- 11 Rosh Hashanah**
- 12 Science Dept. Meeting
- 17 English/ENL Dept. Meeting
 PTA Meeting
- 18 SIT Meeting
- 19 Yom Kippur**
- 24 Literacy Meeting
- 25 Math Dept. Meeting
- 26 SS Dept. Meeting

October

- 3 Meet the Teacher Night
- 8 Columbus Day**
- 2 Faculty Meeting Focus: School Safety, SIT Goals/Expectations, RTI Training, PD: Empathy, Sarcasm and respecting student's right to privacy.**
- 15 English/ENL Dept. Meeting
 PTA Meeting
- 16 SIT Meeting
- 17 S.S. Dept. Meeting
- 22 Math Dept. Meeting
- 23 Science Dept. Meeting
- 25 Horror Night
- 29 Literacy Meeting

November

- 6 Conference Day/
Faculty Meeting RTI TRAINING**
- 12 Veteran's Day**
- 13 English/ENL Dept. Meeting
- 14 Math Dept. Meeting
- 15 S.S. Dept. Meeting
- 19 Literacy Meeting
- 20 SIT Meeting
- 21-23 Thanksgiving Recess**
- 26 Science Dept. Meeting

December

- 5 English/ENL Dept. Meeting
Intermediate Concert
- 10 Math Dept. Meeting
- 11 S.S. Dept. Meeting
- 12 Science Dept. Meeting
- 17 Literacy Meeting
PTA Meeting
- 18 SIT Meeting
- 24-31 Winter Recess**

January

- 1 New Year Observance**
- 8 Faculty Meeting FOCUS: School Safety; Public Health, Leadership Rounds, upcoming testing, FIN**
- 10 Family Movie Night
- 14 English/ENL Dept. Meeting
- 15 Math Dept. Meeting
- 16 Beginner Concert
S.S. Dept. Meeting
- 21 Martin Luther King Jr.'s Birthday**
- 22 SIT Meeting
- 23 Science Dept. Meeting
PTA Meeting
- 24 Science Fair**
- 28 Literacy Meeting

February

- 5 Faculty Meeting FOCUS: Training on new Safety System and Communications**
- 11 English/ENL Dept. Meeting
PTA Meeting
- 12 Math Dept. Meeting
- 13 S.S. Dept. Meeting
- 18-22 Mid -Winter Recess**
- 25 Literacy Meeting
- 26 SIT Meeting
- 27 Science Dept. Meeting

March

- 5 Faculty Meeting**
- 13 English/ENL Dept. Meeting
PTA Meeting
- 18 Math Dept. Meeting
- 19 SIT Meeting
- 20 S.S. Dept. Meeting
- 25 Literacy Meeting
- 26 Science Meeting

April

- 2 Faculty Meeting Special Education PD provided by K. Fauci re:**
- 9 English/ENL Dept. Meeting
- 10 Math Dept. Meeting
- 11 S.S. Dept. Meeting
- 15 Science Dept. Meeting
- 16 SIT Meeting
- 19 Good Friday**
- 22-26 Spring Recess**
- 29 Literacy Meeting
PTA Meeting

May

- 3 WINGO Night
- 7 Faculty Meeting**
- 8 Intermediate Concert
English/ENL Dept. Meeting
- 13 Math Dept. Meeting
- 14 S.S. Dept. Meeting
- 15 Beginners Concert &
Night of the Arts
- 20 Literacy Meeting
PTA Meeting
- 21 SIT Meeting
6th Grade Orientation
- 22 Science Dept. Meeting
- 27 Memorial Day Recess
- 30 NJHS Induction Ceremony

June

- 4 Eid al Fitr- School Closed**
- 5 English/ENL Dept. Meeting
- 10 Math Dept. Meeting
- 11 S.S. Dept. Meeting
- 12 Science Dept. Meeting
- 26 Last Day**

APPENDIX 3: Transition Plan

6th Grade Orientation

- May-June - Teachers visit feeder elementary schools and give a presentation.
- May-June - Orientation brochure inclusive of program requirements, extra-curricular activities
- May-June – Evening orientation Meeting for Parents; Tour of school for students by Teachers and Honor Society Students
- August – 6th Grade Orientation Day, Locker Practice
- September – Teachers take students on tour of school to orient them to room locations and services available to them
- September – Classroom teacher spends class time for orientation lessons.
- September – Orientation Assembly by Guidance and administrators
- Back To School Night
- Bilingual orientation

New Student Orientation

- Review of transfer students old program and phone call/email to old school before scheduling
- Orientation meeting and scheduling meeting with guidance counselor
- Tour of school by Guidance Counselor and or a peer
- Introduction to administrators and key personnel
- Folder with tips, tricks and Middle school expectations provided

Appendix 4: West Middle School Dropout Prevention and Attendance Plan

West Middle School Dropout Prevention and Attendance Plan

1. Identification of Students (Target 50 Students)

At Risk Indicators

- Poor Attendance
- Suspensions
- Near failing and failing grades
- In SIFE program
- Former ELL and Long Term ELLs
- McKinney Vento Students
- Social Emotional concerns
- Teacher recommendation
- Guidance Recommendation

2. Programs and Staff

- a) Attendance Improvement Incentive – students who come to school on time every day will be entered into a raffle each marking period. The students will then be able to win a gift card to a variety of local shops. Raffles are placed weekly and cards are earned quarterly. Kim Ciccarelli, Emelin Taveras and Kevin Whitaker facilitate this initiative.
- b) Fuel up to Play 60 – Increase student attendance by creating a physical activity based group after school as well as school-wide competitions during PE classes. Students will act as leaders at school-wide faculty/student competitions. Activities will include Volleyball tournaments, Soccer Tournaments, Yoga Fridays, and nutrition training. The program is

designed to help increase student attendance and build students' self-esteem. Theresa Brown and Kristin Thoden are the facilitators 200+ students served on an ongoing basis.

- c) Friendship Club – The Friendship Club is designed to unite and encourage students to embrace differences and share socially engaging strategies in developing healthy friendships. The Friendship Club will provide opportunities for positive socialization and will help to foster new friendships. 70 Hours 15 students served Facilitated by Mara Kasdan and Kim Johnson
- d) One World Club - The One World Club focuses on developing positive peer relationships, empathy, and tolerance for others. The goals of the club are for participants to gain a global perspective, broaden student's knowledge, develop the attitudes, awareness and character traits that they need to succeed in an increasingly globalized world and to use these traits to lead by example. 20 Hours, 20 students, facilitated by Suzanne Ranft and Lisa Anderson.
- e) Art Club - Art club is for students who want to explore a variety of different media. Some of the projects include painting trash bins, murals, and various beautification projects throughout the building. The club promotes a sense of pride in school and a sense of community. 50 students participate throughout the year. Facilitators are Mary Bonardi-Sullivan and Claudia Genna.
- f) Garden Club - The Garden Club cares for the WMS garden and students engage in planting, pruning, landscaping, painting, transplanting, horticultural education and garden design. We use our garden to educate students about the rich agricultural heritage of Long Island, and make the connection to our historic agrarian past. It is also a source for empowering students to feel like they are making meaningful contributions to the school environment. Approximately 10 students participate throughout the school year for a total of about 20 hours. The facilitator is Thomas Fallon.
- g) Math Olympiads/Mathletes - The purpose of Math Olympiads and Mathletes is to recognize mathematical ability, encourage independent study, stimulate interest in mathematics, and provide an opportunity to meet other students who enjoy mathematics. 20 student participants over 20 sessions provided by Deb Meahan and Michelle Leschik.

3. Parent Meeting Dates

- a. Horror Night - October 25th
- b. Movie Night - January 10th
- c. Science Makers Fair TBD
- d. Curriculum Night TBD
- e. Awards Night TBD

4. Ongoing services

- a. Academic Counseling – (Group and Individual)
- b. College and Career Counseling– (Group and Individual)
- c. Social Emotional Counseling– (Group and Individual)
- d. Tutoring services: Math peer tutoring program, computer club, homework club YES program

5. Outside Agencies

- a. Girls Inc.
- b. STRONG Youth
- c. Leaders of the Future

**** All students are invited to participate in these programs. Students who exhibit specific needs as identified in the indicators are targeted for specific programs that encourage attendance and participation in school.**

Ongoing services

- d. Academic Counseling – (Group and Individual)
- e. College and Career Counseling– (Group and Individual)
- f. Social Emotional Counseling– (Group and Individual)
- g. Tutoring services: Math peer tutoring program, computer club, homework club

Appendix 5: Use of Title I, III, and IV Funds
Organized by Program

NAME OF PROGRAM	# of STUDENTS TARGETED	TEACHER NAME	DAY(s) of WEEK	DATE RANGE	TOTAL # NUMBER OF SESSIONS	COST TOTAL NUMBER OF SESSIONS x \$43.20
<u>Example:</u> MATH ENRICHMENT GRADE 6 BILINGUAL	15 – 20	JOE SMITH	M - W	Feb 2016- May 2016	24	\$1036.80
<i>West Side Stories!</i>	10	Jacqueline Babyak	TH	April – June 2019	8	345.60
<i>Art for the Artless</i>	12	Mary Bonardi-Sullivan	T, TH	April – June 2019	15	648.00
<i>Merenge/Bachata</i>	15	Lizette Bonilla	Tu, Thurs	April – June 2019	15	648.00
<i>Walk and Talk</i>	10	Cozzi/Pollock	Tues, Wed	April – June 2019	15	648.00
<i>Keyboarding</i>	10	Farfan	Tu, Thurs	April – June 2019	15	648.00
<i>Soccer Club</i>	50	Gamboa	M,F	April – June 2019	15	648.00
<i>Self Esteem Club</i>	15	Giampetro	T, Th	April – June 2019	15	648.00
<i>Beauty and the Books</i>	20	Golinski	Tues	April – June 2019	7	302.40
<i>Mentoring/Walking</i>	15	Ed Gonzalez	Mon	April – June 2019	8	345.60
<i>Board Games and Bonding</i>	10	Harvey	T, Th	April – June 2019	15	648.00
NAME OF PROGRAM	# of STUDENTS TARGETED	TEACHER NAME	DAY(s) of WEEK	DATE RANGE	TOTAL # NUMBER OF SESSIONS	COST TOTAL NUMBER OF SESSIONS x \$43.20
<i>Movie Club</i>	10	Johnson	T, Th	April – June 2019	15	648.00

<i>Social Skill Building</i>	<i>8</i>	<i>Kuhns</i>	<i>Tues, Weds</i>	<i>April – June 2019</i>	<i>15</i>	<i>648.00</i>
<i>Music/Guitar Club</i>	<i>15</i>	<i>John Kleemann</i>	<i>Weds</i>	<i>April – June 2019</i>	<i>8</i>	<i>345.60</i>
<i>Math Enrichment</i>	<i>24</i>	<i>Kelli Kleemann</i>	<i>M, Wed</i>	<i>April – June 2019</i>	<i>16</i>	<i>691.20</i>
<i>Performance Poetry</i>	<i>15</i>	<i>Amy McGlone</i>	<i>Tues</i>	<i>April – June 2019</i>	<i>7</i>	<i>302.40</i>
<i>Tae Bo</i>	<i>10</i>	<i>Mastorakos</i>	<i>Mon, Wed</i>	<i>April – June 2019</i>	<i>16</i>	<i>691.20</i>
<i>Chess Club/Book Chat</i>	<i>12</i>	<i>Meahan</i>	<i>Wed</i>	<i>April – June 2019</i>	<i>8</i>	<i>345.60</i>
<i>Crochet Club</i>	<i>10</i>	<i>Olberding</i>	<i>Mon, Wed</i>	<i>April – June 2019</i>	<i>16</i>	<i>691.20</i>
<i>Music History</i>	<i>20</i>	<i>Oven</i>	<i>Tues</i>	<i>April – June 2019</i>	<i>7</i>	<i>302.40</i>
NAME OF PROGRAM	# of STUDENTS TARGETED	TEACHER NAME	DAY(s) of WEEK	DATE RANGE	TOTAL # NUMBER OF SESSIONS	COST TOTAL NUMBER OF SESSIONS x \$43.20
<i>6th grade Life skills and Wrestling Intermural</i>	<i>20</i>	<i>Ophals</i>	<i>Wed</i>	<i>April – June 2019</i>	<i>8</i>	<i>345.60</i>
<i>Compuer Club</i>	<i>20</i>	<i>Salcedo</i>	<i>T,TH</i>	<i>April – June 2019</i>	<i>15</i>	<i>648.00</i>
<i>Algebra Regents Enrichment</i>	<i>15-17</i>	<i>Deb Zappia</i>	<i>Wed</i>	<i>April – June 2019</i>	<i>8</i>	<i>345.60</i>
<i>Friendship Club</i>	<i>15-20</i>	<i>Kim Johnson Mara Kasdan</i>	<i>Tuesdays</i>	<i>April</i>		