



THE NEW YORK CITY DEPARTMENT OF EDUCATION
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ITHS GOALS FOR 2009-2010

1. Improve Coherence in Instruction and Organization
 - (a) Improve teacher planning and preparation through establishment of small professional learning communities, weekly common planning time, and lesson fairs.
 - (b) Expand the use of authentic and performance assessment tools through the continued use and analysis of Acuity testing, project based work, student portfolios, and item analysis from Regents.
 - (c) Further integrate the use of differentiated instruction through professional development, teacher observations, intervisitations and feedback, teacher self-assessment, learning walkthroughs, and model lessons.
 - (d) Extend the use of technology in instructional practice and increase the availability of equipment to engage students in educational blogs, pod casts, online instruction, and credit recovery application.
 - (e) Insure the school curricula is coherent, challenges and engages students, and is differentiated to individuals and groups of students including the lowest and highest achieving students, special education, and English Language Learners through College Now, SAT preparation, Honor courses, Advanced Placement, CTE programs, Credit Recovery, Regents Prep and Saturday Academy.

2. Improve Gathering and Analyzing Data

- (a) Expand parent access to ARIS data through workshops, information sessions, parent teacher conferences and PTA meetings.
- (b) Continue training of staff in analyzing data derived from sources such as: periodic assessments, and classroom level data on student subgroups, that provides information to track progress and strategically adjust school practices.
- (c) Improve practices in the gathering and analyzing of summative data including: state assessments, attendance, suspensions, transcripts, report cards, student work products, and teacher observations.
- (d) Continue to analyze and interpret data from the school's Learning Environment Survey, Progress Report and Quality Review Report with the intention of strengthening the areas with which the school is in need of improvement.

3. Improve Attendance

- (a) Increase overall attendance by monitoring daily/weekly and monthly attendance reports. Decrease the number of long term absentees through increased parental contacts, attendance incentives, and guidance interventions.
- (b) Expand academic and social mentoring and support for students in the lowest third school wide through the use of the Riis Settlement, Western Queens, Stoked Mentoring, PSAL Athletics, extra-curricular activities which include clubs, band, peer tutoring, mentoring and PPT meetings.
- (c) Improve communications with and between all constituencies regarding attendance issues.

4. Improve Communication

- (a) Improve feedback to students/parents regarding student progress, performance and attendance through the use of technology (phone master, web page, and e-mail), student goal conferences, newsletters and mailings.

- (b) Continue to expand feedback to teachers to include school and department goals, scholarship performance, and professional development opportunities.
- (c) Celebrate school wide and individual student achievement via honor roll performance, attendance breakfast, and public recognition via bulletin board posting and parent/student newsletters.
- (d) Foster partnerships with other schools, higher ed. institutions, businesses, and community based organizations to increase community relationships and facilitate the sharing of resources: plant usage, instructional strategies, and professional learning communities.
- (e) Expand parent involvement activities through the use of the parent coordinator, PTA, parent workshops, including adult education, and computer technology workshops.
- (f) Increase feedback to students in a meaningful and clear way so students understand both their strengths as well as areas in need of improvement.

5. Improve Academic Outcomes

- (a) Improve the performance of all students by providing them with the necessary tools to set goals and track their progress.
- (b) Students are able to discuss what they are learning and why as it relates to New York State Standards and curricula.
- (c) Target the academic needs of all subgroups and provide the appropriate interventions and or challenges.
- (d) Increasing student eligibility for Regents exams through the use of Regents Prep courses, Pocono Environmental Education Center, Regents Academy, on-line labs, and one-on-one teacher tutoring.
- (e) To provide the opportunity for teams of teachers to effectively and consistently analyze data to identify which students need additional support and extensions, and set differentiated annual and interim goals for those students to accelerate their learning so all students are on a path to mastery of learning standards and fulfilling their potential.