

**SCHOOLWIDE S.M.A.R.T. GOALS**

S.M.A.R.T. Goals should be Specific, Measurable, Achievable, Realistic, and Time-bound

*Annual NYCDOE Quality Review Action Plan Goals*

**Goal #1:**

**Description**

During either the Fall 2009 / Spring 2010 semester, it is expected that **80%** of the following “Performance Targets” (shown below), where students get 85 or higher on the respective Regents examination, will be achieved:

| <u>Regents Examination</u> |  | <u>Performance Target</u> | <u>Target</u><br>Fall'09<br>▼ | <u>Target</u><br>Spring'10<br>▼ |
|----------------------------|--|---------------------------|-------------------------------|---------------------------------|
| 1.                         | Comprehensive English  | 85% or higher             |                               |                                 |
| 2.                         | Algebra  | 77% or higher             |                               |                                 |
| 3.                         | Global History and Geography   | 85% or higher             |                               |                                 |
| 4.                         | US History and Government  | 85% or higher             |                               |                                 |
| 5.                         | One Science from the following: Living Environment; Chemistry; Physics | 80% or higher             |                               |                                 |

To further challenge the performance level of our gifted student population, the benchmark on standardized examinations has been raised for the entire school.

**Goal #2:**

**Description**

During the 2009/2010 school year, **85%** of the **38** core subject area teachers will, during the observation process, demonstrate skills that have “met” proficiency in implementing each of the five Differentiated Instructional Objectives (a-e) listed below, and at least two from items a–d during any short visit to a classroom by the principal and/or supervisor.

**Differentiated Instructional Objectives**

- a. To provide in all lessons a variety of interactive student-to-student instructional opportunities, which will ensure that every student takes a more active part in problem solving, critical, reflective, and creative thinking, and other activities which make higher level subject matter meaningful.
- b. To facilitate creative student thinking through application of questioning techniques which afford students ample opportunity to build on one another’s thoughts
- c. To have students intermittently “Think-Pair-Share” or Obtain Information from Someone Other than the Teacher
- d. To assign a Pre-Planned Cluster / Small Group Activity
- e. To post the AIM throughout the lesson on the whiteboard and/or SmartBoard.

| <u>Target</u><br>Fall'09<br>▼ | <u>Target</u><br>Spring'10<br>▼ |
|-------------------------------|---------------------------------|
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To better provide for differentiated instruction within the classroom, teachers will be held accountable for providing the aforementioned “Differentiated Instructional Objectives.”

**Goal #3:**

**Description**

During the 2009/2010 school year, **40%** of the **38** core subject area teachers involved in the schoolwide observation process will analyze and document their student performance by class, gender, grade, or ethnic group and utilize the data and its suggestive trends to inform classroom instruction.

| <u>Target</u><br>Fall'09<br>▼ | <u>Target</u><br>Spring'10<br>▼ |
|-------------------------------|---------------------------------|
|                               |                                 |

To insure that instruction is driven more effectively by data, teachers will analyze student performance by class, gender, grade, or ethnic group.

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S.M.A.R.T. Goals should be Specific, Measurable, Achievable, Realistic, and Time-bound

**Goal #4:**

**Description**

During the 2009/2010 school year, have **10%** of the **52** SITHS teachers plus **4** supervisors visit similar schools and/or in-house classrooms to learn different ways of organizing learning as well as provide opportunity for sharing and monitoring “Effective Teaching Practices.”

| Target  | Target    |
|---------|-----------|
| Fall'09 | Spring'10 |
| ▼       | ▼         |
|         |           |

To further promote “Effective Teaching Practices,” faculty and/or supervisors will visit similar schools and/or in-house classrooms to learn different ways of organizing learning as well as provide opportunity for sharing and monitoring such practices.

**Goal #5:**

**Description**

During the 2009/2010 school year, continue to monitor and analyze **10** of Tech’s Compliance Report items (see a-j below) as part of a schoolwide Compliance Committee inquiry into the evaluation of the changing needs of students new to the school and the implications for instruction and the budget based upon available data.

**Compliance Report Items**

- a. Assessment & Testing - IEP Testing Accommodations
- b. Health Education - Fitnessgram
- c. Attendance - 407’s and Planning Interviews
- d. Health - Immunization & Tuberculosis
- e. Health - Vision Testing
- f. Extended Day Tutoring Contacts
- g. School Safety - Reported SITHS Occurrences on OORS
- h. Home Language Identification Survey
- i. Special Education - Annual Reviews
- j. Special Education - Re-evaluations within sixty (60) calendar days of the receipt of referral?

| Target  | Target    |
|---------|-----------|
| Fall'09 | Spring'10 |
| ▼       | ▼         |
|         |           |
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|         |           |
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|         |           |

To insure that the changing needs of students new to the school are properly addressed and the implications for instruction and budget are met, the SITHS Compliance Committee will analyze the impact of the aforementioned Compliance Report items.

# STATEN ISLAND TECHNICAL HIGH SCHOOL

485 Clawson Street • Staten Island, NY 10306 • (718) 667-5725

Vincent A. Maniscalco, Principal

| <b>DEPARTMENT S.M.A.R.T. GOALS - English</b>   |   | <b>Target</b> |        | <b>Target</b>  |        |
|--|---|---------------|--------|----------------|--------|
| S.M.A.R.T. Goals should be Specific, Measurable, Achievable, Realistic, and Time-bound<br>* All department course SMART Goals must be uniform and not vary from section to section * |   | Fall'09<br>▼  |        | Spring'10<br>▼ |        |
| S.M.A.R.T. Goals must be focused on improving student academic outcomes at Tech as well as agreed upon mutually with the Prin./AP Designee.  |   | Met           | Missed | Met            | Missed |
| 1.   | <b>96% to 97%</b> of the <b>66</b> students taking the <b>English Language / Composition Advanced Placement</b> test will achieve a 3, 4, or 5 on the exam.   |               |        |                |        |
| 2.   | <b>96% to 97%</b> of the <b>61</b> students taking the <b>English Literature Advanced Placement</b> test will achieve a 3, 4, or 5 on the exam.   |               |        |                |        |
| 3.   | For courses culminating in a Regents examination, it is expected that <b>93% to 94%</b> of the <b>212</b> students taking the <b>ELA Regents</b> will get 85 or higher on the test.   |               |        |                |        |
| 4.   | It is expected that <b>85% to 90%</b> of the <b>258</b> students taking <b>English 7/8</b> which is <u>not scheduled</u> to culminate in a Regents at the end of the given semester will get 85 or higher on their final report card.   |               |        |                |        |
| 5.   | It is expected that <b>80% to 85%</b> of the <b>146</b> students taking <b>English 5/6</b> which culminates in a Regents at the end of the given semester will get 85 or higher on their final report card.   |               |        |                |        |
| 6.   | It is expected that <b>80% to 85%</b> of the <b>230</b> students taking <b>English 3/4</b> which is <u>not scheduled</u> to culminate in a Regents at the end of the given semester will get 85 or higher on their final report card.   |               |        |                |        |
| 7.   | It is expected that <b>75% to 80%</b> of the <b>286</b> students taking <b>English 1/2</b> which is <u>not scheduled</u> to culminate in a Regents at the end of the given semester will get 85 or higher on their final report card.   |               |        |                |        |
| 8.   | It is expected that <b>85% to 90%</b> of the <b>32</b> students taking <b>Creative Writing</b> which is <u>not scheduled</u> to culminate in a Regents at the end of the given semester will get 85 or higher on their final report card.   |               |        |                |        |
| 9.   | It is expected that <b>65% to 70%</b> of the <b>146</b> students taking <b>Writing</b> which is <u>not scheduled</u> to culminate in a Regents at the end of the given semester will get 85 or higher on their final report card.   |               |        |                |        |
| 10.  | During the Fall / Spring semesters, it is expected that <b>100%</b> of the <b>10</b> department teachers will <u>analyze</u> and <u>document</u> their student performance by class, gender, grade level, or ethnic group and utilize the data and its suggestive trends to inform classroom instruction.   |               |        |                |        |
| 11.  | During the Fall / Spring semesters, it is expected that <b>100%</b> of the <b>10</b> department teachers visit similar schools and/or in-house classrooms to learn different ways of organizing learning as well as provide opportunity for sharing and monitoring "Effective Teaching Practices."  |               |        |                |        |
| 12.  | It is expected that <b>85% to 90%</b> of the Department members will serve on the Inquiry Team for English Writing.   |               |        |                |        |
| 13.  | During the Fall and Spring semesters, it is expected <b>90%</b> of the <b>10</b> department teachers will demonstrate skills that they have "met" proficiency in implementing each of the five Differentiated Instructional Objectives (a-e) listed below, and at least two from items a-d during any short visit to a classroom by the principal and/or supervisor. <b>Instructional Objectives:</b> |               |        |                |        |
| a.   | To provide in all lessons a variety of interactive student-to-student instructional opportunities, which will ensure that every student takes a more active part in problem solving, critical, reflective, and creative thinking, and other activities which make higher level subject matter meaningful.   |               |        |                |        |
| b.   | To facilitate creative student thinking through application of questioning techniques which afford students ample opportunity to build on one another's thoughts  |               |        |                |        |
| c.   | To have students intermittently "Think-Pair-Share" or Obtain Information from Someone Other than the Teacher  |               |        |                |        |
| d.   | To assign a Pre-Planned Cluster / Small Group Activity  |               |        |                |        |
| e.   | To post the AIM throughout the lesson on the whiteboard and/or SmartBoard.  |               |        |                |        |

# STATEN ISLAND TECHNICAL HIGH SCHOOL

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Vincent A. Maniscalco, Principal

| <b>DEPARTMENT S.M.A.R.T. GOALS – Russian</b>   |   | Target<br>Fall'09<br>▼ |        | Target<br>Spring'10<br>▼ |        |
|--|---|------------------------|--------|--------------------------|--------|
| S.M.A.R.T. Goals should be Specific, Measurable, Achievable, Realistic, and Time-bound<br>* All department course SMART Goals must be uniform and not vary from section to section * |   | Met                    | Missed | Met                      | Missed |
| S.M.A.R.T. Goals must be focused on improving student academic outcomes at Tech as well as agreed upon mutually with the Prin./AP Designee.  |   |                        |        |                          |        |
| 1.   | <b>96% to 98%</b> of the <b>70</b> students taking the <b>Russian Advanced Placement</b> test will achieve a 3, 4, or 5 on the exam.  |                        |        |                          |        |
| 2.   | <b>85% to 90%</b> of the <b>34</b> students taking the <b>College Russian</b> test will achieve a final grade of 85% or higher.   |                        |        |                          |        |
| 3.   | For courses culminating in a Regents examination, it is expected that <b>96% to 98</b> of the <b>212</b> students taking the <b>Russian Regents</b> will get 85 or higher on the test.  |                        |        |                          |        |
| 4.   | It is expected that <b>85% to 90%</b> of the <b>170</b> students taking <b>Russian 6</b> will earn an 85 or higher on their final report card.  |                        |        |                          |        |
| 5.   | It is expected that <b>85% to 90%</b> of the <b>170</b> students taking <b>Russian 5</b> will earn an 85 or higher on their final report card.  |                        |        |                          |        |
| 6.   | It is expected that <b>80% to 85%</b> of the <b>230</b> students taking <b>Russian 4</b> will earn an 85 or higher on their final report card.  |                        |        |                          |        |
| 7.   | It is expected that <b>80% to 85%</b> of the <b>230</b> students taking <b>Russian 3</b> will earn an 85 or higher on their final report card.  |                        |        |                          |        |
| 8.   | It is expected that <b>75% to 80%</b> of the <b>286</b> students taking <b>Russian 2</b> will earn an 85 or higher on their final report card.  |                        |        |                          |        |
| 9.   | It is expected that <b>75% to 80%</b> of the <b>286</b> students taking <b>Russian 1</b> will earn an 85 or higher on their final report card.  |                        |        |                          |        |
| 10.  | During the Fall / Spring semesters, it is expected that <b>100%</b> of the <b>6</b> department teachers will <u>analyze</u> and <u>document</u> their student performance by class, gender, grade, or ethnic group and utilize the data and its suggestive trends to inform classroom instruction.  |                        |        |                          |        |
| 11.  | During the Fall / Spring semesters, it is expected that <b>100%</b> of the <b>6</b> department teachers visit similar schools and/or in-house classrooms to learn different ways of organizing learning as well as provide opportunity for sharing and monitoring “Effective Teaching Practices.”   |                        |        |                          |        |
| 12.  | It is expected that <b>85% to 90%</b> of the Department members will serve on the Department Inquiry Team.  |                        |        |                          |        |
| 13.  | During the Fall and Spring semesters, it is expected <b>90%</b> of the <b>6</b> department teachers will demonstrate skills that they have “met” proficiency in implementing each of the five Differentiated Instructional Objectives (a-e) listed below, and at least two from items a–d during any short visit to a classroom by the principal and/or supervisor. |                        |        |                          |        |
| <b>Instructional Objectives</b>  |   |                        |        |                          |        |
| a.   | To provide in all lessons a variety of interactive student-to-student instructional opportunities, which will ensure that every student takes a more active part in problem solving, critical, reflective, and creative thinking, and other activities which make higher level subject matter meaningful.   |                        |        |                          |        |
| b.   | To facilitate creative student thinking through application of questioning techniques which afford students ample opportunity to build on one another’s thoughts  |                        |        |                          |        |
| c.   | To have students intermittently “Think-Pair-Share” or Obtain Information from Someone Other than the Teacher  |                        |        |                          |        |
| d.   | To assign a Pre-Planned Cluster / Small Group Activity  |                        |        |                          |        |
| e.   | To post the AIM throughout the lesson on the whiteboard and/or SmartBoard.  |                        |        |                          |        |

# STATEN ISLAND TECHNICAL HIGH SCHOOL

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Vincent A. Maniscalco, Principal

| <b>DEPARTMENT S.M.A.R.T. GOALS – Music</b>   |   | <b>Target</b> |        | <b>Target</b>  |        |
|--|---|---------------|--------|----------------|--------|
| S.M.A.R.T. Goals should be Specific, Measurable, Achievable, Realistic, and Time-bound<br>* All department course SMART Goals must be uniform and not vary from section to section * |   | Fall'09<br>▼  |        | Spring'10<br>▼ |        |
| S.M.A.R.T. Goals must be focused on improving student academic outcomes at Tech as well as agreed upon mutually with the Prin./AP Designee.  |   | Met           | Missed | Met            | Missed |
| 1.   | It is expected that <b>85% to 90%</b> of the <b>202</b> students taking the <b>Music</b> will get 85 or higher on the final semester report card.   |               |        |                |        |
| 2.   | During the Fall / Spring semesters, it is expected that <b>100%</b> of the <b>1</b> department teachers will <u>analyze</u> and <u>document</u> their student performance by class, gender, grade, or ethnic group and utilize the data and its suggestive trends to inform classroom instruction.  |               |        |                |        |
| 3.   | During the Fall / Spring semesters, it is expected that <b>100%</b> of the <b>1</b> department teachers visit similar schools and/or in-house classrooms to learn different ways of organizing learning as well as provide opportunity for sharing and monitoring “Effective Teaching Practices.”   |               |        |                |        |
| 4.   | During the Fall and Spring semesters, it is expected <b>100%</b> of the <b>1</b> department teachers will demonstrate skills that they have “met” proficiency in implementing each of the five Differentiated Instructional Objectives (a-e) listed below, and at least two from items a–d during any short visit to a classroom by the principal and/or supervisor.<br><b>Instructional Objectives</b> |               |        |                |        |
| a.   | To provide in all lessons a variety of interactive student-to-student instructional opportunities, which will ensure that every student takes a more active part in problem solving, critical, reflective, and creative thinking, and other activities which make higher level subject matter meaningful.   |               |        |                |        |
| b.   | To facilitate creative student thinking through application of questioning techniques which afford students ample opportunity to build on one another’s thoughts  |               |        |                |        |
| c.   | To have students intermittently “Think-Pair-Share” or Obtain Information from Someone Other than the Teacher  |               |        |                |        |
| d.   | To assign a Pre-Planned Cluster / Small Group Activity  |               |        |                |        |
| e.   | To post the AIM throughout the lesson on the whiteboard and/or SmartBoard.  |               |        |                |        |

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485 Clawson Street • Staten Island, NY 10306 • (718) 667-5725

Vincent A. Maniscalco, Principal

| <b>DEPARTMENT S.M.A.R.T. GOALS – Performing Arts</b>   |  | <b>Target<br/>Fall'09</b> |        | <b>Target<br/>Spring'10</b> |        |
|--|--|---------------------------|--------|-----------------------------|--------|
| S.M.A.R.T. Goals should be Specific, Measurable, Achievable, Realistic, and Time-bound<br>* All department course SMART Goals must be uniform and not vary from section to section * |  | ▼                         |        | ▼                           |        |
| S.M.A.R.T. Goals must be focused on improving student academic outcomes at Tech as well as agreed upon mutually with the Prin./AP Designee.  |  | Met                       | Missed | Met                         | Missed |
| 1.   | It is expected that <b>85% to 93%</b> of the <b>188</b> students taking the <b>Performing Arts</b> will get 85 or higher on the final semester report card.  |                           |        |                             |        |
| 2.   | During the Fall / Spring semesters, it is expected that <b>100%</b> of the <b>1</b> department teachers will <u>analyze</u> and <u>document</u> their student performance by class, gender, grade, or ethnic group and utilize the data and its suggestive trends to inform classroom instruction.   |                           |        |                             |        |
| 3.   | During the Fall / Spring semesters, it is expected that <b>100%</b> of the <b>1</b> department teachers visit similar schools and/or in-house classrooms to learn different ways of organizing learning as well as provide opportunity for sharing and monitoring “Effective Teaching Practices.”  |                           |        |                             |        |
| 4.   | During the Fall and Spring semesters, it is expected <b>100%</b> of the <b>1</b> department teachers will demonstrate skills that they have “met” proficiency in implementing each of the five Differentiated Instructional Objectives (a-e) listed below, and at least two from items a–d during any short visit to a classroom by the principal and/or supervisor. |                           |        |                             |        |
| <b>Instructional Objectives</b>  |  |                           |        |                             |        |
| a.   | To provide in all lessons a variety of interactive student-to-student instructional opportunities, which will ensure that every student takes a more active part in problem solving, critical, reflective, and creative thinking, and other activities which make higher level subject matter meaningful.  |                           |        |                             |        |
| b.   | To facilitate creative student thinking through application of questioning techniques which afford students ample opportunity to build on one another’s thoughts   |                           |        |                             |        |
| c.   | To have students intermittently “Think-Pair-Share” or Obtain Information from Someone Other than the Teacher   |                           |        |                             |        |
| d.   | To assign a Pre-Planned Cluster / Small Group Activity   |                           |        |                             |        |
| e.   | To post the AIM throughout the lesson on the whiteboard and/or SmartBoard.   |                           |        |                             |        |

**DEPARTMENT S.M.A.R.T. GOALS - Mathematics**

S.M.A.R.T. Goals should be Specific, Measurable, Achievable, Realistic, and Time-bound  
 \* All department course SMART Goals must be uniform and not vary from section to section \*

**Target**  
 Fall'09  
 ▼

**Target**  
 Spring'10  
 ▼

| S.M.A.R.T. Goals must be focused on improving student academic outcomes at Tech as well as agreed upon mutually with the Prin./AP Designee. |  | Met | Missed | Met | Missed |
|---|--|-----|--------|-----|--------|
| 1.  | <b>95% to 100%</b> of the <b>60</b> students taking the <b>Calculus BC Advanced Placement</b> test will achieve a 3, 4, or 5 on the exam.  |     |        |     |        |
| 2.  | <b>75% to 90%</b> of the <b>104</b> students taking the <b>Calculus AB Advanced Placement</b> test will achieve a 3, 4, or 5 on the exam.  |     |        |     |        |
| 3.  | For courses culminating in a Regents examination, it is expected that <b>85% to 90%</b> of the <b>251</b> students taking the <b>Algebra 2/Trig Regents</b> will get 85 or higher on the test.   |     |        |     |        |
| 4.  | For courses culminating in a Regents examination, it is expected that <b>69% to 86%</b> of the <b>255</b> students taking the <b>Geometry Regents</b> will get 85 or higher on the test.   |     |        |     |        |
| 5.  | For courses culminating in a Regents examination, it is expected that <b>74% to 85%</b> of the <b>61</b> students taking the <b>Algebra Regents</b> will get 85 or higher on the test.   |     |        |     |        |
| 6.  | During the Fall / Spring semesters, it is expected that <b>100%</b> of the <b>7</b> department teachers will <u>analyze</u> and <u>document</u> their student performance by class, gender, grade, or ethnic group and utilize the data and its suggestive trends to inform classroom instruction.   |     |        |     |        |
| 7.  | During the Fall / Spring semesters, it is expected that <b>100%</b> of the <b>7</b> department teachers visit similar schools and/or in-house classrooms to learn different ways of organizing learning as well as provide opportunity for sharing and monitoring "Effective Teaching Practices."  |     |        |     |        |
| 8.  | It is expected that <b>70% to 90%</b> of the Department members will serve on the Department Inquiry Team.   |     |        |     |        |
| 9.  | During the Fall and Spring semesters, it is expected <b>90%</b> of the <b>7</b> department teachers will demonstrate skills that they have "met" proficiency in implementing each of the five Differentiated Instructional Objectives (a-e) listed below, and at least two from items a-d during any short visit to a classroom by the principal and/or supervisor.<br><b>Instructional Objectives</b> |     |        |     |        |
| a.  | To provide in all lessons a variety of interactive student-to-student instructional opportunities, which will ensure that every student takes a more active part in problem solving, critical, reflective, and creative thinking, and other activities which make higher level subject matter meaningful.  |     |        |     |        |
| b.  | To facilitate creative student thinking through application of questioning techniques which afford students ample opportunity to build on one another's thoughts   |     |        |     |        |
| c.  | To have students intermittently "Think-Pair-Share" or Obtain Information from Someone Other than the Teacher   |     |        |     |        |
| d.  | To assign a Pre-Planned Cluster / Small Group Activity   |     |        |     |        |
| e.  | To post the AIM throughout the lesson on the whiteboard and/or SmartBoard.   |     |        |     |        |

**DEPARTMENT S.M.A.R.T. GOALS – Science**

S.M.A.R.T. Goals should be Specific, Measurable, Achievable, Realistic, and Time-bound  
 \* All department course SMART Goals must be uniform and not vary from section to section \*

**Target**  
 Fall'09  
 ▼

**Target**  
 Spring'10  
 ▼

| S.M.A.R.T. Goals must be focused on improving student academic outcomes at Tech as well as agreed upon mutually with the Prin./AP Designee. |   | Met | Missed | Met | Missed |
|---|---|-----|--------|-----|--------|
| 1.  | <b>80% to 100%</b> of the <b>28</b> students taking the <b>Physics C Advanced Placement</b> test will achieve a 3, 4, or 5 on the exam.   |     |        |     |        |
| 2.  | <b>80% to 100%</b> of the <b>29</b> students taking the <b>Physics B Advanced Placement</b> test will achieve a 3, 4, or 5 on the exam.   |     |        |     |        |
| 3.  | <b>82% to 92%</b> of the <b>62</b> students taking the <b>Chemistry Advanced Placement</b> test will achieve a 3, 4, or 5 on the exam.  |     |        |     |        |
| 4.  | <b>88% to 92%</b> of the <b>97</b> students taking the <b>Biology Advanced Placement</b> test will achieve a 3, 4, or 5 on the exam.  |     |        |     |        |
| 5.  | <b>80%</b> of the students taking <b>one of the Science Regents</b> (i.e., Living Environment, Chemistry, or Physics) will get 85 or higher on the respective test.   |     |        |     |        |
| 6.  | For courses culminating in a Regents examination, it is expected that <b>55% to 75%</b> of the <b>217</b> students taking the <b>Physics Regents</b> will get 85 or higher on the test.   |     |        |     |        |
| 7.  | For courses culminating in a Regents examination, it is expected that <b>55% to 70%</b> of the <b>240</b> students taking the <b>Chemistry Regents</b> will get 85 or higher on the test.   |     |        |     |        |
| 8.  | For courses culminating in a Regents examination, it is expected that <b>88% to 90%</b> of the <b>267</b> students taking the <b>Living Environment Regents</b> will get 85 or higher on the test.  |     |        |     |        |
| 9.  | It is expected that <b>80% to 85%</b> of the <b>217</b> students taking <b>Physics 1</b> which is <u>not scheduled</u> to culminate in a Regents at the end of the given semester will get 85 or higher on their final report card.   |     |        |     |        |
| 10.   | It is expected that <b>80% to 85%</b> of the <b>240</b> students taking <b>Chemistry 1</b> which is <u>not scheduled</u> to culminate in a Regents at the end of the given semester will get 85 or higher on their final report card.   |     |        |     |        |
| 11.   | It is expected that <b>80% to 85%</b> of the <b>267</b> students taking <b>Living Environment 1</b> which is <u>not scheduled</u> to culminate in a Regents at the end of the given semester will get 85 or higher on their final report card.  |     |        |     |        |
| 12.   | It is expected that <b>80% to 85%</b> of the <b>29</b> students taking <b>Forensic</b> which is <u>not scheduled</u> to culminate in a Regents at the end of the given semester will get 85 or higher on their final report card.   |     |        |     |        |
| 13.   | It is expected that <b>80% to 85%</b> of the <b>34</b> students taking <b>Psychology</b> which is <u>not scheduled</u> to culminate in a Regents at the end of the given semester will get 85 or higher on their final report card.   |     |        |     |        |
| 14.   | During the Fall / Spring semesters, it is expected that 100% of the (# Pending) department teachers will analyze and document their student performance by class, gender, grade, or ethnic group and utilize the data and its suggestive trends to inform classroom instruction.              |     |        |     |        |
| 15.   | During the Fall / Spring semesters, it is expected that 100% of the (# Pending) department teachers visit similar schools and/or in-house classrooms to learn different ways of organizing learning as well as provide opportunity for sharing and monitoring “Effective Teaching Practices.” |     |        |     |        |
| 16.   | It is expected that 85% to 90% of the Department members will serve on the Department Inquiry Team.   |     |        |     |        |

Science is continued on the next page.

**DEPARTMENT S.M.A.R.T. GOALS – Science**

S.M.A.R.T. Goals should be Specific, Measurable, Achievable, Realistic, and Time-bound  
 \* All department course SMART Goals must be uniform and not vary from section to section \*

|                               |                                 |
|-------------------------------|---------------------------------|
| <b>Target</b><br>Fall'09<br>▼ | <b>Target</b><br>Spring'10<br>▼ |
|-------------------------------|---------------------------------|

|     |   |  |  |  |  |
|-----|---|--|--|--|--|
| 17. | During the Fall and Spring semesters, it is expected <b>90%</b> of the <b>9</b> department teachers will demonstrate skills that they have “met” proficiency in implementing each of the five Differentiated Instructional Objectives (a-e) listed below, and at least two from items a–d during any short visit to a classroom by the principal and/or supervisor.<br><b><u>Instructional Objectives</u></b> |  |  |  |  |
| a.  | To provide in all lessons a variety of interactive student-to-student instructional opportunities, which will ensure that every student takes a more active part in problem solving, critical, reflective, and creative thinking, and other activities which make higher level subject matter meaningful.   |  |  |  |  |
| b.  | To facilitate creative student thinking through application of questioning techniques which afford students ample opportunity to build on one another’s thoughts  |  |  |  |  |
| c.  | To have students intermittently “Think-Pair-Share” or Obtain Information from Someone Other than the Teacher  |  |  |  |  |
| d.  | To assign a Pre-Planned Cluster / Small Group Activity  |  |  |  |  |
| e.  | To post the AIM throughout the lesson on the whiteboard and/or SmartBoard.  |  |  |  |  |

| <b>DEPARTMENT S.M.A.R.T. GOALS – Engineering</b>   |  | <b>Target</b>       |        | <b>Target</b>         |        |
|--|--|---------------------|--------|-----------------------|--------|
| S.M.A.R.T. Goals should be Specific, Measurable, Achievable, Realistic, and Time-bound<br>* All department course SMART Goals must be uniform and not vary from section to section * |  | <b>Fall'09</b><br>▼ |        | <b>Spring'10</b><br>▼ |        |
| S.M.A.R.T. Goals must be focused on improving student academic outcomes at Tech as well as agreed upon mutually with the Prin./AP Designee.  |  | Met                 | Missed | Met                   | Missed |
| 1.   | It is expected that <b>85% to 90%</b> of the <b>228</b> students taking the <b>CAD</b> will get 85 or higher on the final semester report card.  |                     |        |                       |        |
| 2.   | It is expected that <b>85% to 90%</b> of the <b>145</b> students taking the <b>Lego Robotics</b> will get 85 or higher on the final semester report card.  |                     |        |                       |        |
| 3.   | It is expected that <b>85% to 90%</b> of the <b>207</b> students taking the <b>Electronics</b> will get 85 or higher on the final semester report card.  |                     |        |                       |        |
| 4.   | During the Fall / Spring semesters, it is expected that <b>100%</b> of the <b>5</b> department teachers will <u>analyze</u> and <u>document</u> their student performance by class, gender, grade, or ethnic group and utilize the data and its suggestive trends to inform classroom instruction.   |                     |        |                       |        |
| 5.   | During the Fall / Spring semesters, it is expected that <b>100%</b> of the <b>5</b> department teachers visit similar schools and/or in-house classrooms to learn different ways of organizing learning as well as provide opportunity for sharing and monitoring “Effective Teaching Practices.”  |                     |        |                       |        |
| 6.   | During the Fall and Spring semesters, it is expected <b>90%</b> of the <b>5</b> department teachers will demonstrate skills that they have “met” proficiency in implementing each of the five Differentiated Instructional Objectives (a-e) listed below, and at least two from items a–d during any short visit to a classroom by the principal and/or supervisor.<br><b>Instructional Objectives</b> |                     |        |                       |        |
| a.   | To provide in all lessons a variety of interactive student-to-student instructional opportunities, which will ensure that every student takes a more active part in problem solving, critical, reflective, and creative thinking, and other activities which make higher level subject matter meaningful.  |                     |        |                       |        |
| b.   | To facilitate creative student thinking through application of questioning techniques which afford students ample opportunity to build on one another’s thoughts   |                     |        |                       |        |
| c.   | To have students intermittently “Think-Pair-Share” or Obtain Information from Someone Other than the Teacher   |                     |        |                       |        |
| d.   | To assign a Pre-Planned Cluster / Small Group Activity   |                     |        |                       |        |
| e.   | To post the AIM throughout the lesson on the whiteboard and/or SmartBoard.   |                     |        |                       |        |

# STATEN ISLAND TECHNICAL HIGH SCHOOL

485 Clawson Street • Staten Island, NY 10306 • (718) 667-5725

Vincent A. Maniscalco, Principal

| <b>DEPARTMENT S.M.A.R.T. GOALS – Social Studies</b>  |   | Target<br>Fall'09<br>▼ |        | Target<br>Spring'10<br>▼ |        |
|--|---|------------------------|--------|--------------------------|--------|
| S.M.A.R.T. Goals should be Specific, Measurable, Achievable, Realistic, and Time-bound<br>* All department course SMART Goals must be uniform and not vary from section to section * |   | Met                    | Missed | Met                      | Missed |
| S.M.A.R.T. Goals must be focused on improving student academic outcomes at Tech as well as agreed upon mutually with the Prin./AP Designee.  |   |                        |        |                          |        |
| 1.   | <b>75% to 80%</b> of the <b>(133)</b> students taking the <b>U.S. History Advanced Placement</b> test will achieve a 3, 4, or 5 on the exam.  |                        |        |                          |        |
| 2.   | <b>80 to 85%</b> of the <b>(170)</b> students taking the <b>World History Advanced Placement</b> test will achieve a 3, 4, or 5 on the exam.  |                        |        |                          |        |
| 3.   | <b>75% to 80%</b> of the <b>(102)</b> students taking the <b>Government &amp; Pol U.S. Advanced Placement</b> test will achieve a 3, 4, or 5 on the exam.   |                        |        |                          |        |
| 4.   | For courses culminating in a Regents examination, it is expected that <b>96% to 99%</b> of the <b>(200)</b> students taking the <b>U.S. History &amp; Government Regents</b> will get 85 or higher on the test.   |                        |        |                          |        |
| 5.   | For courses culminating in a Regents examination, it is expected that <b>90% to 95%</b> of the <b>(254)</b> students taking the <b>Global Studies Regents</b> will get 85 or higher on the test.  |                        |        |                          |        |
| 6.   | It is expected that <b>75% to 80%</b> of the <b>(286)</b> students taking <b>Global 1/2</b> which is not scheduled to culminate in a Regents at the end of the given semester will get 85 or higher on their final report card.   |                        |        |                          |        |
| 7.   | It is expected that <b>75% to 80%</b> of the <b>(188)</b> students taking <b>H 8</b> which is not scheduled to culminate in a Regents at the end of the given semester will get 85 or higher on their final report card.  |                        |        |                          |        |
| 7.   | During the Fall / Spring semesters, it is expected that <b>100%</b> of the <b>(7)</b> department teachers will <u>analyze</u> and <u>document</u> their student performance by class, gender, grade, or ethnic group and utilize the data and its suggestive trends to inform classroom instruction.  |                        |        |                          |        |
| 8.   | During the Fall / Spring semesters, it is expected that <b>100%</b> of the <b>(7)</b> department teachers visit similar schools and/or in-house classrooms to learn different ways of organizing learning as well as provide opportunity for sharing and monitoring “Effective Teaching Practices.”   |                        |        |                          |        |
| 9.   | It is expected that <b>85% to 90%</b> of the Department members will serve on the Department Inquiry Team.  |                        |        |                          |        |
| 10.  | During the Fall and Spring semesters, it is expected <b>90%</b> of the <b>(7)</b> department teachers will demonstrate skills that they have “met” proficiency in implementing each of the five Differentiated Instructional Objectives (a-e) listed below, and at least two from items a–d during any short visit to a classroom by the principal and/or supervisor. |                        |        |                          |        |
| <b>Instructional Objectives</b>  |   |                        |        |                          |        |
| a.   | To provide in all lessons a variety of interactive student-to-student instructional opportunities, which will ensure that every student takes a more active part in problem solving, critical, reflective, and creative thinking, and other activities which make higher level subject matter meaningful.   |                        |        |                          |        |
| b.   | To facilitate creative student thinking through application of questioning techniques which afford students ample opportunity to build on one another’s thoughts  |                        |        |                          |        |
| c.   | To have students intermittently “Think-Pair-Share” or Obtain Information from Someone Other than the Teacher  |                        |        |                          |        |
| d.   | To assign a Pre-Planned Cluster / Small Group Activity  |                        |        |                          |        |
| e.   | To post the AIM throughout the lesson on the whiteboard and/or SmartBoard.  |                        |        |                          |        |

# STATEN ISLAND TECHNICAL HIGH SCHOOL

485 Clawson Street • Staten Island, NY 10306 • (718) 667-5725

Vincent A. Maniscalco, Principal

| <b>DEPARTMENT S.M.A.R.T. GOALS – Physical Education</b>  |   | <b>Target</b> |        | <b>Target</b>  |        |
|--|---|---------------|--------|----------------|--------|
| S.M.A.R.T. Goals should be Specific, Measurable, Achievable, Realistic, and Time-bound<br>* All department course SMART Goals must be uniform and not vary from section to section * |   | Fall'09<br>▼  |        | Spring'10<br>▼ |        |
| S.M.A.R.T. Goals must be focused on improving student academic outcomes at Tech as well as agreed upon mutually with the Prin./AP Designee.  |   | Met           | Missed | Met            | Missed |
| 1.   | It is expected that <b>85% to 90%</b> of the <b>(516)</b> students taking the <b>Physical Educ.</b> will get 85 or higher on the final semester report card.  |               |        |                |        |
| 2.   | It is expected that <b>85% to 90%</b> of the <b>(48)</b> students taking the <b>Aerobics</b> will get 85 or higher on the final semester report card.   |               |        |                |        |
| 3.   | It is expected that <b>85% to 90%</b> of the <b>(33)</b> students taking the <b>Bowling</b> will get 85 or higher on the final semester report card.  |               |        |                |        |
| 4.   | It is expected that <b>85% to 90%</b> of the <b>(34)</b> students taking the <b>Dance</b> will get 85 or higher on the final semester report card.  |               |        |                |        |
| 5.   | It is expected that <b>85% to 90%</b> of the <b>(156)</b> students taking the <b>Health Educ.</b> will get 85 or higher on the final semester report card.  |               |        |                |        |
| 6.   | It is expected that <b>85% to 95%</b> of the <b>(100)</b> students taking the <b>Volleyball</b> will get 85 or higher on the final semester report card.  |               |        |                |        |
| 7.   | During the Fall / Spring semesters, it is expected that <b>100%</b> of the <b>(6)</b> department teachers will <u>analyze and document</u> their student performance by class, gender, grade, or ethnic group and utilize the data and its suggestive trends to inform classroom instruction.   |               |        |                |        |
| 8.   | During the Fall / Spring semesters, it is expected that <b>100%</b> of the <b>(6)</b> department teachers visit similar schools and/or in-house classrooms to learn different ways of organizing learning as well as provide opportunity for sharing and monitoring “Effective Teaching Practices.”   |               |        |                |        |
| 9.   | During the Fall and Spring semesters, it is expected <b>90%</b> of the <b>(6)</b> department teachers will demonstrate skills that they have “met” proficiency in implementing each of the five Differentiated Instructional Objectives (a-e) listed below, and at least two from items a–d during any short visit to a classroom by the principal and/or supervisor. |               |        |                |        |
| <b>Instructional Objectives</b>  |   |               |        |                |        |
| a.   | To provide in all lessons a variety of interactive student-to-student instructional opportunities, which will ensure that every student takes a more active part in problem solving, critical, reflective, and creative thinking, and other activities which make higher level subject matter meaningful.   |               |        |                |        |
| b.   | To facilitate creative student thinking through application of questioning techniques which afford students ample opportunity to build on one another’s thoughts  |               |        |                |        |
| c.   | To have students intermittently “Think-Pair-Share” or Obtain Information from Someone Other than the Teacher  |               |        |                |        |
| d.   | To assign a Pre-Planned Cluster / Small Group Activity  |               |        |                |        |
| e.   | To post the AIM throughout the lesson on the whiteboard and/or SmartBoard.  |               |        |                |        |