



**117M –TITO PUENTE COMPLEX
2008-09
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 04 M117

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 04M117 **SCHOOL NAME:** JHS 117 @
The Tito Puente Educational Complex

DISTRICT: 04 **SSO NAME/NETWORK #:** CEI PEA #1

SCHOOL ADDRESS: 240 East 109th Street, New York, NY 10029

SCHOOL TELEPHONE: 212-860-5872 **FAX:** 212-876-3782

SCHOOL CONTACT PERSON: Ralph Martinez **EMAIL ADDRESS:** rmartin72@
schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Ralph Martinez

PRINCIPAL Ralph Martinez

UFT CHAPTER LEADER James Davis

**PARENTS' ASSOCIATION
PRESIDENT** Nicole Jones

STUDENT REPRESENTATIVE
(Required for high schools) _____

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Luz Cortazzo

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
Ralph Martinez	*Principal or Designee	
James Davis	*UFT Chapter Chairperson or Designee	
Nicole Jones	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Edgar Almodovar	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Maria Figueroa	UFT Para Representative	
Hector Moya	Parent	
Sylvia Reddick	Parent	
Sally Thomas	Parent	
Janet Velez	Parent	
Vidal Pabon	Teacher	

* 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.

JHS 117 is founded on the belief that learning should be based on high academic expectations and facilitated by caring adults, within the framework of a small family-like school setting. The school is committed to raising the bar across all academic disciplines. Our humanistic approach to curriculum design encourages all students to achieve academic and social success. During a two-year course of study, students are encouraged to take risks within a creative educational environment. JHS117's ultimate goal is to empower students, making them responsible for their learning by focusing on academic goals and critical thinking skills, cultivating artistic expression, and developing tolerance for cultural diversity.

JHS 117 is located within the Tito Puente Educational Complex which has long served as a community hub in East Harlem. The Tito Puente complex houses several schools who draw most of their students from the surrounding community. JHS students receive a minimum of ten periods of English language arts and mathematics instruction, delivered where possible with reduced class sizes in double-blocks. The school currently is working toward more constructivist approaches to teaching and problem-solving.

JHS 117 is using the America's Choice (AC) model throughout all instruction. The AC model further develops our ELA curriculum and promotes greater student achievement in all content areas. The AC model is a national model based on scientific research. In math, JHS 117's goal is to have all students exhibit mastery of mathematical skills, concepts and process strands. This includes problem solving, real world problems, and writing in the mathematics classroom. Teachers are encouraged to plan thoroughly, considering student misconceptions, student prior knowledge, multiple strategies for problem-solving and mathematical communication. Cooperative learning groups are appropriately used in all content areas. Assessment is ongoing and is both written and oral. All students maintain source books, and teachers assess students' thinking both by reviewing their written work and spoken ideas.

In the 2007–2008 school year, JHS 117 began its phase out process. There are no incoming grades to JHS 117. Despite the phase out, enrollment continues to increase in the 7th and 8th grade and JHS 117 continues its internal reorganization aimed at enhancing the effectiveness of instruction, improving student support services and increasing parental participation. We are steadfast in our goal to provide standards based instruction in order to equip our students with the necessary skill sets to succeed in secondary education.

Subsequently, we have established extended school day programs that are inclusive to all students and that meet the needs of our existing student population. The programs include extra curricular enrichment in the arts, academics, and athletics. These extra curricular activities are designed to develop pro-social behavior and address data driven targeted academic instruction to increase student academic achievements.

Furthermore, JHS 117 serves students who are economically disadvantaged and at risk of not continuing their education. Also, the school has been identified as a persistently dangerous school.

Hence, our school violence prevention program centers on empowering students to constructively resolve their conflicts with each other under the guidance and supervision of teachers, clinicians, and or advisors. Faculty, parents and students have developed a school wide behavioral rubric and participate in peer mediation training. The activities are designed to develop the competencies of social learning: thus, promoting a safer and more secure school climate and greater academic success.

The school community values the dignity and worth of each individual both adult and child. It recognizes its responsibility to provide an educational program that stimulates and challenges each person to realize his/her maximum potential. Moreover, JHS 117 has established and continues to develop new strategic collaboration and partnerships with community based organizations and agencies that best fit the needs of the learning community. The leadership at JHS 117 strongly believes that these collaborations are keys to the full development of our students. Partnerships such as Roundabout Theatre Company, Union Settlement Youth Link, Metropolitan Hospital, Mount Sinai Adolescent Health Center, Gang Resistance Education and Training (GREAT), and Positive Behavior Intervention and Support help foster a positive school environment. These support networks provide an array of counseling, health services and academic support to meet the needs of the entire school community

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Tito Puentes Education Complex						
District:	4	DBN:	04M117	School BEDS Code:	310400010117		
DEMOGRAPHICS							
Grades Served:	Pre-K	3	7	√	11		
	K	4	8	√	12		
	1	5	9		Ungraded	√	
	2	6	√ 10				
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07*	2007-08
Pre-K	0	0	0		86.3	87.8 / 77.4	87.8
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Mobility - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2005-06	2006-07	2007-08
Grade 3	0	0	0		95.0	92.0	89.6
Grade 4	0	0	0	Poverty Rate - % of Enrollment:			
Grade 5	0	0	0	(As of October 31)	2005-06	2006-07	2007-08
Grade 6	0	112	118		70.3	78.8	75.1
Grade 7	232	157	109	Students in Temporary Housing - Total Number:			
Grade 8	228	228	150	(As of June 30)	2005-06	2006-07	2007-08
Grade 9	2	0	0		8	10	18
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2005-06	2006-07	2007-08
Grade 12	0	0	0		11	15	13
Ungraded	21	26	31	Special Education Enrollment:			
Total	483	521	408	(As of October 31)	2005-06	2006-07	2007-08
Special Education Enrollment:				Suspensions (OORS Reporting) - Total Number:			
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07	2007-08
# in Self-Contained Classes	67	67	65	Principal Suspensions	21	110	22
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	20	48	36
Number all others	25	32	46	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2005-06	2006-07	2007-08
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:			
(As of October 31)	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
# in Transitional Bilingual Classes	0	10	30	Number of Teachers	37	33	37
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	59	53	49				

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 Source: *Progress Report 2007-2008*

The school's Student Progress for English Language Arts indicates the following:

- **Percentage of Students Making at least 1 Year of Progress: 61.8%** of our students made at least 1+ year of progress relative to 68.4% our City Horizon.
- **Percentage of Students in School's Lowest 1/3 Making at least 1 Year of Progress: 84.2%** of our students made at 1 year of progress relative to 71.4% our City Horizon.

Closing the Achievement Gap (Exemplary Proficiency Gains)

- 18.8 % English Language Learner
- 17.6 % Special Education Students
- 14.8 % Hispanic Students in the Lowest 1/3 Citywide
- 16.9 % Black Students in the Lowest 1/3 Citywide

There has been **84.2 %** of at least one year of progress for the lowest 1/3 of our students. This exceeds the city's horizon by **12.8%**. Each identified sub group made an average gain of 17 %. Overall ELA student performance data indicates that our focus on balanced literacy has improved student ELA performance. Despite this gain the school still did not meet AYP for 2007-2008. Additionally, there was no additional credit for any high need group.

** No Peer Horizon Indicated on Progress Report*

Data Source: Progress Report 2007-2008

Student Progress for Mathematics indicates the following:

- Percentage of Students making at least 1 Year of Progress: 52.5 % of our students made at least 1+ year of progress relative to 36.3 % our City Horizon.
- Percentage of Students in School's Lowest 1/3 making at least 1-Year of Progress: 71.4 % of our students made at 1 year of progress relative to 59.5 % our City Horizon.

Closing the Achievement Gap (Exemplary Proficiency Gains)

- 32.8 % English Language Learner
- 30.4 % Special Education Students
- 27.8 % Hispanic Students in the Lowest 1/3 Citywide
- 26.2 % Black Students in the Lowest 1/3 Citywide

The school's math program continues to make significant gains in overall students Math performance. The percentage of students making at least 1 year progress 71.4 % exceeds the city horizon by 16.2 %. Moreover, students at the lowest 1/3 making at least one year of progress exceeded the city horizon by 11.9 %. Furthermore, the school received a +0.75 credit for gains made by the sub group of English Language Learners. This year we will continue our effort to improve performance in mathematics for all students.

* No Peer Horizon Indicated on Progress Report

TWO-YEAR PERFORMANCE TRENDS

Data Source: Comparison of Accountability Status Report from 2006-07 and 2007-08

ELA Performance Trends: This year, one out of six students' sub groups made the AYP. The Black or African American students' group made the effective AMO of JHS117 this year compared to last year where the economically disadvantaged group made safe harbor. All other groups for 2007-08 did not make the AYP. Hispanic/Latino, SWD and Economically Disadvantaged students' groups almost met the AYP, but fell short by an average 3 index performance points, On the other hand, LEP students' performance fell far below the effective AMO. This deficit needs to be address, if JHS 117 is going to achieve its AYP for ELA in 2008-2009. Introduction of the America's Choice Model to school wide instruction and a complete revamping of the curriculum have been made to address students' deficits in language arts skills. School wide curriculum planning; routines and rituals, agendas, sourcebooks and teacher assessment notebooks (TANS) have been implemented in all content areas to support ELA. Additionally, the school's instructional cabinet and its inquiry teams are focused on improving ELA student performance by creating action plans to address targeted students.

Math Performance Trends: This year (5 out of 6) subgroups met the AYP in Mathematics, while last year only 4 out of 6 students' subgroups made the AYP. Black/African American and Students with Disabilities (SWD) did not make AYP for 2006-2007. This year our Black/African American students' group made significant progress and we are analyzing curriculum and instructional initiatives taken in order to continue to improve performance and to address the needs of SWD. This data delineates that we have maintained significant progress for all students in math performance as measured by the AYP. The only factor contributing to SWD not meeting the AYP for math in 2007-2008 was the student participation rate. It fell 1% below the required participation rate. Nonetheless, the progress of SWD in mathematics will be carefully studied through departmental professional development and analysis of student work. Additionally, early indicators of progress such as Scantron and Acuity will also be used to determine the targeted instruction of students necessary to address students' academic needs.

Science Performance Trends: All groups continue to meet the AYP. The school will continue to embed literacy strategies into all content areas. Additionally, grade-planning meetings will focus on developing interdisciplinary projects that bridge content areas and support literacy.

ELA Performance Levels 2007-2008

Data Source: NYSTART

		Level 1	Level 2	Level 3	Level 4
		Percentage	Percentage	Percentage	Percentage
# Tested					
All Grades	355	10%	68%	22%	0%
Grade 06					
School	107	3%	70%	27%	0%
Grade 07					
School	101	9%	55%	36%	0%
Grade 08					
School	147	5%	76%	9%	0%

The ELA leveled performance indicates the need to move a significant number of level 3s to 4.

The school's focus on balance literacy has improved performance for the lowest 1/3 of our students, but the leveled data indicates that students who have met the State's learning standard at level 3 are not making significant gains to move to a greater performance level.

Data Source: Progress Reports

The percentage of students who are proficient in meeting the State's learning standards for 2007-2008 is 20.6% compared to 18.6% for the previous year. This gain is not adequate, if our goal is to move students to higher levels of proficiency and meet the AYP. The introduction of the America's Choice model was prompted by these results.

Math Performance Levels 2007-2008

Data Source: NYSTART

	Level 1	Level 2	Level 3	Level 4
	Percentage	Percentage	Percentage	Percentage
Grade # Tested				
All Grades				
School 368	12%	49%	36%	2%
Grade 06				
School 118	13%	56%	31%	1%
Grade 07				
School 104	9%	42%	44%	5%
Grade 08				
School 146	14%	49%	34%	2%

The school's math program continues to improve performance for the lowest 1/3 of our students. It also has begun to move some level 3s to 4. Unfortunately the gains are small, but our math teams continue to modify instruction and differentiate instruction to meet the needs of all our students. Our goal this year is to decrease the percentage of level ones in all subgroups and continue moving all students to greater performance levels.

Data Source: Progress Reports

The percentage of students who are proficient and meeting the State's learning standards for 2007-2008 is 38% compared to 22.5 for the previous year. Hence, there is a substantial improvement that will plan to sustain through weekly grade math team staff development and pacing calendars.

Closing the Achievement Gap

Data Source: Progress report:

Student Groups ELA	2007-2008	2006-2007
English Language Learners	18.8 %	6.5 %
Special Education Students	17.6 %	18.9 %
Hispanic students in the Lowest Third Citywide	14.8%	18.1 %
Black students in the Lowest Third Citywide	16.9 %	18.3 %

The data indicates a substantial amount of progress with ELLs in closing the achievement gap from 2007 to 2008. We will sustain this progress through curriculum mapping, the America's Choice model, staff development and targeted precise instruction.

Closing the Achievement Gap

Data Source: Progress report:

Student Groups Math	2007-2008	2006-2007
English Language Learners	32.8%	3.3 %
Special Education Students	30.4 %	18.4 %
Hispanic students in the Lowest		

Third Citywide	27.8 %	13.8 %
Black students in the Lowest Third Citywide	26.2 %	25.3 %

The data substantiates the enormous gains made in Math for 2008-2009. ELLs made the greatest gains of all subgroups.

ELA Levelled Subgroups 2007-2008

Data Source: NYSTART

Groups	#	Level I	Level II	Level III	Level IV
SWD	# 42	19 %	74 %	7 %	0 %
Blacks	# 124	6 %	68 %	27 %	0 %
LEP	# 63	33 %	64 %	3%	0 %
Hispanics	# 194	11 %	68 %	20 %	0 %

Although there have been gains in closing the achievement gaps of ELLs, 97% of ELL are not meeting ELA learning standards (Levels 3 & 4) as compared to 95 % of the ELL in 2006-2007. This necessitates a plan of action to address the gaps.

Data Source: NYSTART

Math 2007-2008

Groups Total #		Level I	Level II	Level III	Level IV
353					
SWD	# 59	25 %	51 %	24 %	0 %
Blacks	# 129	13 %	48 %	34 %	5 %
LEP	# 68	10 %	53 %	35 %	1 %
Hispanics	# 206	11 %	51 %	37 %	0 %

76% of students with disabilities did not meet the math learning standards (Levels 3 & 4). We will focus on further development of SWD's math skills with assistance from the Office of Special Initiatives and SETREC. SETREC will continue with staff development and assist teachers in developing an action plan to assist students in mastering the skills required to meet State learning standards. Individual Education Plan (IEP) teams are examining IEPs to ensure students goal are smart and current to meet the needs of the SWD students.

- **Economically disadvantaged:** 95% of students participating in testing

Suspensions

Data Source: Accountability Snapshot

Total Number

	2006-07	2007-08
Principal Suspensions	110	22
Superintendent Suspensions	48	36

The number of school incidents has declined tremendously. The data indicate a drop of 80 %. Although there has been a decrease in the amount of incidents, we continue to be vigilant and proactive in seeking creative ways to address student behavior. The leadership in consultation with staff and parents has drafted a behavioral action plan that is aimed at curtailing the number of incidents at JHS 117 and promoting safe social environment.

Attendance

Data Source: Accountability Snapshot.

2005-2006	2006-2007	2007-2008
86.3	87.8	87.8

Attendance has a significant affect on students' academic performance. We have developed a plan to address attendance and tardiness. JHS 117 has incorporated a number of educational trips to promote student attendance. Additionally, The School Leadership Team (SLT) is focused on developing strategies to enhance parental involvement to subsequently improve students' parent-child participation.

SUMMARY OF DATA ANALYSIS/FINDINGS –

Although the overall aggregate data indicates some increase in student ELA performance, there still exists gaps in all groups, but one (Blacks) in meeting the effective AMO. Additionally, the English Language Learners (ELL) or Limited English Proficient (LEP), subgroup continues to lag behind other subgroups. Because these are ELLs and they may be limited by the amount of time that they have studied the English language, these students require additional services to meet their language needs. Subsequently, JHS 117 will provide targeted instructional assistance to support the LEP students learning needs. Additionally, we are integrating the arts and other programs with ESL to increase opportunities for ELLs to improve their listening skills and speak the English language. As the case with all students, all efforts must be maintained to continue to seek effective ways to close the performance gaps. Although new curricula have been developed, the charge to investigate and analyze ongoing data is paramount to the success of students in ELA performance. As a Restructuring School-Year 3 and in its final two years of a phase out, the school has hired new highly qualified faculty and has embraced and adopted America's Choice curriculum to assist students in meeting NYS performance standards This curriculum is aligned to NYS standards and JHS 117 has linked this research-based approach to all content instruction.

Our overarching goal this year is to ensure that the alignment exist between classroom instruction and NYS and NYC learning standards. The real work is to collectively determine the needs of each student and address those needs. The data necessitates that we must focus on improving ELA performance in order to meet the AYP and prepare student to have the skill sets to be successful in secondary education.

According to the data, 93% of SWD are not meeting the ELA learning standards and 76 % of SWD are not meeting the math learning standards. The data shows evidence of improvement in closing achievement gaps. SWD exceeded the performance index in 2007-2008 by 19 points. However, SWD fell short by 1 % in meeting the required participation rate. Nonetheless, JHS 117 plans to further address the needs of SWD by starting two Collaborative Team Teaching (CTT) classes and seeking additional ongoing support from the Office of Special Initiatives (OSI) and SETREC personnel.

Our school wide initiatives include on going weekly professional development to assist staff in planning and practice of Differentiated Instruction (DI). DI practices will develop teachers' capacity to differentiate in content, product, and process. With DI as a focus, teachers will continue learning walks throughout the year, and observe the use of formative assessments to drive student instruction. Additionally, the redesign of the school's academic intervention program (AIS) provides all teachers the opportunity to pull out and group students strategically to meet learning needs and styles.

Attendance rates have been linked to students' performance. The 87.5% attendance rate for 2007-2008 is not adequate to improve students' performance in all content areas and does very little to sustain current student performance. Subsequently, JHS 117 will aggressively target attendance improvement for 2008-2009 to achieve 91% attendance rate. Additional staff and home visits are part of the attendance improvement plan.

School tone and climate has been a concern at JHS 117 for some time. The number of incidents has led to JHS 117 being labeled as a persistently dangerous school. The school's efforts will focus on creating an effective environment for learning by addressing students' behavior needs and promoting school wide positive social behavior.

In addition, JHS 117 greatest accomplishment thus far has been receiving the New York City's School-Wide Performance bonus for significantly improving student achievement in high needs schools. Although JHS 117 is being phased out, the staff continues to foster gains in students' academic and social performance. As noted in the 2006-2007 quality review, there continues to be a strong sense of teamwork among all constituents. Faculty is committed to ensuring that literacy skills are taught across the curriculum and that all students meet the AYP in all content areas. Faculty moral and resiliency is high and fosters their quest to provide a top quality education for their students.

Additionally, realizing that safety is a prerequisite for learning, JHS 117 has made great strives to create a secure and safe environment for staff and students. Although we have been cited as a Persistently Dangerous School, the number of school incidences has decreased by over 90%. Principal's suspensions decreased from 110 in 2006-2007 to 22 in 2007-2008. A schoolwide behavioral rubric has been developed by faculty, parents and students. Conflict resolution is a schoolwide initiative that trains teachers and students to mediate concerns. Newly developed advisories have been implemented to address many of students' social needs and issues.

JHS 117 has implemented learning walks. Teams made up of faculty and administrators visit teachers routinely. Every staff member has the opportunity to participate in the walks. The teams use the professional teaching standards as their lens for inquiry. These learning walks have created a community of learners that has made instruction transparent at JHS 117.

A Parent Coordinator's monthly parent Newsletter highlighting events, information, and meeting schedules is part of outreach for increasing parental involvement.

One of our barriers is being located in the Tito Puente Complex which houses 5 schools. Allocation of common space for parent meetings, and service providers is difficult to manage. As the new schools develop, space for classrooms, meetings and special services becomes increasingly difficult to manage.

Additionally, the two month delay in the start of the Supplemental Education Services (SES) program has had the effect of not providing our lowest performing students the expected academic support in a timely manner. These programs are scheduled to start too late into the fall calendar to maximize student achievement on the ELA exam in January.

SECTION V: ANNUAL SCHOOL GOALS

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

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

By June 2009, 15 % of students will gain at least one year of academic progress in ELA and math as measured by the results of NYS exams. These gains will be a result of the America's Choice curriculum along with our literacy across the entire curriculum.

By the end of June 2009, student attendance rates will improve by 4 %. JHS 117 attendance improvement policy has already indicated gains in student attendance and the early identification of students should provide timely intervention.

For SY 2008- 2009 100 % of teachers will use data from Acuity, Scantron and other formative and summative assessments to analyze student needs and instruction and use data to make instructional decisions about each child's individualized learning needs as measured by monthly classroom observations. Teachers will maintain a Teacher's assessment Notebook (TAN) that provide on going data on students with a prescription for targeted needs.

For the SY 2008-2009, reduce the number of serious incidents by 20% as measured by the number of incidents reports filed and suspension records. Our refined safe school initiative and peer mediation program will provide proactive intervention.

For SY 2008-2009, SWD will increase their participation rate on NYS exams by 3 % to meet the mandated participation rate of 95% through our attendance improvement program and reorganization and monitoring of our special needs program. LEP students will increase their performance level by 7 % on the NYS ELA exam through academic intervention and the ESL team will discern and articulated the needs of ELL in all content areas.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant):	ELA and Math
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, 15 % of students will gain at least one year of academic progress in ELA and math as measured by the results of NYS exams.</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>	<p>Throughout the SY 2008- 2009, the instructional team to support the implementation of America’s Choice curriculum and methodologies will provide professional development. PD will be provided in house and externally by America’s Choice to support teacher’s practice and student achievement. By the end of October 08, every teacher will be provided with common preparatory periods with his or her colleagues on grade level and content area. During this time, PD in the area of data analysis, looking at student work and/or lesson/unit planning will be included. Administrator will develop a comprehensive plan based on the professional teaching standards to support all teachers’ growth in their content specific areas as well as the development and deepening of best practices in the classroom through inter-visitations and learning walks.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Teacher release time paid for through Tax Levy Alignment of teacher’s program for common preps</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Review of monthly agenda and minutes for America’s Choice PD, common planning meetings, workshops, and grade conferences. Use of teacher assessment notebook by teacher to plan instruction. Weekly Inter-visitation to observe best practices and feedback form to staff. Collection and review of student work to determine mastery of targeted needs. Tri annual review of students’ acuity results to measure progress. Improvement of at least 3% on quarterly predictive Acuity tests and school report card grades</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant):	Student Attendance
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of June 2009, student attendance rates will improve by 4 % which would approach the required 95% participation and attendance rate.</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>	<p>By September 2008, the leadership will develop a comprehensive attendance and lateness improvement plan that focuses on student attendance, parent out reach and student rewards and incentives. Administrators will develop strategic partnerships with CBOs to provide student support in instruction, sports and art enrichment activities to promote greater student involvement. By September 2008, the administration will promote pro social behavior through the development of student activities such as exposure to the arts during the day, and after school activities in music, art, theater and sports. Parent Coordinator will provide parent training and work shops.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Weekly attendance sheets, Agendas, advertisements, minute and artifacts from meetings. Attendance award records Invitations, advertisements and attendance records at monthly Award Nights. A monthly growth of 5 % of attendance awards. CBO calendar of offerings, parent information packs, permission slips Monthly Publication of parent’s newsletter by Parent Coordinator. A monthly increase in attendance of 4% as measured by monthly ATS reports.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Data Driven Instruction

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>For SY 2008- 2009 100 % of teachers will use data from Acuity, Scantron and other formative and summative assessments to analyze student needs and instruction and use data to make instructional decisions about each child’s individualized learning needs as measured by monthly classroom observations.</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>	<p>By end of September 2008 America’s Choice staff developers will provide teachers with PD in DRA assessment. By October of 2008 the PSO will provide Professional Development for inquiry team in the use of Acuity, Aris and other assessment tools. By November of 2008 and ongoing for SY 08-09, the Inquiry team will share information with staff members during grade meetings and staff conferences. Throughout SY 08-09 the Data Specialist and UFT Teacher Center will assist teachers in using assessment tools to access student data in ELA and Math. By November 2008 each classroom teacher will collect and organize data in an assessment binder. The data will be used to individualize classroom instruction, form flexible grouping for differentiated instruction and refine the academic intervention program.</p>
<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>	<p>Title I Tax Levy SINI</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Weekly review of use of Teacher Assessment Binders (TANs) to plan and modify instruction. Use of computer generated reports from Aris, Acuity and Scantron to obtain and review assessment information to further target instruction. Students reading grade levels using Degrees of Reading (DRAs) will increase at least by one year based on pre-established DRA reading benchmarks.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): School Climate

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>For the SY 2008-2009 reduce the number of serious incidents by 20% as measured by the number of incidents reports filed and suspension records.</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>	<p>By October 2008 The instructional team develops a schedule of learning walks and creates a learning walk rubric designed to focus on school tone and climate using the Professional Teaching Standards (PTS) In creating an effective environment and effective student engagement. Learning walks include all faculty and administration. Throughout SY 08-09 the administration plans weekly instructional cabinet meetings to share information and data collected through weekly common planning meetings and learning walks feedback notes, plans Professional Development based on needs that surface from instructional team meetings. Throughout the SY 2008-2009 Columbia University partnership will provide PD in classroom management to all teachers.</p>
<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>	<p>TAX Levy Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monthly published schedules and findings (DATA) generated from team learning walks. Monthly student incident reduction from September to June of 2009. Daily class graded section sheets will note higher frequency of positive behavior based on a scale from 1 to 5 based on a school wide behavioral rubric.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): SWD and LEP

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>For SY 2008-2009 SWD will increase their participation rate on NYS exams by 3 % to meet the mandated participation rate of 95% and LEP students will increase their performance level by 7 % on the NYS ELA 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>	<p>By September 2008 Inquiry team will focus on ELL students. Reduce class size for all students. Establish two CTT classes and move students from self contained classes into CTT Professional Development with the Office of School Improvement to deliver training on strategies for teaching students with special needs and ESL strategies SETRE will provide on going professional development for Special Education and General Education teachers on developing best teaching strategies for Collaborative Team Teaching ELL Compliance Performance Specialist led workshops for all staff.</p>
<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>	<p>Title I Tax Levy C4E</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Review agendas, minutes, attendance from ongoing professional development. Class attendance rosters. CTT teacher common planning notes Review CTT lesson plans An increase of performance and participation of SWD and LEPs of at least 3% in class assessment, and report cards grades throughout SY 2008-2009</p>

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM
New York State Education Department (SED) requirement for all schools

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7	77	77	77	77	55	10	25	77
8	70	54	70	70	35	15	24	70
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:	School organized school ELA and ELL program: for students scoring 1's and 2's on Standardized ELA Assessments during the day. Para professional work one to one with the Great Leaps program Saturday Literacy Program: Academic Intervention program for students scoring level 1 and 2 on Standardized ELA Assessments. Learn IT SES Providers: 7 th and 8 th grade students receive 2 hours of literacy instruction per week from 3:15 pm to 5:15 pm on Tuesdays or Thursdays from October 2008 – May 2009.
Mathematics:	School organized Mathematics program: for students scoring 1's and 2's on Standardized ELA Assessments during the day. AIS use the Math Navigator Program. Saturday Mathematics Program: Academic Intervention program for students scoring level 1 and 2 on Standardized ELA Assessments. Learn IT SES Providers: 7 th and 8 th grade students receive 2 hours of mathematics instruction per week from 3:15 pm to 5:15 pm Tuesdays or Thursdays from October 2008 – May 2009.
Science:	Students who have been identified by testing and content teachers are assigned to AIS with a content specialist during the school day. Science literacy is embedded across content areas and advisory.
Social Studies:	Small group instruction with Social Studies teachers in developing exit projects. Students participate in community service project during the school week. School program structured around humanities concept integrating Social Studies and literacy. Students who have been identified by testing and content teachers are assigned to AIS with a content specialist during the school day.
At-risk Services Provided by the Guidance Counselor:	Peer counseling groups to intervene and provide conflict mediation skills for students. Individual counseling sessions for students managing with social/emotional issues are regularly assigned.
At-risk Services Provided by the School Psychologist:	SBST team meetings to identify possible intervention and support resources for identified students School psychologist services for identified students.
At-risk Services Provided by the Social Worker:	Early Bird Morning group session from 7:30 – 8:30 am with social worker Peer counseling groups to intervene and provide conflict mediation skills for students. Individual counseling sessions for students managing social/emotional issues.

At-risk Health-related Services:

Mt. Sinai Health clinic provides families medical assistance, check-ups and physicals, referrals to Mt. Sinai hospital, dental care, family workshops for the school.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP)

JHS 117
District 04

The LAP team members are as follows:

Mr. Almodovar	Parent Coordinator
Ms. Balaraj	Guidance
Ms. Clarkson	AP
Ms. Jimenez	ESL and NLA Teacher
Ms. King	ESL teacher and Coordinator
Mr. Pabon	Teacher Center Specialist
Mr. Philippe	Math Teacher

At 117 there are two English Language Learners (ELL) programs, the Transitional Bilingual Education (TBE) Spanish and the Freestanding English as a Second Language (ESL). ELL students are currently 23% of the total school population. Each program offers beginners and intermediate level ELLs' two units of ESL. Advanced level students are provided with ELA for at least five periods a week. Currently, 117 class periods are 47 minutes. In addition to ESL and Native Language Arts (NLA) classes, the TBE program provides bilingual instruction in Science, Math and Humanities. There is only one TBE class that is made up of 27 heterogeneous seventh and eighth grade students. Twenty students are eighth graders and are scheduled for graduation in June 2009. The students' levels range from beginning to advance.

The freestanding ESL program, consist of 30 students in seventh and eighth grades. Two ESL teachers, one for each grade pushes into ELA classes. This push in model allows the ESL instructor to connect ESL and ELA standards to students' work. It also provides opportunities for

additional assessment of ELL needs. All classes have a block schedule and are heterogeneous. These ELA classes have a cluster of eligible and former ELLs. This grouping allows for a core of grade level teachers in all content areas to readily respond to the particular needs of ELLs. There are four SIFE students at 117 who participate in the free standing ESL program and three special education students that are in the free standing ESL program. . There are 32 newcomers ELLs, 8 long term ELLs, and 17 ELLs that require extended services. There are 57 students who are eligible for ELL services at 117. The predominant language group is Spanish.

There are three certified ESL teachers and one licensed native language arts teacher in Spanish. Within the Bilingual Education program there is collaborative team teaching with a content specialist and a licensed Spanish teacher. The team's Spanish teacher supports the content area specialist who is not a certified bilingual content teacher. This team teaching model provides ELLs with a lower student to teacher ratio and greater opportunities for one to one conferencing and assessments of students' specific learning goals.

ELL identification is done by completion of the Home Language Survey (HLS). Students who are first time admits to the New York City school system are presented with a HLS in their native language. Soon after, the ELL coordinator or a licensed pedagogue conducts a parent interview to review the survey, and if deemed by the results of the survey, a LABR is administered and hand scored by the ELL coordinator/teacher to determine eligibility.

If the student is eligible for ELL services, parents are presented with the choices that are available within the NYC department of education. Orientations explain the parents' choice in the selection of three Bilingual Education programs. These orientations are conducted prior to students beginning classes. Even though the 117 TBE is for Spanish speakers and can only accommodate Spanish speaking students in the (TBE), parents have a free choice of a school that is the most appropriate for Dual Language, TBE and free standing ESL services.

Parent orientations are presented throughout the school year. Initially, orientations are held in the morning and evenings during the first two weeks of school, in mid October, in January and during open school days and nights. Individual orientations are made available upon request. In addition to appropriate placement of ELLs, these orientations also provide venues for parents to become actively engaged in the school community.

A review of parent surveys and program selections at 117 suggest that 90% of the parents who are newly arrived to the country are inclined to seek a TBE program for their children. Since 117 is a phased out school and there are no longer any incoming sixth graders, parents are referred to schools within the Tito Puente Complex. Additionally, a list of schools within the school district and further assistance if needed is provided by the city wide placement office. The current program models at 117 are aligned with parent request.

Although 117 is a phase out school, our over the counter enrollment of ELLs continues to increase in grades seven and eight. Yet, the limited number of students who enter with a language other than Spanish does not allow the opportunity for a TBE program in all languages. For those students who share a common language, opportunities are provided to meet and promote the use of their primary language in extended day and in enrichment and cultural activities throughout the school year.

Assessment

English proficiency levels for newly enrolled ELLs as indicated by hand scored LABR indicate 100% at beginning levels in the four modalities.

Strengths and weaknesses in modalities three year trends in NYSESLAT

Proficient	Listening & Speaking	Reading and Writing
2008	27 %	2 %
2007	30 %	0

UPDATED – OCTOBER 2008

2006	24 %	12 %
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Student proficiency level in Listening and speaking overwhelmingly exceeds Reading and Writing modalities.

Advance Listening & Speaking Reading and Writing

2008	50 %	19 %
2007	45 %	48 %
2006	56 %	48 %

Students scoring advance vary from year to year. ELL percentages indicate strengths in the modalities of listening and speaking.

Intermediate Listening & Speaking Reading and Writing

2008	10 %	42 %
2007	5 %	27 %
2006	12 %	28 %

The data shows a greater disparity in the modalities a lower level.

Basic Listening & Speaking Reading and Writing

2008	10 %	35 %
2007	15 %	24 %

2006	8 %	16 %
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The data indicates a substantial amount of progress with ELLs in closing the achievement gap from 2007 to 2008. We will sustain this progress through curriculum mapping, staff development and targeted precise instruction.

Closing the Achievement Gap

Data Source: Progress report: New York State Exams

Student Groups ELA	2007-2008	2006-2007
English Language Learners	18.8 %	6.5 %

Student Groups Math	2007-2008	2006-2007
English Language Learners	32.8%	3.3 %

In all, the data indicates that further instruction in the modalities of reading and writing would create greater parity in all four modalities.

Subsequently, students would gain proficiency at a greater pace. Additionally, the data suggest that a review of current curriculum and modifications are needed to meet the particular needs of ELLs.

Although the data across proficiency levels indicates that there are a limited number of ELLs meeting proficiency in all grades, lower level ELLs are moving to higher levels. Additionally, there are a significant number of current eighth grade students who are extended ELLs and remain at the intermediate level. These ELLs require additional services. ELL faculty will further analyze data to determine what subset skills need to be address in other for these ELLs to be successful. Instructionally, we have focused on note taking strategies using graphic organizers to further develop listening skills and writing within ELA and ESL classes. Moreover, we are seeking ways to transfer these skills to other content areas. Spanish is the language of instruction for the Bilingual program. Instruction during the first quarter begins at 60% in the native language and 40% in English. As the quarters progress, there is greater use of the English language. By the third quarter English is 60% of instruction.

UPDATED – OCTOBER 2008

ELL interim assessments are used in conjunction with on going assessments to establish differentiated groups for instruction. Additionally, the data assist the ESL and ELA teachers in collaborating, in the development of lesson plans that target specific language sub skills.

Planning for ELLSs

Instructionally, all classes follow the workshop model. All ELA and ESL use a balance literacy approach. The ESL instructional program is based on the state's ESL standards and aligned to ELA standards. All students possess readers and writers sourcebooks. Additionally, sourcebooks are use in all content areas. Native Language Arts (NLA) is offered to students within the TBE. It also adheres to the workshop model.

NLA offered in the TBE program is used to support the ESL program and to address the needs of SIFE students. Developing an understanding of a student's native language needs assist in targeting instructional objectives in ESL. SIFEs are provided with additional opportunities to develop and meet New York State Learning Standards. SIFE students are placed in academic intervention services with teachers who are bilingual or have had experience in working with ELLs. After school and Saturday programs also provide opportunity for SIFE students to close their achievement gaps. Parent school partnerships promote student participation in these programs. All students exceed the required mandated number of minutes. Our instructional periods are 47 minutes in duration.

About 40% of the new ELLs to 117 are newcomers. In addition to the rigorous academic program that prepares students for meeting state standards state in testing and secondary education, there is after school tutoring, Saturday classes, internships, and project based instruction. Newcomers are encouraged and targeted for extracurricular activities that promote language acquisition skills with native English language speakers. Newcomers are immersed in the Arts at 117 and mainstreamed with native speakers as much as possible. School productions provide newcomers the opportunity to work closely with native speakers and further develop their communication skills.

Long term ELLs are also afforded the opportunities for all co curricular activities. Long term ELLs are provided with targeted instruction based on analysis of previous NYSESLATs, and other interim assessments. NLA instruction is provided in small groups help develop ELA sub skills needed to succeed in language acquisition. In some cases, long term ELLs are provided with a distinct program that has been adjusted for their needs.

ELLs with special needs at 117 are placed in collaborative team teaching classes. These specialized classes provide all the special needs services and the opportunity for push in ESL services. The team of teachers provides the ELLs with greater alignment of curriculum and the team itself has ample opportunity to target the needed instruction.

Our targeted intervention program for ELLs takes place throughout the school day. Interim assessments are used to group students who share academic deficiencies in skill sets. Social Studies and Science targeted interventions are closely aligned to essential questions within their content areas. Literacy skills are embedded in all targeted interventions. Intervention services are small group instruction, teacher push-in, teacher push-out, drama productions, supplemental educational services, tutoring, acuity targeted instruction, extracurricular activities and clubs for ELA and math; Science tutorials, and camps; social studies internships and project based instruction.

Transitional support for ELLs who have reached proficiency on the NYSESLAT is provided through programming. These students are placed in a block schedule with other students who require ELL services. Our push in model provides opportunity for additional assistance for particular needs of ELLs in ELA.

Materials and resources include laptops, smartboards, bilingual text and support material in Spanish for social studies, math and science, trade books, America's Choice curriculum, leveled classroom libraries in English and Spanish, Achieve 3000 computer assisted instruction program, document reader, Great Leaps phonetic program and Scantron.

There is on going professional development at 117. Professional learning communities have been in effect for the past year and teachers continuously attend workshops every Wednesday of the year. Professional development is provided to the entire staff and differentiated for by department or sub group of students. Teachers of ELL students focus on the needs of their particular students. Instructional strategies that are best practices for ELL teachers are promoted for all teaching staff. In addition to weekly PDs, ELL teachers meet as a department weekly. Analysis of student work is the focal point. ELL teachers also present workshops to the entire staff. They provide the mandated 7.5 hours to the entire staff beginning in the fall and Election Day. Special Education teachers are provided with additional PD by ESL teachers at grade level meetings. Qtel training is made available during school breaks for all teachers.

Transitions services from middle to high school are provided on going throughout the year. Transitional services commence in the seventh grade. Students are provided with high school orientations from counselors, staff, and support staff. Enrichment programs support ELLs in applying to specialized programs and tutoring for specialized exams. School visits are arranged and students attend high school fairs. Additionally, parent orientations are conducted to determine parents' choice in the selection of TBE or free standing ESL programs. Lastly, previous ELLs are invited to speak about their high school experience.

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: 79
(No more than 2 pages)

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

At 117 there are two English Language Learners (ELL) programs, the Transitional Bilingual Education (TBE) Spanish and the Freestanding English as a Second Language (ESL). ELL students are currently 23% of the total school population. Each program offers beginners and intermediate levels two units of ESL. ELL identification is done by completion of the Home Language Survey (HLS). Students who are first time admits to the New York City school system are presented with a HLS in their native language. Parent orientations are presented throughout the school year. Initially, orientations are held in the morning and evenings during the first two weeks of school, in mid October, in January and during open school days and nights. Currently, 117 class periods are 47 minutes. In addition to ESL and NLA classes, the TBE program provides bilingual instruction in Science, Math and Humanities. There is only one TBE class that is made up of 27 heterogeneous seventh and eighth grade students. The students' levels range from beginning to advance. English Language Learners who are in the ESL program are mixed with general education students. ELLs are placed in class groups that traveled together to each content area class. These classes are conducted in English. A licensed ESL teacher provides literacy instruction for the classes at a minimum of 10 periods per week. Special Education ELL students are serviced by ESL teachers in a push in program that provides small group instruction at a minimum of 8 periods per week in addition to their ELA classes. All content area teachers utilize small group/ pair group instructional strategies, built in language acquisition approaches through use of multiple mediums of investigation (auditory, visual, oral and written). The bilingual Spanish program provides 5 periods of instruction in Native Language Arts/ transitional English language development with a licensed bilingual Spanish teacher, 5 periods each of ESL with a licensed ESL teacher, and 10 periods of Mathematics and Science in Spanish with a bilingual teacher. ELLs are actively involved in all school activities such as special programs, trips, extra curricular such as Roundabout Theater, Bridges, swimming and soccer. The principal supervises the program.

II. Parent/community: Families volunteered time to translate documents, support with daily school activities in the office, attended family workshops, and participated in the School Parent Association. In some instances, parents volunteered to assist in school performances and productions. Twice year special meetings for ELL parents are held by all teachers who work with ELLs.

III. Project Jump Start: Newly enrolled students are matched with a current student in the same grade and class to support student transition to the new school environment. Additionally, new students meet with the school social worker, guidance counselor ESL Coordinator, and Parent Coordinator as an initial introduction to the school.

IV. Staff Development (2008-2009 activities): Staff development is presented every Wednesday throughout the year for the entire faculty. Since the faculty is few in numbers, collaboration across departments is common place. Topics are student centered and ESL teachers have opportunity to design and implement a series of PD for all teachers. Currently, Hearts of Change has been contracted for this year and next to focus on differentiated instruction in all content areas.

- There are workshops on language acquisition strategies to incorporate in all content areas.
- Teachers will meet with the Teacher Center staff at grade cohort meetings, and at workshops

- Teachers will be scheduled common preparatory periods to facilitate collaboration.
- Teachers will receive on-going professional development, including demo lessons, weekly discussions and America's Choice workshops.
- Teachers will Level high interest classroom libraries including Spanish language books.
- Grade teachers will implement the workshop model and will be supported by Teacher Center staff.
- Teachers will plan lessons in alignment with the city and state performance standards.
- Technology will be integrated in the curriculum including smart boards and mobile computer laptops cart.

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

- Bilingual counselor
- Academic Intervention Services
- Enrichment classes
- Speech
- Spanish Student Handbook
- Mount Sinai Health Center located on premises
- Bilingual Staff
- After school tutoring
- Saturday Academy (Project Based Instruction)
- SES Learn IT (Bilingual Instruction and Material)

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. Currently the ELE testing and teacher made examination, and analysis of student written work currently measure students' progress.

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

School Building: JHS 117M

District 04

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			
1	2				1	4

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

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

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

Part D: CR Part 154 – Sample Student Schedules

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

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: 4 School Building: 117

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:16 To: 9:03	Subject (Specify) GYM	Subject (Specify) Social Studies	Subject (Specify) Math	Subject (Specify) Social Studies	Subject (Specify) ELA/ESL Push in Program
2	From: 9:04 To: 9:51	Subject (Specify) ELA/ESL push in Program	Subject (Specify) Performing Arts	Subject (Specify) Performing Arts	Subject (Specify) Performing Arts	Subject (Specify) ELA/ESL Push in Program
3	From: 9:52 To: 10:39	Subject (Specify) ELA/ESL push in Program	Subject (Specify) Math	Subject (Specify) ELA/ESL Push in Program	Subject (Specify) Math	Subject (Specify) GYM
4	From: 10:40 To: 11:27	Subject (Specify) Math	Subject (Specify) Science	Subject (Specify) ELA/ESL Push in Program	Subject (Specify) Math	Subject (Specify) Math
5	From: 11:28 To: 12:15	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Science	Subject (Specify) Math
6	From: 12:39 To: 1:25	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
7	From: 1:26 To: 2:11	Subject (Specify) Social Studies	Subject (Specify) ELA/ESL push in Program	Subject (Specify) Science	Subject (Specify) ELA/ESL Push in Program	Subject (Specify) Social Studies
8	From: 2:12 To: 2:57	Subject (Specify) Science	Subject (Specify) ELA/ESL push in Program	Subject (Specify) Social Studies	Subject (Specify) ELA/ESL Push in Program	Subject (Specify) Science
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: **4** School Building: **117**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:16 To: 9:03	Subject (Specify) GYM	Subject (Specify) Humanities	Subject (Specify) Math	Subject (Specify) Humanities	Subject (Specify) ELA/ESL Push in
2	From: 9:04 To: 9:51	Subject (Specify) ELA/ESL push in	Subject (Specify) Performing Arts	Subject (Specify) Performing Arts	Subject (Specify) Performing Arts	Subject (Specify) ELA/ESL Push in
3	From: 9:52 To: 10:39	Subject (Specify) ELA/ESL push in	Subject (Specify) Math	Subject (Specify) ELA/ESL Push in	Subject (Specify) Math (Bilingual Spanish)	Subject (Specify) GYM
4	From: 10:40 To: 11:27	Subject (Specify) Math	Subject (Specify) Science	Subject (Specify) ELA/ESL Push in	Subject (Specify) Math	Subject (Specify) Math
5	From: 11:28 To: 12:15	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Science	Subject (Specify) Math
6	From: 12:39 To: 1:25	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
7	From: 1:26 To: 2:11	Subject (Specify) Humanities	Subject (Specify) ELA/ESL push in	Subject (Specify) Science	Subject (Specify) ELA/ESL Push in	Subject (Specify) Humanity
8	From: 2:12 To: 2:57	Subject (Specify) Science	Subject (Specify) ELA/ESL push in	Subject (Specify) Humanities	Subject (Specify) ELA/ESL Push in	Subject (Specify) Science
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: **4** School Building: **117**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:16 To: 9:03	Subject (Specify) GYM	Subject (Specify) Humanities	Subject (Specify) Math	Subject (Specify) Humanities	Subject (Specify) ELA/ESL Push in
2	From: 9:04 To: 9:51	Subject (Specify) ELA/ESL push in	Subject (Specify) Performing Arts	Subject (Specify) Performing Arts	Subject (Specify) Performing Arts	Subject (Specify) ELA/ESL Push in
3	From: 9:52 To: 10:39	Subject (Specify) ELA/ESL push in	Subject (Specify) Math	Subject (Specify) ELA/ESL Push in	Subject (Specify) Math	Subject (Specify) GYM
4	From: 10:40 To: 11:27	Subject (Specify) Math	Subject (Specify) Science	Subject (Specify) ELA/ESL Push in	Subject (Specify) Math	Subject (Specify) Math
5	From: 11:28 To: 12:15	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Science	Subject (Specify) Math
6	From: 12:39 To: 1:25	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
7	From: 1:26 To: 2:11	Subject (Specify) Humanities	Subject (Specify) ELA/ESL push in	Subject (Specify) Science	Subject (Specify) ELA/ESL Push in	Subject (Specify) Humanity
8	From: 2:12 To: 2:57	Subject (Specify) Science	Subject (Specify) ELA/ESL push in	Subject (Specify) Humanities	Subject (Specify) ELA/ESL Push in	Subject (Specify) Science
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

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

School District: 04 School Building: 117

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:16 To: 9:03	Subject (Specify) NLA Spanish	Subject (Specify) Math (Bilingual Spanish)	Subject (Specify) Performing Arts	Subject (Specify) Science (Bilingual Spanish)	Subject (Specify) Science (Bilingual Spanish)
2	From: 9:04 To: 9:51	Subject (Specify) Performing Arts	Subject (Specify) Math Bilingual	Subject (Specify) NLA Spanish	Subject (Specify) Social Studies (Bilingual Spanish)	Subject (Specify) NLA Spanish
3	From: 9:52 To: 10:39	Subject (Specify) Science Bilingual (Bilingual Spanish)	Subject (Specify) Social Studies Bilingual (Bilingual Spanish)	Subject (Specify) Science (Bilingual Spanish)	Subject (Specify) ESL	Subject (Specify) Math (Bilingual Spanish)
4	From: 10:40 To: 11:27	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) Social Studies (Bilingual Spanish)	Subject (Specify) ESL	Subject (Specify) Social Studies (Bilingual Spanish)
5	From: 11:28 To: 12:15	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) Math (Bilingual Spanish)	Subject (Specify) ESL
6	From: 12:39 To: 1:25	Subject (Specify) Advisory/Lunch	Subject (Specify) Advisory/Lunch	Subject (Specify) Advisory/Lunch	Subject (Specify) Advisory/Lunch	Subject (Specify) Advisory/Lunch
7	From: 1:26 To: 2:11	Subject (Specify) Math (Bilingual Spanish)	Subject (Specify) NLA Spanish	Subject (Specify) Math (Bilingual Spanish)	Subject (Specify) Gym	Subject (Specify) Math (Bilingual Spanish)
8	From: 2:12 To: 2:57	Subject (Specify) Math (Bilingual Spanish)	Subject (Specify) Performing Arts	Subject (Specify) Math (Bilingual Spanish)	Subject (Specify) Math (Bilingual Spanish)	Subject (Specify) Gym
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

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

School District: **04** School Building: **117**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:16 To: 9:03	Subject (Specify) NLA Spanish	Subject (Specify) Math (Bilingual Spanish)	Subject (Specify) Performing Arts	Subject (Specify) Science (Bilingual Spanish)	Subject (Specify) Science (Bilingual Spanish)
2	From: 9:04 To: 9:51	Subject (Specify) Performing Arts	Subject (Specify) Math Bilingual	Subject (Specify) NLA Spanish	Subject (Specify) Social Studies (Bilingual Spanish)	Subject (Specify) NLA Spanish
3	From: 9:52 To: 10:39	Subject (Specify) Science Bilingual (Bilingual Spanish)	Subject (Specify) Social Studies Bilingual (Bilingual Spanish)	Subject (Specify) Science (Bilingual Spanish)	Subject (Specify) ESL	Subject (Specify) Math (Bilingual Spanish)
4	From: 10:40 To: 11:27	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) Social Studies (Bilingual Spanish)	Subject (Specify) ESL	Subject (Specify) Social Studies (Bilingual Spanish)
5	From: 11:28 To: 12:15	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) Math (Bilingual Spanish)	Subject (Specify) ESL
6	From: 12:39 To: 1:25	Subject (Specify) Advisory/Lunch	Subject (Specify) Advisory/Lunch	Subject (Specify) Advisory/Lunch	Subject (Specify) Advisory/Lunch	Subject (Specify) Advisory/Lunch
7	From: 1:26 To: 2:11	Subject (Specify) Math (Bilingual Spanish)	Subject (Specify) NLA Spanish	Subject (Specify) Math (Bilingual Spanish)	Subject (Specify) Gym	Subject (Specify) Math (Bilingual Spanish)
8	From: 2:12 To: 2:57	Subject (Specify) Math (Bilingual Spanish)	Subject (Specify) Performing Arts	Subject (Specify) Math (Bilingual Spanish)	Subject (Specify) Math (Bilingual Spanish)	Subject (Specify) Gym
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

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

School District: **04** School Building: **117**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:16 To: 9:03	Subject (Specify) NLA Spanish	Subject (Specify) Math (Bilingual Spanish)	Subject (Specify) Performing Arts	Subject (Specify) Science (Bilingual Spanish)	Subject (Specify) Science (Bilingual Spanish)
2	From: 9:04 To: 9:51	Subject (Specify) Performing Arts	Subject (Specify) Math Bilingual	Subject (Specify) NLA Spanish	Subject (Specify) Social Studies (Bilingual Spanish)	Subject (Specify) NLA Spanish
3	From: 9:52 To: 10:39	Subject (Specify) Science Bilingual (Bilingual Spanish)	Subject (Specify) Social Studies Bilingual (Bilingual Spanish)	Subject (Specify) Science (Bilingual Spanish)	Subject (Specify) ESL	Subject (Specify) Math (Bilingual Spanish)
4	From: 10:40 To: 11:27	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) Social Studies (Bilingual Spanish)	Subject (Specify) ESL	Subject (Specify) Social Studies (Bilingual Spanish)
5	From: 11:28 To: 12:15	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) Math (Bilingual Spanish)	Subject (Specify) ESL
6	From: 12:39 To: 1:25	Subject (Specify) Advisory/Lunch	Subject (Specify) Advisory/Lunch	Subject (Specify) Advisory/Lunch	Subject (Specify) Advisory/Lunch	Subject (Specify) Advisory/Lunch
7	From: 1:26 To: 2:11	Subject (Specify) Math (Bilingual Spanish)	Subject (Specify) NLA Spanish	Subject (Specify) Math (Bilingual Spanish)	Subject (Specify) Gym	Subject (Specify) Math (Bilingual Spanish)
8	From: 2:12 To: 2:57	Subject (Specify) Math (Bilingual Spanish)	Subject (Specify) Performing Arts	Subject (Specify) Math (Bilingual Spanish)	Subject (Specify) Math (Bilingual Spanish)	Subject (Specify) Gym
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

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: 79
(No more than 2 pages)

II. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc): English Language Learners who are in the ESL program are mixed with general education students. ELLs are placed in class groups that traveled together to each content area class. These classes are conducted in English. A licensed ESL teacher provides literacy instruction for the classes at a minimum of 10 periods per week. Special Education ELL students are serviced by ESL teachers in a pull out program that provides small group instruction at a minimum of 3 periods per week in addition to their ELA classes. All content area teachers utilize small group/ pair group instructional strategies, built in language acquisition approaches through use of multiple mediums of investigation (auditory, visual, oral and written).

The bilingual Spanish program provides 12 periods of instruction in Native Language Arts/ transitional English language development with a licensed bilingual Spanish teacher, 5 periods each of ESL with a licensed ESL teacher, and 10 periods of Mathematics and Science in Spanish with a bilingual teacher.

ELLs are actively involved in all school activities such as special programs, trips, extra curricular such as Roundabout Theater, Bridges, swimming and soccer.

II. Parent/community: Families volunteered time to translate documents, support with daily school activities in the office, attended family workshops, and participated in the School Parent Association. In some instances, parents volunteered to assist in school performances and productions

III. Project Jump Start: Newly enrolled students are matched with a current student in the same grade and class to support student transition to the new school environment. Additionally, new students meet with the school social worker, guidance counselor ESL Coordinator, and Parent Coordinator as an initial introduction to the school.

VII. Staff Development (2008-2009 activities):

- There are workshops on language acquisition strategies to incorporate in all content areas.
- Teachers will meet with the Teacher Center staff at grade cohort meetings, and at workshops
- Teachers will be scheduled common preparatory periods to facilitate collaboration.
- Teachers will receive on-going professional development, including demo lessons, weekly discussions and America's Choice workshops.
- Teachers will Level high interest classroom libraries including Spanish language books.
- Grade teachers will implement the workshop model and will be supported by Teacher Center staff.
- Teachers will plan lessons in alignment with the city and state performance standards.
- Technology will be integrated in the curriculum including smart boards and mobile computer laptops cart.

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

- Bilingual counselor

- Spanish Student Handbook
- Mount Sinai Health Center located on premises
- Bilingual Staff
- After school tutoring
- Saturday Academy (Project Based Instruction)
- SES Learn IT (Bilingual Instruction and Material)

IX. 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. Teacher made examination, and analysis of student written work currently measure students' progress.

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

School Building: JHS 117M

District 04

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			
1	2				1	4

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

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

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

Part D: CR Part 154 – Sample Student Schedules

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

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

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

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

There are no changes in your school's Title III program this year.

Part C: For schools that will receive Title III ELL Supplemental Services for 2007-08:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) 7-8 Numbers of Students to be Served: 49 LEP 49 Non-LEP
Number of Teachers 3 Other Staff (Specify) N/A

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.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe

- ✓ **school's language instruction program for limited English proficient (LEP) students**
- ✓ **type of program/activities to improve mathematics, native and/or English language learning**
- ✓ **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**
- ✓ **service provider and qualifications**

Title III Instructional Program –

MS 117 is located in East Harlem. The school has a population of 406. 40% of the students are Spanish speaking. The school has an ELL population of 75 students; the majority of these students are Spanish speaking. The school has a Bilingual and ESL program.

The Title III instructional program will work to serve our ELL students with supplemental instruction in literacy, science, and social studies through two activities. Activity one is a Saturday ELL Academy. Activity two is an After School Literacy through the Content Areas Program.

Saturday Academy

This program will be provided by 2 teachers for 18 weeks starting in January through June. Each Saturday session will run for three hours from 9:30 to 12:30. The target population will be 50 ELL students who need literacy instruction. Our needs assessment of their scores on the ELA and NYSESLAT subtests indicate that our ELL students need additional support in literacy. This Saturday academy will be taught by 2 certified teachers. Instruction will be in English. We will focus on the four blocks of English Language Learning; reading, writing, listening, and speaking. Students will participate in various activities to build their English Language Proficiency. We will focus on nonfiction reading and writing. High interest books and magazines will be used to increase student motivation. Instructional materials purchased for the program include Time for Kids and Kids Discover. Books will be purchased for Scholastic, etc. Students will build strategies to aid them in reading and writing in English. Materials that are needed for this academy are as follows: post-its, chart paper, notebooks, journals, and books. The expected outcome is an increase in NYSESLAT and ELA scores.

After School

Activity two will run for 20 weeks starting in December through June. Three certified teachers (one social studies and science teacher will coordinate to team teach with the ESL teacher) will teach 40 ELL students who need additional support in order to increase their achievement will be targeted in this program. Instruction will be in English. Students will continue to develop their reading, writing, listening, and speaking skills through science and social studies lessons and activities. Instructional materials will include non fiction books from scholastic and magazines such as Kids Discover. These classes will be taught Monday and Friday from 3:00 to 4:30. Materials that are needed for this program are as follows: post-its, chart paper, notebooks, journals, books, and science experiment materials.

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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

The Title III teachers will participate in QTEL professional development. Teachers will attend QTEL 1 and/or content based QTEL, in February and April. We believe this professional development will be beneficial in scaffolding the learning of our English Language Learners. The teachers who participate in this training will discuss and implement the QTEL strategies with the ELL students.

Description of Parent and Community Participation–Explain how the school will use Title III funds to increase parent and community participation ELLs

MS 117 will use Title III funds to increase ELL parental involvement by offering three, two hour workshops for parents on how to best help students succeed in school. We will educate and empower our ELL parents with the knowledge and skills to help their children succeed on the ELA State Exam and NYSESLAT exam, inform the parents on how to interpret the exam results, and how to continue to aid your child's success in their English Language Proficiency. These workshops will be presented by two Title III teachers of ELL's, the first Monday of February, March, and May from 5:30 to 7:30. Parents will be provided light refreshments, translation services, and flyers/letters in their native language. A main component in all workshops will be to give the parents essential vocabulary to the aid in their child's success at school.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	11936	Teacher per session Saturday ESL Academy : 2 teachers x 18 wks x 3 hrs x 49.73 = 5371 After school Literacy through content areas: 2 teachers x 20 wks x 3 hrs x 49.73= 5968 Parent workshops: 2 teachers x 3 workshops x 2 hours x 49.73 = \$597
Purchased services such as curriculum and staff development contracts	1500	PD expenses for 3 Title III teachers
Supplies and materials	1564	1300 Instructional materials for Title III instructional program 264 consumables
Travel		
Other		
TOTAL	15000	

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.

JHS 117 utilizes a variety of approaches to open a dialogue with parents/families and to keep them informed and abreast of any concerns related to school, student and community activities.

Those methods include:

- a. Phone and mail outreach by the parent coordinator, teachers, guidance counselors and Parent Association to assess language needs.
- b. Automated phone system for messages in various languages to increase parent involvement at school wide events.
- c. Home Language Surveys
- d. Inventory of languages taken at Parent Association meetings.
- e. Home visits.
- f. Teacher's anecdotes.
- g. Parent Teacher Conferences
- h. Needs assessment survey

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.

The greatest obstacle to written translation has been the turn around time of the actual translated written pieces. Since the school's community focus has been developing partnerships with parents, we have been successful in oral communications, but we need to refine procedure for translating all material that is sent home and posted in the building. The findings were discussed during SLT meetings and the PTA informed parents at PA meetings.

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.

Over the course of the 2008- 2009 school year, we will increase our efforts to have parents assist in translating school information for parents. Support outreach efforts to draw our predominantly Spanish Speaking families to greater assist in translations and parent involvement. As of SY 2008-2009, we have already begun using the Translation and Interpretation Unit at 45-18 Court Sq., LIC, NY.

(Translations@schools.nyc.gov)

We have determined the time of return of documents, and are now modifying our annual committee calendar to ensure earlier submission of documents to the translating Unit.

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.

Written and oral translation services will be provided by staff, parents and the Translation and Interpretation Unit located at 45-18 Court Sq., LIC, NY.

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

Using PTA conferences, automated message phone system, parent's handbook parents will be advised of translated services.

Dear Mr. Martinez

Once again, thank you for submitting your school's 2008-09 Comprehensive Educational Plan. In an effort to expedite the process for receiving and responding to feedback on *Appendix 2: Program Delivery for English Language Learners* and *Appendix 3: Language Translation and Interpretation*, the Office of English Language Learners has simplified the feedback and approval process as follows.

Only the Title III portion of *Appendix 2* (Part 154 and Title III Budgetary Information) requires approval from the ELL Compliance and Performance Specialist (CPS). Feedback on all other portions of *Appendix 2* and *Appendix 3* is provided so that you can 1) strengthen your school's continuous improvement planning efforts, and 2) meet federal and state planning requirements as well as Chancellor's Regulations. Incorporating the necessary feedback prior to submitting your plan for online posting is at your school's discretion.

Your Title III plan is approved and I have provided feedback to you on the remaining sections of CEP Appendices 2 and 3 (please see attached the updated feedback). You can submit your finalized CEP for posting on your school's website to the Office of School Improvement. Submit your CEP via e-mail to CEP@schools.nyc.gov, and fax your signed SLT signature page to 212-374-5760 (attention CEP Review Team). This submission will be the final version of your 2008-09 CEP and will be posted on your school's DOE website and available for public viewing.
I hope this is helpful.

Best Regards,

Maria Broughton

ELL Compliance and Performance Specialist
Districts 1 & 4
Office of English Language Learners
Phone: 212 356-7522
Fax: 212 356-7510
Mbrough@schools.nyc.gov
<http://schools.nyc.gov/Academics/ELL/default.htm>

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 School wide 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 **\$394,832**
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program **\$3,948**
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified **\$19,741**
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year **61.7%**
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.

As JHS117 phases out, the number of teachers who are not highly qualified decreased. It is anticipated that on the final year of phase-out, SY 2009-2010 the school will have 100% of teachers highly qualified. For SY 2008-2009, we will continue to support not highly qualified teachers to meet NYS teacher licensing requirements and recruit highly qualified teachers from the district and city wide recruitment fairs.

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.**

Junior High School 117 agrees to implement the following statutory requirements:

The Tito Puente Education Complex @ M117 will:

- involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way;

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- involve parents in the joint development of school wide program plan, 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;
- 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 (LEP) and parents with disabilities. This will include providing information and school reports required under Section 111- State Plans 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 program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.

The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

1. Junior High School 117M will take the following actions to involve parents in the joint development of the District Parental Involvement plan
 - Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings
 - PTA Executive Board members will be involved with District personnel through the Federation of PTA

2. Junior High School 117M will take the following actions to involve parents in the process of school review and improvement under Section 1116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

- Parents will be interviewed as part of the school's Quality Review
- Parent surveys will be a vital part of the School's Progress Report process

3. Junior High School 117 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:

Learn It

Learning Leaders

Manhattan Center High School

Roundabout Theatre

Union Settlement

Gang Resistance Education and Training (Great)

Mount Sinai Adolescent Health Center

4. Junior High School 117 and parents will conduct an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program.

The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, and have limited English proficiency. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement. An evaluation will be conducted at a spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies.

5. Junior High School 117M will build the parents' capacity for strong parental involvement by providing training and work shop centered on parent needs.

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following,

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State's academic content standards;

State's student academic— achievement standards;

State's and local academic assessments— including alternate assessments;

Requirements of Title I, Part A— how to monitor their child's progress and how to work with educators.—

6. The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and

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 interim Acuity exams and the State assessment in at least English language arts and mathematics; and

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 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;

Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information;

work with the LEA in addressing problems, if any, in implementing parental involvement activities in *Section 1118- Parental Involvement* of Title I, Part A and to ensure that a copy of the Sea's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

SIGNATURES

School Staff-Print Name	Signature	Date
Parent(s)- Print Name(s)		
Student (if applicable)- Print Name		

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

SCHOOL-PARENT COMPACT

JHS 117 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 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 September 2008 – June 2009.

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

JHS 117 will:

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

As a school, we use various forms of assessment data to determine instruction decisions that we make to support our struggling learners. We have a large population of students that have performed at high level 2 proficiency in Math and English Language Arts. The goal will be to identify individual student needs and develop targeted precise plans of instruction. We will continue to integrate the use of the performance and creative arts to provide children outlets to express themselves using different mediums. These opportunities will be sided with various supports oriented initiatives from our school based support team to meet the social and emotional needs of our children.

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

In addition to annual Parent/teacher conferences, JHS 117 staff will schedule parent meetings to discuss academic/social/and emotional needs of students as identified by the school. The dialogue will set goals, identify possible resources to support students and families. Collaboratively, all parties will develop an effective educational plan that benefits all involved.

Parents are encouraged to visit the school and ask questions or find meaningful ways to support the school community with the various strengths and skills that they can provide. The Compact will serve as a foundation to strengthen our school parent partnership.

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- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Progress reports every six weeks

M117 utilizes a variety of approaches to open a dialogue with parents/families and to keep them informed about school and student related information. Those methods include:

- Phone and mail outreach by the parent coordinator, teachers, guidance counselors and Parent Association.
- Parent Association meetings (Monthly)
- Family oriented workshops provided by the school and community based organizations affiliated with the school (Scheduled throughout the year)
- Email
- Parent Update notices and flyers (Monthly or depending on notice)
- During meetings, we provide Spanish translators so that parents/families can communicate concerns.
- Parent coordinator monthly newsletter.

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

Copies of teachers' schedules are provided to the administration and support service providers. Assistant Principals will work to coordinate meetings based on the parent's and teacher's availability. Many times these conferences can be held before school, after school or during school depending on the parent's and teacher's schedules.

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

At the start of the school year, we will host a parent orientation. At that point we will initiate a survey to parents to gain an understanding of what they would like to see happen in the school and have parents inform us of what they would be willing to provide.

Based on the feedback from the survey, the parent coordinator and the Parent Association will work with parents and the school to find meaningful ways to meet the needs of the parents who have identified. This survey will be on going to continually assess parent's needs.

Parent Responsibilities

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

Supporting my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school.

- monitoring child's attendance;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time,
- providing an environment appropriate for study;
- making sure that homework is completed;
- monitoring the amount of television my 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;
- participating in school activities on a regular basis;
- 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;
- reading together with my child every day;
- providing my child with a library card;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectations and offer praise and encouragement for achievement;
- attending at least 3 Parent Association meetings over the course of the school year.

PART II ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

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

(Describe the ways in which students will support their academic achievement, such as:

- come to school ready to do our best and be the best;
- come to school with all the necessary tools of learning- pens, pencils, books, etc.
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;

- follow the school's/class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for tests and assignments;
- read at least 30 minutes every day outside of school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)
- treat others with respect and understanding

SIGNATURES

School Staff-Print Name	Signature	Date
Parent(s)- Print Name(s)		
Student (if applicable)- Print Name		

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. 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.

See needs assessment page 15.

Additionally,

- Ongoing professional development in School-wide curriculum for mathematics and English Language Arts
- Low level of Family Involvement with School
- Though family involvement has improved over the course of the 2007 – 2008 school year, it has not been sufficient enough to provide families support and build partnerships with the school to assist students. We have initiated creative ways to increase family support and relationships with the school for the 2008-2009 school year.
- Identifying and matching students with appropriate Intervention Services and Supports

Due to misplacement of students identified as English Language Learners, students with IEPs or students requiring formal testing to match them with appropriate educational settings, there was a need to ensure that the school was in compliance during the 2007 – 2008 school year.

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's academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation.
 - o School wide program aligned with NYS curriculum standards.

3. Instruction by highly qualified staff.

As a school, we use various forms of assessment data to determine instruction decisions that we make to support our struggling learners. We have a large population of students in the 7th grade that have performed at high level 2 proficiency in Math and English Language Arts. The goal will be to identify staff as well as group student performance strengths and areas in need of support.

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.

There will be a weekly mandated professional development time period for all staff with ELA & Math leaders. Content area teachers will be provided with opportunities to learn the balanced literacy and math models to integrate these strategies into their classrooms. Teachers will have opportunities to do inter-visitations, learning walks, inter-school visits, work with consultants who observe best practices.

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

Job fairs are attended to seek qualified and certified teachers in the areas of ELA, Math, ESL, and Special Education. Develop collaboration with institutions of higher learning (NYU and Hunter) to place interns in the classroom to work along side of teachers. This will establish a pool of qualified candidates for vacancies. Also, Active recruitment of existing schools within the district.

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

In the fall of 2008, 117 will initiate a host of workshops on literacy, parenting, counseling, and identifying community resources that will be sponsored by the M117 Parent Association. A parent survey in September will be used to determine the needs of the parents at 117. The parent coordinator will outreach to all parents.

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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.

Teacher teams will design assessments for the specific grades and content groups. This initiative will be supported by the administration and grade level team leaders and PD in designing Your Own DYO assessments.

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.

Selected staff trained in Wilson Reading will continue to serve general and special education students who may benefit from that program's intervention strategies. Para-professional will use GREAT LEAPS to build literacy for struggling students on a one to one basis.

The Academic Intervention Teams will identify students along with classroom content teachers to provide academic supports in literacy, mathematics and other content areas. Identification of these students will take place at grade level meetings. In addition, in some cases guidance services will also be provided to students.

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.

An Accountability system will be developed that will build in responsibilities for different stakeholders of JHS 117 under the supervision of the building principal.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS N/A

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; Coordinate with and support the regular educational program; CCT classes and push-in services will minimize the removal of children from classrooms during regular hours.
4. Provide instruction by highly qualified teachers;
 5. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 6. Provide strategies to increase parental involvement;
 7. 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: Restructuring Year 3 as of 07-08 **SURR¹ Phase/Group (If applicable):** _____

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

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

In ELA only the subgroup Black or African American made the AYP. Contrarily in math, only one group did not meet the AYP, (SWD). SWD made safe harbor performance index, but did not meet the participation requirement by 1%. Although the school made gains as a whole, it continues to struggle with effective curriculum implementation in ELA. Previous to this academic year, ELA instruction followed a Teacher’s College model of inquiry based instruction. As we moved into this year, the America’s Choice curriculum that had been mapped out by the ELA department in June of 2008 was implemented with stringent oversight of administration and peer teacher observations. Weekly departmental meetings ensure that instruction is aligned to the existing curriculum and provide a nexus for collaboration of effective teaching strategies and planning for the following week’s work. Additionally, elements of the America’s Choice curriculum are infused in all contents areas for our schoolwide literacy campaign.

Lastly, but not insignificant is the constant change in leadership. The school has undergone several reorganization and leadership in the last 4 years. This inconsistency has affected student achievement the school’s ability in meeting the ayp.

¹ School Under Registration Review (SURR)

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

See page 25

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 = **\$ 394,832**; 10% of Title I allocation = **\$ 39,483**.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement. The fund will be used to provide professional development in ELA and across content areas using the America's Choice model.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The teacher- mentoring program will be under the direction of the UFT Teacher Center. The TC staff will assist teachers in best practices and collaborative develop work plans to improve instruction Teachers will establish professional teaching goals for 2008-2009.
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.

Letters will be sent home in appropriate native languages. In addition, the PTA will be address by the principal of the status of JHS 117.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

– **English Language Learners**

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. The school will develop a committee to examine the concerns addressed by the curriculum audit. At present we are re-evaluating the curriculum used to determine whether there is non alignment of the actual curriculum to state standards or that it's a disconnect from curriculum to teachers practice.

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?

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.

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 school has examined and the findings are indicative that there are gaps in the areas of measurement and geometry and number sense and operations.

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

X 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? Annually, supplemental resources are used to meet the areas of measurement and geometry and number sense and operations.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. We have established our own curriculum using the math standards as a guide and are seeking support from our LSO.

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,

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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.

The school leadership has determined that there are some instances of teacher centered instruction through observations.

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

X 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? Class visits and Teachers observations support the evidence.

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. The school has already begun to address the concern. Pre observation conferences stress the importance of a student centered classroom and the monumental affect on children learning. Additionally, learning walks are being conducted by teams of administrators and teachers. All teachers participate in the walks and focus on engaging students in learning.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM²)* 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.

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

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.

The school will develop a math committee to examine the concerns addressed by the audit. At present we are observing engaging students in learning to determine whether the findings are valid. On the other hand, smart boards are extensively used in math classes

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?

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. Accountability report and schools report card.

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

X 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?

Accountability reports and school report cards clearly indicate this trend at JHS 117.

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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. School is scheduled to be phase out. We will continue to seek support from central.

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.

The school will develop a committee to examine the concerns addressed by the curriculum audit. Teacher surveys will be administered to determine the extent of the audit findings.

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?

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:

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5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
Review of interim assessments used for ELL

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

Applicable x 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? Weekly bilingual team meeting review ELL test data and analyze student work to determine next steps to instruction.

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.
The school will develop a committee to examine the concerns addressed by the curriculum audit.

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?

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. The school's special education committee has examined the concerns addressed by the audit and has determined that are short comings in many of the IEPs

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

X 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? Meaningful examinations of IEPs support the findings.

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. Teams of special education teachers with the guidance of central staff are addressing the audit findings.

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 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 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 fund requirements.

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

Submit date: **Jul 16, 2008** Email address: **rmartin72@schools.nyc.gov**

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

School DBN	04m117
School Name	Tito Puente Education Complex
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 184,366
Principal Name	Ralph Martinez
Principal Email	rmartin72@schools.nyc.gov
Principal Phone	2128605873

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

- Yes
 No

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

Creation of additional classrooms	\$ 68,000
Reducing teacher-student ratio through team teaching strategies	

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

- Yes
 No

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

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

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 8 - Math - Students with Disabilities - 26 - 1 -25

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

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 6 - ELA- Students with Disabilities - 25 - 1 -24

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

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 6 - Math - ELLs - 25 - 1 -24

	Targeted Grade	Targeted Subject	Targeted Population	Average Class Size 2007-08	# New Classrooms / New Sections
C4E Target #1	7	English Language Arts	Students with Low Academic Achievement	28.0	2
C4E Target #2	8	English Language Arts	Students with Low Academic Achievement	28.0	2
C4E Target #3					
C4E Target #4					
C4E Target #5					
C4E Target #6					

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

Yes

No

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

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

For example:

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

C4E Target #2: 8 - Math - Students with Disabilities - 18 - 1 - 17

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

For example:

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

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

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

For example:

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

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

	Targeted Grade	Targeted Subject	Targeted Population	Students per Teacher 2007-08	# Classrooms / Sections Targeted
C4E Target #1	7	English Language Arts	Students with Disabilities	12	1
C4E Target #2	7	Math	Students with Disabilities	12	1
C4E Target #3	8	English Language Arts	Students with Disabilities	12	1
C4E Target #4	8	Math	Students with Disabilities	12	1
C4E Target #5					
C4E Target #6					

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

- Yes
 No

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

Before- and After-School Programs	\$ 38,235
Summer School Programs	
Dedicated Instructional Time	\$ 54,300
Individualized Tutoring	

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

- Yes
 No

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 instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
 No

Please describe the program.

We are programming additional instructional periods for AIS. Our AIS curriculum will be aligned with student needs.

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 efforts to offer individualized tutoring (provided by qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
- No

Please describe the program.

Students will be provided with individualized tutoring for short term intensive tutoring that will target specific skill deficiencies.

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 \$ 1,000

Instructional coaches for teachers \$ 1,000

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)?

teacher/principal assignment)?

- Yes
- No

Please describe the program.

Mentoring will be provided for new teachers through a trained New Teacher Induction Program staff member and by the UFT Teacher Center Leadership Academy will continue to provide mentoring to the School Leader and support the instructional cabinet.

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 appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
- No

Please describe the program.

These activities were available and used on an informal basis during the 07/08 school year. For the 07/08 school year training will be scheduled into staff schedules. Creation of a new teacher cohort group will meet regularly to address best practices.

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.

These activities were available and used on an informal basis during the 07/08 school year. For the 07/08 school year training will be scheduled into staff schedules. Creation of a new teacher cohort group will meet regularly to address best practices.

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

- Yes
- No

Please describe the program.

Professional mentoring will be provided to the Principal and administrative cabinet by a certified mentor

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.

These activities were available and used on an informal basis during the 07/08 school year. For the 07/08 school year training will be scheduled on a consistent basis for the Principal and administrative cabinet.

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

- Yes
- No

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

Instructional changes \$ 16,465

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

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

Implementation of America's Choice curriculum CTT AIS Scheduled Common Planning Creation of a LRE team

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 allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand a 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 Learners (ELLs)?

- Yes
- No

How much do you plan to allocate for this program?

Model Programs for ELLs \$ 5,366

Please describe the program.

Provide QTEL training for teachers. Purchase software, Acheive 3000 to support ELL learning. Small group and individualized tutoring private school day.

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