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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 227 **SCHOOL NAME:** Louis Armstrong Middle School

DISTRICT: 30 **SSO NAME/NETWORK #:** ICI /#1

SCHOOL ADDRESS: 32-02 Junction Blvd., East Elmhurst, New York 11369

SCHOOL TELEPHONE: 718-335-7500 **FAX:** 718-779-7186

SCHOOL CONTACT PERSON: Irene Filakouris **EMAIL ADDRESS:** ifilako@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Thomas O'Brien

PRINCIPAL Renee David

UFT CHAPTER LEADER Thomas O'Brien

**PARENTS' ASSOCIATION
PRESIDENT** Patricia Cruz

STUDENT REPRESENTATIVE
(Required for high schools) _____

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Dr. Philip Composto

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
Renee David	*Principal or Designee	
Thomas O'Brien	*UFT Chapter Chairperson or Designee	
Patricia Cruz	*PA/PTA President or Designated Co-President	
	Title I Parent Representative (<i>suggested, for Title I schools</i>)	
Deanna Maietta	DC 37 Representative, if applicable	
Rose DelValle	Assistant Principal	
Josh Blum	UFT Teacher	
Melina Elenis	UFT Teacher	
Anne Paskewitz	UFT Teacher	
Nancy Litsas	Parent	
Joanne Sandow	Parent	
Richard Sanjamino	Parent	
Italia Augienello	Parent	
Kim Banayan	Parent	
Isaac Carmignani	Parent	

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

IS 227Q is a multicultural application school serving approximately 1500 students from the entire borough of Queens. We have a diverse student population with 30.49% White, 16.84% Black, 35.19% Hispanic and 17.32% Asian. Since its inception, Louis Armstrong Middle School has been a demonstration site for good middle school practices. Under federal mandate, IS 227Q selects students to reflect the ethnic and cultural diversity of Queens. Students of all ability levels are selected. Students receive support before, during and after the school day from our staff including teachers, paraprofessionals, guidance counselors, supervisors, OT/PT, speech personnel, aides and supervisors. Most general education classes are heterogeneously grouped. Remediation and enrichment are incorporated into instruction, with consideration given to multiple intelligences and learning styles. We also have opportunities for students to advance by taking Regents Living Environment and Integrated Algebra. Extra support with small group instruction is offered to students scoring levels 1 or 2 on the NYS standardized tests in ELA and /or mathematics. Special Education students and English Language Learners (ELLs) receive additional support in both elective periods.

We review data from NY Start, NYC Progress Report, Quality Review, standardized test scores, informal and formal portfolio assessments, and budget allocations to address students' academic and social needs. Team meetings involving counselors, teachers, and parents discuss students who are having difficulty in their classes. Students receive support using the following programs and instructional methods:

- Academic Intervention Services (AIS) during elective periods and within content class periods
- Guidance Counselors' class lessons with a focus on study, organization, and interpersonal skills
- Reading programs: Wilson, Teachers College, and Direct Instruction
- Math, literacy, and study skill electives
- Tutoring
- Small group instruction
- Weekly Team Meetings
- Pupil Personnel Team (PPT)/AIS Committee
- School's Attuned

The **English Language Arts** Program provides shared, guided and independent reading and writing exercises for all students through Readers and Writers workshop. Our literacy focus is woven across all grades and content areas. Teachers in all subject areas receive on-going professional development on literacy strategies through peer observations, integrated curriculum units and projects. Students' literacy needs are met in the following ways:

- Our 5th and 6th grade General Education students receive more than 90 minutes per day of reading and writing instruction.
- Our 7th and 8th grade General Education students read and write daily in English Language Arts, science, mathematics, social studies and elective periods. This exceeds the 90 minutes of recommended reading and writing.

- All of our Special Education students receive a minimum of 90 minutes per day of reading and writing instruction.
- Our elective classes and collaborative team teaching program provide our at-risk students (both General and Special Education) with intensive phonics instruction through a research-based SRA Corrective and Mastery Reading Program (Direct Instruction) or Wilson Reading Instruction.
- Our subject-specific Word Walls are used in all subject classes to build vocabulary.
- Our literacy program is supported by Columbia University Teachers College Reading and Writing Project.
- Our School Library, open 8 periods a day and before the regular school day, circulates over 22,000 books per year. In addition, every room has a leveled classroom library. Our teaching librarian provides lessons in research protocols, writing and information retrieval.
- A Literacy Coach provides teachers with modeling and support for the implementation of literacy skills and strategies.
- Weekly professional development for all literacy teachers includes a lab site, meeting time and classroom demonstration lessons provided by a Staff Developer from Columbia University. Teachers participate in summer and year long workshops at Columbia University.

In our **Mathematics** program, we strive to create lifelong learners and focus on fostering critical thinking and mathematical communication. We will continue to implement the following programs:

- Everyday Mathematics with Math Steps in Grade 5.
- Connected Mathematics with Hot Words, Hot Topics in grades 6-8 supplemented by Impact Math. Connected Mathematics (CMP) is a comprehensive problem-centered mathematics curriculum. The U.S. Department of Education expert panel has designated Connected Mathematics as an Exemplary Mathematics Curriculum.
- Integrated Algebra in Accelerated Grade 8 classes.

The Mathematics Coach supports staff in the following ways:

- Modeling the implementation of the curriculum
- Mentoring new mathematics teachers
- Arranging inter-visitations between teachers
- Aligning instruction with NYS standards to meet students' various needs.
- Supporting the use of technology in math instruction through professional development.
- Sharing appropriate grade-level resources and materials to create similar assessments and projects
- Pacing/planning at weekly seventh and eighth curriculum meetings
- Addressing student needs through differentiation of instruction and modifications when needed.

The focus of the **Science** department has been to expand the number of hands-on activities and the use of technology in daily lessons. Our selection of the FOSS and Glencoe Science Blend Option, a combination of both textbook and kit based learning, is used in all grade levels. This option provides students with both project-based inquiry and printed resources to support student learning. We are now in the fourth year of the spiral curriculum.

The main goals of the science department are:

- Focusing on reading and writing in the science classrooms with an emphasis on the structure/function and cause and effect relationships
- Increasing the use of science notebooks as a tool for students to record data, create sketches, write content related ideas, and allow for teachers to assess each student's progress
- Bringing science to life using video clips as part of the lesson

- Expanding trips to include overnight trips to New York Hall of Science, Gateway, Taconic State Outdoor Education Center, and Pocono Environmental Education Center to support the curriculum
- Participating in the Reduce, Reuse and Recycle program to increase students' awareness of health and environmental conservation issues
- Allowing for inquiry based science to be in the forefront of the science classroom experience
- Incorporating learning strategies that differentiate lessons for students of all levels

Professional development is provided for teachers to align curriculum and create pacing calendars. Students are given opportunities to get high school credit by taking the Living Environment Regents high school course.

The **Social Studies** department has been aligning the curriculum by creating and implementing pacing calendars to include 8th grade exit projects. Students' needs are addressed by:

- Using research skills to acquire, organize, and evaluate information critically
- Preparing all students for NYS Exams through on-going assessments
- Involving 7th and 8th grade students in mock election
- Implementing writing and reading strategies aligned with Teachers College
- Expanding reading, writing and research to broaden students' skills
- Increasing communication amongst the various disciplines to facilitate the growth of students' knowledge in all content and skill areas

The **Technology** department provides staff and students with opportunities to enhance teaching and learning. We incorporate these methods by:

- Scheduling all eighth grade students for a minimum of 2 periods per week of computers
- Creating lessons to the use of appropriate websites
- Updating computer labs
- Purchasing laptop/computer projectors for teachers to supplement and differentiate instruction
- Expanding a NYC recognized Robotics program to include a five period elective during the school day
- Collaborating with Aviation High School to provide greater knowledge base and more varied experiences for students
- Introducing a digital photography class where students use I-Photo and Photoshop to create and edit pictures

The school community communicates via the internet. Professional development is provided to staff on the latest technological innovations and the use of the on-line testing programs. All teachers have been provided with a NYCDOE e-mail addresses, as well as the opportunity to participate in our school-wide Yahoo group's list service (yahogroups227Q@aol.com)

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Louis Armstrong Middle School			
District:	30	DBN #:	227	School BEDS Code #: 343000011227

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:					Attendance:				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)			2006	2007	2008
Pre-K							94.8	95.0	95.0
Kindergarten									
Grade 1				Student Mobility:					
Grade 2				(% of Enrollment as of June 30)			2006	2007	2008
Grade 3							1497	1459	1450
Grade 4									
Grade 5	142	139	144	Eligible for Free Lunch:					
Grade 6	424	453	400	(% of Enrollment as of October 31)			2005	2006	2007
Grade 7	412	442	404				734	743	759
Grade 8	386	416	384						
Grade 9				Students in Temporary Housing:					
Grade 10				(Total Number as of June 30)			2006	2007	2008
Grade 11							1	2	1
Grade 12									
Ungraded Elementary				Recent Immigrants:					
Ungraded Secondary				(Total Number as of October 31)			2006	2007	2008
Total							4	8	10
Special Education Enrollment:					Suspensions:				
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)			2006	2007	2008
Number in Self-Contained Classes	90	78	79						
No. in Collaborative Team Teaching (CTT) Classes	67	67	69	Principal Suspensions			13	10	3

DEMOGRAPHICS							
Number all others				Superintendent Suspensions	3	15	0
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	46	34	38	Number of Staff:			
# ELLs with IEPs	19	18	20	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	95	95	94
				Number of Administrators and Other Professionals	12	12	12
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	48	48	47
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100	99.0	99.0
American Indian or Alaska Native	0	.13	.06	Percent more than two years teaching in this school	71.4	70.3	74.0
Black or African American	17	16.84	16.67	Percent more than five years teaching anywhere	65.9	63.7	64.7
Hispanic or Latino	31	35.19	34.90				
Asian or Native Hawaiian/Other Pacific Isl.	19	17.32	16.81	Percent Masters Degree or higher	90.0	93.0	92.0
White	33	30.49	31.53	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	81.4	94.8	100
Multi-racial	0	0	0				
Male	50.43	49.59	49.02				
Female	49.56	50.40	50.97				

2008-09 TITLE I STATUS

<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2005-06	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURRE School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURRE identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
NCLB Restructured – Year _____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year _____		

Individual Subject/Area Ratin	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native						
Black or African American	√	√	√			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	√	√	√			
White	√	√	√			
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient	√	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	7	7	7			

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	A	Overall Evaluation:	W
Overall Score	73.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	9	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 30% of the Overall Score)	18.7	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)	36.1	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	9.8	Quality Statement 5: Monitor and Revise	W
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Louis Armstrong Middle School is a well developed school with a rating of A. We continue to strive to build upon our strengths and accomplishments while meeting our current challenges. Our staff aligns the curriculum, instruction, and assessments to the New York State Standards and to the needs of our diverse population through collaborative planning and data analysis. Support for these endeavors is provided by school supervisors, coaches, and university/college collaborations.

As noted in the NYC Department of Education Progress Report for 2007-2008, English Language Learners were exemplary in their proficiency gains in the area of ELA; however they require additional support in the area of mathematics. Our goal is that English Language Learners will improve their Math concepts and skills by 5% as measured by an increase in the percentage of students meeting proficient levels on the New York State Math Exam and/or classroom assessments by June 2009.

The NYC Department of Education Progress Report for 2007-2008 indicated that Special Education Students were exemplary in their proficiency gains in the area of mathematics; however they require additional support in the area of ELA. We will provide additional differentiated literacy support with Wilson Reading, Direct Instruction Reading and Teachers College reading programs.

Our Quality Review Report for 2007-2008 stated that, "Professional Development decisions are very effective and made in full consultation between administration and teachers to achieve school and individual goal. Teachers make very good use of opportunities available to them to visit other classrooms, evaluate their own performance, and share effective practice." In order to use this strength toward our continuous improvement, we are scheduling collaboration weekly amongst general classroom teachers, guidance counselors, administration, ISS teachers and service providers to develop and align curriculum and discuss student progress.

We have received professional development from Columbia University Teachers College with the Readers and Writers Workshop. Since we have noticed the need for improvement in writing amongst our students, our Inquiry Team is focusing on improving students' writing skills. Professional development on improving students' writing skills will be provided to content area teachers so that all teachers can address our concerns.

During the 2007-2008 school year, 8% of our eighth grade students were retained. Since the Chancellor's promotional criteria has been revised for the 2008-2009 school year, we are providing additional support in all four major subject areas in order to reduce the number of students being retained in June 2009.

Accountability and assessment resources from New York State Education Department and the New York City Department of Education provide insight into significant performance trends, accomplishments, aids and barriers to continuous improvement. Below are the charts that reflect the student performance and progress during the 2007-2008 school year. The data is disaggregated and is used by the school to differentiate instruction in order to address the individual needs of the students.

Student Performance

Comprises 25% of the Overall Score

This Year's Score:
 $0.748 \times 25 = 18.7$

A

English Language Arts

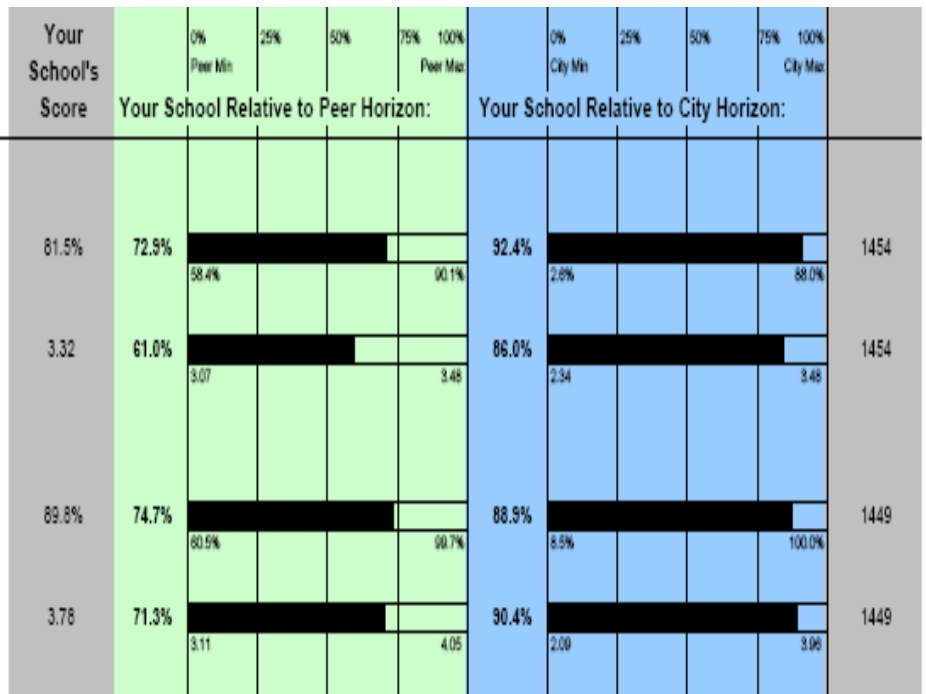
Percentage of Students
at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Mathematics

Percentage of Students
at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):



Student Progress

Comprises 60% of the Overall Score

This Year's Score:
0.601 x 60 = 36.1

A

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

Average Change in Student Proficiency for Level 1 and Level 2 Students

Average Change in Student Proficiency for Level 3 and Level 4 Students

Mathematics

Percentage of Students Making at Least 1 Year of Progress

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

Average Change in Student Proficiency for Level 1 and Level 2 Students

Average Change in Student Proficiency for Level 3 and Level 4 Students

Your School's Score	Your School Relative to Peer Horizon:				Your School Relative to City Horizon:				Number of Students
	0% Peer Min	25%	50%	75% Peer Max	0% City Min	25%	50%	75% 100% City Max	
51.3%	46.9%	41.9%		62.6%	33.9%	41.0%		71.4%	1473
78.9%	70.9%	61.1%		86.2%	54.7%	61.6%		93.9%	516
0.29	55.6%	0.14		0.41	73.3%	0.07		0.97	325
(0.06)	52.9%	(0.17)		0.00	65.5%	(0.27)		0.02	1148
67.9%	60.1%	44.1%		83.7%	69.2%	35.6%		82.9%	1459
75.8%	76.6%	33.2%		82.7%	69.2%	44.5%		80.7%	491
0.45	81.0%	0.11		0.53	80.7%	(0.01)		0.56	167
(0.01)	55.6%	(0.18)		0.11	61.2%	(0.31)		0.18	1302

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math). Schools earn additional credit for any one of the five high-need categories of students if the percentage of students in that category who achieve exemplary gains is in the top 40% of all schools citywide.

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
English Language Arts		
+0.75	26.2%	English Language Learners
	29.3%	Special Education Students
+1.5	29.4%	Hispanic Students in the Lowest Third Citywide
+1.5	33.3%	Black Students in the Lowest Third Citywide
+1.5	31.3%	Other Students in the Lowest Third Citywide
Mathematics		
	18.6%	English Language Learners
+0.75	37.6%	Special Education Students
+1.5	46.7%	Hispanic Students in the Lowest Third Citywide
+0.75	38.8%	Black Students in the Lowest Third Citywide
+1.5	48.8%	Other Students in the Lowest Third Citywide

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 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. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

English Language Learners will improve their Math concepts and skills by 5% as measured by an increase in the percentage of students meeting proficient levels on the New York State Math Exam and/or classroom assessments by June 2009.

For the 2008-2009 school year, at least 80% of the students with disabilities will average 1 year's progress in ELA performance by the end of the school year, as measured by an ELA assessment, such as the NYS ELA, Wilson Reading and/or Teachers College Reading Assessment.

During the 2008-2009 school year, there will be regularly scheduled staff meetings to address student needs. Our weekly grade curriculum meetings will be attended by 100% of English Language Arts teachers and licensed mathematics teachers. Weekly team meetings will be attended by all subject area teachers, ISS teachers, guidance counselors, parents and administration to discuss student progress and arrange for support for students as needed.

By June 2009, at least 80% of students will achieve proficient or better in writing skills as indicated in the final English Language Arts and/or content area writing assessments.

Support in all four major subject areas and in test taking strategies, as needed, to reduce the June 2008 retention rate by at least 25% for eighth graders in June 2009.

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: English Language Learners

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>English Language Learners will improve their Math concepts and skills by 5% as measured by an increase in the percentage of students meeting proficient levels on the New York State Math Exam and/or classroom assessments by June 2009.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • ELL students will receive ESL services through small group instruction. • Content area teachers will receive training on strategies and techniques to address the student needs in their classes. • On-going training of March to March mathematics curriculum on Connected Mathematics supplemented by other materials that support student needs will be provided. • Students will participate in problem solving hands-on activities and building the necessary vocabulary to ensure the success of the ELLs.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Teacher dedicated to the ESL program • Before and after school and weekend programs to support student needs. • Training of new teachers and content area teachers on techniques to address the ELL students’ needs. • Use of Title III funding to provide students with additional support outside of the regular school day.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Parents of ESL students will be invited to school to discuss student program, needs and progress. • Review of student progress each month through reports and assessments. • Weekly meetings to review individual progress of students.

SECTION VI: ACTION PLAN

Subject/Area: Students with Disabilities

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For the 2008-2009 school year, at least 80% of the students with disabilities will average 1 year’s progress in ELA performance by the end of the school year, as measured by an ELA assessment such as the NYS ELA, Wilson Reading and/or Teachers College Reading Assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • ELA and CTT teachers will use the Teachers College Assessment (Running Record) to determine the students’ initial reading level and choose appropriate reading materials. • Teachers of students with disabilities in self-contained classes will use the Wilson Reading Assessment (WADE) and charting to determine the students’ initial reading level and choose appropriate reading materials. • Teachers will review students’ reading logs and confer with students individually to chart progress and provide instruction. • Teachers will utilize Acuity ELA and class assessments to direct instruction to specific reading skills. • Students will receive 90 minutes of ELA instruction from one literacy specialist.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • ELA / CTT teachers working with CTT students are scheduled for weekly training by Teachers College staff developers which include lab site visits. • The Principal and teachers participate in conferences at Teachers College. • ELA teachers of students with disabilities in self-contained classes are scheduled for weekly staff development meetings with their supervisors. • Teachers participate in peer observations to improve their instructional expertise. • Paraprofessionals receive on-going training in the Wilson Reading Program to support the instruction in the classroom. • Use of C4E allocations to support student needs.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • ELA and CTT teachers will use the Teachers College Assessment (Running Record) to determine the students’ initial, median, and terminal reading levels. • Teachers of students with disabilities in self-contained classes will use the Wilson Reading Assessment (WADE) and charting to determine the students’ initial, median, and terminal levels.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or 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: Staff Development & Collaboration

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2008-2009 school year, there will be regularly scheduled staff meetings to address student needs. Our weekly grade curriculum meetings will be attended by 100% of English Language Arts teachers and licensed mathematics teachers. Weekly team meetings will be attended by all subject area teachers, ISS teachers, guidance counselors, parents and administration to discuss student progress and arrange for support for students as needed.</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>Schedule will include:</p> <ul style="list-style-type: none"> • Weekly grade meetings of ELA teachers with literacy coach support • Weekly grade meetings of mathematics teachers with mathematics coach support • Weekly teacher team meetings with Assistant Principals and guidance counselors • Weekly meetings of ELA/Wilson Reading teachers with ISS Assistant Principal
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Scheduled in-house meetings to provide staff training on curriculum • Professional development provided by Columbia University Teachers College and New York University • Use of Fair Student Funding for outside professional development and in-house staff meetings to provide support for teachers in order to address student needs
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Improved scores on classroom exams, writing pieces and/or NYS standardized tests. • Observations and walkthroughs will reflect alignment of curriculum in subject classes.

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: Writing Skills

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009, at least 80% of students will achieve proficient or better in writing skills as indicated in the final English Language Arts and/or content area writing assessments.</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>Students will work through monthly genre based units that build upon one another and contain repeated practice of the writing process and strategies that match the process. Classroom environment supports student needs by including:</p> <ul style="list-style-type: none"> • Charts with writing skills are posted for student referral • Modeling of writing by teachers • Writing partners • Individual and group conferences between teachers and students • Study examples of published writing
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • The Inquiry team will support students’ writing skills. • The Inquiry team will disseminate information and share effective techniques with the staff. • Teachers will use rubrics to evaluate student writing journals, first drafts and published pieces. • Use of Fair Student funding to support student needs in order to accomplish increased independence in the writing process, increased volume of writing and appropriate use of writing strategies.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Qualities of Writing Rubrics to evaluate monthly genre writing. • By June 2009, students will demonstrate growth in the Teachers College Reading and Writing Narrative Continuum assessment as evidenced by their ability to produce written work with more sophisticated structure, craft and mechanics.

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): Grade 8 Students

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Support in all four major subject areas and in test taking strategies, as needed, to reduce the June 2008 retention rate by at least 25% for eighth graders in June 2009.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Grade 8 students will receive support from technology and content area teachers for Science and Social Studies Exit projects • Additional support will be provided to ensure that students can complete assignments provided funding availability • Saturday test preparation course available for NYS ELA and mathematics exams
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Library/Media Center will be open during all lunch periods and before the regular school day. • Use of Fair Student funding to provide students with differentiated support during elective periods, before school, and after school based upon need.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teachers will follow timelines of pacing calendars developed. • Interim Progress Reports and Report Cards will be reviewed for each marking period by Assistant Principals.

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5	14		14	14	5			
6	12	5	5	12	17			
7	38	28	24	24	24		3	
8	23	44	23	23	23		1	
9								
10								
11								
12								

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

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

UPDATED – SEPTEMBER 2008

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:	With the use of Schools Attuned, Wilson Reading and Teachers College Collaboration, we have noticed improvement in students' academic performance. Direct Instruction has supported some of the needs of our students. We will continue to implement these services to students in need.
Mathematics:	With the use of Great Leaps, Kaplan Mathematics Program and Queens College Collaboration, we have noticed improvements in the students' academic performance. We will continue to implement these services to students in need. Varying levels of support will be provided at different points in time considering each student's needs and understanding of the subject.
Science:	The use of differentiation of instruction in the science classroom to allow each student the optimal learning experience. Increasing the variety of pedagogical techniques ensures that learners of all levels of ability are engaged in the learning process. Spiraling the science curriculum to introduce each of the content areas at an appropriate level of depth in key for the continuity of the content and the level of understanding. The use of manipulatives and laboratory equipment such as microscopes are incorporated into the curriculum on a regular basis. Students will receive support in small groups during elective periods.
Social Studies:	Teachers will continue to work with individual students to focus on the strengths and identify strategies and programs to support the students in need. Use of culturally relevant and sensitive materials that portray a variety of perspectives, and a wide variety of resources not just textbooks to engage students in the social studies content and concepts. Trade books, images, web resources, short video clips, primary sources and guest speakers will be incorporated. Students will receive support in small groups during elective periods.
At-risk Services Provided by the Guidance Counselor:	Guidance Counselors will identify and collaborate with ISS teachers, the AIS teacher and Pupil Personnel Services to continually provide support for students who are scoring below the performance standards.
At-risk Services Provided by the School Psychologist:	School Psychologists will identify and collaborate with Guidance Counselors, the general education teachers and the AIS teachers to support students who are scoring below the performance standards.
At-risk Services Provided by the Social Worker:	Upon teachers, administration and/or Principal recommendations, social worker provides support for students-at-risk.
At-risk Health-related Services:	Upon recommendations of P.P.T. and/or appropriate 504, students receive health services needed.

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

NCLB/SED requirement for all schools

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

Language Allocation Policy Team 2008

Principal	Renee David
Assistant Principal	Rose Del Valle
ESL Teacher/Coordinator	Mitzi Benton-Diaz
Math Coach	Marie Turini

Current ESL Instructional Program

I.S. 227 provides E.S.L. instruction in a pull out, multi-level, multi-grade, grades 5-8 model. English Language Learners (ELLs) receive instruction from a New York State certified E.S.L. teacher. ELLs are serviced according to their scores on the spring 2008 NYSESLAT and the Fall 2007 LAB-R. Beginning and Intermediate level ELLs in General and Instructional Support Services classes receive eight periods of ESL instruction each week equal to 360 minutes. Advanced level ELLs in General Education and Instruction Support Services receive four periods of ESL instruction four days a week equal to 180 minutes and 180 minutes of ELA instruction according to the New York State CR Part 154. Each instructional period is 45 minutes.

The goals of the program are as follows:

- Provide academic subject area instruction in English using ESL strategies and methods.
- Incorporate ESL scaffolding instructional strategies in content areas.
- Assist students in achieving the state-designated level of English proficiency within two years.

Teacher Qualifications

All ELLs receive Language Arts instruction from a certified teacher using ESL strategies and methodologies.

ELL Student Demographics

Total number of ELLs Percent of Student Population as of June 2008 is 35 out of 1480 which is 2% of the school population

Number of Students by Grade in each Language Group

Language	5 th	6 th	7 th	8 th
Spanish	0	14	9	4
Chinese	0	0	1	2
Polish	0	0	1	0
Russian	0	0	0	0
Bengali	0	0	0	0
Urdu	0	1	0	0
Arabic	0	0	0	0
Punjabi	0	0	0	0
Other	0	2	0	1

Assessment Analysis

NYSESLAT Sp 2008 - Results of students tested I. S. 227Q

Number of ELLs Scoring at Beginning Level

Grade	5 th	6 th	7 th	8 th
Numbers	0	0	0	0

Numbers of ELLs Scoring at Intermediate Level

Grade	5 th	6 th	7 th	8 th
Numbers	0	3	3	1

Number of ELLs Scoring at Advance Level

Grade	5 th	6 th	7 th	8 th
Numbers	0	8	5	1

Number of ELLs Scoring at Proficiency level

Grade	5 th	6 th	7 th	8 th
Numbers	0	3	3	2

In the spring of 2008, 29 out of 35 students took the NYSESLAT test. Six (6) students were Test Exempt, testing category C. After reviewing test scores across the grades, it was found that on the reading/writing subtest, 17 (58%) of the ELLs tested scored at the advanced level, 10 (33%) scored at the intermediate level, and only 3 (10%) scored at the proficient level. However in comparison, more students were proficient on the listening/speaking components of the test: 11 (37%) scored at the proficient level, 13 (43%) scored at the advanced level, while the remaining 6 (20%) scored at the intermediate level 4 (13%) and the beginning level 2 (7%). As a result, our ESL instruction has become more focused on improving reading comprehension and writing. ELLs who are at the advanced level in the reading/writing component are very close to proficiency. Our goal is to move all our students from their current academic levels to higher levels of proficiency on the NYSESLAT exam. More focused instruction in the areas our NYSESLAT data reveals students' need will meet this goal.

After analyzing the test results on the Spring 08 NYSESLAT 17 out of 29 ELLs the following patterns emerged: 59% of the students tested made progress on the exam.

- Sixth grade ELLs in general education and instructional support results were as follows: one (1) beginning level student moved to intermediate, five (5) intermediates moved to advanced and three (3) advanced students became proficient.
- Seventh grade ELLs in general education and instructional support results were; three (3) intermediate students moved to advanced level and three (3) became proficient.
- Eighth grade ELLs results were; two (2) advanced students became proficient. Eleven (11) of the twelve remaining ELLs remained at their same level of English proficiency.

After the analysis of the 29 ELLs tested, utilizing the four areas of cognition (listening, speaking, reading, and writing), the following patterns were made apparent:

- Of the fourteen (14) sixth grade ELLs tested, one (7%) scored at the Intermediate level, five (36%) scored at the Advanced level, and eight (57%) scored at the Proficient level on the Listening/Speaking components. On the Reading/Writing components the results were: three (21%) of sixth grade ELLs scored at the Intermediate level, eight ELLs (57%) scored at the Advanced level and three ELLs (21%) scored at the Proficient level.

Eleven (11) 7th grade ELLs were tested. They scored as follows on the Listening/Speaking component: two ELLs (18%) scored at the Advanced level and nine (81%) scored at the Proficient level. For the Reading/Writing component the levels changed: three ELLs (27%) scored at the Intermediate level, eight ELLs (45%) scored at the Advanced level and three ELLs (27%) scored at the Proficient level.

Four (4) 8th grade ELLs were tested. Their scores were as follows: On the Listening/Speaking components; one (25%) scored at the Advance level and three (75%) scored at the Proficient level. The Reading/Writing component scores indicated that some ELLs had difficulty. One (25%) ELL scored at the Intermediate level, one (25%) ELL scored at the Advance level and two ELLs (50%) scored at the Proficient level.

The patterns from the NYSESLAT results have impacted instruction in the classroom. Improving writing skills in the content areas continues to be the focus of the language arts curriculum. Teachers are working closely to ensure that ESL scaffolding strategies and methodologies are incorporated in the Teacher's College Readers & Writers Workshop lessons. These changes emphasize improving the writing skills of students at all proficiency levels.

UPDATED – SEPTEMBER 2008

NYSESLAT Sp 2008 - Results of Incoming Students – Fall 2008

Number of ELLs Scoring at Beginning Level

Grade	5 th	6 th	7 th	8 th
Numbers	0	2	-	-

Numbers of ELLs Scoring at Intermediate Level

Grade	5 th	6 th	7 th	8 th
Numbers	1	2	-	-

Number of ELLs Scoring at Advance Level

Grade	5 th	6 th	7 th	8 th
Numbers	1	21	-	-

Twenty seven (27) newcomers in grades 5 and 6 entered I.S. 227Q in Fall 2008. The results of the NYSESLAT were as follows:

- 7% (2) sixth grade ELLs scored at the Beginning level.
- 11% (3) ELLs, one fifth grade and two sixth grade, scored at the Intermediate level.
- 82% (22) ELLs, one fifth grade and 21 sixth grade, scored at the Advance level on the NYSESLAT.

ELA Grades 5-8 Spring 2008

Analysis of the Citywide ELA scores of ELLs tested indicates the following:

After analyzing the Spring 2008 ELA, the following patterns emerged:

- Twelve out of fourteen students tested in the sixth grade were approaching the standard, level 2. One student met the standard at level 3. One of the students did not meet the citywide ELA standard at Level 1.
- Seven out of the eleven students tested in the seventh grade were approaching the standard at level 2. Four of the students met the standard at Level 3.
- Data for the eighth grade students is not available since they have moved on to high school.
- Six students were classified as category C and were not required to take the exam.

Review of the ELA test results indicate that ELLs are still having difficulty meeting the standards as compared to their English-speaking peers. Of the 14 ELLs tested in the sixth grade, one (7%) ELL did not meet the standard, twelve (85%) ELLs are approaching the standard, and one (7%) ELL met the standard. For the 11 seventh grade ELLs the results were better. Seven (7) ELLs (64%) are approaching the standard and four (4) ELLs (36%) met the standard.

Eighteen (62%) of the 29 ELLs tested approaching the reading standard are in the Gen Ed, Inclusion and ISS programs. Five ELLs (17%) tested met the reading standard are in both Gen and ISS programs. One ELL (3%) did not meet the reading standard was in the ISS program.

It is apparent that ELLs in all educational programs are performing behind their monolingual peers. Though more are approaching the standard, work must be done to move more of the ELLs from level 2 to level 3.

Teachers will use results from the Acuity Interim Assessments to identify students' individual learning styles to modify classroom instruction and develop appropriate assessments. Computer labs are available for teachers and students to access the website for test prep practice and continued academic assessment throughout the school year.

School leadership and teachers use the results of the ELL Interim Assessments

Members of the school leadership team examined test data to ensure that the needs of the ELLs are being met. As a result, funding for various programs have been implemented; test prep weekends in the content areas, NYSESLAT test prep weekends and staff development for teachers working with the student population. In addition to the continued work in the ESL department, the academic intervention services team meets regularly to evaluate students. Teachers and support personnel identify students for the purpose of appropriately servicing their academic needs.

Implications for ELA Instruction of the ELLs are as follows:

The information provided in the school's LAP is used to develop and implement programs that focus on the linguistic, emotional and academic needs of our ELLs. Data found in this report is also used to ensure the appropriate placement and scheduling of the required periods of instruction according to Chancellor's Regulations Part 154. The implications for ELL instruction in Reading and Writing are as follows:

- Provide differentiated instruction in the Teacher's College Reading Workshop through leveled classroom libraries.
- Increase instruction through small group strategy and guided reading groups based on similar needs and proficiency levels.
- Continue intense instruction in phonemic awareness through the research-based Wilson Reading and Direct Instruction programs.
- Increase vocabulary through the use of interactive word walls, vocabulary building software (Rosetta Stone, Reading Blaster, TLC-Super Solvers, etc.) and word games.
- Increase opportunities for accountable talk and interactive read-aloud to develop reading strategies and language development.
- Increase use of Audio-books available in the Library Media Center, as well as leveled audio-books in the ESL classroom.
- Model writing strategies through the Writers Workshop, interactive writing, small, guided writing groups and collaborative writing activities.
- ELLs are able to research topics in the content areas using technology and print resources with assistance from the Media Center staff in the Media Library Center and in the ESL classroom.
- ELLs use computer software in the school's computer labs and the ESL classroom to strengthen their reading, writing and communication skills.
- ESL teacher uses data from formal and informal assessments and conference notes to align the units of study to students needs.
- Participation of the ELLs in the Academic Intervention Services (AIS) push-in and pull-out reading and writing instructional programs (Wilson and Direct Instruction) to improve phonics, reading, and writing skills.
- After School and Weekend Test Prep programs, scheduled throughout the school year, have been developed to help students improve their academic and test taking skills.
- NYSESLAT test prep weekends are scheduled in the late winter and early spring of the school year.

Math Grades 5-8

Analysis of the Math scores from Spring 2008 indicate the following: 83% of the ELLS were tested. 17% of the ELLs were exempt from testing because they were classified as Cat. C.

After analyzing the Spring 2008 Math exam, the following was noted:

- Two out of the fourteen students tested in the sixth grade exceeded the standard at level 4. Six the students met the standard at level 3. Three students were approaching the standard at level 2. Three students did not meet the standard at level 1.
- Five out of the eleven students tested in the seventh grade met the standard at level 3. Three students were approaching the standard at Level 2. Three students did not meet the standard at level 1.
- Six students were classified as category C and were not required to take the exam.

Examination of the Math exam gave better results. Of the 14 sixth grade ELLs three (21%) did not meet the standard, three (21%) ELLs are approaching the standard, six (43%) ELLs met the standard and two (14%) ELLs exceeded the standard. Seventh grade ELLs results were as follows: three (27%) of the 11 ELLs tested did not meet the standard, three (27%) ELLs are approaching the standard and five (45%) ELLs met the standard. ELA and math scores of the four Eighth grade ELLs tested were not available at the time of this analysis.

The results of the Math exam indicates that many ELLs in Instructional Support Services still lag behind their monolingual peers in meeting the math standard. Five of the six ELLs who did not meet the standard were ISS students and one was in the Inclusion program. Five of the six ELLs approaching the standard were also ISS students and one was in the Gen Ed program. Eleven ELLs who met the standard were all in the Gen Ed program.

Implications for math instruction

- ELLs who do not meet or approach the standards are serviced and receive instruction in a smaller group setting, receive Paraprofessional and / or Peer Tutoring as part of Academic Intervention Services.
- ELLs are encouraged to participate in scheduled After School and Weekend Math tutoring sessions.
- These students are identified for the purpose of appropriately servicing their academic needs.
- Incorporate differentiated instruction for ELLs through standards-based curriculum; Everyday Math in fifth grade, Connected Math Programs and Impact Math in grades 6-8.
- Build math skills through the use of hands-on, inquiry based learning.
- Incorporate problem-solving strategies through continued modeling and cooperative learning groups.
- Increase the use of computer software to develop and reinforce math skills
- Incorporate math literature to teach math skills in an interesting and meaningful content
- Development of math vocabulary through word walls and math related accountable talk
- Development of math rubrics by teachers to assess student work and realign instruction
- Increase student participation in individual and small group Math instruction by AIS staff and paraprofessionals.
- Increase student participation in After School and Weekend test prep math programs.
-

Implications for instruction are derived from the NYSESLAT and other assessments

The implications of the overall results align themselves with the language acquisition theories that indicate that reading and writing are the most difficult language modalities for the language learner to achieve proficiency. IS 227 has designed and implemented programs that meet the diverse needs of the ELL population with regard to linguistic, emotional, physical, and academic requirements. Strengthening the reading and writing skills of the ELLs using ESL techniques have been the focus of the programs. The Reader's and Writer's workshop focuses on developing writing strategies across the content areas. The ELL Technology Lab focuses on English Language acquisition, strengthening all four communication modalities; speaking, listening, reading, and writing in math, problem solving activities utilizing the Rosetta Stone, Lego Chess, Math Blaster and Reading Blaster computer programs. The programs provide all English Language Learners complete accessibility to standards based curriculum in all content areas in the monolingual setting.

Academic Achievement of Present and Former ELLs

The success of the ESL program is measured by the acquisition of language skills, scholarship and the individual achievements of ELLs. At IS 227Q, students who have achieved a grade point average of 90 or higher by the end of the fourth marking period are honored and become member of the Arista society each June. Seventh and eighth grade students participate in the program. This school year present and former ELLs were among the honorees. Among the eighth grade students in Senior Arista, four ELLs (one present and three former) were honored. The Golden Arista eighth grade honorees consisted of two ELLs (one present and one former).

Instructional Components for ELLs Grades 5-8 **ESL instruction for all ELLs is required under CR Part 154**

Beginners

- 360 minutes of ESL (two periods each day)
- All content area subjects taught in English

Intermediate

- 360 minutes of ESL (two periods each day)
- All content area subjects taught in English

Advanced

- 180 minutes of ESL (one period each day)
- 180 minutes of ELA (one period each day)

All students are grouped appropriately in accordance with CR Part 154 Regulation. ESL and content area teachers continually assess the purpose of their instruction to ensure it is conducive to meeting the needs of the ELLs. This process meets the changing needs of ELLs linguistically, academically, socially and emotionally.

Program Model Description

The ESL program at IS 227 is designed and implemented in accordance with CR Part 154 and Title III guidelines. Though servicing a small percent of the student population (only 2%), it is a model of a natural learning environment. The class reflects the universal community of learners who share a common environment that promotes the appreciation of their diverse cultures and languages as well as their similarities.

ELLs are enriched with a learning experience in the L2 (English). Our vision is not only to promote the success of our students academically, socially and culturally, but also linguistically to make them lifelong learners in their native language and in English.

Classroom Environment

The classroom environment is designed to reflect the Workshop Model with an emphasis on the components of the Reader's and Writer's workshop. Teachers focus on providing commonly used terms that are unfamiliar to ELL students, to help them acquire new language and proficiency. Student work and teacher made materials that represent the New York State learning standards are displayed and posted in the classrooms. As part of our language acquisition program, word walls and conceptual maps are used to reinforce new vocabulary. Print resources in the classroom include ESL leveled textbooks, leveled writing books and materials, student dictionaries, multicultural big books, and a multicultural library. Books are available to students and they are encouraged leisurely reading and to meet the 25 books reading standard. Technology using the ESL Computer Lab is incorporated into lessons through research and inquiry. A daily agenda that reflects the lesson's objectives is posted in the classroom as a focal point for our students to use throughout the lesson. Students work together utilizing the E.S.L. philosophy of small group instruction, peer tutoring and active student engagement when completing class assigned tasks.

ESL Instructional Program

ESL instructional time is scheduled according to CR Part 154 guidelines and the ESL students' proficiency levels. Instruction is delivered in English supported by ESL methodologies and techniques.

The focus of our instructional program is to strengthen the reading, writing, listening and speaking skills of our ELL's.

- Services are provided by a state certified ESL teacher for grades 5-8 on a daily basis.
- The ESL teacher works collaboratively with content area teachers with the purpose of meeting the needs of the ELLs in the monolingual settings.
- All Beginning level and Intermediate level ELLs receive 360 minutes (two periods a day) of ESL per week.
- All Advance level ELLs receive 180 minutes (one period a day) of ESL per week. The additional 180 minutes (one period a day) of ELA per week is provided by English Language Arts teachers.
- Differentiated instruction is considered during planning of lessons, projects and activities (academic levels, cultures, and background).
- Planning includes content area activities and theme based projects.
- Lessons include the opportunity to practice and strengthen writing skills through the writing process, note-taking, listening activities and independent/ quick write activities.
- Small group and partner work utilizes the strengths of more proficient students to assist and encourage the participation of their less proficient classmates.
- The Workshop Model, modeling and active participation is incorporated in all lessons.

Parent Program Choice

Two Parent Orientation meetings are offered; one is offered in the Fall term and the second is offered in the Spring term. During these meetings language program selection, information and student scores are distributed to parents. Each meeting takes place in a small group setting with the following participants: Parents, Parent Coordinator, English as a Second Language teacher, Parent Teacher Association President, Assistant Principal and Teachers.

At the fall meeting, parents are given pamphlets and information in several languages providing detailed information on all language programs available to their children. Translators are available to assist parents. Parents are provided with the parent program selection form in their native language which they complete to select the language program for their child. They are provided with information regarding the bilingual programs available in the NYC schools and are given time to address their questions and concerns. In addition, further outreach is extended, via phone and or mail, to parents who do not attend.

During the Spring semester a NYSESLAT test prep meeting is scheduled to inform parents of test updates and schedules. Parents are also given the opportunity to participate in workshops on test taking tips and strategies to help their children improve their skills.

Trends in program- After reviewing the parent surveys, 100% of the parents chose to keep their children in the English as a Second Language program. Parents were provided with information about the Transfer Option available to them. This information is given to them during the Fall and Spring meetings and it is also available to them on the schools' web site. To date none of the parents have taken advantage of the transfer option. In addition, the Parent Coordinator acts as a liaison to the Parent Support Center in the Regional office.

We have been able to accommodate 100% of the parental requests. We make sure that we inform the parents that a Transfer option is available to them. They have the option of placing their child in another school that offers the program of their choice. Parents have recognized the benefit of having their children in an English as a Second Language program and have opted to keep their children in I.S. 227Q.

Funding

Funding received for the ESL program is used to support ESL personnel, purchase appropriate materials to support ongoing instruction and to provide academic intervention services for all English Language Learners.

The sources include:

Title III LEP funding

PCEN LEP

CR Part 154 (Commissioner's Regulations)

Title III translation services

The funds are utilized to support:

- Student achievement in all academic areas
- Increase English proficiency in reading, writing, listening and speaking.
- Provide high quality professional development for teachers and paraprofessionals
- Parental involvement.

UPDATED – SEPTEMBER 2008

Plan for SIFE students

There were no were SIFE students identified at this time. Guidance counselors will maintain communication with parents when students formal education is interrupted and return to school. Important information is given to teachers so that student's academic needs are met. Teachers will use this information to create alternative assessments in content areas such as: portfolios, writer's notebooks and journals, reading logs and conference notes. These assessments will be maintained by the teacher throughout the year in order to keep track of student's academic progress as they move in and out of school.

Plan for ELLs in our school less than three years (newcomers)

Students are identified through information compiled in the home language identification survey. Parents are notified, the Lab-R is administered and eligibility is determined. Students are placed in the appropriate classes. Parents are notified in their native language of the language programs available to them through Parental Choice. Students who remain in our school will be placed in the ESL program and serviced according to their scores on the LAB-R. Beginning and Intermediate level students will receive two periods of ESL per day as per the guidelines of the CR Part 154.

Plan for long-term ELLs for more than 4 years

Students are identified on the A-11 extension of services. Team meetings with the ESL teacher, classroom teacher, and support personnel are conducted to address student's academic progress. Students in need of academic support are referred to the Pupil Personnel Committee or the Committee on Special Education for a more comprehensive assessment. Instructional Support Services students who have remained in ESL for more than 4 years are designated as Type 3 and are evaluated to have ESL removed from their IEPs As their academic deficits may not be as a result of language, but of their other special needs.

Plan for ELLs identified as having special needs

The ESL teacher participates in Educational Planning Committee meetings to discuss and evaluate the students' academic progress and social goals. Decisions are made to continue or discontinue ESL services.

Continuing transitional support for proficient students

The ESL teacher informally works with students throughout the school day to provide ongoing academic support. Students are encouraged to attend study groups conducted by guidance counselors and attend test prep sessions, both after school and on weekends. The Library Media Center is used to support the needs of these students through continued academic support services. Test modifications and separate location are provided for these students during the 1 year transition period.

Instructional materials used to support the learning of ELLs

A variety of resources and materials are used to address the needs of the ELLs in the classroom. These include: English Yes- beginning to advanced, Multi-level libraries, bilingual dictionaries, Read 180 series audio book collections 2 stage A&B, Sprint Reading- Short stories levels 600 – 800, Scholastic Trio Theme based learning in social studies, science and language arts- grades 5&6, English to Use, All Write Program, Math on Call handbook, Newbury House dictionary, Longman Bilingual dictionaries, Strengthening: Reading, Listening, Note taking and Writing, levels 6,7,8, English Benchmark Assessments, grades 5-8, the Wilson Reading Program and various computer software programs to improve reading, vocabulary, language and math skills.

Professional Development Plan for ELL personnel

Professional development is an integral part for moving school personnel toward improving services for our ESL students. Teacher training, in ESL methodologies, is provided by a State certified ESL teacher in accordance to the guidelines stated in CR Part 154.

- New Teacher workshops are offered as well as training for content area teachers who teach ELLs.
- ELL teachers participate in weekly Teacher's College Readers and Writers lab sites in which TC staff developers demonstrate explicit reading and writing strategies.
- Teachers are encouraged to attend Regional ESL training, QTEL in the content areas.
- Title III after school workshops are conducted to address best practices: Topics covered in the workshops include: Identifying English Language Learners in the classroom, Addressing the needs of individual students through small group instruction, What is the NYSESLAT exam and how is it aligned with the ELA New York State standards, What to look for when scoring the test?, etc.
- Teachers will receive technology training so that they can computer instruction in the curriculum to support student needs.

SAMPLE STUDENT SCHEDULE 2008-09 ESL

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

School District: 30

School Building: IS 227

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:41	Subject				
	To: 9:27	ELA	SCIENCE	PHYS ED	SCIENCE	SOC STUD
2	From: 9:30	Subject				
	To: 10:16	PHYS ED	ELA	ESL	ESL	SCIENCE
3	From: 10:19	Subject				
	To: 11:05	ESL	ESL	ELA	ELA	MATH
4	From: 11:08	Subject				
	To: 11:54	SOC STUD	SOC STUD	SOC STUD	SOC STUD	MATH
5	From: 11:57	Subject				
	To: 12:43	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	From: 12:46	Subject				
	To: 1:32	SCIENCE	MATH	MATH	MATH	ELA
7	From: 1:35	Subject				
	To: 2:21	MATH	HEALTH	MATH	ART	ELA
8	From: 2:24	Subject				
	To: 3:10	MATH	ESL	ESL	ESL	ESL

SAMPLE STUDENT SCHEDULE 2008-09 ESL

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

School District: 30 School Building: IS 227Q

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:41	Subject				
	To: 9:27	MATH	ART/ C.C	SOC STUD	SCIENCE	MATH
2	From: 9:30	Subject				
	To: 10:16	MATH	ART/ C.C	ESL	ESL	SOC STUD
3	From: 10:19	Subject				
	To: 11:05	ESL	ESL	PHYS ED	SOC STUD	PHYS ED
4	From: 11:08	Subject				
	To: 11:54	HEALTH	MATH	ELA	ART/C&C	ELA
5	From: 11:57	Subject				
	To: 12:43	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	From: 12:46	Subject				
	To: 1:32	ELA	SCIENCE	ELA	ELA	SOC STUD
7	From: 1:35					
	To: 2:21	ESL	ESL	ELECTIVE	ESL	ESL
8	From: 2:24	Subject				
	To: 3:10	SCIENCE	SOC STUD	SCIENCE	MATH	SCIENCE

SAMPLE STUDENT SCHEDULE 2008-09 ESL

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

School District: **30** School Building: **IS 227Q**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:41 To: 9:27	Subject ELA	SOC. STUD	SPANISH	TECH	MATH
2	From: 9:30 To: 10:16	Subject ELA	MATH	SCIENCE	SPANISH	SCIENCE
3	From: 10:19 To: 11:05	Subject ESL	ESL	ESL	ESL	SOC. STUD
4	From: 11:08 To: 11:54	Subject MATH	ELA	MATH	MATH	SPANISH
5	From: 11:57 To: 12:43	Subject LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	From: 12:46 To: 1:32	Subject SCIENCE	SCIENCE	ELA	SOC STUD	TECH
7	From: 1:35 To: 2:21	Subject SOC STUD	SPANISH	SOC STUD	ELA	PHYS ED
8	From: 2:24 To: 3:10	Subject SPANISH	MATH	PHYS ED	SCIENCE	ELA

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ESL ___ Both Number of LEP (ELL) Students Served in 2008-09: 43

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

I.S. 227 provides English as a Second Language instruction in a multi-level pull-out model. All English Language Learners receive instruction in 100% English from a New York State certified E.S.L. teacher.

ELLs are serviced based on their performance on the Spring 2008 NYSESLAT and the Fall 2007 LAB-R. Beginning and Intermediate ELLs in General Education and Instructional Support Services classes receive the mandated 360 minutes of ESL instruction each week. Advanced ELLs in General Education and Instructional Support Services classes receive the required 180 minutes of ESL instruction and 180 minutes of ELA each week according to the New York State CR Part 154.

The goal of the E.S.L. program is to move all our students from their current academic levels to higher levels of proficiency on the NYSESLAT exam. Instructional strategies used in the ESL program focus primarily on Reading Comprehension and Writing Skills. The implications for ESL instruction utilizing the four areas of cognition (listening, speaking, reading, and writing) are listed below:

- Our overall goal is to move students to proficiency level within three years.
- Instruction in all classes is provided in English using ESL strategies and methodologies.
- Differentiated instruction addresses the individual needs of the student in the class.
- Audio books are available in the ESL leveled classroom library and in the school's Library Media Center.
- Writing strategies are modeled using scaffolding techniques, the Reader's and Writer's Workshop, interactive writing, small guided writing groups, and collaborative writing activities.
- Small group instruction and guided reading groups are based on similar needs and proficiency levels.
- Continued use of intense instruction in phonemic awareness using Wilson Reading program where appropriate.
- Computer assisted instruction used to strengthen the ELLs reading, writing and communication skills.
- Students who reach the proficiency level will receive transitional services for two years after English proficiency is achieved.
- Students are encouraged to participate in all after-school activities including Robotics. Underwater Robotics, Drama club and Champs Athletics program.

This year's program consists of five groups of ELLs formed based upon grade and performance levels on the NYSESLAT. General Education ELLs are in grades 5 through 8. Instructional Support Service ELLs are in grades 6 through 8.

II. Parent/community involvement:

Two Parent Orientation meetings are offered each school year. During the Fall semester, parents receive language program selection forms and information about Parent Choice. In the Spring semester, parents receive information on the New York State Education Student Language Assessment Test (NYSESLAT). Emphasis is placed on the four components of the NYSESLAT and how parents can assist the ELLs in improving their performance on the exam. Meetings are conducted in collaboration with the E.S.L. Teacher, Supervisor of ESL, Parent Coordinator and the Parent Association President.

In addition, the Parent Coordinator organizes monthly workshops to train parents in techniques to support students in math, reading comprehension, writing and organization skills. Parents are encouraged to attend ELA (English Language Arts) workshops to familiarize themselves with the components of the exam. Translators are provided in these workshops as requested by parent participants.

We hold two open houses throughout the school year. Parents of incoming students receive information on instructional programs, extracurricular activities and overnight trips. Guided tours are provided in multiple languages. In addition, upon parental request the Parent Coordinator arranges small group tours.

III. Staff Development (2008-2009 activities):

Professional development is an integral part for moving our school personnel toward improving services for our ELLs. Teacher training, in ESL methodologies, is provided by a State certified ESL teacher in accordance to the guidelines stated in CR Part 154. The three (3) mandated workshops for new teachers focus on different aspects related to the achievement of ELLs. The 7.5 hours of ESL training will cover the following:

Workshops are scheduled as follows:

- Differentiated Instruction & Scaffolding methodologies
- NYSESLAT preparation
- ELL promotional criteria & test modifications

Staff developers from the Readers and Writers Project of Teachers College have been working closely with the Language Arts teachers to implement additional strategies to improve the academic skills of English Language Learners. Teachers also have opportunities to participate in ESL Professional Development offered through Quality Teaching for English Learners (QTEL) through the NYC Office of English Language Learners.

Number of LEP Students Identified and Served in each School Building by Type of Program A-2

School District: 30

Type of Program: ESL X Bilingual ____ Both ____
(Check one only)

School Building IS 227

(Complete this form for each school building with LEP students in grades K-6 during 2007-08)

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served	
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL
Arabic (ARB)																					
Bengali (BEN)																					
Bosnian (BOS)																					
Chinese (CMN)																					
French (FRA)																					
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)																					
Vietnamese (VIE)																					
Other																					
SUB TOTALS →																					

Attach additional sheets if necessary.

Total Number of LEP students in grades K-6
Identified in the Building 19
(Do not include long-term LEPs)

Total Number of LEP students in grades K-6 **Served** 0 19
in the Building
(Do not include long-term LEPs) Bilingual ESL

UPDATED – SEPTEMBER 2008

Number of LEP Students Identified and Served in Each School Building by Type of Program A-2

School District: 30

Type of Program: ESL X Bilingual Both
(Check one only)

School Building IS 227

(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 2007-08)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)		
	Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi Fied	Served		Identi fied	Served		Identi fied	Served	
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL
Arabic (ARB)																					
Bengali (BEN)																			1		1
Bosnian (BOS)																					
Chinese (CMN)				1		1															
French (FRA)	1		1																		
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)	1		1																15		15
Vietnamese (VIE)																					
Urdu																					
Other																					
SUB TOTALS →	2		2	1		1													16		16

Total Number of LEP students in grades 7-12 and Special Ed.-K-12 **Identified** in the Building in 2007-08
(Do not include long-term LEPs) **5 long term LEPs** 19

Total Number of LEP students in grades 7-12 and Special Ed.-K-12 **Served** in the Building in 2007-08 0 Bilingual 19 ESL
(Do not include long-term LEPs)

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

Form TIII – A (1)(a)

Grade Level(s) U 5-8 **Number of Students to be Served:** 43 **LEP** _____ **Non-LEP**

Number of Teachers 1 **Other Staff (Specify)** 6 paraprofessionals

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Instructional strategies used in the program include: Cooperative Learning, Scaffolding, the Workshop Model, strengthening listening & note-taking skills and Computer assisted instruction in ESL. Support will be provided in academic areas including English Language Arts and Mathematics.

The Standards ELL Academy will meet approximately twelve (12) sessions for three hours each. Group size will be maintained at 15 students. A certified ESL teacher in collaboration with a general education teacher will provide supplemental instruction to help students achieve higher scores on the NYSESLAT, ELA and other mathematics assessments. Analysis of the NYSESLAT indicated that the ELLs achieved lower scores on the Writing test.

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

Professional development will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching English Language Learners. A total of 7.5 hours of new teacher training will be provided with a focus on differentiating instruction and scaffolding across the curriculum areas. Teachers are also encouraged to attend Quality Teaching for English Learners (QTEL) offered by the NYC Office of English Language Learners (OELL).

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)	\$12,000.00	Saturday extra help for ELL students to prepare for 2009 ELA, math and NYSESLAT test. In-house professional development is provided for all new teachers on literacy strategies and ESL methodology to support the ELLs.
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$3000.00	Materials and supplies to support the ESL program including instructional materials, books and software.
Travel		
Other		
TOTAL		

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.

To assess the school's written and oral interpretation/ translation needs, data was compiled from ATS, home language surveys, information found on students' emergency home contact cards and cumulative student records. Written and oral translation of documents is provided based on the most common languages spoken by the students in our school. The Parent Coordinator distributes flyers and information during monthly PTA meetings. In addition, translation of documents is provided by the NYC Office of English Language Learners (OELL) under the Chancellor's Regulations A-663.

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 most common languages spoken in our school are Spanish, Chinese, Russian, Greek and Urdu. The Parent Coordinator works closely with the Administration, Teachers, Parent Volunteers, and ESL teacher to ensure that translation services are provided as needed. Information is disseminated during monthly P.T.A. meetings, through letters and flyers sent home, school mailings, via the internet, the school's website and automated messenger service.

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.

Translation services for written documents are done in-house. The diversity of our staff enables our school to utilize the services of Bilingual Administrators, Teachers, Paraprofessionals, and Parent Volunteers for translation. Languages to be used for translation are identified and appropriate personnel provide translation for the documents to be sent to parents. Documents are printed in English and necessary languages for distribution. Additional copies are available in the ESL classroom and the PTA office.

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.

Oral interpretation services are done in-house. Our culturally diverse staff is called upon when oral interpretation is needed. Administrators, Teachers, Paraprofessionals, Office Staff, and Parent Volunteers who are bilingual provide oral interpretation as needed.

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>.

To insure that our school is in compliance with Section VII Chancellor's Regulation A-663 regarding parental notification for translation and interpretation services, information on the most common languages spoken in our school is shared with the Parent Coordinator, PTA, ESL Department, and the faculty throughout the school year. Parents are notified in writing of the translation services available during monthly PTA meetings, Parent-Teacher Conferences and Parent workshops. The Translation/Interpretation document regarding language assistance services is posted in the PTA Office located on the first floor. Parents are also invited to visit the Dept. of Education's website, (<http://www.nycenet.edu/offices/translation>) and encouraged to contact the school's guidance counselors for additional services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school's findings of the specific academic issues that caused the school to be identified.
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.

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 = \$ _____; 10% of Title I allocation = \$ _____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
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.

¹ School Under Registration Review (SURR)

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

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

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

ELA Alignment Issues:

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

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

– **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 literacy teachers meet by grade each week with the literacy coach to implement reading and writing strategies in the classroom. As a result, horizontal alignment occurs in reading and writing. The Progress Report and Quality Review indicate that we have shown gains in ELA. However, we continue to evaluate our program and differentiate instruction to ensure that individual student needs are addressed regularly.

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

Applicable X 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?

Progress Report grade of A, Quality Review rating of well developed and results on NYS standardized tests indicate that our educational program is successful and students are making significant gains.

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

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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 mathematics teachers meet by grade each week with the mathematics coach to implement the newer 2005 standards and ensure the instruction of the New York State content and process strands in the classroom. As a result, horizontal alignment occurs in all grades in mathematics. We use a wide variety of programs in each grade to ensure that all aspects of the curriculum are addressed. Connected Mathematics is used in grades 6 through 8 supplemented by Impact Math and Hot Words/Hot Topics. We continue to evaluate our program and differentiate instruction to ensure that individual student needs are addressed regularly.

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

Applicable X 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?

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Progress Report grade of A, Quality Review rating of well developed and results on NYS mathematics standardized tests at IS227 in all grades offered indicate that our educational program is successful and students are making significant gains in mathematics.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

Formal and informal observations indicate that the workshop model is implemented. Specifically, following the teachers’ mini-lessons, students are actively engaged in independent or group work.

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

Applicable X 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?

Reading logs, writing pieces and projects are evidence of the strong educational program. Teachers confer with students individually and in groups to address and support different learning needs.

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

2B – Mathematics Instruction

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

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

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

Formal and informal observations indicate that the workshop model is implemented. Specifically, following the teachers' mini-lessons, students are actively engaged in independent or group work. The use of manipulatives and hands-on activities allow students to discover concepts on their own. During technology periods and robotics, students are highly engaged in mathematical discovery.

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

Applicable X Not Applicable

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

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?

Projects reflect high level thinking and comprehension of mathematical concepts.

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.

Low turn-over rate as indicated in our statistics.

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

Applicable X 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?

School Report card.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned

the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

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

In-house professional development is provided for all new teachers and content area teachers on literacy strategies and ESL methodology to support the ELLs. Instruction is differentiated to address different learning styles and needs of our ELLs.

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

Applicable X 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?

ELLs are successful in language acquisition as evidenced by their increased levels in reading, writing, listening and speaking in class.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. NYSESLAT scores are shared with teachers.

The data is disaggregated by proficiency levels to ensure that individual student needs are addressed.

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?

Results of NYSESLAT and other standardized tests are distributed in the beginning of the school year to all teachers of ELL students. Professional development is provided to staff to ensure students' needs are addressed in content areas.

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.

All staff of special needs receive copies of the IEPs and access to confidential files for students they serve. In addition, the information is reviewed and discussed at weekly team meetings. IEPs are updated to reflect necessary accommodations and modifications.

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

Applicable X 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?

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Staff regularly attends team meetings, professional development and IEP meetings.

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.

IEPs are designed with input from the members of the IEP Team, which includes teachers, related service providers, parents, and students (when appropriate) at IEP meetings. Testing accommodations and modifications are based upon students' instructional needs. Goals, objectives, and modified promotional criteria are carefully aligned during IEP meetings for students based upon the standards that need to be met and assessments required. In addition, behavioral plans are developed at IEP meetings for students' emotional and behavioral issues.

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

Applicable Not Applicable

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

The students Individual Education Plans are evidence of the cohesive support provided for students with disabilities.

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

CEP Appendix 8: Contracts for Excellence

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

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

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

Submit date: **Jun 24, 2008**

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

School DBN	30Q227
School Name	Louis Armstrong Middle School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 138,463
Principal Name	Renee David
Principal Email	rdavid5@schools.nyc.gov
Principal Phone	7183357500

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

- Yes
 No

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

- Yes
- No

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

Before- and After-School Programs

Summer School Programs

Dedicated Instructional Time **\$ 138,463**

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

- Yes
- No

Please describe the program.

Academic Intervention Services during the regular school day for students scoring level 1 and/or 2 in ELA and mathematics.

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 highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
- No

Please describe the program.

Students who scored below standard on the ELA and/or mathematics exam will receive additional support.

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



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

Yes

No

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

Yes

No

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

Yes

No