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AGNES Y. HUMPHREY SCHOOL FOR LEADERSHIP

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 27/15/BROOKLYN
ADDRESS: 27 HUNTINGTON ST, BROOKLYN, NY 11231
TELEPHONE: 718-330-9285
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 27 SCHOOL NAME: The Agnes Y. Humphrey School for Leadership

DISTRICT: 15 SSO NAME/NETWORK #: New Visions

SCHOOL ADDRESS: 27 Huntington St Brooklyn, NY 11231

SCHOOL TELEPHONE: 718-330-9285 FAX: 718-596-4889

SCHOOL CONTACT PERSON: Winston Hamann EMAIL ADDRESS: whamann@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>Pat Dawkins</u>
PRINCIPAL	<u>Sara Belcher-Barnes</u>
UFT CHAPTER LEADER	<u>Bruce Defrancesco</u>
PARENTS' ASSOCIATION PRESIDENT	<u>NA</u>
STUDENT REPRESENTATIVE <i>(Required for high schools)</i>	<u>Nica Varner</u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	<u>Rosemary Stuart</u>

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Sara Belcher-Barnes	*Principal or Designee	
Bruce Defrancesco	*UFT Chapter Chairperson or Designee	
NA	*PA/PTA President or Designated Co-President	
Madeline Santiago	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Nica Varner	Student Representative, if applicable	
Pat Dawkins	SLT Chairperson	
Nicole Oliver	Parent Elementary School	
Tamira Boynes	Parent High School	

* Core (mandatory) SLT members.
Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

SECTION I -- REFLECTIVE ESSAY Agnes Y. Humphrey School for Leadership Ps/MS/HS 27

Our ongoing focus is our development of a rigorous interdisciplinary Expeditionary Learning curriculum for our Pk-12th grade school. Our overarching goal is to lead each student to achieve their highest level of potential and that this trajectory propels them toward a fulfilling and successful life.

Distributed leadership reflects our determination to create a new model of an urban public school. The National Council on School Leadership states, "Schools... do need as many leaders as possible in order to make a positive difference to what happens in classrooms - learning-centered leaders....All leaders need to be able to answer one key question: ***How do you make a difference to learning and teaching?***" Our core cabinet is made up of three Assistant Principals and the director of Partnership Organization, Good Shepherd Services who, along with the Principal, guide the school on a daily basis. We created four units, each comprised of a guidance coordinator and instructional coordinator who, working with core cabinet members, support up to ten classrooms/teacher teams. We have multiple opportunities for teachers to develop leadership skills through rotating yearly participation as grade leaders and curriculum leadership teams in literacy, math, science and social studies.

In 2008-9 we expanded our **inclusion** efforts—with all classes designed to include special needs students and all non-12.1.1 classes designated as Collaborative Team Teaching (CTT) classes. Teachers have received professional development and instructional support in the areas of classroom teaching partnerships and differentiating instruction, as well as adapting the workshop structure. We continue to offer an array of related services, at-risk as well as social/emotional support services and have expanded to six self-contained classes for students in need of a more restrictive educational environment. These support services will continue throughout 2008-2009 with an added emphasis of in-class academic support as a component of our team teaching model.

Over the course of the past three years our Literacy Leadership Team has been collecting samples of student writing and creating a **writing system** to support writing instruction. This system, in its final draft stage, is being rolled out throughout school year 2008-9 as a support for ELA instruction as well as writing across the curriculum. The system is designed to assist teachers in capturing the needs and growth for all students, including students below and above grade level.

Our need for an **alternate data system** has been pointed out by our less than satisfactory showing on the DOE's 'one size fits all' Progress Report system. Since over 40% of our students in grades 3-8 are guided by modified promotional criteria, the NYC DOE performance and progress measuring systems do not show growth or provide clear statistics of how many of our students are progressing. With support from New Visions, we plan to expand our in-house data capturing system in order to show students' incremental progress, as well as more clearly depict the positive results of teaching and learning for all students.

For more info describing the school see October 2008 Quality Review of the school.

SECTION III – Cont’d

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Agnes Y. Humphrey School for Leadership								
District:	15	DBN:	15K027	School BEDS Code:	331500010027				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9	√	Ungraded	√	
	2	√	6	√	10	√			
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2005-06	2006-07	2007-08		(As of June 30)	2005-06	2006-07*		2007-08
Pre-K	18	18	15			90.3	89.6 / 86.1		89.6
Kindergarten	44	57	47						
Grade 1	55	49	57		Student Mobility - % of Enrollment:				
Grade 2	58	56	57		(As of June 30)	2005-06	2006-07		2007-08
Grade 3	46	59	48			89.4	86.2		92.0
Grade 4	53	39	51						
Grade 5	50	51	48		Poverty Rate - % of Enrollment:				
Grade 6	48	50	40		(As of October 31)	2005-06	2006-07		2007-08
Grade 7	52	49	58			95.6	98.4		91.6
Grade 8	36	60	54						
Grade 9	0	43	52		Students in Temporary Housing - Total Number:				
Grade 10	0	0	41		(As of June 30)	2005-06	2006-07		2007-08
Grade 11	0	0	0			10	12		12
Grade 12	0	0	0						
Ungraded	4	1	6		Recent Immigrants - Total Number:				
Total	464	532	574		(As of October 31)	2005-06	2006-07		2007-08
						7	9		4
Special Education Enrollment:				Suspensions (OORS Reporting) - Total Number:					
(As of October 31)	2005-06	2006-07	2007-08		(As of June 30)	2005-06	2006-07		2007-08
# in Self-Contained Classes	20	44	49		Principal Suspensions	8	11		4
# in Collaborative Team Teaching (CTT) Classes	62	90	114		Superintendent Suspensions	13	11		24
Number all others	14	17	18						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
					(As of October 31)	2005-06	2006-07		2007-08
					CTE Program Participants	0	0		0
					Early College HS Program Participants	0	0		0
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
(As of October 31)	2005-06	2006-07	2007-08		(As of October 31)	2005-06	2006-07		2007-08
# in Transitional Bilingual Classes	0	0	0						
# in Dual Lang. Programs	0	0	0		Number of Teachers	51	60		66
# receiving ESL services only	47	51	55						

Part

B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

CEP NEEDS ASSESSMENT**1. What student performance trends can you identify?**

- Progress Report: decreased from C – D; goal B; increase 15 points; increase attendance
- increased in math; use periodic assessments to monitor special ed pop.
- Goal – gain 1 yr progress; support levels 3 and 4 – decreased in achievement
- Math progress in level 1 and 2; experienced 3% progress; decline in Levels 3 and 4
- ELA increased perhaps test was easier
- Math and ELA scores improved but ELA has a lower percentage of improvement
- Examine extra credit potential for special education and ELLs
- 2006-8 decrease level 1 (spec ed)
- students tend to perform better in Math; level 3 and 4 increased in math;
- Math percentage of increase was higher;
- no level 4 in ELA and math;
- low parent involvement
- best ELA practices for monitoring are present but not in other core areas
- systems of monitoring are present but not necessarily affecting outcomes
-
- **What have been the greatest accomplishments over the last couple of years?**
- Science and Math met AYPs in 2006-7 (NYS Annual Report)
- Parental satisfaction as reflected on Learning Environment Survey (LE)
- Professional development/teacher collaboration (LE)
- Improvement in math scores in school and peer horizons on School Progress Report (SPR)
- Academic expectation increased in learning environment scores (LE)
- Communication / Engagement for students increased (LE)
- Use of differentiated instruction –School Quality Review (SQR)
- Strength in CTT model (SQR)
- Data tracking system in ELA (SQR)

2. What are the most significant aids or barriers to the school's continuous improvement?

Aids

- School commitment to serving special needs students
- Strong faculty commitment to professional development
- Participation in national and local network of Expeditionary Learning
- Distributed leadership system throughout the school
- Strong faculty commitment to improvement
- Seasoned leadership team

Barriers

- Slow increase in ELA and Math scores over time
- Need for additional knowledge in CTT models and differentiation
- Need for improved school tone throughout school
- DOE data system does not report incremental increases particularly those for special need students
- Low parent involvement, many family life situations impacting students

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. **Develop 1:1/ 1:2 coaching system designed to support the individual setting of professional goals and student outcome goals for all teachers. By June 2009:**
 - 85% will have individually determined professional goals.
 - 85% of those with professional goals will rate their coaching cycle as effective in goal achievement.
 - 100% will be linked to student outcomes
 - 65% teachers will show professional growth linked to coaching on formal observations and/or Alternate assessment model (tenured)

2. **Improve writing instructional rigor in all classrooms PK-12. By June 2009:**
 - 20 teachers will use school's developed Writing System to support writing in all subject areas.
 - 20 teachers will increasingly use Expeditionary Learning teaching techniques of Active Pedagogy.
 - High School students Regents achievement scores will increase by 5% compared to 2007-2008 school year.
 - General education students will demonstrate a one level increase from the 2007-8 baseline.

3. **Broaden the inquiry approach from inquiry teams to include full spectrum of the professional faculty. By June 2009:**
 - Increase the number of inquiry teams from 4-6 teams.
 - Broaden the focus from reading to reading/writing/math/guidance focus
 - Replicate the inquiry method to review all aspects of school life including school tone, social/emotional development and problem solving.
 - Develop one inquiry team for students in High School.

4. **Develop an alternate data reporting system to enhance existing DOE systems that will capture and depict special needs progress accurately. By 2009:**
 - 90% of students will be accurately reflected in school's data system.
 - 50% of teachers will report regular use of the data system.

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- External partners will report more full understanding of school's accomplishment.

5. Continue progress in ELA and Math in 3rd – 8th grade. By June 2009

- 90% Students with disabilities (SWD) with a modified promotional criteria IEP will meet their IEP ELA goals as designated by NYS ELA results, Fountas/Pinnell levels and/or TC writing levels.
- 38% General Education students will demonstrate grade level achievement in ELA as measured by NYS ELA results, Fountas/ Pinnell levels and/or TC writing levels.
- 60% General Education students will demonstrate one year growth or more as measured by NYS ELA, Fountas/Pinnell levels and/or TC writing levels.
- 90% SWD with a modified promotional criteria on their IEPs will meet their IEP Math goals as measured by standardized testing and/or performance series levels
- 38% General Education students will demonstrate grade level achievement in ELA as measured by NYS Math results and/or performance series levels
- 60% General Education students will demonstrate one year growth as measured by NYS Math and/or performance series levels

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Develop 1:1/ 1:2 coaching system designed to support the individual setting of professional goals and student outcome goals for all teachers.</p> <ul style="list-style-type: none"> ◆ 85% will have individually determined professional goals. ◆ 85% of those with professional goals will rate their coaching cycle as effective in goal achievement. ◆ 100% will be linked to student outcomes <p>65% teachers will show professional growth linked to coaching on formal observations and/or Alternate assessment model (tenured)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ◆ Fall rollout of coaching cycle and matching of coach to teacher. ◆ End of term instructional cabinet meeting for support and reflection ◆ Spring coaching cycle improvements based on teacher/coach feedback ◆ Mid year needs/progress assessment process ◆ End of year survey ◆ Refine for next school year.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ◆ Budget: C4E , Title I, Tax levy, ◆ Staffing: Coaches, APs, Consultants, Teachers ◆ Schedule: September 2008-June 2009

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- **Goal setting templates as submitted**
- **Monthly Informal observations that reflect goals**
- **Monthly Coaching feedback forms**
- **Formal observations**
- **Peer Leadership Classrooms**
- **Survey**
- **Data review**
- **Internal assessments reflect students are meeting or exceeding learning targets**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Improve writing instructional rigor in all classrooms PK-12</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ◆ 20 teachers will use school’s developed Writing System to support writing in all subject areas. ◆ 20 teachers will increasingly use Expeditionary Learning teaching techniques of Active Pedagogy. ◆ High School students Regents achievement scores will increase by 5% compared to 2007-2008 school year. ◆ General education students will demonstrate a one level increase from the 2007-8 baseline.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Budget: C4E , Title I, Tax levy, • Staffing: Coaches, APs, Consultants, Teachers • Schedule: September 2008-June 2009
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◆ Assistant principals’ and coaches’ logs and feedback sheets ◆ Self-reflection survey of teachers ◆ Quality review and other sources of outside feedback ◆ Review of reading levels and writing prompts showing growth of one level from baseline ◆ Outside reviewers feedback ◆ Implementation review statistics from Expeditionary Learning ◆ School review info from AUSSIEs

- | | |
|--|---|
| | <ul style="list-style-type: none">◆ Mid year review of students' published writing work—using writing rigor protocol• Data review Fountas/Pinnell growth of at least one level |
|--|---|

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Broaden the inquiry approach from inquiry teams to include full spectrum of the professional faculty</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ◆ Increase the number of inquiry teams from 4-6 teams. ◆ Broaden the focus from reading to reading/writing/math/guidance focus ◆ Replicate the inquiry method to review all aspects of school life including school tone, social/emotional development and problem solving. ◆ Develop one inquiry team for students in High School.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◆ Budget: C4E , Title I, Tax levy, ◆ Staffing: Coaches, APs, Consultants, Teachers ◆ Schedule: September 2008-June 2009
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◆ Inquiry team meeting notes and logs ◆ Plans are outlined for student led inquiry teams in the High School ◆ Evidence of inquiry approach in all aspects of school life (i.e. grade team meetings, curriculum planning meetings, leadership team meetings, etc.) through meeting notes ◆ Evidence of identified strategies used throughout school as evidenced in curriculum leadership, grade team, teacher plans and professional discourse ◆ Gain of 2 Fountas/Pinnell levels

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Develop an alternate data reporting system to enhance existing DOE systems that will capture and depict special needs progress accurately.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • 90% of students will be accurately reflected in school’s data system. • 50% of teachers will report regular use of the data system. • External partners will report more full understanding of school’s accomplishment.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◆ Budget: C4E , Title I, Tax levy, ◆ Staffing: Coaches, APs, Consultants, Teachers ◆ Schedule: September 2008-June 2009
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◆ Alternate Data system is developed and implemented by October 2008 ◆ Data system will be useful in capturing 100% student incremental growth over time ◆ 100% of Students with IEPs will have their growth accurately reflected

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Continue progress in ELA and Math in 3rd – 8th grade</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • 90% Students with disabilities (SWD) with a modified promotional criteria IEP will meet their IEP ELA goals as designated by NYS ELA results, Fountas/Pinnell levels and/or TC writing levels. • 38% General Education students will demonstrate grade level achievement in ELA as measured by NYS ELA results, Fountas/ Pinnell levels and/or TC writing levels. • 60% General Education students will demonstrate one year growth or more as measured by NYS ELA, Fountas/Pinnell levels and/or TC writing levels. • 90% SWD with a modified promotional criteria on their IEPs will meet their IEP Math goals as measured by standardized testing and/or performance series levels • 38% General Education students will demonstrate grade level achievement in ELA as measured by NYS Math results and/or performance series levels • 60% General Education students will demonstrate one year growth as measured by NYS Math and/or performance series levels
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◆ Budget: C4E , Title I, Tax levy, Children First ◆ Staffing: Coaches, APs, Consultants, Teachers ◆ Schedule: September 2008-June 2009

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- ◆ Assistant principals' and coaches' logs and feedback sheet
 - ◆ Review of reading, math levels and writing levels –growth of at least one level from baseline
 - ◆ Review of student work using writing rubric-showing growth of at least one level from baseline
 - ◆ Review of teachers plans and data binders
 - ◆ Implementation review statistics from Expeditionary Learning
 - ◆ School review info from AUSSIEs
 - ◆ Mid year review of students' published writing work—using writing rigor protocol
- Data review—review of ELA and math NYS testing results

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A	2			
1	2		N/A	N/A	2			
2	28		N/A	N/A	5			
3	24		N/A	N/A	14			
4	36	17			6			
5	5	8			15			
6	7	8			13			
7	7	4	10		12			
8	7	5	6		11			
9	4	4	5		10			
10	4	4	5	3	3			
11	5	4	6	15	3			
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><i>Nonfiction Reading Comprehension – 3,4 Grades</i> Students receive instruction and practice of nonfiction reading comprehension strategies in a guided reading format. Comprehension strategies taught, as well as nonfiction reading materials used, mirror the classroom curriculum, and monthly reading goals are established in collaboration with classroom teachers. This service is provided to third and fourth graders. Third graders are identified according to Fountas and Pinnell independent reading levels within the level 2 proficiency range according to the Rigby Benchmark Assessment. Fourth graders in the level 2 proficiency range were identified using the Teachers College reading assessment as well as third grade ELA proficiency scores. Students receive services in a small, homogenous group of four to five children. A pull-out model is used, in which groups are brought to the reading room during the school day four times per week for 20 to 25 minutes.</p> <p><i>Daily Guided Reading- 3rd Grade</i> Third grade students who have been identified as having ELA proficiency level 1 according to Fountas and Pinnell reading levels and/or have been retained in the third grade due to ELA test scores from the previous year receive daily guided reading in small homogenous groups of 3 students. Groups are pulled out of the classroom for a full 50-minute period at reading time. Students' monthly reading goals are established in collaboration with classroom teachers. Instruction focuses on comprehension and reading strategies, as well as word work skills and vocabulary being taught in the classroom.</p> <p><i>Nonfiction Extended Day – 2,3,4 Grades</i> Second, third, and fourth grade students may choose to participate in this after school program with parent/guardian consent. This program takes place for 20 minutes each day immediately after school. Students stay in their classrooms with their teachers for instruction, guided practice, and independent practice of nonfiction reading strategies.</p> <p><i>Inquiry Teams – 4 teamlets – Grades K-11</i> Teachers and administrators from all grades meet on bi-weekly basis to identify two or three students from each grade who are struggling with reading and writing. Staff members collaborate to identify the specific needs of each student and possible in-class interventions that will be used to support students' learning, and then analyze data and reflect on students' progress over time to determine further appropriate intervention supports.</p> <p><i>AIS for Grades 7-11</i> The 7th and 8th grade students chosen for AIS receive reading comprehension instruction and critical thinking instruction primarily using non fiction texts. The students have been leveled using the Fountas & Pinnell system. For the most part, we identified those students who did not make a year's worth of progress based on their state ELA exams in 2008. The students participate in a pull out model, meeting twice a week for 30-40 minutes to discuss salient features and information learned in the non fiction texts. The groups are homogenous, addressing similar needs. One 8th grade student is involved in the A.U.S.S.I.E program called SAL (Supporting Adolescent Learners). This is a one-on-one program designed to ramp up the reading levels</p>

	<p>of students who are reading 2 or more levels below their grade. Currently there is one 6th, one 8th and one 9th grade student involved in the program.</p> <p>A group of Students in the 7th grade attend Saturday school to prepare for the ELA exam and work on their literacy skills. The 7th grade has also established three periods outside of the regularly scheduled ELA period, to address literacy and preparedness for the ELA state exam. The 8th grade has scheduled two periods per week to do academic intervention within their classrooms.</p> <p>The high school has devoted 7th period and some of their clubs to do academic intervention and credit recovery.</p> <p><i>Wilson Program – Grades 2,3,4</i></p> <p>The school uses the Wilson Reading System, an interactive, multi-sensory program that utilizes movement of sound and word cards, listening, speaking and sentence dictation. Students meet four times each week in groups of 3-5 for at least 45 minutes during the school day.</p>
<p>Mathematics:</p>	<p>Math Academic Support Grades 5-9 Based upon math assessment data, small groups work with a math specialist to improve student performance in specific math areas</p> <p>Math Academic Support Grades 10-11 Students receive additional instructional support in algebra, geometry and pre-high school math.</p>
<p>Science:</p>	<p>In science we provide small group instruction for credit recovery and for regents preparation daily at the end of the school day. The regents prep class is offered for students who have not taken/passed the regents and for students who want to retake the regents for a higher grade. The science team also has an enrichment program that is taught after school once a week.</p>
<p>Social Studies:</p>	<p>Students are working on preparing for the Global Studies Regents (re-taking). Students work in small groups to review vocabulary and content, practicing working with documents and practicing writing essays.</p>

At-risk Services Provided by the Guidance Counselor:	3 Guidance Counselors and 4 "Primary Project" staff members provide at-risk counseling in grades K-11 to address students' socio-emotional needs to facilitate positive classroom functioning and increased academic performance.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

Language Allocation Policy for Agnes Y Humphrey School for Leadership (27) 2008-09

This Language Allocation Policy was reviewed by a team consisting of Ms. T. Collins (Assistant Principal), Ms. R. Crisostomo (ESL Teacher and Coordinator), and Mr. R. Pusey (ESL Teacher.)

School for Leadership is a Pre-K to 11th grade school (on its way to Pre-K to 12th grade) located in Red Hook, Brooklyn that serves a diverse community. Our feeder community has a large majority of families living in the Red Hook Houses, a New York City Public Housing Development. Among our school's 560 active students, their families identify and cross-identify with the following races: African-American, Latino, Caribbean, Asian, and White. 75 (13.5%) are English Language Learners (ELLs). The following table lists the ELL numbers by grade and the rating of the students (beginning, intermediate, advanced) based on the results of the fall 2008 Language Assessment Battery-Revised (LAB-R) and the spring 2007 New York State English as a Second Language Achievement Test (NYSESLAT).

Grade	Number of ELL students in 06-07	% Beginning	% Intermediate	% Advanced
K	3	0	0	100
1	5	40	20	40
2	9	70	20	10

3	6	50	40	10
4	8	50	50	0
5	9	25	0	75
6	10	40	20	40
7	6	10	40	50
8	7	40	30	30
9	6	0	50	50
10	3	33	0	67
11	3	67	33	0
Total	75			

There are two ESL teachers who serve the ELL student population. 71 (98%) students speak Spanish as their native language, 2 speak Arabic and 2 speak Chinese (2%) as their native languages.

An analysis of performance data on the New York State Tests in Math, Science, and Social Studies was done to determine the needs of our ELLs in the content areas. The majority of our ELLs scored between a 1 and a 2 on the math tests, proving that students need extra support in the math content area. More support in the language of mathematics, including specifically word problem strategies and math vocabulary will be provided. Students scored equally or lower on the Science and Social Studies exams, most likely due to the low reading and writing scores which are apparent in the NYSESLAT scores. Push-in services are being offered during science class in the lower grades and the upper grade science teacher is

using ELL scaffolding techniques in his classroom to accommodate the ELL population. Our school also offers ELLs an opportunity at hands-on learning experiences through their work with Expeditionary Learning Outward Bound (ELOB), and cooperative learning through both science and the social studies content areas to build all aspects of language proficiency including reading, writing, listening, and speaking.

After examining the parent choice surveys from the past three years, it is clear that the large majority of parents who have children eligible for ESL services choose to have their children in a freestanding ESL program. A few parents first chose to have their children in a bilingual or dual language program, but later decided to reject the transfer offer and keep their child in our freestanding ESL program. During the 2003-2008 school years, there were no parents that chose to transfer their children to another school in order to be served in a bilingual program.

A number of structures are in place in order to ensure the parents of our ESL students understand all of the program choices, options, and rights they are entitled to. Each parent of a newly enrolled student who qualifies for ESL services is invited (via written invitation in Spanish and telephone) to an ESL parent orientation session. These are held in our school on an ongoing basis and scheduled at a time that enables at least one parent/guardian of each new student to attend. At the parent orientation session, informational materials are provided and an informative video is viewed by the parents in the language of their choice. In addition, an ESL teacher/bilingual staff member offers additional counsel to parents in their native language in order to clarify the information and to ensure the parents understand the options that are available to them as the parents of an ELL in the New York City public school system.

We have a small number of ELLs who require additional support in the four modalities including our beginning and intermediate language learners, students with interrupted formal education (SIFE), few holdovers and newcomers, and/or Special Education students.

SIFE students require special attention in order for them to succeed in our educational system. At our school we know that instructional approaches used to reach SIFE pupils will vary depending on factors such as native language and the level of native language literacy skills.

Besides after school programs and additional academic intervention, our plan to service SIFE students includes teaching grade level content with levels of varying scaffolding. SIFE students will also be grouped together with English-speaking peers in order to provide motivation, support, and language acquisition opportunities.

Newcomer students at our school are serviced with the intention of giving them the language skills they need to function successfully in their country, community, and school. Newcomers will also be placed with English-speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from their peers.

Since many newcomers arrive with little/no English in any of the four language skill areas, our newcomers will receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Literacy and language development will take place through student participation in the reading and writing workshops in their classrooms as well as further more specialized instruction from their ESL teacher. ESL teachers will work to make content area and language instruction accessible to students by employing sheltered English content instruction as well as scaffolding techniques. In addition to these supports newcomers should also receive extra attention through after school programs, access to literacy technology (including both LeapFrog and Destination Reading computer programs), and additional academic intervention.

At the School for Leadership we serve long term ELLs under the belief that each student progresses at his/her own rate through the language acquisition process. Furthermore, we believe any group of learners will be made up of students who are at different stages in their language acquisition and cognitive development. Our primary focus for long term ELLs will be to develop CALP so that students can achieve mastery of

reading, writing, listening, and speaking skills for application in the academic content areas. In order to provide them with the extra instruction necessary for success, long term ELLs are also placed in small group experiences with an academic advisor who is familiar with ESL and in most cases bilingual in the students' native language. Some ELLs receive individualized intervention plans with small group or one-on-one instruction for academic support, specific for grade and content area.

At our school we have 19 (27%) ELLs who have an Individualized Education Plan (IEP), some of whom participate in inclusion classes and others who are placed in self-contained classrooms. This population receives individualized instruction from their classroom teacher, para-professionals (in some cases bilingual), and the ESL staff as prescribed by their IEP.

As ELLs at our school reach proficiency by passing the NYSESLAT they continue to receive extra attention in order to ensure academic success. Advanced students participate in buddy reading with younger ELLs, test preparation for the NYSESLAT and other state exams throughout the year, Reader's Theater, and are grouped into grade specific book clubs to offer the extra push towards proficiency.

The staff of our school make many considerations and adjustments in order to comply with the mandated service minutes required for each language proficiency level and the needs of our ELLs. The ESL teachers strive to provide services to all eligible students. 360 minutes a week are provided to students at the beginning and intermediate levels and 180 minutes a week are designated for students who have reached advanced level of proficiency.

In order to meet the linguistic needs of our ELLs, as well as comply with parent choice and CR Part 154, School for Leadership provides ESL instruction through both push-in and pull-out models of the program.

There are no bilingual programs at our school and the ESL program provides 100% of instruction in English. Students are permitted to use their native language with the teacher, para-professionals and/or peers to express understanding or ask for clarification. In most cases, bilingual

“buddy” students are assigned to newcomer ELLs to help with translation of directions and expectations in the mainstream classrooms. Books in Spanish are available to support instruction and students are encouraged to borrow these books for home use and continued study in their native language.

The ESL program serves as a focal point of reinforcement for ELLs and provides them with the opportunity to acquire English through ESL methodologies. The ESL teacher also uses various techniques and approaches taken from balanced literacy program, including Word Study, Guided Reading, Shared Reading, and Read Alouds. Various ESL techniques and approaches employed include Total Physical Response (TPR), Language Experience Approach, Cooperative Learning, and the Cognitive Academic Language Learning Approach. Materials being used to teach the ELLs include; books on tape, picture dictionaries, guided reading libraries, ESL classroom libraries, texts in native language, individualized word walls, LeapFrog interactive book program, and Destination Reading computer program.

To ensure maximum efficiency, the three ESL teachers at our school meet with classroom teachers of their students and actively participate in weekly grade team meetings. This promotes continuity between ESL instruction and regular classroom lessons.

The ESL teachers offer support and suggestions to classroom teachers on a needed basis. In the past, professional development has been facilitated by the ESL teachers to promote and encourage scaffolding in the mainstream classrooms for ELLs. In regards to professional development specifically tailored to ESL teachers, our ESL staff attend district training sessions and periodic professional development offered by Columbia Teachers College.

UPDATED – OCTOBER 2008

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: ___70___
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
- A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
- B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

At the Agnes Y. Humphrey School for Leadership, PS/MS/HS 27, our English Language Learners are served in a combination of pull-out and push-in ESL models. We service our students through ESL in alignment with parental choice and New York State requirements about the number of instructional minutes for ELLs based on English proficiency level as determined by the NYSESLAT scores. All beginning and intermediate ELLs –regardless of grade level – receive at least 360 minutes of ESL instruction weekly, and our advanced ELLs are scheduled for at least 180 minutes of ESL and 180 minutes of ELA a week.

Currently all grades (K-11) contain ELLs including general education, inclusion, and self-contained special education classes. ESL instructors meet with classroom co-teachers and paraprofessionals to align curriculums and share teaching techniques. Classroom teachers are continuously encouraged and reminded to use ESL strategies into L2 (Second Language Acquisition) instruction.

The ESL program at our school is designed to motivate and to fulfill the needs of our multicultural, low socio-economic community. The program is geared to moving bilingual students from beginning through transitional levels of English so they can function successfully in mainstream classes with support, until ultimately passing the NYSESLAT. A wide variety of reading and reference materials are available in both languages to reinforce L1 reading skills and to facilitate progress in L2 reading and comprehension skills. Our ESL teachers are highly computer-literate and use their skills to motivate and teach the English language through various technological sources including River Deep's phonics and comprehension program: *Destination Reading*, and Leapfrog materials. Students are also taught through the Balanced Literacy Program with added scaffolds and adaptations appropriate for ELLs to build comprehension and understanding in English literature.

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

A number of structures are in place in order to ensure that the parents of our ESL students at our school understand all of the program choices, options, and rights they are entitled to. Each parent of a newly enrolled student who qualifies for ESL services is invited (via written invitation and telephone) to an ESL parent orientation session. These are held in our school on an ongoing basis and scheduled at a time that enables at least one parent/guardian of each new student to attend. At the parent orientation session, informational materials are provided and an informative video is viewed by the parents in the language of their choice.

In addition, an ESL teacher/bilingual school staff member offers additional counsel to parents in their native language in order to clarify the information and to ensure the parents understand classroom expectations, permission slips, and homework.

Parent teacher night is another opportunity that parents have to speak to the ESL teachers and other school staff personnel. ESL teachers sit in on students' parent meetings to act as translators and/or to add their input into the conversation. ESL teachers are encouraged to add updated comments to each ELL report card at the multiple marking periods in the year.

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

Since many newcomers arrive with little/no English in any of the four language skill areas, our newcomers will receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Literacy and language development will take place through student participation in the reading and writing workshops in their classrooms as well as further more specialized instruction from their ESL teacher. ESL teachers will work to make content area and language instruction accessible to students by employing sheltered English content instruction as well as scaffolding techniques. In addition to these supports newcomers should also receive extra attention through after school programs, access to literacy technology (including both Leap Frog and Destination Reading computer programs), and additional academic intervention.

- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

ESL staff personnel attend regular district meetings, New Visions PSO and various Columbia Teachers College workshops that focus on ESL specific scaffolding and instruction.

Monthly on-site staff professional development throughout the year is another opportunity for ESL teachers and classroom teachers to receive training in Balanced Literacy, classroom community and culture, and techniques for differentiation. ESL teachers are encouraged to facilitate workshops during this time to help educate classroom teachers and to promote ESL strategies through all content-areas.

- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Native language materials are available for students who are at the early stage of language acquisition and have the need to feel comfortable in using his or her native language. Translations are always available.

- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

N/A

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: PS/MS/HS 27 **District** 15

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	2					

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template

SAMPLE STUDENT SCHEDULE 2008-09 ESL

ESL Program Type: ___ Free-Standing ___ Push-in ___X___ Pull-out
 Indicate Proficiency Level: ___X___ Beginning ___ Intermediate ___ Advanced
 School District: _____ 15K _____ School Building: _____ 027 _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:25 am To: 9:25 am	Subject (Specify) ESL	Subject (Specify) Table Toys Assessment	Subject (Specify) ESL	Subject (Specify) Table Toys Assessment	Subject (Specify) Table Toys Assessment
2	From 9:30 am To: 10:30 am	Subject (Specify) Morning Meeting/ Literacy	Subject (Specify) ESL	Subject (Specify) Morning Meeting/ Literacy	Subject (Specify) ESL	Subject (Specify) ESL
3	From: 10:35 am To:11:20 am	Subject (Specify) ART	Subject (Specify) ART	Subject (Specify) Movement	Subject (Specify) ART	Subject (Specify) Movement
4	From: 11:20 am To: 12:20 pm	Subject (Specify) L	Subject (Specify) U	Subject (Specify) N	Subject (Specify) C	Subject (Specify) H
5	From: 12:20 pm To:1:20pm	Subject (Specify) Science	Subject (Specify) Movement	Subject (Specify) ART	Subject (Specify) Art	Subject (Specify) Movement
6	From: 1:25pm To: 2:35 pm	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) ESL	Subject (Specify) Math	Subject (Specify) Math
7	From: 2:35pm To:3:10 pm	Subject (Specify) Choice	Subject (Specify) Choice	Subject (Specify) Choice	Subject (Specify) Choice	Subject (Specify) Choice

SAMPLE STUDENT SCHEDULE 2008-09 ESL

ESL Program Type: ___ Free-Standing ___ Push-in ___X Pull-out
 Indicate Proficiency Level: ___ Beginning ___X Intermediate ___ Advanced

School District: _____ **15K** _____

School Building: _____ **027** _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:25 am To: 9:25 am	Subject (Specify) ESL	Subject (Specify) Table Toys Assessment	Subject (Specify) ESL	Subject (Specify) Table Toys Assessment	Subject (Specify) Table Toys Assessment
2	From 9:30 am To: 10:30 am	Subject (Specify) Morning Meeting/ Literacy	Subject (Specify) ESL	Subject (Specify) Morning Meeting/ Literacy	Subject (Specify) ESL	Subject (Specify) ESL
3	From: 10:35 am To: 11:20 am	Subject (Specify) ART	Subject (Specify) ART	Subject (Specify) Movement	Subject (Specify) ART	Subject (Specify) Movement
4	From: 11:20 am To: 12:20 pm	Subject (Specify) L	Subject (Specify) U	Subject (Specify) N	Subject (Specify) C	Subject (Specify) H
5	From: 12:20 pm To: 1:20pm	Subject (Specify) Science	Subject (Specify) Movement	Subject (Specify) ART	Subject (Specify) Art	Subject (Specify) Movement
6	From: 1:25pm To: 2:35 pm	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) ESL	Subject (Specify) Math	Subject (Specify) Math
7	From: 2:35pm To: 3:10 pm	Subject (Specify) Choice	Subject (Specify) Choice	Subject (Specify) Choice	Subject (Specify) Choice	Subject (Specify) Choice

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced
 School District: 15K School Building: 027

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:25 am	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 9:25 am	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
2	From: 9:30am	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 10:30am	Math	Math	Math	Math	Math
3	From: 10:35am	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 11:20 am	ESL	Writing	ESL	Writing	ESL
4	From: 11:20am	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 12:20 pm	Guided Reading	Guided Reading	Guided Reading	Art	Writing
5	From: 12:20 pm	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 1:20 pm	L	U	N	C	H
6	From: 1:25 pm	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:35 pm	Writing	Expedition	Expedition	Grade Unit Meeting Auditorium	Technology
7	From: 2:35 pm	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 3:10 pm	Expedition	Expedition	Science	Expedition	Expedition

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) 3 - 11 **Number of Students to be Served:** 48 LEP _____ Non-LEP

Number of Teachers 2 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The ESL teachers have developed an ESL after school program which will run from November 2008 to January 2009 for students in grades 3-10. This program focused instruction on guided reading and writing strategies for our most at-risk LEP students who are taking the state tests. The after school program runs twice a week for an hour and a half. Students start the program each day with an opportunity to begin their classroom homework. The teachers use many ESL methodologies along with ELA strategies learned at the different workshop provided by the Office of English Language Learners. These workshops will help teachers accommodate students' needs and help meet grade standards for all our testing grades. This has become an important piece of our ESL after school program because it offers the students support in the target language, English, that most do not have at home. The super Saturday program will run by a licensed math teacher from January until May 2009 for three hours each Saturday until the end of May. These Saturday classes will help the Ells meet the standards in mathematics and improve mathematical skills which are not understood during the regular school day. The ESL teacher will push –in to help ESL students who will be taking the state test and math regents.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

ESL staff personnel attend regular district meetings through the Office of English Language Learners, New Visions PSO and various Columbia Workshops that focus an ESL specific scaffolding and instruction.

Monthly on site staff professional development throughout the year is another opportunity for ESL teachers and classroom teachers to receive training in balanced literacy, classroom community and culture and techniques for differentiation. One ESL teacher is encouraged to attend the yearly NYSABE & TESOL which takes place during the spring. Furthermore, they facilitate during literacy training to help educate classroom teachers and promote ESL strategies through all content areas. This training will help facilitate instruction to better help meet the needs of all the Ell in the after school group. Strategies learned at these workshops will help the teachers working with at risk students make the transition smoother and students will feel more comfortable in their environment.

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	150,000	2 ELL teachers and per session
Purchased services such as curriculum and staff development contracts		
Supplies and materials	10,000	Books, software, manipulatives
Travel	2,000	Annual local ELL conference
Other		
TOTAL	162,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The most other than English Language our parents speak is Spanish. The data used to compile this information comes from our daily contact with our parents, the information provided by parents in the home language survey at the time of new registrations and the demographical data contained in the DOE School Report Card. At this time we also have two Arabic speaking and two Chinese speaking families.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Given the information collected from the sources above, it was clearly determined that Spanish is the language we must provide written translation and oral interpretation for our parents. We will make every effort to provide translation to the Arabic and Chinese families as feasible as possible.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

School will provide written translation services in Spanish. The written translation services will be provided by one of the Assistant Principals, ESL teachers and the Parent Coordinator.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

School will provide oral interpretation services in Spanish. These services will be provided by the Parent Coordinator, Youth Facilitator, School Aides, 3 bilingual Paraprofessionals, two Assistant Principals and parent volunteers.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

School will make parents aware of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services by making copies and distributing the Regulation and providing an informational workshop about it.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 _____ **\$681,769** _____
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program _____ **\$6,817** _____
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified _____ **\$34,000** _____
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year _____ **100%** _____
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy. (Copy attached)

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy. (Copy attached)

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

School-wide and unit-wide databases are created and regularly updated to track individual students' academic progress. Currently, the school-wide database tracks student achievement and progress according to Fountas and Pinnell reading levels, writing scores in three different genres taught across school curricula, and ELA proficiency levels according to standardized testing. Additional measures of student achievement in other content areas will be added to the database. Data is regularly examined for patterns of academic strengths and weaknesses that may have implications for curricula and pedagogy, as well as discrepancies in student performance on standardized and non-standardized assessments. It is also used to identify individual students in need of academic intervention. A unit-wide database is used to track student support services received by individual students over the course of a trimester. Academic support staff meets at the end of a trimester to analyze the effectiveness of supports that each student has been receiving and modify students' support services accordingly.

Teachers with the assistance of Instructional Coordinators use the Fountas & Pinnell leveling system to formally assess the reading levels of all students. The formal assessments are done three times per year. Informal running records and conferencing occurs on a daily basis to monitor progress. Teachers maintain assessment binders for each student they teach. The binders contain both formative and summative assessments. Teachers use the team teaching model to facilitate guided reading groups. Teachers use information gathered from running records, informal assessments, state tests and customized tests to target academic needs and design interventions. The schools curriculum is written in alignment with the state standards. Modifications are made for students with IEPs.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

Extended instructional time is offered to second, third, and fourth grade students through the Nonfiction Extended Day program. Research-based strategies such as daily guided reading and the Wilson program are used to enhance the quality of instruction.

School-wide and unit-wide databases are maintained in order to identify students who are academically at-risk or who have not met State academic standards in the past. Data is used to identify and modify support services that will be most beneficial to individual students according to specific needs.

The school provides extended day services for all students in the building. The after school program is run by Good Shepherd Services and provides academic and recreational activities for its participants. Several grades run after school and Saturday classes to build literacy and/or math skills. The collaborative team teaching model used in many of the school's classes creates a ratio of 12:1 or less. With this model, students are easily grouped to create opportunities for both enrichment and remedial support. The school has data inquiry teams for each unit. The inquiry teams target struggling students who present deficits seen in the greater population. The assessments and successful interventions done on these teams is turn keyed to whole class settings where appropriate. Students with mandated counseling receive services as required in their IEP. Counselors also perform crises intervention services as the need arises. A guidance counselor works with students in the high school to track their preparedness for college. An internship program is integral to our high school. It serves students by giving them an early start in developing the professional, interpersonal and business skills necessary when one enters the work force.

3. Instruction by highly qualified staff.

Only fully certified teachers are hired. The school has from 50-100 resumes for review for all vacancies. Professional development and school expectations for all teachers are at a high level of expectation. Teachers with long-standing commitments to the community are sought in order to develop a strong core faculty.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

On-site professional development is provided to teachers by Australian United States Services in Education (AUSSIE) consultants. Consultants work with classroom and support service teachers to develop consistency of research-based teaching practices across classrooms, reflect on student work and progress to plan and differentiate instruction, and coordinate the literacy curriculum with ELOB investigations.

Coaching partnerships are used to help individual teachers identify professional goals. Coaches provide teachers with contextualized modeling of, and feedback on teaching practices that have been identified in professional goals. Coaching is ongoing throughout the year to provide teaching staff with regular support in reaching professional goals.

All teachers in the school have either a coach or are mentored. We have two A.U.S.S.I.E. coaches who work with teachers in PreK-11. Interdisciplinary workshops are provided by the A.U.S.S.I.E. coaches. Workshops are offered to all staff throughout the school year and summer. We have several professional development opportunities with Expeditionary Learning Outward Bound, and teachers College and through the Department of Education. The school has a literacy team that addresses school wide issues concerning literacy instruction. Common practices, unit plans and record keeping systems have been developed and unrolled to the faculty to provide consistency in literacy instruction across the grades and within disciplines. The other subject areas also have teams that address the needs of their disciplines.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The school participates in a number of hiring fairs, including the New Visions hiring fair. We offer and encourage significant opportunities for professional development. In addition, teachers are encouraged and expected to take on leadership roles within the school, i.e.: to serve on subject area leadership teams or as grade team leaders. In addition we use the Fellows and Urban Teachers Programs and consult with other schools and recruitment programs. We have 50-100 resumes for each vacancy.

6. Strategies to increase parental involvement through means such as family literacy services.

The parent coordinator does outreach to the community and has given both literacy, informational and recreational workshops to parents and caregivers.

Parents are always invited to our two school wide Exhibition Days that are planned every year.

Teachers will continue to host monthly writing celebrations. Dates will be included in the parent newsletter.

Parents will be provided with translation services at all times.

We will continue to strengthen the parent coordinator role in assessing parents' needs in this area.

We will be offering curriculum presentations during the Family Gatherings.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Primary Project is used to help early childhood students develop social and emotional skills necessary for academic success when transitioning into elementary school.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers will use school wide rubrics, organized by the Literacy Leadership Team and the Social Studies Leadership Team, when teaching personal essay, personal narrative, mapping and geography. Rubrics were developed by classroom teachers, leadership members. Teachers and other members of the Literacy Leadership Teams will develop rubrics for the topics of informational writing that will be used school wide. Continue using running records, portfolios, tests, informal observations, conferences
Continue to hold weekly grade team meetings where teachers plan the use of assessment tools.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

School-wide reading assessment deadlines are implemented to ensure student progress is regularly tracked and documented in the database, allowing for timely identification of students who are not meeting or exceeding academic achievement standards. Rigby Benchmark Assessment, Teachers College Assessment, Wilson program assessment, and components of the ECLAS are used to determine individual students' areas of strength and weakness, and which type of academic intervention would be most beneficial. Baseline reading levels are collected in September to identify at-risk students in need of academic support for the first trimester. Students are reassessed in December and February, with academic intervention services modified according to needs indicated by new assessments. Final assessments are completed in June to document individual students' yearly progress. Similar assessment procedures will be implemented in other content areas.

See information concerning AIS, and data inquiry teams. Guiding reading is done consistently to address reading and comprehension problems.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Continue to expand Primary Project for identified students (Pre-k through HS).
Continue to have the services of a SAPIS worker.
Continue to provide counseling services and advocacy services through Good Shepherd Services.
Continue to implement school and district attendance plan.
Coordinate health services with DOE, Dept. of Health services and local health agencies including local clinics.
Continue to implement curriculum instructional programs including HIV/AIDS.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

School did not make AYP in ELA
Decrease in Level 3s – No Level 4s
Overall letter grade – D.
School restructuring Year 2 due to ELA

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Please refer to “description of academic intervention services”

In addition, the school is fully inclusionary and follows a CTT model, except for six self-contained classes. A school wide focus on differentiated instruction; small class sizes, particularly in grades K-8; Afterschool project read and project math programs plus SES services on site and through outside providers as well.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

¹ School Under Registration Review (SURR)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information: 2008-09 anticipated Title I allocation = \$ 681,769; 10% of Title I allocation = \$ 68,177.

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

AUSSIE consultant in reading (Lower School) and ELA (Upper School)

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Every new teacher has been assigned a mentor according to the guidelines of the DOE School's Based Mentoring Plan. Our mentoring plan was submitted online on 9/15/08. We currently have nine new teachers benefiting from the mentoring program working with two mentors under the guidance of a Lead Instructional Mentor and coordination of an Assistant Principal. The mentor meets with the beginning teacher for regularly scheduled structured meetings for two or more periods per week. Meetings include both in-classroom support and one-on-one conferences. When the mentor views the beginning teacher's practice, there is a mutually agreed upon purpose and the mentor shares objective non-judgmental classroom practice data. When the mentor meets one-on-one with the beginning teacher, it's for the purpose of holding reflective conferences to build the teacher's capacity to make effective decisions. The mentor guides the beginning teacher in the use of classroom and student data to formulate strategies, solutions, and next steps. Every mentor has submitted professional goals for every teacher they are working with. These goals are shared with teachers' supervisors and coaches to follow up on effective teaching practices.

Every new teacher holds regular meetings with assistant principal in charge of the program to check in on professional growth and collegial participation, and every mentor meets with assistant principal as well to reflect on new teachers' growth and professional development needs.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School will notify parents about the school's identification for school improvement in writing and through a parent meeting to discuss the school's efforts and initiatives to improve the academic rigor and the academic performance of its students. Every notification on this regard will be translated in Spanish, the other-than English language most of our parents speak. Every effort will be made to share this information with the two Arabic and two Chinese speaking parents as well.

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies

or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
Gaps in the Written Curriculum. Curriculum leadership teams are reviewing curriculum maps toward aligning with state standards, identifying gaps and developing curriculum to bridge identified gaps

Curriculum Maps Working with Expeditionary Learning support, core learning targets are being identified which address the needs for skills curricula and scope and sequence

Taught Curricula—The development of our homegrown Writing System and our focus on Expeditionary Learning Active Pedagogy will address this finding.

Resources—We continue to add to our classroom and school library and resource center. In particular a focus on young adult literature is ongoing.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The wide range of student achievement levels in our school—due to a high number of special needs students—provides an additional challenge for the teacher of ELA. We have a number of new teachers and have been working to integrate ELA into all curriculum areas using the Expeditionary learning model.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Continue building capacity within through consulting days with AUSSIES and Expeditionary Learning. As the budget problems mount, we are concerned that our consulting commitments with Expeditionary Learning and AUSSIES (writing system) are in jeopardy.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. We undertook a review of our math curriculum/math results over the last three years and have determined that the findings described above with regard to the NYS process strands are related to difficulties we have seen with our math curriculum and math teaching and learning.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Through anecdotal and published data we have noticed that though students appear to master certain math topics, over time the knowledge is revealed as superficial. We have determined that this is due to a lack of emphasis on mathematical process teaching. (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) particularly in the areas of reasoning and proof and communications. We have purchased supporting materials (Investigations and Connected Math) and plan to use these materials to enhance our curriculum.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will continue using in class assessment systems that have been 'home-grown' (ECMA and USMA) along with the Performance Series to enhance our cross school evaluation of our mathematics curriculum and teaching and learning. Our goal is to provide differentiated curriculum and instruction for our wide ranging student achievement levels. We plan to continue this work with our partnership with the UFT Teacher Center and our Teacher Center math coach.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Recent review of ELA curriculum and teaching methodology through the core cabinet and literacy leadership team. Recent Quality Review.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The school is fully immersed in the balanced literacy approach using components of shared reading, guided reading, individual consulting/conferencing/ and student share. Although new teachers tend to lecture and do not begin their career knowing how to provide facilitative teaching approaches, our professional development model moves teachers to these common practices.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

We will review this finding with our Mathematics Curriculum Leadership Team who meet monthly. We do not have an immediate response for this and will endeavor to review this matter over the course of the next months.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable Not sure yet.

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have to look more carefully at our math instruction across the school to provide a fully developed answer to this question.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Look at components of the balanced literacy classroom to develop parallel and replicable similar structures for math classroom including guided math, shared math, math talk and open ended math activities.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

We have reviewed our data and agree that this is true for our school, though we are not sure it has a wholly negative implication.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have had two years of relatively high turnover. At this point we are becoming more expert at selecting and developing our new and transfer teachers. We believe our efforts in developing a highly committed teacher cadre will continue to include some turnover. Our school is a difficult school for many to thrive in and we have high expectations far beyond what many schools expect. Our goal is to identify teachers

who have long term commitment and create incentives for continual growth and consistency, while continuing to support those teachers for whom our school is not a match.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. We reviewed the data and do not find that this is true. As far as I know, no PD is offered by districts. The system for registration is unwieldy.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We identify over 100 Professional Development opportunities for our teachers outside of our school yearly. The NYC DOE offerings are particularly helpful coming from the Special Education office and we make liberal use of these activities. As principal, I will not send teachers to offerings that are substandard or irrelevant.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

UPDATED – OCTOBER 2008

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Review of our ELL system of articulation.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our ELL teachers participate regularly in informal and consultative articulation with classroom teachers to alert them to the ELL students' needs for differentiated instruction. In addition to our two ELL teachers who are appointed in license, our school is fortunate to have 5 additional teachers with advanced ELL teaching qualifications.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Review of special education procedures with Special Education AP.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our enforced policy is that all teachers must participate in the development, implementation and review of all IEPs. Our ongoing efforts toward dual certification (gen ed/sp ed) for all our teachers. Our schoolwide commitment to inclusion, mainstreaming and welcoming of students with a wide range of special needs dispels this finding. Our dogged determination on a daily basis that the features of this finding will not happen in our school can be seen easily in any visit.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Review of IEPs with our AP Special Education.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable Partially applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our IEPs do consistently contain well-developed behavioral goals. As well we are beginning to track these goals on a separate data tracking system.

Our IEPs do not consistently enough contain classroom accommodation and/or classroom accommodation information for classroom environment or instructional methodology.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will look more closely at our IEP development and will provide additional professional development for teachers in this important area. Our instructional coordinators will work with the experts in the Special Education office at Tweed to improve in this area. Our first step will be to acquire a good sample of how these types of accommodation goals are written.

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts for Excellence spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Contracts for Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated funds, as per SED requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jul 16, 2008** Email address: **sbarnes4@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	15K027
School Name	The Agnes Y. Humphrey School for Leadership
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 269,750
Principal Name	Sara Belcher-Barnes
Principal Email	sbarnes4@schools.nyc.gov
Principal Phone	7183309285117

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Creation of additional classrooms

Reducing teacher-student ratio through team teaching strategies **\$ 50,719**

Does your school plan to allocate FY09 funding to reduce class size via the creation of additional classrooms?

- Yes
- No

Does your school plan to allocate FY09 funding to reduce class size by reducing teacher-student ratios in existing classrooms (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
- No

What grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09?

* If you plan to use C4E funds to target more than one grade, please fill out one row per grade.

For example:

C4E Target #1: 6 - ELA - ELLs - 16 - 1 -14
 C4E Target #2: 8 - Math - Students with Disabilities - 18 - 1 - 17

* If you plan to target more than one special population in a single grade, please fill out a separate row for each subgroup.

For example:

C4E Target #1: 6 - ELA - ELLs - 16 - 1 -14
 C4E Target #2: 6 - ELA- Students with Disabilities - 16 - 1 -14

* If you plan to target more than one subject area in a single grade, please fill out a separate row for each subject area.

For example:

C4E Target #1: 6 - ELA - ELLs - 16 - 1 -14
 C4E Target #2: 6 - Math - ELLs - 16 - 1 -14

Targeted	Targeted	Students per Teacher 2007-	# Classrooms / Sections	Projected Students per Teacher 2008-
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	Targeted Grade	Subject	Population	08	Targeted	09
C4E Target #1	1	All (ES only)	Students with Low Academic Achievement	20	1	10
C4E Target #2						
C4E Target #3						
C4E Target #4						
C4E Target #5						
C4E Target #6						

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs	\$ 36,182
Summer School Programs	
Dedicated Instructional Time	\$ 88,981
Individualized Tutoring	

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
 No

Please describe the program.

Math support for 5th-8th grade Saturday Academy 200 hours Using enrichment math materials focused on Algebra/Pre Algebra Reading support - Project Read for grades 3-9 Afterschool and Winter vacation 400 hours using enrichment materials focused on informational text reading/writing

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
 Students with Disabilities
 Students in Poverty
 Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Increase in number of grades offered Increase in number of hours Increase in number of students served Increase in calendar--beginning in October

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Please describe the program.

Academic Support/Intervention teacher to provide additional guided reading sessions in grades 2-5.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation

Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

Only had .4 teacher providing these services in 08--full time position as of 09.

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

Yes

No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

Yes

No

How much do you plan to allocate for each of the following program strategies?

Programs to recruit/retain Highly Qualified Teachers (HQT) \$ 15,000

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers

School leadership coaches for principals

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Highly Qualified Teachers (HQT) (e.g., Lead Teacher program)?

Yes

No

Please describe the program.

Teachers will be provided the opportunity to attend Middle School, Differentiated Instruction, Reading, Math, Science and Special Education national workshops

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

In the past we have not had as generous a budget for this purpose. We will be able to offer high quality, nationally recognized workshops for more teachers than in the past.

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning teachers and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years of teacher/principal assignment)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for teachers(e.g., appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (e.g., appropriately certified school leadership coaches, with records of demonstrated success, providing instructional leadership development across all curriculum areas)?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

How much do you plan to allocate for the following program strategies?

Instructional changes \$ 78,868

Structural changes (Please note: You must also be implementing Instructional Changes to choose this option)

Please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented.

Teachers in grades 5-11 will visit other schools with high quality instructional programs with an emphasis on visiting successful inclusion and career/college oriented programs. Team Teaching teams will work together afterschool to collaborate and plan for differentiated instruction and shared responsibilities Grade teams and subject alike teams will plan curriculum together afterschool and in the summer

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

Due to budgetary constraints we have not been able to take advantage of a number of intervisitation opportunities in the past. A dedicated day to day sub will be on site for the purpose of covering middle and high school teachers for visits to other schools. Previous budget was not adequate for consistent team teaching partner planning and curriculum planning to support program improvement

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

Yes

No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

Yes

No

CEP Appendix 8: Contracts for Excellence



The Agnes Y. Humphrey School for Leadership - PS/MS/HS 27
27 Huntington St., Brooklyn N.Y. 11231

Phone 718-330-9285 • Fax 718-596-4889 • Website: www.ps27.org

Sara Barnes, Principal

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Tamra Collins, Assistant Principal

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TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY

NCLB requirement for all Title I schools

I. General Expectations

PS/MS/HS 27 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand, particularly Spanish, the language that our non-English speaking parents speak the most.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

UPDATED – OCTOBER 2008

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS/MS/HS 27 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA, as follows: Parents will be included in the joint development of school-level parent involvement plan through regularly scheduled School Leadership Team meetings and PTA meetings, weekly “Family Gatherings” and regular meetings with the Parent Coordinator and Youth Facilitator.
2. PS/MS/HS 27 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA, as follows: Monthly PTA meetings, regularly scheduled School Leadership Team meetings, weekly Family Gatherings and School Surveys.
3. PS/MS/HS 27 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance, as follows: Parents-teachers open and regular communication (in person or by phone), regularly scheduled curriculum grade meetings, twice a year DOE scheduled parents-teacher conferences, twice a year “Exhibition Days” (ELOB), writing celebrations at least four times a year, monthly parent workshops facilitated by the Parent Coordinator and Youth Facilitator, regular parental volunteer participation in the classrooms and regular parental participation in students’ field work activities.
4. PS/MS/HS 27 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Carroll Gardens for Women (GED Program), Learning Leaders, Reading First and Good Shepherd Services.
5. PS/MS/HS 27 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The evaluation will consist of a parent survey asking parents to review the effectiveness of this parental involvement policy, and will be conducted by the parent coordinator and the PTA Executive Board in consultation with the Principal or her designee. It will take place in the spring of 2009.

6. PS/MS/HS 27 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators by providing in-school workshops addressing the prior topics and also inviting parents to attend out of school conferences, seminars and district / PSO meetings addressing student assessment practices.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as curriculum night in the fall of 2008 and literacy training workshops lead by our coaches. Technology is available in our Family Room to foster parental involvement, and our Library has a parent component as well.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by continue to provide an atmosphere for parents and school staff to communicate openly, share ideas and expertise on behalf of all our students. The regular Family Gatherings, the monthly PTA meetings and the monthly parent workshops and celebrations (Ex. Men/Dads Day) will continue to be a forum for these conversations to occur on ongoing basis.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Reading First, Learning Leaders and Good Shepherd Services to encourage and support parents in more fully participating in the education of their children.
 - e. The school will ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format (Ex. Monthly bilingual parent calendar), including alternative formats upon request and, to the extent practicable, in Spanish.

III. Discretionary School Parental Involvement Policy Components

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- Training parents to enhance the involvement of other parents.
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
- Developing appropriate roles for community-based organizations in parental involvement activities such as the Good Shepherd Services co-sponsoring of a Youth Facilitator position to work closely with our Parent Coordinator in addressing the parental needs of our High School students.
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the collaborative participation of teachers, parents and students. This policy was adopted by the School for Leadership PS/MS/HS 27 on 06/13/2008 and will be in effect for the period of 7/2008 to 6/2009. The school will distribute this policy to all parents of participating Title I, Part A children on or before 09/12/2008.



The Agnes Y. Humphrey School for Leadership - PS/MS/HS 27
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Sara Barnes, Principal

Winston Hamann, Assistant Principal
Tamra Collins, Assistant Principal
Magali Carmenaty, Assistant Principal

SCHOOL-PARENT COMPACT

PS/MS/HS 27, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

Required School-Parent Compact Provisions

School Responsibilities

PS/MS/HS 27 will:

UPDATED – OCTOBER 2008

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - a. Provide collaborative team teaching in every classroom except for six self contained classes
 - b. Provide differentiated instruction by using four CTT models
 - c. Provide AIS to children identified as in need
 - d. Establish multi-grade classes based on child's emotional, developmental and academic needs in grades K – 2
 - e. Provide school wide training and professional development in the areas of comprehension strategies and working on informational text
 - f. Inform parents about these programs during the autumn Curriculum Night
2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November 2008 and March 2009.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Two DOE scheduled parent-teacher conferences in November 2008 and March 2009, ongoing and regularly scheduled parent-teacher meetings to share students' progress as needed, and monthly written reports to parents of students in grades 6-8.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents through scheduled appointments before, during or right after school or in cases of walked-in parents, every effort will be made to provide coverage for teachers to meet with parents.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Parents are welcome to volunteer in their child's classroom, observe and participate in various classroom activities and accompany his/her child to field trips.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will make every effort to encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in Spanish, the language most of our non-English speaking parents speak.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

UPDATED – OCTOBER 2008

- Monitoring attendance.
- Communicating regularly with the teachers.
- Attending curriculum meetings and parent-teacher conferences.
- Making sure that homework is completed and children come to school prepared.
- Monitoring amount of television our children watch.
- Volunteering in our children's classrooms.
- Participating, as appropriate, in decisions relating to our children's education.
- Promoting positive use of our children's extracurricular time.
- Participating actively in PTA meetings and activities.
- Staying informed about our children's education and communicating with the school by promptly reading all notices from the school or the school district either received by our children or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the School's Leadership Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the Parent-Teacher Association or other school's policy advisory groups.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Attend school every day on time.
- Participate actively in all instructional activities required and expected of us in school.
- Make every effort to attend and participate in all expeditionary learning field trips.
- Do our homework every day and ask for help when we need to.
- Read at least 30 minutes every day outside of school time.
- Give to our parents or the adult who is responsible for our welfare all notices and information received by us from school every day.
- Treat our teachers and classmates with the utmost respect.
- Behave in an appropriate and respectful manner in every area of the school, including classrooms, cafeteria and gymnasium.
- Take care and appreciate all the materials and resources provided to us by the school.
- Use the technology available to us in a responsible manner and for the purpose of enhancing the curriculum taught by the school.

SIGNATURES

NAME

TITLE

DATE

NAME

TITLE

DATE

NAME

TITLE

DATE

NAME

TITLE

DATE