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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: IS 171 **SCHOOL NAME:** Abraham Lincoln Intermediate School

DISTRICT: 19 **SSO NAME/NETWORK #:** Knowledge Network

SCHOOL ADDRESS: 528 Ridgewood Avenue, Brooklyn, NY 11208

SCHOOL TELEPHONE: (718) 647-0111 **FAX:** (718) 827-5834

SCHOOL CONTACT PERSON: Albinus Jurpalis **EMAIL ADDRESS:** Ajurpal@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Mercedes Perez

Yolanda Fustanio

PRINCIPAL

Mercedes Perez

UFT CHAPTER LEADER

Lata Suhkra

**PARENTS' ASSOCIATION
PRESIDENT**

STUDENT REPRESENTATIVE
(Required for high schools)

Martin Weinstein

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

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
Yolanda Fustanio	*Principal or Designee	
Mercedes Perez	*UFT Chapter Chairperson or Designee	
Lata Suhkra	*PA/PTA President or Designated Co-President	
Evelyn Irizarry	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Yvette Johnson	DC 37 Representative, if applicable	
Shreematie Ramcharan	<i>Parent</i>	
Mercedes Estevez	Parent	
Gomattie Sidharil	Parent	
Kisha Clinton	Teacher	
Martha DeLaCruz	Teacher	
Beverley Griffith	Alternate	
Maryann Fogarty	Alternate	

* 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.

IS 171 is distinctive in many ways. We are one of the few middle schools that service grades 5-8, a highly unusual configuration. We are using the Core Knowledge curriculum as an anchor for an interdisciplinary approach with a social studies focus to avoid fragmentation of instruction. This also promotes continuity of instruction by scaffolding prior knowledge in all discipline areas. This was in direct response to the demonstrated needs of the student majority whose data indicated limited vocabulary and experiential knowledge.

Another response to a demonstrated need is our Advanced Regents Program which provides an accelerated and challenging curriculum beginning in Grade 5 and culminating with the New York State Regents in Mathematics and Science (Living Environment). This academic opportunity addressed the needs of our high performing students by providing them with a means to enhance their academic growth.

Our Read 180 program is a direct response to the needs of the students at the lowest exponent in reading. This highly motivating program utilizes computer based reading support in a differentiated classroom setting to reach general education and ELL students.

One historically underserved subgroup that we have targeted has been our Special Needs students. At IS 171 we provide a unique opportunity for enrichment and enhanced learning through the use of technology as part of our TGI Grant, now in its second year. Not only does this totally align with our Core Knowledge curriculum, it provides the students with the opportunity to use classroom laptop computers to do actual research

Integrating technology is also a priority. Several teachers have received training, as well as laptops and LCD projectors to use in their classrooms, through the Learning Technology Grant. In addition, nothing is wasted at IS 171. The SETSS teacher has refurbished and rebuilt several old desktop computers which serve as an AIS support strategy for her targeted students, some of whom go to her room at lunch to work on their papers.

Additional services are provided for all students not just those who require remediation. We have several programs that support our stronger students and encourage them to reach their maximum potential. Project Boost, in collaboration with CEI-PEA, gives students career and cultural awareness through civic activism and trips to universities. A chess instructor comes in and works with our Chess club, which is open to students at all achievement levels through the Chess in the Schools program. This program is another activity which enhances student achievement.

As with all schools, IS 171 provides us with distinctive challenges. However, through the continuous, collaborative and intensive efforts of the staff students and parents, IS 171 is a school that honors each individual and strives to ensure that all students have the opportunity to excel.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	I.S. 171 Abraham Lincoln						
District:	19	DBN:	19K171	School BEDS Code:	331900010171		
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:			
<i>(As of October 31)</i>	2005-06	2006-07	2007-08	<i>(As of June 30)</i>	2005-06	2006-07*	2007-08
Pre-K	0	0	0		89.5	89.4	89.4
Kindergarten	0	0	0	Student Mobility - % of Enrollment:			
Grade 1	0	0	0	<i>(As of June 30)</i>	2005-06	2006-07	2007-08
Grade 2	0	0	0		91.5	91.2	91.9
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	<i>(As of October 31)</i>	2005-06	2006-07	2007-08
Grade 5	138	143	135		90.6	82.9	83.1
Grade 6	281	240	227	Students in Temporary Housing - Total Number:			
Grade 7	326	287	252	<i>(As of June 30)</i>	2005-06	2006-07	2007-08
Grade 8	307	301	285		13	10	7
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2005-06	2006-07	2007-08
Grade 11	0	0	0		35	51	43
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	3	0	0	<i>(As of October 31)</i>	2005-06	2006-07	2007-08
Total	1055	971	899				
Special Education Enrollment:				Suspensions (OORS Reporting) - Total Number:			
<i>(As of October 31)</i>	2005-06	2006-07	2007-08	<i>(As of June 30)</i>	2005-06	2006-07	2007-08
# in Self-Contained Classes	81	69	55	Principal Suspensions	32	7	9
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	20	17	20
Number all others	34	38	51	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2005-06	2006-07	2007-08
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
<i>(As of October 31)</i>	2005-06	2006-07	2007-08	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	146	125	86	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2005-06	2006-07	2007-08
# receiving ESL services only	79	87	97	Number of Teachers	54	63	63

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	13	14	5	Number of Administrators and Other Professionals	12	12	12
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	TBD	4
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
	16	12	10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	70.4	61.9	60.3
				% more than 5 years teaching anywhere	42.6	46.0	47.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2005-06	2006-07	2007-08		74.0	71.0	67.0
American Indian or Alaska Native	1.1	1.3	1.0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	16.8	14.7	12.4				
Hispanic or Latino	71.3	72.2	74.0				
Asian or Native Hawaiian/Other Pacific Isl.	9.5	10.7	11.2				
White	1.3	1.0	1.4				
Male	51.9	50.2	47.9				
Female	48.1	49.8	52.1				
2008-09 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2005-06	2006-07	2007-08	2008-09
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	No	If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2007-08) Based on 2006-07 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√							

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	Restructuring Y 4			ELA:			
Math:	Restructuring Y 1			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	X			
Ethnicity							
American Indian or Alaska Native		-	-	-			
Black or African American		√	√	X			
Hispanic or Latino		√	√	X			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		-	-	-			
Other Groups							
Students with Disabilities		√ ^{SH}	√ ^{SH}	√			
Limited English Proficient		X	√	X			
Economically Disadvantaged		√	√	X			
Student groups making AYP in each subject		6	7	1			
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2007-08				Quality Review Results – 2007-08			
Overall Letter Grade:	C			Overall Evaluation:	W		
Overall Score:	47			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	W		
School Environment:	7.3			Quality Statement 2: Plan and Set Goals	W		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	W		
School Performance:	11.4			Quality Statement 4: Align Capacity Building to Goals	W		
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	W		
Student Progress:	25.3						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	3						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
* = 2006-07 Progress Report Attendance Rate(s). If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

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?

Data Analysis/Findings – ELA:

An analysis of grade 5 NYS ELA Reading Test results, over the three-year period from 2006 to 2008 for all tested students, indicates an increase in level 3 / 4 (47.4% - 50%) and a reduction in Level 1 from (10.5% to 3.1% decreasing to 7.4%). The overall results for all tested students in grade 5 shows a trend towards decreasing the number of students in Level 1 and increasing the number of students in Level 3. Further examination of the current implementation of instructional programs indicates that they are having a positive affect on performance. **At present there are no self-contained special needs classes in grade five. All IEP data reflects the performance of SETTS students. Results for special needs students indicate a 10.0% increase of students performing at Level 3 / 4 (0% to 10.0%).**

There has been a 3 year downward trend in students performing on or above grade level 3/4 (11 % in the last 3 years), but the trend was overcome in 2008 with an increase of 6.8%, bringing the overall percentage of 5th grade students reading on grade level to 50%.

An analysis of grade 6 NYS ELA Reading Test results, over the three-year period from 2006 to 2008 indicates the following: Results for all tested students indicates a 12.9% decrease (from 15.2% to 2.3%) of students performing at Level 1 and an 11% increase of students performing at Level 3 / 4 (29.7%- 40.7%).

Results for special ed. students indicate a 58.9% decrease (63.9%-5.0%) of students performing at Level 1 and an increase in levels 3 / 4 of 10%

An analysis of grade 7 NYS ELA Reading test results, over the three-year period from 2006 to 2008 indicates the following: Results for all tested students indicate a 16% decrease (from 19.8% to 3.8%) of students performing at Level 1, and a 15.7% increase of students performing at Level 2 (30.6 % to 46.3%). **Results for special needs students indicate a 19.2% decrease (50.8 %-20.0%) of students performing at Level 1, and a 3.5% decrease of students performing at Level 3 (6.8% to 3.3%).** The overall results for all tested students in grade 7 show a decrease in the number of students in Levels 1 with an increase in Levels 3 & 4.

An analysis of grade 8 NYS ELA Reading Test results, over the three-year period from 2006 to 2008 indicates the following: Results for all tested students indicate an 1.8% decrease in Level 1 (11.3.7% - 9.5%), reversing negative trend over the previous period for the year by 3.7%. Our students at or above grade level continue to struggle as evidenced by a 4.9% decrease over the three year period.

Results for special needs students indicate a 19.0% decrease (50.0%-31.0%) of students performing at Level 1 and a 3.5% increase (0%-3.5%) in students performing at level 3.

Results for all ELL students shown over a three year period 2006 to 2008 indicate a 30.2% decrease (from 35.5% to 15.3%) of students performing at Level 1, and an increase (5.8%-11.3%), 5.5% of ELL students performing at levels 3/4.

The overall results for the all tested students in grade 8 show a small trend towards decreasing the number of students in Level 1. This reflects a positive trend in performance for those scoring at level 1 & 2 that must be recognized as significant. Further examination of the current implementation of instructional programs

indicates that they are having a positive affect on the performance of Level 2 students. However, new strategies need to be implemented to move Level 2 students into Levels 3 and 4.

A review of ACUITY Data as of April 2008, as well as formal / informal observations and snapshots of student performance indicates that additional instruction is needed in the following literacy skills:

- Applying thinking skills to informational texts
- Author's point of view
- Reading and understanding informational texts
- Drawing conclusions

Summary of Data Analysis/Findings: English Language Arts

An analysis of state assessment results in ELA over the three year period from 2006-2008, indicates the following:

60.4% of all students tested are scoring below performance levels 3 and 4 (2008)

94.9. % of all students with special needs are scoring below performance levels 3 and 4 (2008)

Results for all tested indicate 9.7% decrease (14.8 – 5.1) of students performing at level 1 and a 3.3 % increase (51.4 – 54.7 %) of students performing at Level 2 and an increase of 8.1 % (31.3 – 39.4) students performing at or above Level 3 (2008).

Special Needs Students

29.2% decrease in level I students (52.8 – 22.0%), and a .4% increase in level 3 & 4 (4.7 – 5.1%).

An analysis of grade 5 NYS Citywide mathematics test results, over the three-year period from 2006 to 2008 for all tested students, indicates a continued decrease of 9.2% in Level 1 (15.1% - 5.9%). There was an increase from 2006/2008 in Levels 3 and 4 (15.3%). Overall results for the all tested students in grade 5 show a trend towards greatly decreasing the number of students in level one and substantially increasing the number of students in Levels 3 and 4. This reflects a positive trend in performance that must be recognized as significant. Further examination of the current implementation of instructional programs indicates that they are having a positive affect on performance.

An analysis of grade 6 NYS mathematics test results, over the three-year period from 2006 to 2008 for all tested students, indicate a significant decrease of 9.8% in Level 1 (20.7 – 10.9%). There was a significant increase of 17.6% in Levels 3&4 (33.8 – 62%) Results for special education students over the three year period from 2006-2008 indicate the following: a 19.5% decrease in Level I (74.3%-34.8%), and a 20.4% increase in Levels 3 & 4.

The overall results for all tested students in grade 6 from 2005 to 2007 show a trend towards decreasing the number of students in Level 1 while increasing the number of students in Levels 3 and 4. This reflects a positive trend in performance. Further examination of the current implementation of instructional programs indicates that they are having a positive affect on performance.

A review of Acuity assessment, given in throughout the year, indicates that additional instruction is needed in the following mathematics skills:

- Problem Solving
- Number Sense

An analysis of grade 7 NYS mathematics test results, over the three-year period from 2006 to 2008 for all tested students, indicates a 20.4% decrease in Level 1 (28.4%-8.0%). There was a 26.5 % increase (31.2% – 57.7%) over the three year period 2006-2008 in Level 3.

Results for special education students indicate the following: a 28.8% decrease in Level 1 (70.0% to 41.2%), and an increase of 11% in levels 3 & 4 (6.7%-17.7%).

The overall results for the all tested students in grade 7 show a trend towards decreasing the number of students in Level 1, decreasing the number of students in Level 2 and a significant increase in Level 3

& 4. This reflects a positive trend. Further examination of the current implementation of instructional programs indicates that they are having a positive affect.

A review of Acuity assessment, given throughout the year, indicates that additional instruction is needed in the following mathematics skills:

- Probability
- Integers

An analysis of grade 8 NYS mathematics test results, over the three-year period from 2006 to 2008 for all tested students, indicates a continued decrease of 12.4% of students performing at Level 1 (26.8%-14.4.0%), a decrease of 6.4% in Level 2 (42.4% – 36.0%), and an increase of 8.9% in levels 3 and 4 (30.8%-49.7%) The overall results for the all tested students in grade 8 show a trend towards decreasing the number of students in Levels 1&2 and very significant movement of students into Levels 3/4

A review of Acuity assessment, given in throughout the year, indicates that additional instruction is needed in the following mathematics skills:

- Geometry
- Algebraic Equations
- functions

Results for Special Education student's indicator show a decrease in Level I, increase in Level 2 and a larger increase in Levels 3 & 4.

Results for ELL students indicate a decrease in Level I, increase in Levels 2 and a decrease in Levels 3 & 4.

In ELA, 54.2% and in Mathematics, 54.8% of all students made at least one year of progress. Additionally, 83 % of our students in ELA and 61.5% in Mathematics who were in the lowest one third, made at least one year of progress. The 2007-2008 Progress Report indicates a decrease of .015% of average change in student proficiency for levels 3 and 4 students in English Language Arts. Similarly, there is a decrease of .011% average change in student proficiency for levels 3 and 4 students in mathematics. This validates our proficiency at moving students demonstrating the greatest need. However, strategies need to be put in place to address our higher achieving students. Therefore, we need to meet the needs of all students by utilizing a differentiated approach.

Based on our NCLB in Science and our science performance index we have not met AYP in the 2006 - 2007. Our performance index decreased from 100 for all students to 92. In order to meet AYP we need to increase our efforts in this subject area.

In order to best address the needs of our students in mathematics, certain changes to our original Restructuring Plan were necessary. The following modifications have been made:

- We have switched over to Glencoe New York State Mathematics for grades 5-8, to keep continuity across the grades in Mathematics. This series is correlated to the NYS Mathematics Standards and provides many resources for the teachers.
- To expand our professional development plan, we now include on staff a full time mathematics coach and a UFTTC Specialist.
- Our Academies were disbanded and our school now consists of four grades each of which is housed on a separate floor with an AP, a Dean and Guidance staff. Grades five and six are self contained and grade seven and eight are departmentalized. Each grade and each subject area has common preparation time built into their schedule. This design provides time for collaboration and common planning across the curriculum areas. We have three professional developers, a literacy coach, a mathematics coach and a UFTTC specialist, two assistant principals and a full time test coordinator who plan and implement all of the professional development and team meetings that take place in our school.

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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

- I. By June 2009, 10% of all level 2 students tested on the 2008 NYS ELA Exam will move into level 3 or level 4 on the NYS ELA Exam given in January of 2009.**

- II. By June 2009, there will be a 5% decrease in Level 1 and a 10% increase in Levels 3&4 of all ELLs tested on the NYS ELA Exam given in January of 2009.**

- III. There will be a 50% increase in the amount of all students with disabilities who will make at least a years gain as measured by the NYSELA given in 2009.**

- IV. There will be a 50% increase in the amount of all students with disabilities who will make at least a years gain as measured by the NYS Mathematics Examination given in 2009.**

- V. There will be a 5% increase of the Science performance index by June 2009 as measured by the NYS Science Exam**

	<p>least once a week to monitor progress.</p> <ul style="list-style-type: none"> • A guidance counselor will provide workshops for parents on Saturdays, as part of the Saturday Academy, on parenting skills and parents as partners.
<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"> • Administrators, teachers, and materials will be funded by tax-levy monies. • AIS service providers hired under F-Status will be funded using our SINI allocation. • Saturday Academy and Extended Day Programs will be funded using C4E monies. • Additional AIS services will be provided specifically to ELLs and will be funded using Title III monies. • Professional development and new teacher mentoring will be provided throughout the school year and funded using C4E allocation.
<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"> • Students will be assessed three times during the school year using ACUITY and results will be compared to monitor anticipated growth of 5 to 10%, and adjust instructional strategies accordingly. • Additional assessments will include three in-house practice assessments (mimicking city and state assessments) to be used to monitor instructional appropriateness, to insure a total of 10% growth in level 3 by the end of the school year. • Periodic Focused Walk-Throughs by supervisory teams to monitor instruction and assess pedagogical effectiveness. • Teacher Assessment Notebooks will be utilized across the school year by teachers to collect data on student performance, monitor progress and utilize during conferencing with students. • Supervisory Assessment Notebooks will be utilized across the school year by supervisors to collect data on teacher performance, monitor instructional capacity and utilize during informal and formal pre and post observation conferences.

Subject/Area (where relevant): ELA / ELLs

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, there will be a 5% decrease in Level 1 and a 10% increase in Levels 3&4 of all ELLs tested on the NYS ELA Exam given in January of 2009.</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"> • ELL students in grades 5 – 8 will have a 90-minute ESL block which includes time for word work each day and a minimum of 8 classroom periods per week. • Continue the use of the balanced literacy prototype and the workshop model; provide the supporting interim assessments, literacy pacing calendars, classroom libraries, and appropriate professional development for all staff. • Provide intensive professional development to support the Literacy Core Knowledge curriculum, data interpretation and the differentiated instruction. Students will be given five (5) interim assessments from Harcourt Brace, in Literacy under testing conditions. • All teachers will receive Professional Development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement. • All ELL classrooms will be provided with highly motivating leveled classroom libraries. • Students placed in an ESL (English as a Second Language) Program will receive instruction in English, using intensive ESL methodology. Core content area instruction is provided through a Sheltered English approach. • A Saturday Academy consisting of intensive academic and linguistic development will be offered during Saturday mornings for identified students in the 2008-2009 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"> • Administrators, teachers, and materials will be funded by tax-levy monies. • AIS service providers hired under F-Status will be funded using our SINI allocation. • Saturday Academy and Extended Day Programs will be funded using C4E monies. • Additional AIS services will be provided specifically to ELLs and will be funded using Title III monies. • Professional development will be provided throughout the school year and funded using Title I monies.

Indicators of Interim Progress and/or Accomplishment

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

- Students will be assessed three times during the school year using ACUITY and results will be compared to monitor anticipated growth of 5 to 10%, and adjust instructional strategies accordingly.
- Additional assessments will include three in-house practice assessments (mimicking city and state assessments) to be used to monitor instructional appropriateness, to insure a total of 10% growth in level 3 by the end of the school year.
- Periodic Focused Walk-Throughs by supervisory teams to monitor instruction and assess pedagogical effectiveness.
- Teacher Assessment Notebooks will be utilized across the school year by teachers to collect data on student performance, monitor progress and utilize during conferencing with students.
- Supervisory Assessment Notebooks will be utilized across the school year by supervisors to collect data on teacher performance, monitor instructional capacity and utilize during informal and formal pre and post observation conferences.

Subject/Area (where relevant): ELA / Special Needs

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>There will be a 50% increase in the amount of all students with disabilities who will make at least a years gain as measured by the NYSELA given in 2009.</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"> ▪ All grade 5, 6, 7, and 8 ELA students will be programmed for a minimum of 8 periods of instruction, consisting of at least 4 ninety-minute blocks of instructional time during the course of the week. ▪ To reduce student to teacher ratio, a teacher pull-out model in literacy will be implemented... Special needs students are additionally assisted by the pull-out models as delivered by the resource room teacher. This also assists the coordination of services between the resource room teacher and the literacy based on teacher. ▪ Implementing Kaplan K12 Learning Services Program (English and Spanish formats) during the 37.5 tutorial, for literacy. Through extensive professional development, teachers deliver a program designed to identify and remediate student skill deficiencies and promote the acquisition of literacy skills. ▪ After-school and Saturday programs will offer additional targeted instruction to Level 1 and 2 students in literacy. A Saturday ELA Institute to support skill acquisition for low performing students will be implemented. ▪ The Saturday Institute will provide small group and individualized instruction to students for the purpose of developing and strengthening identified literacy skills. Teachers will work to provide students with literacy skills and test prep on planned Saturdays. ▪ Professional development during the 2008-2009 school year will be continued with the emphasis placed on implementing the ELA Performance Standards and the core curriculum, increasing our teachers’ repertoires of active learning strategies, as and standards-based model lessons.
<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"> ▪ Administrators, teachers, and materials will be funded by tax-levy monies. ▪ AIS service providers hired under F-Status will be funded using our SINI allocation. ▪ Saturday Academy and Extended Day Programs will be funded using C4E monies. ▪ Additional AIS services will be provided specifically to ELLs and will be funded using Title III monies. ▪ Professional development will be provided throughout the school year and funded using

	Title I monies.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none">▪ Teacher Assessment Notebooks will be utilized across the school year by teachers to collect data on student performance, monitor progress and utilize during conferencing with students.▪ Students will be assessed three times during the school year using ACUITY and results will be compared to monitor anticipated growth of 5%, and adjust instructional strategies accordingly.▪ Additional assessments will include three in-house practice assessments (mimicking city and state assessments) to be used to monitor instructional appropriateness, to insure the anticipated year's growth.

Subject/Area (where relevant): Mathematics / Special Needs

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>There will be a 50% increase in the amount of all students with disabilities who will make at least a years gain as measured by the NYS Mathematics given in 2009.</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"> • All grade 5, 6, 7, and 8 mathematics students will be programmed for a minimum of 8 periods of instruction, consisting of least 4 ninety-minute blocks of instructional time during the course of the week. • New math textbooks will help implement the Glencoe N.Y. Mathematics Application and Concepts program beginning with “Course I” for 5th gr. • “Course II” for 6th gr., “Course III” for 7th gr. and”Pre-Algebra” for 8th gr. • These texts will be supplemented by N.Y.S. Mathematics Coach books and • Aim Higher • After-school and Saturday programs will offer additional targeted instruction to Level 1 and 2 students in mathematics. A Saturday Math Institute to support skill acquisition for low performing students will be implemented. • The Saturday Institute will provide small group and individualized instruction to students for the purpose of developing and strengthening identified Mathematics skills. Teachers will work to provide students with Math skills and test prep on planned Saturdays. • Professional development during the 2008-2009 school year will be continued with the emphasis placed on implementing the Mathematics Performance Standards and the core curriculum, increasing our teachers’ repertoires of active learning strategies, as and standards-based model lessons.
<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"> ▪ Administrators, teachers, and materials will be funded by tax-levy monies. ▪ AIS service providers hired under F-Status will be funded using our SINI allocation. ▪ Saturday Academy and Extended Day Programs will be funded using C4E monies. ▪ Professional development will be provided throughout the school year and funded using Title I monies.

Indicators of Interim Progress and/or Accomplishment

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

- Teacher Assessment Notebooks will be utilized across the school year by teachers to collect data on student performance, monitor progress and utilize during conferencing with students.
- Students will be assessed three times during the school year using ACUITY and results will be compared to monitor anticipated growth of 5%, and adjust instructional strategies accordingly.
- Additional assessments will include three in-house practice assessments (mimicking city and state assessments) to be used to monitor instructional appropriateness, to insure the anticipated year's growth.

Subject/Area (where relevant): Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>There will be a 5% increase in the Science performance index by June 2009 as measured by the NYS Science Exam.</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"> ▪ New texts will be provided; as well as all necessary support materials for our sixth, seventh and eighth grade students to have increased opportunities to engage in hands-on science investigations. New York Science by Glencoe will be supplemented by “Measuring Up to the New York State Learning Standards in Science” Published by Peoples Education Corp. ▪ FOSS materials will be ordered to enhance and support hands-on investigation opportunities for students in grade five science classes. ▪ Grade 8 students requiring additional tutorial services as identified by a review of their unit test assessment and report card data will be provided with an opportunity to attend extended day test preparation classes given in the spring before the New York State science examination.
<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"> ▪ Administrators, teachers, and materials will be funded by tax-levy monies. ▪ Saturday Academy and Extended Day Programs will be funded using C4E monies. ▪ Professional development will be provided throughout the school year and funded using Title I monies. ▪ C4E funding will be used to support the extended day tutorial program in the Spring
<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"> ▪ Students will take three interim assessments in science throughout the year to better monitor progress and insure a 5% increase in each exam. Sample questions will be culled from old New York State exams. The assessments will be assembled, administered, scored, reviewed and monitored across the school year. Adjustments in the curriculum will be made as necessary to support the goal of increasing student achievement. ▪ Teachers will give unit examinations on a periodic basis, track the data and adjust and differentiate instruction accordingly. Mastery will increase to 75% of students mastering 80% of the materials assessed. ▪ Interim reports will be prepared for each student and sent home to parents. This will keep parents better informed and more involved on the process.

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: CONTRACT 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				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5	70	32	58	47	5	3	3	0
6	64	44	58	47	3	5	8	0
7	128	82	58	47	15	6	10	1
8	133	121	58	47	12	10	15	1
9								
10								
11								
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:	Wilson / small group / during the day Keep on Reading / small group / Saturday Academy Reading Skills Series / small group, pull – out Great Leaps/small group, pull-out Study Island/small group/37 minutes Measuring Up/small group/extended day An additional AIS period is built in students’ programs
Mathematics:	Measuring Up / small group / extended day AMP Math System / small group / Saturday Academy Glencoe Review/small group/pull-out Study Island/small group/AM Academy An additional AIS period is built in students’ programs
Science:	Grade 8 Last Chance Program / extended day Study Island/small group/37 minutes An additional AIS period is built in students’ programs
Social Studies:	Grade 8 Last Chance Program / extended day Study Island/ small group/ 37 minutes An additional AIS period is built in students’ programs
At-risk Services Provided by the Guidance Counselor:	Peer Intervention / small group / twice weekly One to one counseling / as needed
At-risk Services Provided by the School Psychologist:	One to one counseling / as needed
At-risk Services Provided by the Social Worker:	One to one counseling / as needed
At-risk Health-related Services:	One to one counseling / as needed

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 (LAP)

SY: 2008-2009

LAP COMMITTEE

District: 19	School: I.S. 171 Abraham Lincoln School	Principal: Yolanda Fustanio
Parent Coordinator: Z. Otero	Coach: S. Roberts	Coach: K. Clinton
ESL Teacher: O. Udo	ESL Teacher: S. Bhunut	Bilingual Teacher: M. Perez
Guidance Counselor: Y. Vivas	Related Service Provider: L. Jimenez	

TEACHER QUALIFICATIONS

All bilingual and ESL teachers are fully certified. Both ESL teachers at I.S. 171 are fully certified in TESOL. Of the six Bilingual teachers at I.S. 171, all have bilingual extensions and common branch or content-specific certification.

ELL DEMOGRAPHICS

I.S. 171 Abraham Lincoln Intermediate School consists of 853 students. Of those students, approximately 185 (roughly 22%) are English Language Learners (ELLs). These students are provided with two options for ELL programs, Transitional Bilingual Education (TBE) and Freestanding English as a Second Language (ESL). The school offers two free-standing ESL models, pull-out and push-in. There are two ESL push-in classes (one in 7th grade and one in 8th grade) and four ESL pull-out classes (two in 5th grade and two in 6th grade). At I.S. 171, there are two grade-level only bilingual classes on in 5th grade and one in 6th grade. There are two grade-level hybrid classes in 7th and 8th grade. These classes combine for ESL, but are separate for content area classes. There is one special needs (12:1) TBE bridge class, consisting of 6th/7th/8th grades. The school has a total of five TBE classes. There are a total of six Freestanding ESL classes at I.S. 171.

From looking at our ELLs in terms of the duration of time in which they have been enrolled in a New York City school, we noticed that the majority of ESL students have been here have been here for less than three years. Most newcomers are placed in a Spanish TBE program; however, non-Spanish speaking students are placed in monolingual English classrooms, with ESL support. In ESL, very few students are newcomers (only 4). In looking at overall totals, in TBE and ESL, 40% of our ELL population is newcomer (students who have been in the NYC school system for less than three years). This year, we have seen a rising number of SIFE students in both TBE and ESL programs.

All students in the TBE program at I.S. 171 are Spanish speaking. In the TBE program, the number of Spanish speaking students is as follows: (18) 5th graders, (23) 6th graders, (15) 7th graders and (26) 8th graders. Students in the Freestanding ESL program vary in language groups. Spanish speakers dominate with (11) 5th graders, (21) 6th graders, (30) 7th graders, and (30) 8th graders, for a total of ninety-two students within the Spanish language group. The program also consists of (4) Chinese speaking students, two in 6th grade, one in 7th grade, and one in 8th grade. Additionally, there are (2) Arabic speaking students, both in 5th grade and one student who speaks Haitian-Creole in the 7th grade.

PARENTAL PROGRAM CHOICES

Parents at I.S. 171 are offered many opportunities to become familiar with the three different program choices available to their child in NYC public schools. Parents understand that only two are offered at I.S. 171 (TBE and ESL). Should a parent prefer a Dual Language Program, they are informed of schools where this program type is available. In order to communicate this information to parents, the Parent Coordinator and ESL teachers have worked together to offer an informational welcome meeting to new students' parents/guardians. At these meetings, which also may include parents of students who have been in attendance in the past, the parents are provided with refreshments and information in various languages. I.S. 171 is able to offer translations via the DVD provided by the Regional Office, and by other members of the I.S. 171 staff. After parents have viewed the DVD, the ESL teachers offer an explanation of our roles and how we can support students in their transitions. Parents are provided with the Parental Program Selection form and assisted as necessary in understanding specifically what their rights are within the system.

After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed that the trend is more in favor of the ESL program followed by the TBE program. In the past three years, only one parent has requested a Dual Language Program. The parent was advised of the transfer options and chose not to transfer her child, but rather opted for the TBE program. The programs offered at I.S. 171 (TBE and Freestanding ESL) are clearly aligned with parent requests.

ASSESSMENT ANALYSIS

NYSESLAT Data

Table 1
TBE Overall NYSESLAT Level Program Data by Grade Level

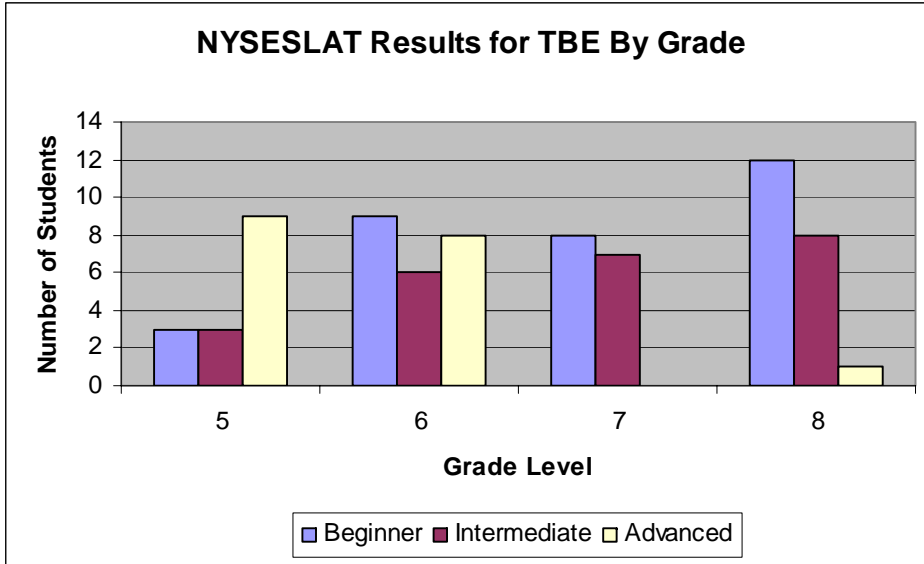


Table 2/3
TBE NYSESLAT Modality Level Data by Grade Level

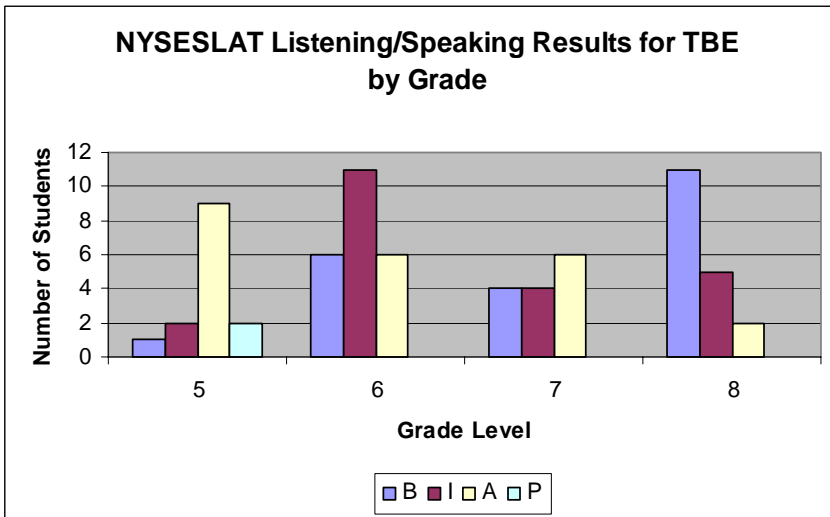


Table 4
ESL Overall NYSESLAT Level Program Data by Grade Level

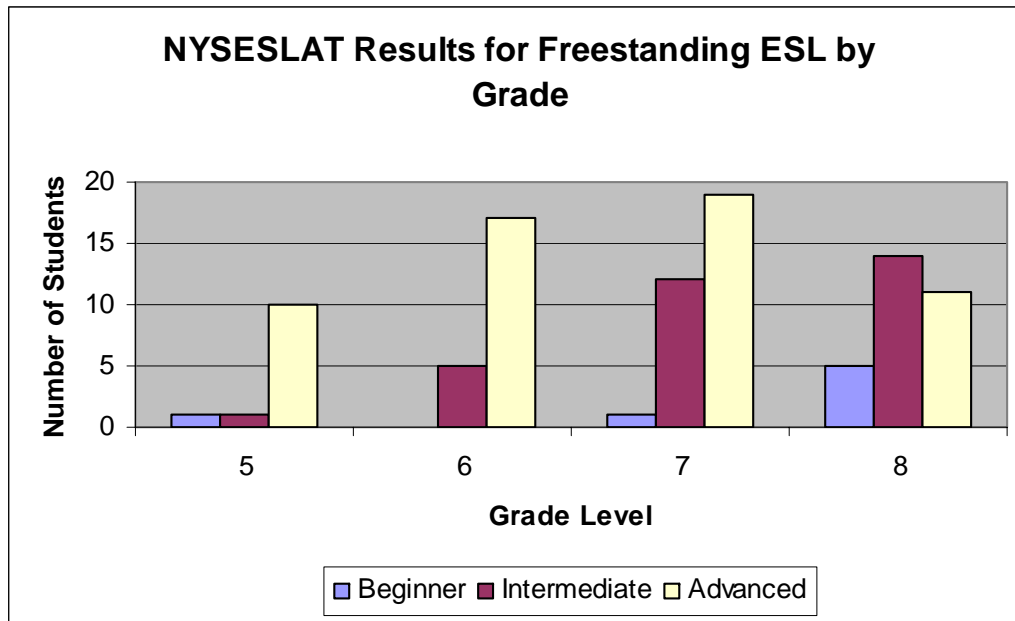
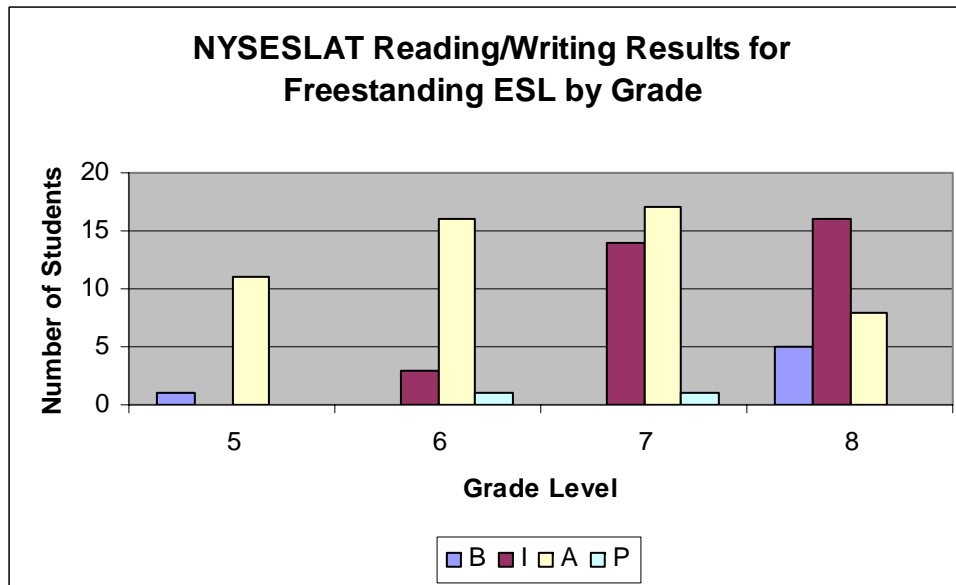
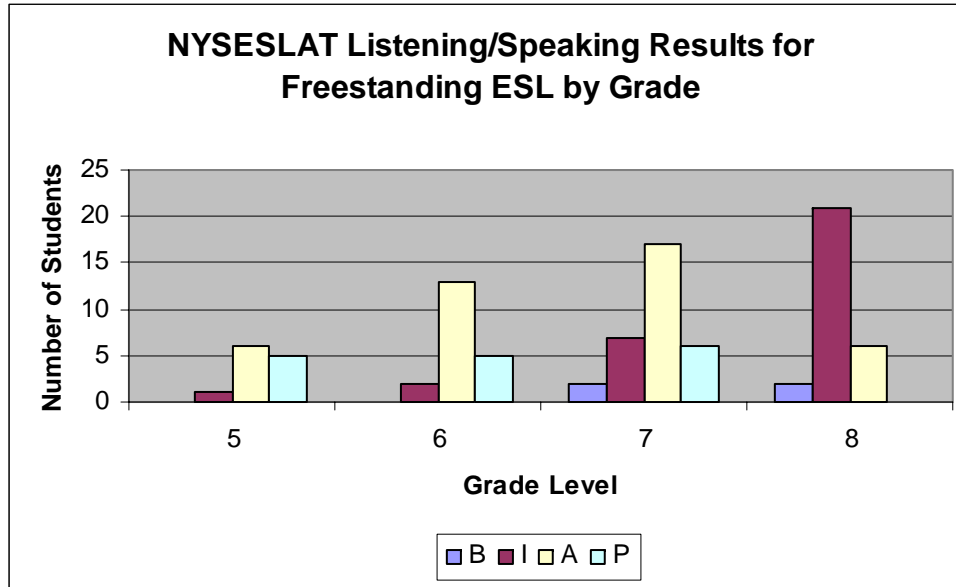


Table 4/5
ESL NYSESLAT Modality Level Data by Grade Level



Based on the above data, we have noticed that the majority of students in 5th/6th/7th grades in Freestanding ESL are scoring at an advanced level. In the freestanding ESL program, the majority of 8th grade students are scoring at the intermediate level. Across grade level in freestanding ESL, a minority of students are scoring at the beginner level. In the TBE program, the numbers of beginner level students are in the majority for all grade levels, but 5th grade. This is logical due to the high influx of newcomers.

After looking at the combination scores in modalities, we have noticed that within the listening/speaking combined modality scores, the majority of 5th/6th/7th grade students in ESL are performing at the advanced or proficient levels. In the 8th grade, students in ESL are mostly performing at the intermediate level. In the 5th and 7th grade TBE programs the greatest number of students is performing at the advanced level in the listening/speaking modality, with few students reaching proficiency. In the 6th grade TBE program, the greatest number of students is performing at the intermediate level and in the 8th grade, most students are performing at a beginner level. This tells us that our ELLs are developing their linguistic skills in an appropriate order. We know this to be true because, students in the ESL program are performing at advanced and proficient levels in listening/speaking modalities; modalities which research has shown develop the quickest in learners of a second language. The same students are scoring intermediate or advanced in reading and writing modalities; modalities which develop following listening and speaking. Of the students in the TBE program, especially the 8th grade, many are newcomers and therefore are scoring at the beginner levels in listening and speaking.

In the combined reading and writing category, the majority of ESL students in the 5th/6th/7th grades are scoring in the advanced level. The exception is our 8th grade ESL class, where the majority of students are scoring in the intermediate level. In the TBE program, many 5th/6th graders are performing at the advanced level, while in the 7th/8th grades, the majority of students are scoring in the beginner and intermediate levels. It is important to note that the 7th and 8th grade advanced students have been transferred to the ESL push-in classes for intensive English language instruction in order to facilitate movement toward proficiency.

This informs leadership within the school as well as teachers that a strong instructional focus must remain in reading and writing skills for our ESL students, while a strong focus on oral language and vocabulary development must be focused on in our bilingual classrooms, especially the 8th grade.

ELA & Math Data

Of our ELL population taking the ELA, our ELLs are making great gains. We see a decrease in students scoring level 1 (from 40 students down to 18), gains in students scoring a level 2 and gains in students scoring a level 3. None of the ELLs scored at level 4. Even though none of the students scored at level 4, we realize that they are not yet proficient in the English language. We do notice that of our students who tested out of ESL/TBE in the past three years, 6 scored at a level 4.

This informs leadership of the need to continue rigorous instruction with an infusion of ESL methodologies and a strong emphasis in transitioning our students from native language to English through content-based instruction.

Of our ELL population taking the Math State Exam, overall, across grade levels and tests (Native Language and English), students are testing within the mostly at level 3, followed closely by level 2. Level 1 & 4 students are a minority amongst the ELL population. From comparing with last year's data, we have seen a decrease in level 1s, and an increase in level 3s and most importantly the number of students scoring a level 4 went from 1 to 10 students.

In comparing students taking the math test in their Native Language with those taking the test in English, we noticed some interesting results. Students taking the test in English, scored mostly at level 3, this is an improvement, since students previously were mostly testing at level 2. TBE Students in 7th/8th grade taking the test in native language are scoring mostly at level 2 and none are scoring at level 4. TBE students in 5th grade are predominantly scoring at level 3, while 6th grade TBE students are scoring mostly 2s and 3s.

This informs school leadership of the need to continue rigorous instruction of our ESL students in math using ESL methodologies with continued support from ESL staff. There is also a great need to provide remediation to address the lack of mathematics skills with which students are entering our school.

Using Assessment Data to Support ELL Growth

Teachers and school leadership members are provided with a login and password to Harcourt (the ELL Interim Assessment providers). Teachers are able to look up class averages and, more specifically, individual student scores. Leadership members are able to look at school averages across grade levels and get a general sense of where our ELLs are in their levels and skills. These results allow teachers and leadership members to identify areas in which students need support and assistance and to further drive instruction.

Based on recommended allocations of language, it is imperative that instruction in Native Language continue to be adhered to as stated below. Bilingual teachers will use the Native Language within content areas, (allocations of language to be based on student proficiency levels as per LAP). Summaries will occur in English. Native Language will be explicitly used in Native Language Arts, in which students will continue to develop their L₁.

PLANNING FOR ELLs

SIFE/ELLs of Less Than 3 Years and More Than 6 Years

ELLs at I.S. 171 receive extended day services. Their teachers implement instructional strategies that include ESL methodologies, such as Total Physical Response (TPR) and cooperative learning. In addition, new arrivals and other students with interrupted formal education (SIFE) are provided with additional

teachers for AIS. ELL students are also provided with an additional teacher three days per week. This program provides intensive individualized instruction with an emphasis on life skills.

ELL students, who continue to remain eligible for ESL services after six years of participation in Bilingual or ESL classes, are offered the same opportunities within the school as non-ELLs. These students are given the opportunity to and are encouraged to participate in mono-lingual classrooms as well as in before-school and after-school activities, Saturday Academy, and community-based groups such as Cypress Hills and SES (through Princeton Review and Education Link).

ELLs With Special Needs

ELLs who are identified as having special needs are placed in to one of two programs. The first option is a TBE special needs classroom. In this class, additional instruction and support is provided before school in both reading and math. The class runs as any other TBE program in regards to the percentage of time spent in English and the students' Native Language; however, it also accommodates students with special needs by offering a smaller class size, as well as a highly differentiated curriculum to address each of their individual needs. The class combines the essentials of a TBE program and a special needs classroom. The second option is a monolingual special needs classroom with Freestanding ESL services.

Transitional Support After Proficiency

ELLs who have reached a proficiency level according to the NYSESLAT are no longer eligible for ESL services. They do, however, continue to receive testing accommodations for two years after they test proficient on the NYSESLAT. Students in this category still benefit from a variety of after-school and before-school programs. In addition to this, it is the belief of the ESL and Bilingual department that students who have passed to a level of proficiency on NYSESLAT are still eligible for support and assistance from each of their teachers. There is a bond that is formed between students and teachers as the student struggles to adapt to US cultures and expectations. That bond is what continues even when legal eligibility for ESL/Bilingual services ceases.

Assurances of Mandated Language Allocation Adherence

I.S. 171 has five bilingual classes. Within each of these classes, students range in English proficiency level, although they are grouped as much as possible at similar levels. When periods for ESL occur, students are separated into groups based on their NYSESLAT scores. During ESL, groups are pulled out three days per week to meet with another teacher who works specifically with newcomers. During that time, higher-level students are provided with a differentiated instructional piece. When groups must meet at the same time, the teachers are able to utilize centers and whole/small group instruction to guarantee that each student due 360 or 180 minutes of ESL is provided with just that.

Delivering of Explicit ESL

ESL is taught using ESL methodologies as well as a workshop model format. In an ESL classroom at I.S. 171, students are taught vocabulary (word-study including affixes, etymology, etc) via content-specific reading and writing. Vocabulary is not taught in a vacuum. Students are taught reading and writing skills via content-specific reading and writing as well as hands-on experiences. ESL teachers use ESL Standards and Performance Indicators to drive instruction in the classrooms.

Freestanding ESL Services

All students in mono-lingual classrooms who have not yet earned a proficient score on their NYSESLAT are provided with a Free-Standing ESL pull-out program. Students in these classes are grouped by grade and ESL level. In these classes, there are no more than 16 children, as mandated. Students at the beginner/intermediate levels are provided with eight periods (360 minutes) of ESL per week. Those students at the advanced level are provided with four periods (180 minutes) of ESL per week.

In addition, students in the 7th and 8th grades are provided with 12-13 periods of ESL instruction within a collaborative team teaching (CTT) setting. Students in the class fall within all ranges of NYSESLAT scores.

Resources and Instructional Support

Students in both the TBE program and the Free-Standing ESL program are provided with the materials and support necessary to assist them in their linguistic development. As an example, students in the TBE program have access to computer programs, as well as listening centers and leveled libraries. Students in the Free-Standing ESL program have access to classroom libraries, listening centers, and leveled classroom reading materials. As such, there is not a specific curriculum for either the TBE or the Free-Standing ESL program. Teachers use skill of the week, writing genres, and grammatical foci to drive ESL lessons using ESL methodologies.

Professional Development for Teachers of ELLs

Professional Development for teachers of ELLs is available at I.S. 171. Teachers of ELLs have completed training in WestEd Quality Teaching, sponsored by the Office of ELLs. New teachers receive ten hours of professional development in ESL methodologies. Each year, teachers of ELLs have the opportunity to attend full day conferences on ESL methodologies. The ELL department staff members at I.S. 171 are generally grouped together for weekly professional development in an effort to work together to adapt and learn information for our ELL population, and to provide guidance to other teachers of ELLs. Additionally, bilingual, ESL teachers, and school literacy coach meet weekly to plan and strategize in order to differentiate instruction for the various levels of ELLs in our classrooms.

PROGRAM DESCRIPTIONS

Transitional Bilingual Education (TBE)

The students in this program are placed in classes according to their English language proficiency levels. Students at the beginning levels in all grades receive instructions in both English and Spanish. Content area subjects are taught in Spanish and summarized in English. ESL classes are taught in English, although assistance is given in the native language if the need arises. English is used in these classes about 30%-40% of the time while Spanish, the native language, is used 60%-70% of the time.

Students at the intermediate levels receive content-area subject instruction in Spanish and summaries are done in English. ESL is taught in English and help is provided in the native language if needed. Instruction is divided about 50-50. Half of the instruction is in English and half in Spanish.

Students at the advanced level receive most of their content area subject instruction in English and summaries are done in Spanish. ESL classes are taught in English.

Freestanding ESL

Students in this program are placed in groups according to their English Language proficiency levels. Instruction is content based and conducted in English only.

LAP for TBE

Beginners

Students will receive content-area instruction in their Native Language 60% of the time and instruction in English 40% of the time. Native Language Arts classes will be taught in 100% Native Language. ESL classes will be conducted in English.

Intermediates

Students will receive content-area instruction in their Native Language 50% of the time and instruction in English 50% of the time. Native Language Arts classes will be taught in 100% Native Language. ESL classes will be conducted in English.

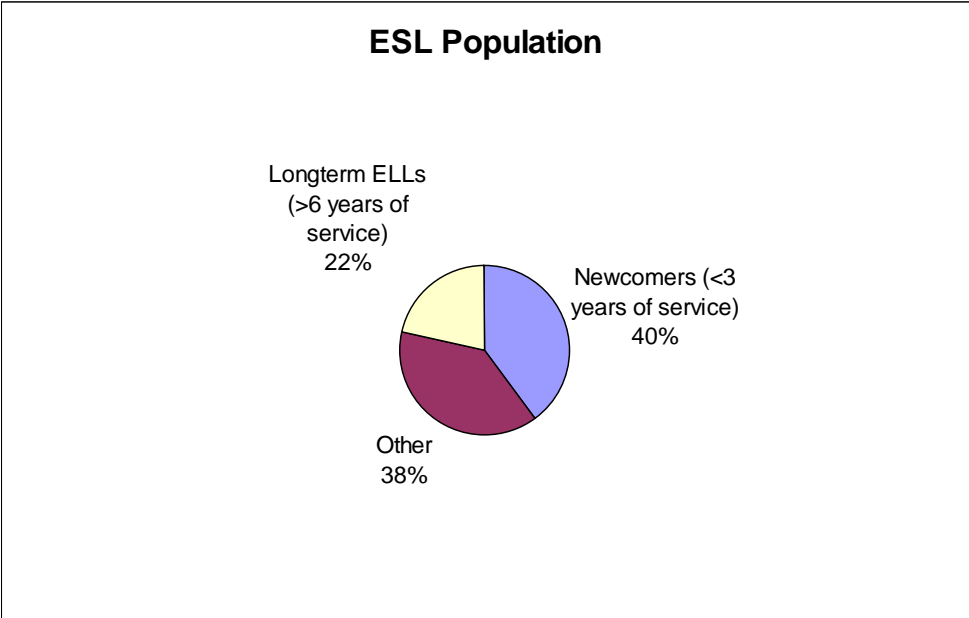
Advanced

Students will receive content-area instruction in their Native Language 25% of the time and instruction in English 75% of the time. Native Language Arts classes will be taught in 100% Native Language. ESL classes will be conducted in English.

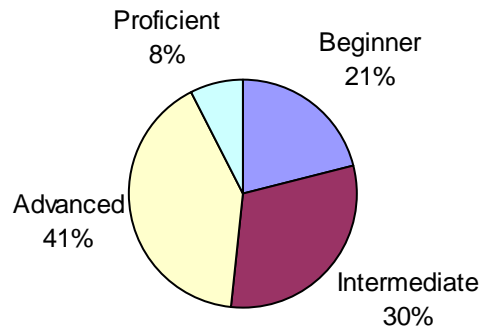
LAP for ESL

All classes in this program will be conducted in English 100% of the time.

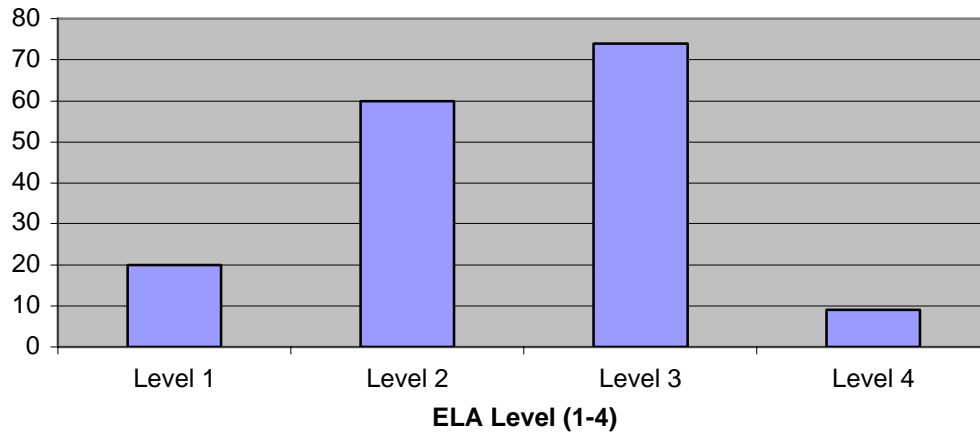
Appendix: Charts for Analysis



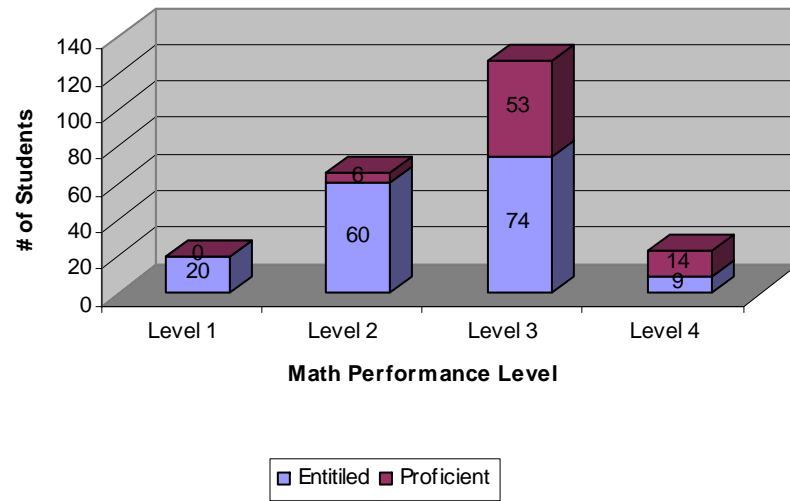
GRADE 5-8 NYSESLAT LEVELS



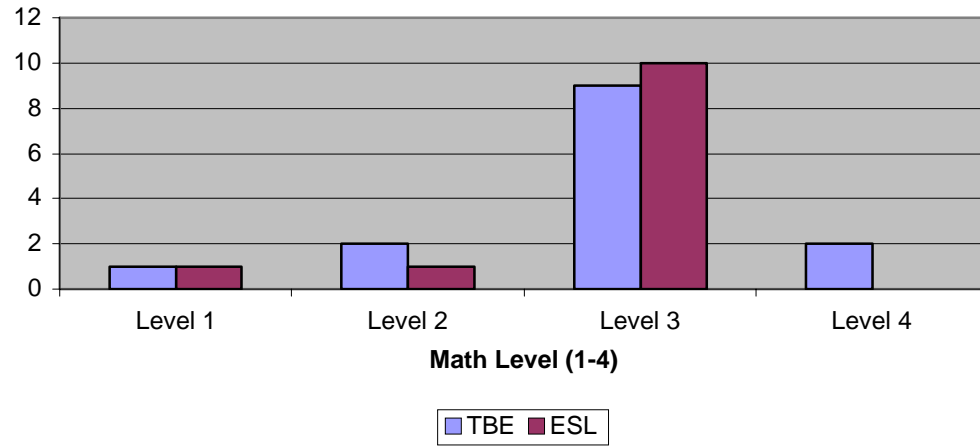
Overall ELL Scores on Math



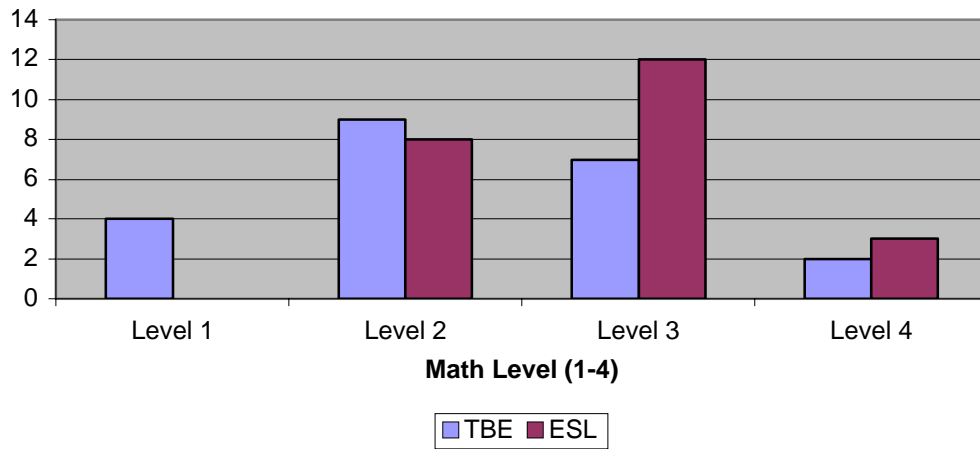
ELL Scoring on Math (Including Proficients)



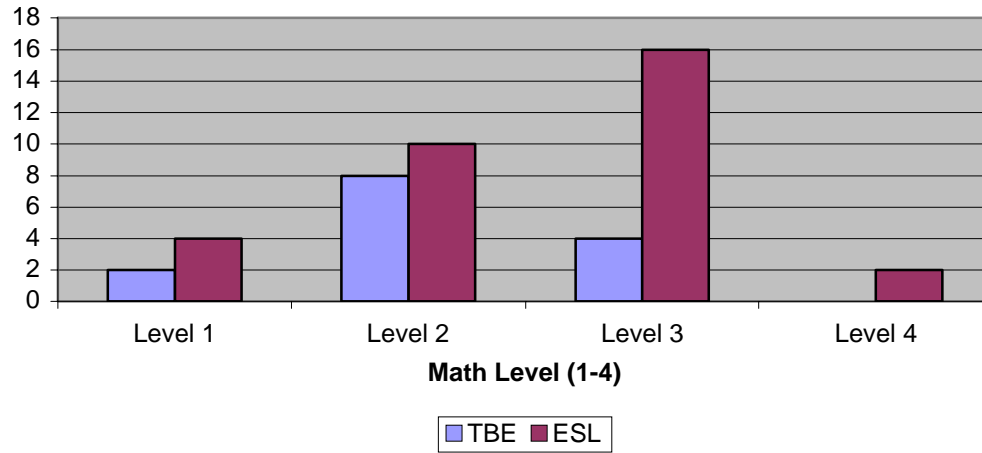
Grade 5 Math Levels



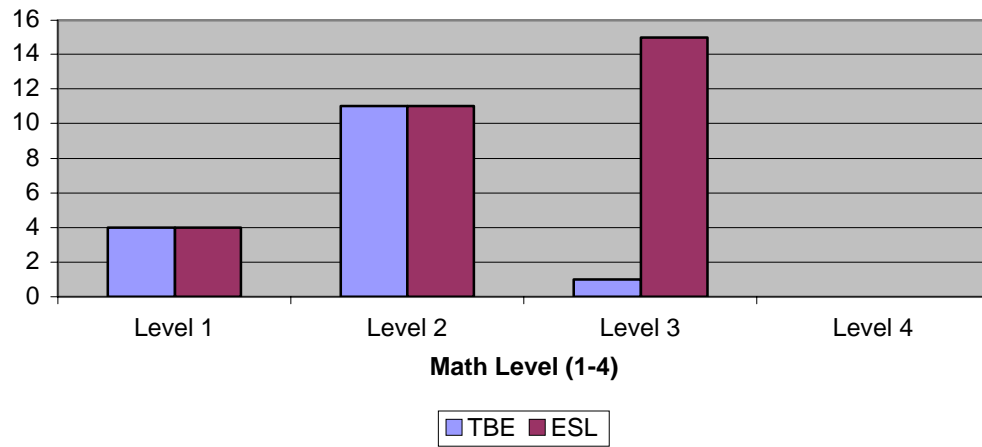
Grade 6 Math Scores



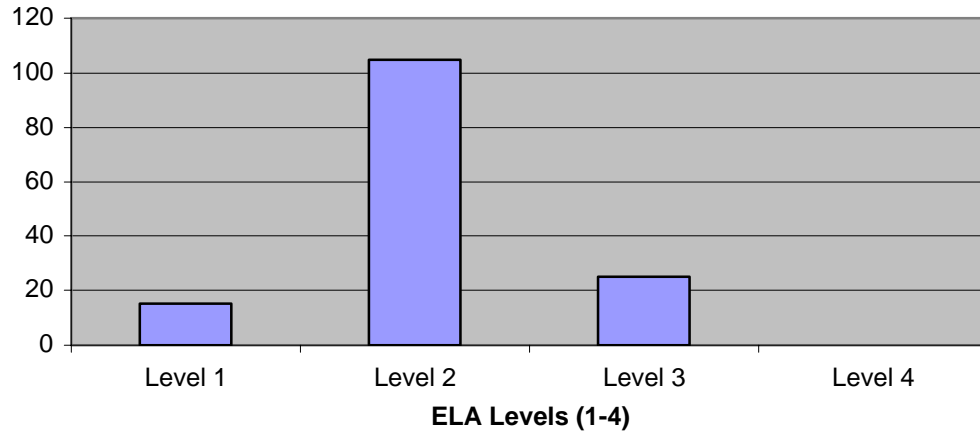
Grade 7 Math Scores



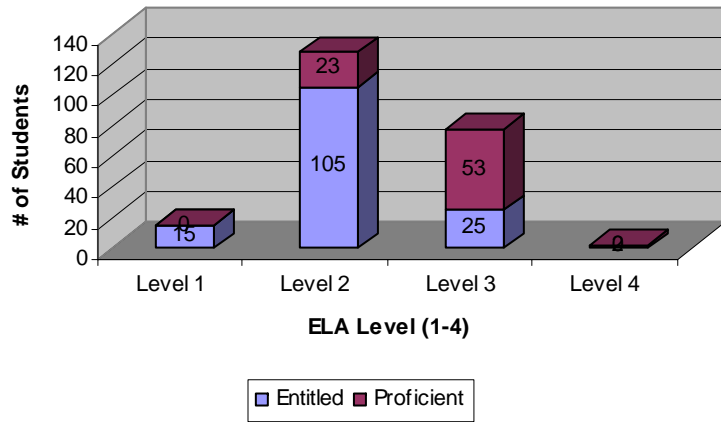
Grade 8 Math Levels



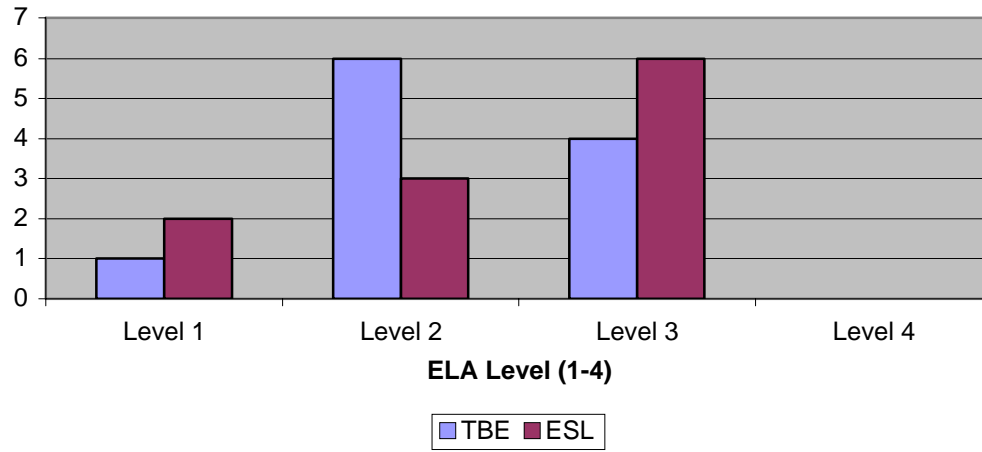
Overall ELL Scores on ELA



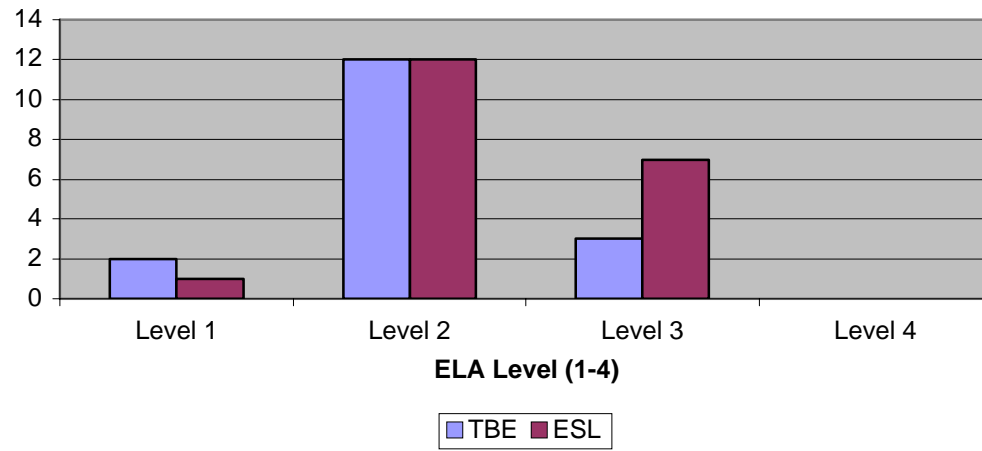
**ELL Scoring on ELA
(Including Proficient Students)**



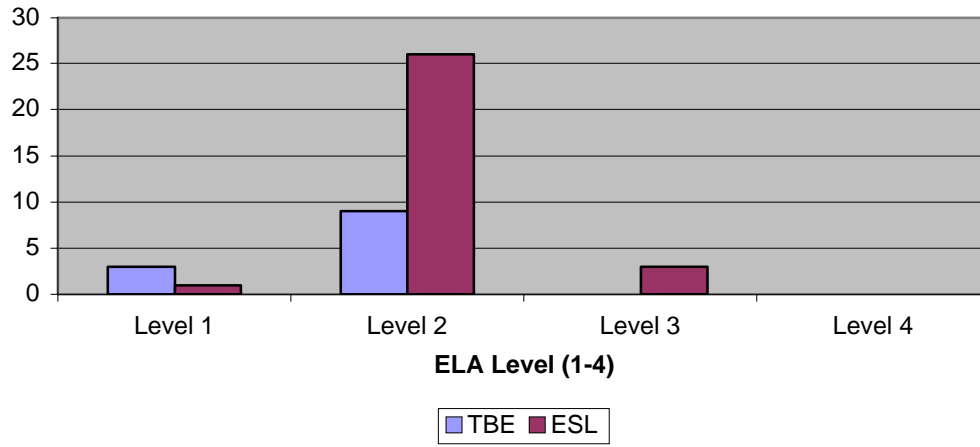
Grade 5 ELA Levels



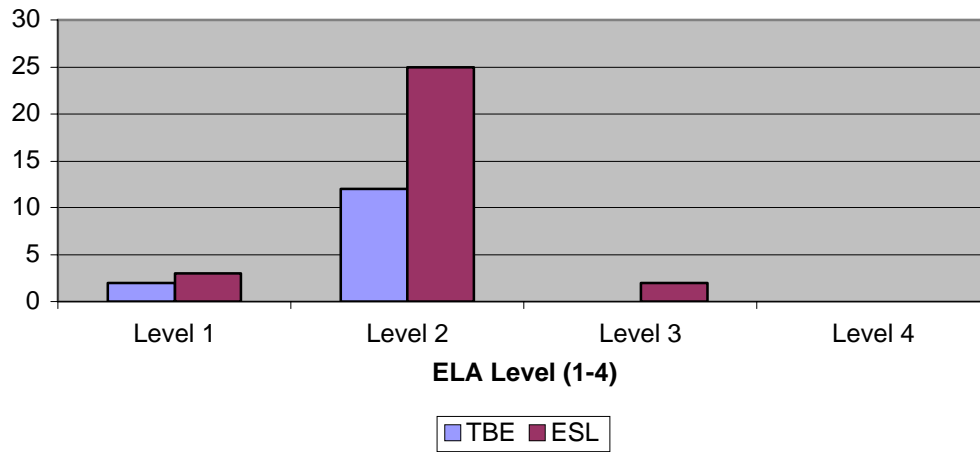
Grade 6 ELA Levels



Grade 7 ELA Levels



Grade 8 ELA Levels



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: 185

- 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:

The Instructional Program at I.S. 171 for ELL students is made up of a transitional bilingual program, a transitional bilingual special education program and a free-standing ESL pull-out/push-in program. There are four bilingual classes in the transitional bilingual program: (1) fifth grade, (1) sixth grade, (1) seventh grade, and (1) eighth grade class. In the transitional bilingual special education program, there is (1) sixth/seventh/eighth grade bridge class. The free-standing bilingual program serves approximately 90 students and consists of (4) groups of pull-out classes and (2) groups of 28 students in a push-in setting.

ESL instruction in the transitional bilingual program as well as the special education bilingual program is differentiated into beginner, intermediate and advanced proficiency levels. The instruction is addressed within a ninety minute parallel block and is provided on a daily basis for all grades. The content area subjects, such as math, native (Spanish) language arts, social studies and science are taught in the student's native language. The students are mainstreamed with monolingual students for physical education and lunch. The instruction in the special education transitional program is also individualized according to the child's IEP.

In our free-standing ESL pull-out program, students are grouped according to language proficiency levels and differentiated into beginner, intermediate, and advanced. Each group receives mandated instructional time as determined by their NYSESLAT score. Instruction is curriculum based, grade appropriate and aligns with the New York State and New York City Standards. In addition, there is a 7th grade and 8th grade ESL push-in program in which students are provided with support within their classroom setting. Teachers collaborate in a CTT model in which ESL methodologies are used during content instruction. Students receive mandated instructional time as determined by their NYSESLAT scores.

At present all bilingual and ESL teachers are certified. Of the 8 teachers, all are either TESOL or bilingual certified. Teachers meet regularly to examine all data and share best practices in the designated areas. The examination of student work is the key to differentiating instruction. During these meetings ongoing portfolio assessment is conducted to target instruction on particular skills needed to insure success on the state assessments.

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).

English Language Learners at I.S. 171 also receive extended day services. Their teachers implement instructional strategies that include second language learning methodologies such as the Total Physical Response (TPR) and cooperative learning. In addition, new arrivals are enrolled in the extended day programs and ELL students are also provided with an additional teacher on an F-Status line, 3 days per week, to provide intensive individualized instruction.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

Our school offers the following programs which are available to all of our students on a first come first serve basis: CHAMPS, Chorus, Chess Club, Runners Club, Yearbook Staff, soccer, fitness, flag football and volleyball.

- 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.

We continue to provide outreach efforts toward creating greater parental and community involvement in the school. All correspondence sent home with the students are written in both English and Spanish. Additional language translations are available as needed. We conduct parent orientation workshops twice a year (one in September and one in February). All school forms are provided in the parents' native language. Our Parent Coordinator serves as a liaison between the school, as well as the parents of our ELL children. The school holds a yearly Open House and several parent nights across the school-year. Separate and apart from our regular parent involvement activities, our Parent Coordinator, Ms. Zoraida Otero, conducts ongoing parent workshops with our ELL population to assist them in assimilating into the school community. Workshops are planned during the summer – specific dates to be advised. During the week of September 10th, students and their parents will be invited to a special breakfast meeting of the “Newcomer’s Club.” An orientation will be provided to parents at this meeting, that will include an overview of the program’s goals and objectives, curriculum, instructional strategies, as well as some time set aside to meet and greet their child’s teachers. Breakfast will be served and a time for informal discussion with the teachers will take place. This orientation will also take place again for the parents of students who enrolled later in the school year.

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

Staff development plans for the 2007-2008 school-year will focus on improving the teaching and learning going on in our ELL program. A preliminary schedule is provided below:

Workshop Title	Given By	Attended By	Scheduled Date
NYS Learning Standards for Native Language Arts	M. Perez	Bilingual Staff	October 2008
Using ESL Strategies in the Content Area Classroom	M. Perez	Bilingual Staff and Science, Math and SS Teachers	November 2008
Looking at Data – Informing Instruction	ELA Coach (TBA)	Bilingual Staff	December 2008
Using Balanced Literacy Strategies in the ELL Classroom	ELA Coach (TBA)	Bilingual Staff	January 2009
Scaffolding Instruction	ELA Coach (TBA)	Bilingual Staff	Oct. 2008-February 2009
Preparing ELL Students for the ELA Examination	ELA Coach (TBA)	Bilingual Staff	October 2008
Administering the NYSESLAT and Other Assessments	Mr. Cuba Testing Coordinator	Bilingual Staff	April 2009
Assessing Data	Mr. Cuba Testing Coordinator	Bilingual Staff	May 2009

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

Students in both the TBE program and the Free-Standing ESL program are provided with the materials and support necessary to assist them in their linguistic development. As an example, students in the TBE program have access to computer programs, as well as listening centers and leveled libraries. Students in the Free-Standing ESL program have access to classroom libraries, listening centers, and leveled classroom reading materials. As such, there is not a specific curriculum for either the TBE or the Free-Standing ESL program. Teachers use skill of the week, writing genres, and

grammatical foci to drive ESL lessons using ESL methodologies. Additionally, LEPs in need of academic intervention services are provided with AIS instruction. Students are also offered after school tutoring through 37 ½ minutes. A bilingual counselor and parent coordinator are available for Spanish speakers.

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.

Students in our bilingual program speak Spanish as their first language. Upon arrival, students are administered the LAB-R in English and Spanish. In the spring, students are assessed in their native language using the ELE.

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

School Building: _____ District _____

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	
4	2					6

* 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.

Ms. Mahl: SCHEDULE 2008-09 ESL

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced
 School District: 19 School Building: IS 171

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:18 To: 9:00	6A ADVANCED ESL ROOM 104B	PUSH IN 7-314 ESL ROOM 314	PUSH IN 7-314 ESL ROOM 314	6B1 BEGINNER / INTERMEDIATE ESL	PUSH IN 7-305 LIT ROOM 310
2	From: 9:03 To: 9:45	PREP	PUSH IN 7-314 ESL ROOM 314	PUSH IN 7-314 ESL ROOM 314	6B1 BEGINNER / INTERMEDIATE ESL ROOM 104 B	PUSH IN 7-305 LIT ROOM 310
3	From: 9:48 To: 10:30	PUSH IN 7-314 ESL ROOM 314	PREP	PREP	PREP	6A ADVANCED ESL ROOM 104B
4	From: 10:33 To: 11:15	PUSH IN 7-314 ESL ROOM 314	6A ADVANCED ESL ROOM 104B	PUSH IN 7-305 LITERACY ROOM 310	PUSH IN 7-305 LITERACY ROOM 310	PREP
5	From: 11:18 To: 12:00	PROF ASSIGNMENT – YEARBOOK	LUNCH	PUSH IN 7-305 LITERACY ROOM 310	PUSH IN 7-305 LITERACY ROOM 310	PUSH IN 7-314 ESL ROOM 314
6	From: 12:03 To: 12:45	PUSH IN 7-305 LITERACY ROOM 310	PROF ASSIGNMENT – YEARBOOK	PROF ASSIGNMENT – YEARBOOK	PUSH IN 7-314 ESL ROOM 314	PUSH IN 7-314 ESL ROOM 314
7	From: 12:48 To: 1:30	LUNCH	6B1 BEGINNER / INTERMEDIATE ESL ROOM 104 B	LUNCH	LUNCH	LUNCH
8	From: 1:33 To: 2:15	PUSH IN 7-305 LITERACY ROOM 310	6B1 BEGINNER / INTERMEDIATE ESL ROOM 104 B	6A ADVANCED ESL ROOM 104B	PROF ASSIGNMENT – YEARBOOK	PROF ASSIGNMENT – YEARBOOK

Ms. Udo: SCHEDULE 2008-09 ESL

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

School District: 19

School Building: IS 171

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:18 To: 9:00	PUSH IN 8-414 ESL/LIT R314	PUSH IN LIT ROOM 412	PREP	PREP	5 TH GRADE ADVANCED ROOM 104A
2	From: 9:03 To: 9:45	PUSH IN 8-414 ESL/LIT R314	PUSH IN LIT ROOM 412	PUSH IN LIT ROOM 412	PUSH IN 8-414 ESL/LIT R314	5 TH GRADE ADVANCED ROOM 104A
3	From: 9:48 To: 10:30	PROF ASSIGNMENT ELL COOR.	PREP	PUSH IN LIT ROOM 412	PUSH IN 8-414 ESL/LIT R314	PREP
4	From: 10:33 To: 11:15	5 TH GRADE ROOM 104A	5 TH GRADE ADV ROOM 104A	5 TH B/INT ROOM 104A	PROF ASSIGNMENT ELL COOR.	PUSH IN LIT ROOM 412
5	From: 11:18 To: 12:00	PREP	PROF ASSIGNMENT ELL COOR.	PROF ASSIGNMENT ELL COOR.	LUNCH	PUSH IN LIT ROOM 412
6	From: 12:03 To: 12:45	LUNCH	LUNCH	LUNCH	5 TH B/INT ROOM 104A	LUNCH
7	From: 12:48 To: 1:30	PUSH IN LIT ROOM 412	PUSH IN 8-414 ESL/LIT R314	PUSH IN 8-414 ESL/LIT R314	5 TH B/INT ROOM 104A	5 TH B/INT ROOM 104A
8	From: 1:33 To: 2:15	PUSH IN LIT ROOM 412	PUSH IN 8-414 ESL/LIT R314	PUSH IN 8-414 ESL/LIT R314	SCIENCE ROOM 405	PROF ASSIGNMENT ELL COOR.

5-102 STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: TBE Dual Language
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 19 School Building: IS 171

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:18 To: 9:00	SS ROOM 102 SKELTON	SCIENCE ROOM 102 VERAS	PE	SPLA ROOM 102 REYES	MATH ROOM 102 REYES
2	From: 9:03 To: 9:45	MATH ROOM 102 REYES	ESL ROOM 102 REYES	ART ROOM 113 ROY	ESL ROOM 102 REYES	SS ROOM 102 SKELTON
3	From: 9:48 To: 10:30	MATH ROOM 102 REYES	ESL ROOM 102 REYES	ESL ROOM 102 REYESVERAS	ESL ROOM 102 REYES	MATH ROOM 102 REYES
4	From: 10:33 To: 11:15	SPLA ROOM 102 REYES	MATH ROOM 102 REYES	ESL ROOM 102 REYES	SCI ROOM 102 VERAS	SCI ROOM 102 VERAS
5	From: 11:18 To: 12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	From: 12:03 To: 12:45	ESL ROOM 102 REYES	MATH ROOM 102 REYES	MATH ROOM 102 REYES	MATH ROOM 102 REYES	ESL ROOM 102 REYES
7	From: 12:48 To: 1:30	ESL ROOM 102 REYES	SS ROOM 102 SKELTON	MATH ROOM 102 REYES	MATH ROOM 102 REYES	ESL ROOM 102 REYES
8	From: 1:33 To: 2:15	SCI ROOM 102 VERAS	SPLA ROOM 102 REYES	SPLA ROOM 102 REYES	SS ROOM 102 SKELTON	SPLA ROOM 102 REYES

6-214 STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: TBE Dual Language
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 19

School Building: IS 171

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:18 To: 9:00	PE	SS ROOM 214 SKELTON	SS ROOM 214 SKELTON	SCI ROOM 214 MONTAS	SCI ROOM 314 MONTAS
2	From: 9:03 To: 9:45	PE	ESL ROOM 214 PEREZ	ESL ROOM 214 PEREZ	ESL ROOM 214 PEREZ	MATH ROOM 214 PEREZ
3	From: 9:48 To: 10:30	MATH ROOM 214 PEREZ	ESL ROOM 214 PEREZ	ESL ROOM 214 PEREZ	ESL ROOM 214 PEREZ	MATH ROOM 214 PEREZ
4	From: 10:33 To: 11:15	MATH ROOM 214 PEREZ	MATH ROOM 214 PEREZ	ESL ROOM 214 PEREZ	MATH ROOM 214 PEREZ	SPLA ROOM 214 PEREZ
5	From: 11:18 To: 12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	From: 12:03 To: 12:45	ESL ROOM 214 PEREZ	MATH ROOM 214 PEREZ	SPLA ROOM 214 PEREZ	MATH ROOM 214 PEREZ	ESL ROOM 214 PEREZ
7	From: 12:48 To: 1:30	ESL ROOM 214 PEREZ	MATH ROOM 214 PEREZ	SS ROOM 214 SKELTON	SS ROOM 214 SKELTON	ESL ROOM 214 PEREZ
8	From: 1:33 To: 2:15	SPLA ROOM 214 PEREZ	SPLA ROOM 214 PEREZ	SCIENCE ROOM 314 MONTAS	SPLA ROOM 214 PEREZ	ART ROOM 214 VAZQUEZ

7-314 STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: TBE Dual Language
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 19 School Building: IS 171

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:18 To: 9:00	MATH ROOM 402 VERAS	ESL ROOM 314 MONTAS	ESL ROOM 314 MONTAS	MATH ROOM 402 VERAS	MATH ROOM 402 VERAS
2	From: 9:03 To: 9:45	MATH ROOM 402 VERAS	ESL ROOM 314 MONTAS	ESL ROOM 314 MONTAS	MAP SKILLS ROOM 414 SKELTON	MATH ROOM 306 ORTIZ
3	From: 9:48 To: 10:30	ESL ROOM 314 MONTAS	SS ROOM 314 MONTAS	MATH ROOM 402 VERAS	SS ROOM 314 MONTAS	PE
4	From: 10:33 To: 11:15	ESL ROOM 314 MONTAS	SPLA ROOM 314 MONTAS	MATH ROOM 402 VERAS	ART ROOM 207 CANNELLA	PE
5	From: 11:18 To: 12:00	SS ROOM 314 MONTAS	MATH ROOM 402 VERAS	SCI ROOM 314 MONTAS	ESL ROOM 314 MONTAS	ESL ROOM 314 MONTAS
6	From: 12:03 To: 12:45	SCI ROOM 314 MONTAS	SPLA ROOM 314 MONTAS	SPLA ROOM 314 MONTAS	ESL ROOM 314 MONTAS	ESL ROOM 314 MONTAS
7	From: 12:48 To: 1:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
8	From: 1:33 To: 2:15	SPLA ROOM 314 MONTAS	SCI ROOM 314 MONTAS	TECH ROOM 312 MATHEWS	SCIENCE ROOM 314 MONTAS	SPLA ROOM 314 MONTAS

8-413 STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: TBE Dual Language
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 19 School Building: IS 171

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:18 To: 9:00	MATH ROOM 408 THIELE	SSL ROOM 407 VAZQUEZ	LITERACY ROOM 413 FAZIO	SS ROOM 408 THIELE	SCIENCE ROOM 405 WATSON
2	From: 9:03 To: 9:45	MATH ROOM 408 THIELE	HE ROOM 413 FAZIO	LITERACY ROOM 413 FAZIO	TECH ROOM 312 MATHEWS	SS ROOM 413 FAZIO
3	From: 9:48 To: 10:30	TECH ROOM 312 MATHEWS	PE	SS ROOM 413 FAZIO	SS ROOM 4113 FAZIO	LITERACY ROOM 413 FAZIO
4	From: 10:33 To: 11:15	SS ROOM 413 FAZIO	PE	MATH ROOM 408 THIELE	SCIENCE ROOM 405 WATSON	LITERACY ROOM 413 FAZIO
5	From: 11:18 To: 12:00	SCI ROOM 405 WATSON	SS ROOM 413 FAZIO	SSL ROOM 407 VAZQUEZ	SCIENCE ROOM 405 WATSON	SSL ROOM 407 VAZQUEZ
6	From: 12:03 To: 12:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
7	From: 12:48 To: 1:30	LITERACY ROOM 413 FAZIO	LITERACY ROOM 413 FAZIO	LITERACY ROOM 413 FAZIO	LITERACY ROOM 413 FAZIO	MATH ROOM 408 THIELE
8	From: 1:33 To: 2:15	LITERACY ROOM 413 FAZIO	MATH ROOM 408 THIELE	MATH ROOM 408 THIELE	LITERACY ROOM 413 FAZIO	MATH ROOM 408 THIELE

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) 5-8 Number of Students to be Served: 125 LEP 90 Non-LEP

Number of Teachers 10 Other Staff (Specify) F-Status

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.

We service a Limited English Population (LEP), which comprises 20% of our student enrollment. We have limited the enrollment in all ELL/ Bilingual classes to 23 students. In addition, we have two free-standing ESL programs. Through these programs, our ELLs receive the mandate hours of instruction. Additional support is needed hours in English Literacy and ESL skills acquisition. To remedy the situation, we will employ an F-Status ESL teacher to work 3 days per week and employ the push-in model for instruction into bilingual classrooms. Mr. Preston, the F status ESL teacher will use ESL strategies and other researched based intervention programs designed to assist "at risk" students to meet their individual needs. This teacher will assess the students' deficiencies and provide remediation. We will use Title III money to provide this additional support in ESL / Literacy. These students are also receiving additional support in after school / Saturday Academy programs being funded through Title I monies.

Mr. Preston is a certified ESL teacher. He will provide services through a team teaching / push in program, scheduled to begin in September and run through the end of June. This position has been created in addition to the already mandated ESL instruction provided by certified ESL/BL teachers. He will be working with grades 5 – 8. All the proper documentation will be held such a student attendance, student program progress and data, evidence of student work, student folders, and teacher's instructional program for students. Additional, Ms. Michaels a bilingual certified mathematics teacher will provide services through a team teaching / push in program, also scheduled to begin in September and run through the end of June.

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.

Professional Development is aligned with the Title III program that we are offering. This program is not being funded through Title III money. All of our teachers working with ELLs receive professional development. During the school year, the F status teacher will attend Professional development workshops and study groups that take place during the school day at no cost to Title III.

In house professional development will be available to the F-status teacher, Bilingual teachers and ESL teachers. They will participate in study groups, which are provided weekly, and Grade conferences, which are provided monthly. Additionally, they will attend workshops that meet their needs, given by the Knowledge Network.

Workshop Title	Given By	Attended By	Scheduled Date
NYS Learning Standards for Native Language Arts	M. Perez	Bilingual Staff	October 2008
Using ESL Strategies in the Content Area Classroom	M. Perez	Bilingual Staff and Science, Math and SS Teachers	November 2008
Looking at Data – Informing Instruction	ELA Coach (TBA)	Bilingual Staff	December 2008
Using Balanced Literacy Strategies in the ELL Classroom	ELA Coach (TBA)	Bilingual Staff	January 2009
Scaffolding Instruction	ELA Coach (TBA)	Bilingual Staff	Oct. 2008-February 2009
Preparing ELL Students for the ELA Examination	ELA Coach (TBA)	Bilingual Staff	October 2008
Administering the NYSESLAT and Other Assessments	Mr. Cuba Testing Coordinator	Bilingual Staff	April 2009
Assessing Data	Mr. Cuba Testing Coordinator	Bilingual Staff	May 2009

Form TIII – A (1)(b)

Title III LEP Program

School Building Budget Summary

Allocation: \$28,975.00		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$28,975.00	F Status push in / pull out – small group.
Purchased services such as curriculum and staff development contracts	\$ 0	Professional Development
Supplies and materials	\$ 0	Library books, parent involvement
Travel		
TOTAL	\$28,975.00	

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.
According to the Annual School Report Card 70.2 % of the school population is Hispanic, and 9.6% of the enrollment is recent immigrants. These children come from homes where the great majority speak little or NO English, which is a conclusion drawn by the ATS reports and Home Language Surveys.
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.
It is essential that all parents be informed of all school events. In order to accomplish this task on a timely basis there are departmental meetings once a month, staff conferences every month, parent workshops and letters provided by the school parent coordinator.

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.
A bilingual, Spanish speaking (in-house) teacher will translate all necessary materials, before or after school hours. Teachers will be compensated with per-session funds provided by the translating interpretation. Teachers and parent coordinator will translate letters and other documents to ensure parents receive language assistance services
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.
A Spanish speaking Parent Coordinator is present everyday throughout the year and will provide oral interpretation services – in house teachers, family worker, social worker, and bilingual guidance counselor will meet the parents' needs.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.

A letter notifying all parents (written in Spanish and English) in need of language services that such a service will be provided and how they can go about securing these services will be sent out with the students. The school will post this letter in the lobby near the sign – in desk; in addition the parents will be notified in person when to attend parent orientation night and PTA meetings.

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.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$893,308.00.
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$8,933.08.
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$44,665.40.
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 93%.
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.
All newly hired teachers will be highly qualified. We have monitored the progress of teachers that are not highly qualified to ensure completion of all necessary coursework and the submission of the required documentation to the State Education Department. We have individual conferences with teachers that are not highly qualified to determine the necessary steps needed to be taken.
In order to increase the percentage of highly qualified teachers, we have offered the following:
 - Tuition reimbursement to encourage enrollment in college programs.
 - Test preparation help.
 - Assistance in obtaining necessary certification.We will make every effort to insure that teachers are assigned to their areas of certification. All teachers participate in high quality professional development both in house and off site.

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.**

Abraham Lincoln Intermediate School

PARENTAL INVOLVEMENT POLICY

I.S. 171K is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

I.S. 171K 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.
- 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.
- 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. **I.S. 171K** will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
2. **I.S. 171K** will take actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.

- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. 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.
- **I.S. 171K** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: ESL, Bilingual Book Club, Workshops in Math, ELA, Social Studies, Science and parenting skills through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
 - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- 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:
 - the State's academic content standards
 - the State's student academic achievement standards
 - 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: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month celebrations will be held in conjunction with PTA meetings and an Honor's Night will be held at the end of each marking period.

- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- Saturday workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

III. 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 number of parents that signed the attendance sheet for our Open House meeting. This policy was adopted by the I. S. 171K on 09/26/08 and will be in effect for the period of 10 months. The school will distribute this policy to all parents of participating Title I, Part A children on or before students are registered.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

1. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Abraham Lincoln Intermediate School

528 Ridgewood Avenue,
Brooklyn, NY 11208
(718) 647-0111/ (718) 827-5834

2008-09

Title I School-Parent Compact Framework

The school and parents working cooperatively to provide for the successful education of their children agree:

I.S. 171 Abraham Lincoln will:	The Parent/Guardian will
<p>I.S. 171, 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) (participating children), 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</p>	<p>Parents will support their children's learning by:</p> <ul style="list-style-type: none"> • Promoting positive use of my child's extracurricular time <ul style="list-style-type: none"> • Monitoring attendance • Making sure that homework is completed

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 2006-07.

I.S. 171 will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows:

The Literacy and Math Coach will ensure that curriculum initiatives are implemented and that all instructors are given appropriate professional development to guarantee uniformity and high quality instruction.

On going articulation, grade meetings, study groups, mentors, pupil personnel and guidance support will provide a supportive and effective learning environment.

- Hold parent-teacher conferences (at least annually in middle schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:

There are two parent-teacher conferences per year. One occurs in the fall (November) and another conference day is scheduled for February

- Provide parents with frequent reports on their children's progress.

Report cards will be distributed quarterly November, February, April and June. On going progress reports are disseminate throughout the year.

Through the parent coordinator outreach programs will provide relevant information on a timely basis

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Twice yearly during Parent – Teacher Conferences.
- Through phone calls, report cards, and letters
- Teachers will be available during prep periods for parent visitations

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

During open school weeks parents may observe and participate in classroom activities. September starts the school year with an open House introduction for parents. Parents may arrange with teachers to volunteer (for trips etc.) and 1 or 2 to observe activities at a time that is convenient for both.

The parent coordinator may also arrange opportunities for parents to partake

- Monitoring amount of television their children watch
- Volunteering in my child's classroom
- Participating as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child 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 School.
- Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

- Do homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school everyday.

in activities.

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- 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 (participating students), and will encourage them to attend.
- 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 a language that parents can understand.
- 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.
- 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.
- 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.
- 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.

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.

I.S. 171 will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards. We will monitor our progress towards long term goals by setting short term goals and monitoring their attainment. I.S. 171 will use disaggregated student results on State assessments Grades 5-8, Periodic assessments, and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. This data will help us determine which educational programs need to be improved.

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

We will ensure the effective use of classroom methodologies and instructional strategies through professional development differentiated by the needs of those teachers addressing various sub-groups and by levels of experience. All teachers will engage in professional development conducted by the coaches, department chairperson, and assistant principals, to familiarize and utilize the reading and writing strategies based on scientific research and an Interdisciplinary Approach to Reading. Additionally, we will implement the following strategies to help meet the needs of low achieving children:

- Continue to use of instructional strategies that have contributed to the overall improved student achievement, including the implementation of the 90 minute Literacy block and daily writing activities.
- Continue provision of intensive Academic Intervention Services to all students who are not meeting State standards.
- In order to address the needs of our ELLs/LEP we will provide a Saturday Academic program, before school tutorial program and an after school extended day program.

- A coordinated PD Team will provide increased professional development to all teachers. The team will produce PD calendars; have weekly team meetings, skill of the week calendars, the mentoring of new teachers, writing genres staff calendars.
- Teachers will participate in professional development and demonstrate best classroom practices.
- Intensive professional development in the understanding and use of specialized instructional strategies will help meet needs of the ELL and special needs population.
- Common preps will be provided to enhance PD and facilitate opportunity for study groups to all teachers.
- An experienced teacher and a model classroom will be introduced on the eighth grade to encourage inter-visitations and promote best practices.
- Classroom libraries will be updated and replenished in all grade 8 classrooms. A variety of class sets of books as well as additional leveled books will be supplied.
- Assistant Principal will continue to oversee weekly study groups.
- Teachers will continue to reinforce literacy strategies during content area instruction.
- Teacher will continue to utilize other assessments to provide instructional emphasis on student's strengths and weaknesses and assist in the grouping of students.

3. Instruction by highly qualified staff.

All teachers hired in I.S. 171, for the 2008-09 school year, will be "highly qualified" as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America corps members, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.

Teachers in I.S. 171 that are not new to the profession are also highly qualified and will be assigned appropriately. They have met NYS certification requirements either by: possessing a bachelor's degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

I.S.171 provides extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school level.

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. I.S. 171 will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators.

Professional development for the staff will be coordinated by a Professional Development Team. This includes the Network Leader and the SSO, Principal, Assistant Principals, UFTTC, Literacy and Math Coaches. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in

literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass: workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

In addition, an extensive teacher mentoring program, which is a critical component of the support and professional development for new teachers, will be in place for I.S. 171. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/Alternate Certification Teachers.

Administrators will participate in all school-based professional development activities, and will also be supported by the Network Leader and the SSO to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent literacy development as addressed by our Cypress Hills Community Learning Center (Basic education, GED and ESL classes, computer classes, etc.)
- Parent Coordinator workshops
- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Beginning in the spring of 2008 and continuing throughout the summer, the Principal and/or designee will continue to attend Job Fairs conducted centrally and throughout the city. I.S. 171 will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms.

6. Strategies to increase parental involvement through means such as family literacy services.
I.S. 171 will describe in the CEP the implementation of strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. Our Parent Coordinator's sole responsibility will be to promote parent engagement and address parents' questions and concerns. Additionally, I.S. 171 will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically.

The Office of Parent Engagement will provide parents with an additional point of entry into the schools system beyond their children's schools. The Office will handle parent concerns and issues that can not be resolved at the school level. In order to accommodate parents' schedules, the Office will be open five days a week during business hours, as well as one weekend day and two evenings per week.

Additional support for I.S. 171 will be provided by the Central Office, through the Office of Parent Engagement, will promote engagement, provide customer service center support and work on special projects to develop and enhance parent involvement.

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. **N/A**

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 be engaged in ongoing discussions and decision-making processes with I.S. 171 regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction through a variety of professional teams.

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.
I.S. 171 will use disaggregated State assessments Grades 5-8, Periodic assessments, and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State standards, will receive appropriately targeted services.

Strategies for promoting learning for at-risk students will be enhanced by ongoing professional development and parental involvement activities.

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.
The ISC will work closely with each SWP school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I Schoolwide Program

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance 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. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement;
8. Coordinate and integrate Federal, State and local services and programs.

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: Restructured Year 4 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 Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school’s findings of the specific academic issues that caused the school to be identified.

We were identified as not making AYP in ELA and Science. We are Restructuring Year 1 in Mathematics and are in holding for this content area.

The academic issues that caused our school to be identified were:

- **A large population of SIFE and newcomer ELL students**
- **The inconsistency of instruction: the science department experienced high mobility rate of highly qualified science teachers.**
- **Students lack of domain vocabulary and critical thinking skills in science.**

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.

Administrative observations implicate a continued need to emphasize the New York City Standards for Science and have credible assessments that are aligned to the standards and to the New York State Science Core Curriculum so we increase the potential of student effort. Continuation of inquiry-based and project-based instruction/investigations incorporating the Scientific Method as one approach to laboratory investigations and hands-on activities must be further infused into the science curriculum. Further reinforcement of reading, discussion, and using lab write-ups. All students in grade 8 are also responsible for completing a science exit project incorporating written and oral reports, and presentations. These reports will emphasize the need to continue focused work on the writing standard of Report Writing. Students will be referred for academic intervention services based on the following: class participation, student work/homework, report card grades, and recommendations from school staff (teachers, administrators, counselors, etc.) and parents. Professional Development will be provided in-house through workshops and study groups.

In order to address the needs of our large population of SIFE and newcomer ELL students we will implement both “Free Standing and Push-In ESL” instruction, as well as Bilingual Instruction in a Transitional Bilingual Education program in both general and special education. Currently ELL students, grades 5-8, in bilingual classrooms have a 90-minute ESL block which includes time for word work each day and a minimum of eight classroom periods of Literacy per week. The balanced literacy prototype is implemented along with the workshop model. All ELL classrooms are

¹ School Under Registration Review (SURR)

provided with motivating leveled classroom libraries. SIFE students are included in a pull-out, intensive English program, 3 - times per week with a certified, highly qualified teacher. In addition, all students are invited and encouraged to participate in the school programs that are offered after school and on Saturdays.

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

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 = \$ \$893,308.00 10% of Title I allocation = \$ \$8,933.08

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

A Literacy and Math coach are partially funded by Title 1 Professional Development funds. They are core members of the Professional Development Team. .Professional development for the staff will be coordinated by a Professional Development Team. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass: workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
We will adhere to the city wide chancellor's initiatives for mentoring
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.
 - a. **Written communication in both Spanish and English**
 - b. **Parent informational meetings**
 - c. **Yearly Open House**

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, these 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: 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 also 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.

Our school has put the following in place to assess whether the finding is relevant to our school's educational program:

- **Observations**
- **Study Groups**
- **Professional Conversations**
- **Analysis of student assessments**
- **Grade conferences**
- **Walkthroughs**

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?

- **Support - Not enough articulation from grade to grade, 2/3 students not on grade level, a need for standards based curriculum maps**

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.

- **Not enough articulation from grade to grade. We have a bilingual common prep period for our bilingual and ESL teachers.**
 - **Academic Intervention Services are being provided to all of our students not on grade level.**
 - **Create maps with study groups**
-

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.

The math coach in conjunction with the math teachers evaluated the text books and pacing calendars that were mandated.

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?

Our school determined that the finding is not applicable because we had already addressed this issue prior to the findings and have pacing calendars that are aligned with the standards.

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.

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.

Our professional development cabinet engages in monthly walkthroughs where we assess if the instructional strategies are being used by all teachers and to what degree they are being implemented.

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?

- **Informal and Formal Observations**
- **Snapshots**
- **Walkthroughs**

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. Observations 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.

Our school has put the following in place to assess whether the finding is relevant to our school's educational program:

- **Observations**
- **Study Groups**
- **Professional Conversations**
- **Analysis of student assessments**
- **Grade conferences**
- **Walkthroughs**

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

Applicable Not Applicable

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 observed that this finding exists in our mathematics classrooms at least 80% of the time and our teachers address the content and process standards in their instruction.

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.

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 are going to refer to our BEDS report.

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 six new teachers out of seventy staff members, of those six new teachers only three of them are new to the system.
This is less than 10%.**

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.

Our school has put the following in place to assess whether the finding is relevant to our school's educational program:

- **Observations**
- **Study Groups**
- **Professional Conversations**

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?

Through professional conversations with teachers, we have established in-house, ongoing professional development for teachers of ELLs and SIFE students.

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

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.

Our school has put the following in place to assess whether the finding is relevant:

- **Observations**
- **Study Groups**
- **Professional Conversations**

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 school has a full time data specialist who is responsible for and effectively reports data, in a timely manner, to all teachers involved in instructing ELLs. Additionally, we have two certified ESL teachers who collect disaggregated data, and provide this information to the classroom teachers.

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.

Teacher Surveys were generated and disseminated to determine the instructional approaches that need to be implemented in our school in order to improve student performance in both general and special education classrooms.

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 school has a full time IEP teacher that regularly informs both teachers of students with disabilities as well as general education teachers of the content in the IEPs of their students.

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.

Our school has engaged in Professional Conversations with the IEP Team and the PPT to determine whether IEP consistently specify accommodations for the classroom environment.

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

Applicable Not 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?

The IEP Team holds regular weekly meetings with the members of the PPT. During these meetings, students' IEP are reviewed to ensure alignment between goals, and objectives including behavioral and promotional plans.

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.

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 18, 2008**

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	19k171
School Name	Abraham Lincoln Middle School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 355,706
Principal Name	Joan Beckman
Principal Email	jbeckma@schools.nyc.gov
Principal Phone	7186470111

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

- Yes
 No

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	\$ 62,402
Summer School Programs	
Dedicated Instructional Time	
Individualized Tutoring	\$ 90,121

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.

After school program which will extend the school day, for all students within the targeted population, an additional hour, four days per week. We will also have a Saturday Program, from October through May, to assist selected students and provide intervention services.

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.)

Our programs will be expanded to include "cusp" students. This will increase the number of students served.

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

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

Please describe the program.

We will provide intensive individualized services for students who are at least one year behind in Mathematics and / or Literacy, utilizing a full time academic intervention teacher.

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

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)

Professional mentoring for beginning teachers and principals	\$ 40,966
Instructional coaches for teachers	\$ 162,217
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

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

Please describe the program.

We will recruit a highly qualified mentor to work "F-Status, with first and second year teachers. The mentoring program will be consistent with SED mentor-teacher certification requirements.

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

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

Please describe the program.

We will utilize a literacy coach to provide support for all literacy teachers, prepare grade appropriate pacing calendars, curriculum mapping and model / demonstration lessons. We will utilize a UFT teacher Center to provide professional support for all teachers.

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

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

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