



**MOTT HALL III/ MS 128**

**2008-2009**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: (DISTRICT NINE/ BRONX/ 09X128)**  
**ADDRESS: 450 ST. PAUL'S PLACE, BX, NY 10456**  
**TELEPHONE: (718) 992-9506**  
**FAX: (718) 992-6905**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 128      **SCHOOL NAME:** Mott Hall III

**DISTRICT:** Nine      **SSO NAME/NETWORK #:** CEI-PEA

**SCHOOL ADDRESS:** 450 St. Paul's Place

**SCHOOL TELEPHONE:** 718-992-9506      **FAX:** 718-992-6905

**SCHOOL CONTACT PERSON:** JORISIS STUPART      **EMAIL ADDRESS:** JSTUPAR@SCHOOLS.  
NYC.GOV

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**

CAROLINE ROSTANT

**PRINCIPAL**

JORISIS STUPART

**UFT CHAPTER LEADER**

IRA RIGAUD

**PARENTS' ASSOCIATION  
PRESIDENT**

BENNY OGANDO

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*

\_\_\_\_\_

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**

DOLORES ESPOSITO

**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 |
|------------------|--|-----------|
| JORISIS STUPART  | *Principal or Designee   |           |
| IRA RIGAUD       | *UFT Chapter Chairperson or Designee                                     |           |
| CHARLENE WINT    | *PA/PTA President or Designated Co-President                             |           |
| PAULA ADAMS      | Title I Parent Representative<br><i>(suggested, for Title I schools)</i> |           |
| CORINTHIAN LEE   | DC 37 Representative, if applicable                                      |           |
|                  | Student Representative, if applicable                                    |           |
| CAROLINE ROSTANT | Social Worker/ SLT Chairperson   |           |
| EVA TAYLOR       | Parent   |           |
| WAISTMATIE JOHDA | Parent   |           |
| MARIA ALVAREZ    | Parent   |           |
| WENDY LEWIS      | Teacher  |           |
|                  |  |           |
|                  |  |           |

\* Core (mandatory) SLT members.

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

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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Mott Hall III is a small school with a strong philosophy of preparing our students for high school and college, both behaviorally and intellectually. Prospective students go through an interview process to attend Mott Hall III and attend our summer orientation program, both of which convey our high expectations for students. All Mott Hall III, we know that if our students are going to be tomorrow's leaders, it is not enough for them to pass their state tests and classes. They must go beyond the standards if they are going to lead.

Mott Hall III is organized into grade and subject level teams that meet on a weekly basis. During these meetings, teachers work on collaborative planning and professional development, facilitated by team leaders, department leaders, and our math and literacy coaches. In these meetings, our teachers collaborate with colleagues for student success. They examine formative and summative assessment data, managed and published throughout the year by Learning Directions, to share strategies and develop action plans around instruction and individualized student support. In department teams, teachers collaborate to set goals that are aligned with schoolwide goals for student achievement and progress. Teachers meet with administrators to share their individual goals for students at the beginning of the year and at key benchmarks throughout the year. Teachers also facilitate the development of specific and measurable goal-setting among their students.

Teachers use New York State Standards and Performance Indicators, as well as the Mott Hall 3 Quality Curriculum Components, to plan engaging and rigorous units of study. Teachers use rubrics, student reflections, and portfolios throughout the curriculum, and our annual Science Expo and twice-yearly Curriculum Expos nurture our culture of student accountability and quality work. Student excellence is celebrated in regular Awards Assemblies and monthly incentives. Academic Intervention Services are provided for struggling students during regular push-in periods, differentiation within the Math Skills class, and Saturday Academy for ELA.

In addition to a quality, standards-based academic curriculum, Mott Hall offers students a variety of enrichment opportunities both during the school day and after school. Our Mott Hall 3 Schoolwide Enrichment Clusters include There's No Business Like Show Business, International Sports, Scrapbooking, Graphic Design, Video Production, Building a Better Mouse Trap, Young Author's Society, and The Music of Protest. After school, our offerings include Cross Country, Specialized High School Preparation, Mock Trial, French, Advanced Spanish, Photography, and the Mott Hall News Network. Our winning chess team participates in tournaments throughout the year, including the annual Supernationals

tournament. All sixth and eighth graders receive art instruction during the week, teachers can also sign up for our new computer lab.

**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 |               |               |        |   |
|---|---------------|---------------|--------|---|
| <b>School Name:</b>                             | MOTT HALL III |               |        |   |
| <b>District:</b>                                | 09            | <b>DBN #:</b> | 09X128 | <b>School BEDS Code #:</b> 320900010128 |

| DEMOGRAPHICS  |                                       |                            |                             |  |                             |                                       |                                       |                                       |                                       |
|---|---------------------------------------|----------------------------|-----------------------------|--|-----------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| <b>Grades Served in 2008-09:</b>  | <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 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. |                                       |                                       |
| <b>Enrollment:</b>  |                                       |                            |                             | <b>Attendance:</b>   |                             |                                       |                                       |                                       |                                       |
| (As of October 31)  | 2006                                  | 2007                       | 2008                        | (As of June 30 – % of days students attended)                      | 2006                        | 2007                                  | 2008                                  |                                       |                                       |
| Pre-K   | 0                                     | 0                          | 0                           |  | 93.4                        | 94.3                                  | 94.3                                  |                                       |                                       |
| Kindergarten  | 0                                     | 0                          | 0                           |  |                             |                                       |                                       |                                       |                                       |
| Grade 1   | 0                                     | 0                          | 0                           |  |                             |                                       |                                       |                                       |                                       |
| Grade 2   | 0                                     | 0                          | 0                           | <b>Student Mobility:</b><br>(% of Enrollment as of June 30)        | 2006                        | 2007                                  | 2008                                  |                                       |                                       |
| Grade 3   | 0                                     | 0                          | 0                           |  | 95.7                        | 98.0                                  | 97.5                                  |                                       |                                       |
| Grade 4   | 0                                     | 0                          | 0                           |  |                             |                                       |                                       |                                       |                                       |
| Grade 5   | 0                                     | 0                          | 0                           | <b>Eligible for Free Lunch:</b>                                    |                             |                                       |                                       |                                       |                                       |
| Grade 6   | 94                                    | 100                        | 103                         | (% of Enrollment as of October 31)                                 | 2005                        | 2006                                  | 2007                                  |                                       |                                       |
| Grade 7   | 83                                    | 95                         | 102                         |  | 80.7                        | 73.6                                  | 78.4                                  |                                       |                                       |
| Grade 8   | 78                                    | 85                         | 90                          |  |                             |                                       |                                       |                                       |                                       |
| Grade 9   | 0                                     | 0                          | 0                           | <b>Students in Temporary Housing:</b>                              |                             |                                       |                                       |                                       |                                       |
| Grade 10  | 0                                     | 0                          | 0                           | (Total Number as of June 30)                                       | 2006                        | 2007                                  | 2008                                  |                                       |                                       |
| Grade 11  | 0                                     | 0                          | 0                           |  | 0                           | 1                                     | 0                                     |                                       |                                       |
| Grade 12  | 0                                     | 0                          | 0                           |  |                             |                                       |                                       |                                       |                                       |
| Ungraded Elementary   | 0                                     | 0                          | 0                           | <b>Recent Immigrants:</b>  |                             |                                       |                                       |                                       |                                       |
| Ungraded Secondary  | 0                                     | 0                          | 0                           | (Total Number as of October 31)                                    | 2006                        | 2007                                  | 2008                                  |                                       |                                       |
| Total   | 255                                   | 280                        | 295                         |  | 0                           | 0                                     | 3                                     |                                       |                                       |
| <b>Special Education Enrollment:</b>                                    |                                       |                            |                             | <b>Suspensions:</b>  |                             |                                       |                                       |                                       |                                       |
| (October 31)  | 2006                                  | 2007                       | 2008                        | (Online Occurrence Reporting System [OORS] – Number as of June 30) | 2006                        | 2007                                  | 2008                                  |                                       |                                       |
| Number in Self-Contained Classes  | 0                                     | 0                          | 0                           |  |                             |                                       |                                       |                                       |                                       |
| No. in Collaborative Team Teaching (CTT) Classes                        | 0                                     | 1                          | 2                           |  | Principal Suspensions       | 2                                     | 12                                    | 31                                    |                                       |
| Number all others   | 0                                     | 0                          | 0                           | Superintendent Suspensions   | 3                           | 1                                     | 7                                     |                                       |                                       |
| <i>These students are included in the enrollment information above.</i> |                                       |                            |                             |  |                             |                                       |                                       |                                       |                                       |

| DEMOGRAPHICS  |      |      |       |  |      |      |      |
|---|------|------|-------|--|------|------|------|
|   |      |      |       | <b>Special High School Programs:</b>   |      |      |      |
| <b>English Language Learners (ELL) Enrollment:</b>  |      |      |       | (Total Number)   | 2006 | 2007 | 2008 |
| (October 31)  | 2006 | 2007 | 2008  | CTE Program Participants   | 0    | 0    | 0    |
| # in Trans. Bilingual Classes   | 0    | 0    | 0     | Early College HS Participants  | 0    | 0    | 0    |
| # in Dual Lang. Programs  | 0    | 0    | 0     |  |      |      |      |
| # receiving ESL services only   | 0    | 0    | 0     | <b>Number of Staff:</b>  |      |      |      |
| # ELLs with IEPs  | 0    | 1    | 8     | (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   | 13   | 19   | 26   |
|   |      |      |       | Number of Administrators and Other Professionals                                 | 4    | 4    | 4    |
| <b>Overage Students:</b>  |      |      |       |  |      |      |      |
| (# entering students overage for grade as of October 31)  | 2006 | 2007 | 2008  | Number of Educational Paraprofessionals  | 0    | 0    | 0    |
|   | 0    | 0    | 0     |  |      |      |      |
|   |      |      |       | <b>Teacher Qualifications:</b>   |      |      |      |
| <b>Ethnicity and Gender:</b>  |      |      |       | (As of October 31)   | 2006 | 2007 | 2008 |
| (% of Enrollment as of October 31)  | 2006 | 2007 | 2008  | % fully licensed & permanently assigned to this school                           | 100  | 100  | 100  |
| American Indian or Alaska Native  | 0    | 0    | 0     | Percent more than two years teaching in this school                              | 23.1 | 26.3 | 36   |
| Black or African American   | 40   | 41.8 | 40    | Percent more than five years teaching anywhere                                   | 23.1 | 21.1 | 20   |
| Hispanic or Latino  | 58.8 | 57.5 | 59    |  |      |      |      |
| Asian or Native Hawaiian/Other Pacific Isl.   | .8   | .7   | 1     | Percent Masters Degree or higher   | 69.0 | 53.0 | 40   |
| White   | .4   | 0    | 0     | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 91.9 | 90.4 | 100  |
| Multi-racial  |      |      |       |  |      |      |      |
| <b>Male</b>   | 44.7 | 48.2 | 49.49 |  |      |      |      |
| <b>Female</b>   | 55.3 | 51.8 | 50.50 |  |      |      |      |

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

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY  |  |   |  |
|---|--|---|--|
| <b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |  | If yes, area(s) of SURR identification:   |  |
| <b>Overall NCLB/SED Accountability Status (2007-08):</b>                                |  | <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) |  |
| <input type="checkbox"/> NCLB Restructured – Year ____                                  | <input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____ |   |  |

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| Individual Subject/Area Ratings | Elementary/Middle Level |     |  | Secondary Level |  |
|---------------------------------|-------------------------|-----|--|-----------------|--|
|                                 | ELA:                    | IGS |  | ELA:            |  |
|                                 | Math:                   | IGS |  | Math:           |  |
|                                 | Science:                | IGS |  | 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 |
| <b>All Students</b>                              | v                       | v    | v       |                 |      |            |
| <b>Ethnicity</b>                                 |                         |      |         |                 |      |            |
| American Indian or Alaska Native                 |                         |      |         |                 |      |            |
| Black or African American                        | v                       | v    | v       |                 |      |            |
| Hispanic or Latino                               | v                       | v    | v       |                 |      |            |
| Asian or Native Hawaiian/Other Pacific Islander  | -                       | -    |         |                 |      |            |
| White  | -                       | -    |         |                 |      |            |
| Multiracial                                      |                         |      |         |                 |      |            |
| <b>Other Groups</b>                              |                         |      |         |                 |      |            |
| Students with Disabilities                       | -                       | -    | -       |                 |      |            |
| Limited English Proficient                       | -                       | -    | -       |                 |      |            |
| Economically Disadvantaged                       | v                       | v    | v       |                 |      |            |
| <b>Student groups making AYP in each subject</b> | 4                       | 4    | 4       |                 |      |            |

#### Key: AYP Status

|                 |                                   |   |   |    |   |
|-----------------|-----------------------------------|---|---|----|---|
| v               | Made AYP                          | X | Did Not Make AYP  | X* | Did Not Make AYP Due to Participation Rate Only |
| v <sup>SH</sup> | Made AYP Using Safe Harbor Target | - | Insufficient Number of Students to Determine AYP Status |    |   |

*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                                       | B    | Overall Evaluation:  | Well Developed |
| Overall Score  | 54.7 | Quality Statement Scores:                                  |                |
| Category Scores:   |      | Quality Statement 1: Gather Data                           | Well Developed |
| School Environment<br>(Comprises 15% of the Overall Score) | 7.2  | Quality Statement 2: Plan and Set Goals                    | Well Developed |
| School Performance<br>(Comprises 30% of the Overall Score) | 17.6 | Quality Statement 3: Align Instructional Strategy to Goals | Well Developed |
| Student Progress<br>(Comprises 55% of the Overall Score)   | 26.9 | Quality Statement 4: Align Capacity Building to Goals      | Well Developed |
| Additional Credit  | 3.0  | Quality Statement 5: Monitor and Revise                    | Well Developed |

*Note: Progress Report grades are not yet available for District 75 schools.*

## 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?
- 

We have been able to identify student performance trends using our regular collection and analysis of relevant data, our preparation and participation in the Quality Review, and our examination of our yearly Progress Report. Our students made gains in the area of mathematics, with 59.7% of students making at least one year of progress on the New York State Mathematics test last year, and 91% of students showing proficiency on this exam. In the area of English Language Arts, student gains were lower, with 41.2% of students making at least one year's progress on the New York State ELA exam last year, and 66.8% of students at proficiency. These results made clear the need for systematic improvements in our ELA department, including the regular use of data analysis to target gaps in students' skills; greater integration of leveled texts, direct skills instruction, and standardized tests into our balanced literacy curriculum; and allocation of resources for academic intervention services for the students at our school who are in greatest need of improvement.

In both reading and math, 77% of students in the school's lowest 1/3 of students made at least one year's progress, whereas students with Levels 3 and 4 did not show the same gains, dropping an average of .15 in ELA proficiency levels and .02 in math proficiency levels. These trends indicate the need for greater differentiation for higher-level students in reading and math. This need for differentiation was emphasized in our Quality Review last year. In addition, our reviewer recommended that we improve our systems for monitoring the progress of our growing special education population, and that we continue to provide support and training in the use of data for staff.

Over the past couple of years, we have been able to maintain a culture of high expectations and academic rigor for our students. Our teacher orientation and student orientation help establish a culture of accountability and high standards for all members of our school community. For students and their families, these high expectations are reinforced throughout the year with weekly progress reports that update each parent on his or her child's academic and behavioral performance in school. Among our faculty, we maintain our culture through regular observations of teachers, communication and collaboration at grade team, department, and faculty meetings, and both in-school and off-site professional development opportunities.

We have had many events and accomplishments that have both reflected and strengthened our culture of high expectations over the past two years. Our twice-annual Curriculum Expo offers students the opportunity to assemble work for which they are most proud within each subject area, reflect on the task and their own strengths and weaknesses, and share their work and reflections with other students, teachers, administrators, and parents. Our Science Expo offers students the opportunity to create an experiment, use the scientific method, and share their findings with fellow

students and visiting judges. Our implementation of the Schoolwide Enrichment Model has expanded over the past two years, allowing us to offer enrichment clusters for the entire school that correspond with student and teacher interests. These SEM clusters incorporate field trips to diverse areas of our city, as well as a SEM Showcase that allows students to teach other students what they have learned. Professionally, our school has accomplished great progress in our tracking and analysis of student academic data. We have also developed a common understanding of quality curriculum among our faculty, and we are developing understandings of and systems for differentiated instruction for our students.

Despite our successes, we have experienced obstacles that act as barriers to continued improvement. One area of challenge has been teacher retention. While we are able to attract talented individuals and give them training to develop their professional skills, we find that many of them leave the field of education after a few years to pursue other professions. In addition, we are located in a 100 year-old building, which lacks electrical infrastructure for our technological development. As a result, we must allocate resources for electrical upgrades that could be devoted to other areas in curriculum and instruction.

## **SECTION V: ANNUAL SCHOOL GOALS**

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

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

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### **GOAL # 1**

#### **DIFFERENTIATION**

*100% of teachers within academic departments will incorporate differentiation strategies in their lesson planning by June 2009.*

### **GOAL # 2**

#### **CONSISTENT EXPECTATIONS & INSTRUCTIONAL PRACTICES**

*100% of teachers will identify successful instructional practices and consistent high expectations which will be implemented in their classrooms by June 2009.*

### **GOAL # 3**

#### **ENRICHMENT**

*100% of teachers will incorporate enrichment and culturally relevant opportunities into their units of study by June 2009.*

### **GOAL # 4**

#### **MATH**

*93% of students in grades 6 through 8 will achieve proficiency on the 2009 New York State Mathematics Test.*

*80% of the students in grades 6 through 8 will make at least one year of progress on the 2009 New York State Mathematics Test.*

### **GOAL # 5**

#### **LITERACY**

*75% of students will achieve proficiency on the 2009 New York State ELA Test.*

*65% of students will make at least one year of progress on the 2009 New York State ELA Test.*

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):**           **GOAL # 1:**  
**DIFFERENTIATION**          

|  |   |
|--|---|
| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p>100% of teachers within academic departments will incorporate differentiation strategies in their lesson planning by June 2009.</p>  |
| <p><b>Action Plan</b><br/><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"> <li>• Initiate the process of creating specific and measurable goals within department teams during subject team meetings, with specific teachers during their meetings with administrators, and within classrooms with individual students.<br/><i>Bi-yearly; Administration &amp; coaches</i></li> <li>• Use goals created by department teams, individual teachers, and students to identify appropriate and differentiated professional development opportunities for each teacher.<br/><i>Bi-yearly; Administration &amp; coaches</i></li> <li>• Implement a whole-school, teacher-led professional development session on differentiated instruction during the Chancellor’s Conference Day, November 4, 2008.<br/><i>Administration &amp; coaches</i></li> <li>• Train teachers, coordinate programming, dedicate resources, and create a support team for the implementation of Schoolwide Enrichment Model (SEM) Enrichment Clusters during and after the school day.</li> <li>• Implement a differentiated coaching and mentoring program for all teachers with fewer than two years’ experience in the classroom.<br/><i>October 2008; Administration &amp; coaches</i></li> <li>• Facilitate Lab Sites within each subject department team to focus on differentiation within the classroom.<br/><i>Bi-yearly; Administration &amp; coaches</i></li> <li>• Facilitate a LearningWalk to focus on differentiation within the classroom.<br/><i>April 2009; Coaches</i></li> <li>• Employ Learning Directions to manage, analyze, and disaggregate school’s formative and</li> </ul> |

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|   | <p>summative data over a continuous cycle during the school year.<br/><i>Quarterly/Data Specialist</i></p> <ul style="list-style-type: none"> <li>• Use principal-teacher data-driven conferences to target students for remediation and enrichment within the classroom.<br/><i>Bi-yearly; Administration &amp; coaches</i></li> <li>• Facilitate data analysis within grade teams, using Learning Directions' customized Student Track binder, to target students for remediation and enrichment and develop a collaborative plan for differentiation.<br/><i>Quarterly; All Core Subject Teachers</i></li> <li>• Use baseline assessments to identify students' strengths and needs in every academic subject.<br/><i>September 2008; All Core Subject Teachers</i></li> <li>• Research and identify best practices, programs, and resources to best address the needs of students in need of remediation and enrichment throughout the school.<br/><i>June 2009; Administration &amp; coaches</i></li> <li>• Implement instructional practices to address students' needs within classrooms in five-week cycles.<br/><i>Five week cycles; Math &amp; ELA Teachers</i></li> <li>• Implement Academic Intervention Services during weekly push-in periods in ELA and Math.<br/><i>Weekly; Math &amp; ELA Teachers</i></li> <li>• Identify students and dedicate resources for Academic Intervention during a Saturday Academy program in ELA and Math.<br/><i>December through January; Math &amp; ELA Teachers</i></li> <li>• Identify students and dedicate resources for accelerated learning during a Specialized High School Preparation Program after school.<br/><i>February 2009; Coaches</i></li> <li>• Support teachers in planning Type I, Type II, and Type III learning experiences as part of the Schoolwide Enrichment Model.<br/><i>Quarterly; Administration &amp; coaches</i></li> </ul> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <ul style="list-style-type: none"> <li>• Confratute (University Connecticut conference on Schoolwide Enrichment Model)-TL FS</li> <li>• Schoolwide Enrichment Model Consultant-PSO funding</li> <li>• DOE Internal Professional Development Workshops-TL FS</li> <li>• Learner-Centered Initiatives (LCI)-PSO funding</li> <li>• Curricuplan (curriculum mapping software)-TL FS</li> <li>• Learning Directions- PSO funding</li> <li>• Renzulli Learning System-NYSTL</li> <li>• Computer Lab Upgrade-TLFS</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• After School Enrichment Program Per Session-C4E</li> </ul>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> <li>• Acuity Predictive and ITA Assessments</li> <li>• Teacher Data Spreadsheets</li> <li>• Teacher Binders</li> <li>• Teacher goal setting documents</li> <li>• Student goals setting documents</li> <li>• Units of Study</li> <li>• Lesson Plans</li> <li>• SEM clusters</li> <li>• School PD plan including PD/Workshops agendas &amp; reflection sheets</li> <li>• Lab site lessons &amp; analysis sheets</li> <li>• LearningWalk agendas &amp; feedback sheets</li> <li>• After School Enrichment (teacher observations &amp; lesson plans)</li> <li>• AIS Saturday Academy (attendance, observations in the classroom, and increased performance in ITAs).</li> <li>• Department team goals</li> <li>• List and schedule of Schoolwide Enrichment Model (SEM) Enrichment Clusters</li> <li>• Coach and mentor logs</li> <li>• Minutes of principal-teacher data-driven conferences</li> <li>• Learning Directions' customized Student Tracking binder</li> <li>• Inquiry Team minutes</li> <li>• Specialized High School Preparation Program after school schedule and list of participants</li> <li>• Baseline, mid-term and end term assessments</li> <li>• Learning Directions data harvesting binders</li> </ul> |

**GOAL # 2:  
CONSISTENT EXPECTATIONS &  
INSTRUCTIONAL PRACTICES**

**Subject/Area (where relevant):** \_\_\_\_\_

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| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p>100% of teachers will identify successful instructional practices and consistent high expectations which will be implemented in their classrooms <i>by</i> June 2009.</p>   |
| <p><b>Action Plan</b><br/><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"> <li>• Schedule and plan weekly Cabinet meetings to check-in on upcoming events, ongoing administrative projects, and professional development needs and next steps throughout the school.<br/><i>Administration &amp; coaches</i></li> <li>• Schedule and facilitate weekly subject and grade team meetings to build school culture, align expectations, and check-in on progress toward whole-school and department-wide goals.<br/><i>Weekly; Administration &amp; coaches</i></li> <li>• Collaboratively develop expectations for Learning Environments within subject departments.<br/><i>October 2008; All core subject teachers, administration &amp; coaches</i></li> <li>• Convene leaders from each subject department to establish a common schoolwide grading policy.<br/><i>October 2008; Administration, coaches &amp; subject department heads</i></li> <li>• Employ Learning Directions to manage the school's formative and summative data through subject data tracking sheets over a continuous cycle during the school year.<br/><i>Quarterly; Data Specialist</i></li> <li>• Schedule, facilitate, and document weekly mentor/coach meetings for teachers within the Math and ELA departments and for teachers with fewer than two years' experience.<br/><i>Weekly; Coaches</i></li> <li>• Schedule, facilitate, and document weekly planning meetings for subject teachers on each grade to plan collaboratively.<br/><i>Weekly; Administration</i></li> <li>• Develop structures for implementing the skills component of the Math curriculum.<br/><i>Five week cycles; math coach</i></li> <li>• Develop structures for delivering Academic Intervention Services in ELA during Guided Reading, Individualized Conferences, and Saturday Academy.<br/><i>Quarterly; Coaches and administration</i></li> </ul> |

- Develop specific and measurable departmental goals and teacher goals, and align these goals with school-wide goals.  
*Quarterly; Coaches and administration*
- Develop a common goal-setting template within department teams for students to set specific, measurable goals that are aligned with schoolwide, departmental, and teacher goals.  
*October 2008; Subject leaders and administration*
- Train staff in using the MH3 Selected Quality Curriculum Components for unit planning, based upon those devised by Learner-Centered Initiatives (LCI).  
*October 2008; Coaches and administration*
- Schedule and coordinate teachers' use of the MH3 Selected Quality Curriculum Components to develop interdisciplinary units within grade teams.  
*June 2009; Coaches and administration*
- Employ LCI to facilitate intensive training in interdisciplinary unit planning to two teachers from each grade level.  
*Quarterly; Coaches and administration*
- Train teachers to develop, evaluate, and revise Schoolwide Enrichment Model (SEM) Enrichment Clusters along five essential criteria: Advanced Content; Student-Driven Learning; Authentic Methods; Real-World Audience; and Interest-Based.  
*October 2008; Coaches and administration*
- Plan and implement whole-school professional development in classroom management using real scenarios from Mott Hall III classrooms.  
*October 2008; Coaches and administration*
- Schedule and facilitate LearningWalks in Classroom Management and Learning Environments to check-in on progress toward school-wide expectations and set next steps for differentiated professional development.  
*Quarterly; Coaches and administration*
- Enforce the Citywide Standards of Discipline and Intervention Measures, developed by the Chancellor's Office, to ensure that our school is a safe, orderly environment where teaching and learning takes place every day.  
*Daily; All staff*
- Use NYS standards and performance indicators to plan units and lessons throughout each subject department.  
*Daily; Teachers and coaches*
- Develop and implement Math and ELA assessments to monitor student progress toward meeting NYS standards and performance indicators, and set next steps for differentiated student instruction.  
*Bimonthly; Teachers and coaches*

- Purchase and train teachers in using the Premier “Get Set” program in 6<sup>th</sup> and 7<sup>th</sup> grade Advisories and the “Go” program in 8<sup>th</sup> grade Advisories to help students develop character for positive behavior, based upon the Seven Habits of Highly Effective Teens.  
*September 2008; Administration & social worker*
- Initiate regular formal and informal observations by administrators and coaches to observe the quality of teaching at the school and give constructive feedback to teachers.  
*Weekly; Coaches and administration*
- Articulate and monitor whole-school expectations for teachers’ Blackboard Configurations to ensure consistent classroom features for students.  
*Weekly; Coaches and administration*
- Use the Workshop Model of teaching to plan instruction, including a whole-class minilesson, independent work time, and share.  
*Daily; Teachers and coaches*
- Develop department-wide structures and expectations for student portfolios.  
*October 2008; Teachers, coaches and administration*
- Plan and facilitate Teacher Orientation and Student Orientation prior to the start of the school year in order to convey common expectations and build a whole-school culture of quality throughout the school.  
*August 2008; Teachers and administration*
- Coordinate school-wide events, such as the Curriculum Expo and the Science Expo, to build a culture of high standards, student responsibility for learning, and reflection throughout the entire school.  
*March 2009; Coaches and administration*
- Publish a quarterly Parent Bulletin for the families of Mott Hall III to strengthen communication on what children are studying in school, special events and programs, and news important to the Mott Hall III community.  
*Quarterly; Coaches and administration*
- Publish a yearly calendar to keep parents up to date on important school programs, events, and deadlines.  
*September 2008; Coaches and administration*
- Enhance the Mott Hall III website to feature important information about our curriculum, programs, and special events.  
*Quarterly; Technology Supervisor*
- Coordinate Family Day during our Annual Student Orientation to offer our Mott Hall III families the opportunity to meet their children’s teachers, learn about our curriculum and expectations, and find out more about ways to support their children throughout the school year.  
*August 2008; Administration*

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|   | <ul style="list-style-type: none"> <li>• Develop an Inquiry Team to examine data, target students, and initiate classroom practices that may be implemented throughout the school in English Language Arts.<br/><i>September 2008; Administration</i></li> </ul>   |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <ul style="list-style-type: none"> <li>• Confratute (University of Connecticut conference on Schoolwide Enrichment Model)-TL FS</li> <li>• Schoolwide Enrichment Model Consultant-PSO funding</li> <li>• DOE Internal Professional Development Workshops-TL FS</li> <li>• Learner-Centered Initiatives (LCI)-PSO funding</li> <li>• Curricuplan (curriculum mapping software)-TL FS</li> <li>• Learning Directions- PSO funding</li> <li>• Premier Agendas and Advisory Curriculum-TL</li> <li>• Teacher/Student Orientation-TL CF</li> <li>• Saturday Academy-C4E</li> <li>• ELA/Math Resources-NYSTL, Title I SWP</li> </ul>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/><i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>                                       | <ul style="list-style-type: none"> <li>• Weekly core subject/grade team agendas</li> <li>• Teacher Data Spreadsheet</li> <li>• Teacher Binder</li> <li>• Department and Teacher goal setting documents</li> <li>• Student goals setting documents</li> <li>• use of the MH3 Selected Quality Curriculum Components</li> <li>• List and schedule of Schoolwide Enrichment Model (SEM) Enrichment Clusters</li> <li>• Units of Study</li> <li>• Lesson Plans</li> <li>• PD/Workshops agendas &amp; reflection sheets,</li> <li>• School-based developed and implemented Math and ELA assessments to monitor student progress</li> <li>• Lab site lessons &amp; analysis sheets</li> <li>• LearningWalk agendas &amp; feedback sheets</li> <li>• After School Enrichment (teacher observations &amp; lesson plans)</li> <li>• Yearly school calendar</li> <li>• Formal and informal teacher observations</li> <li>• Parent Bulletin</li> <li>• Faculty Handbook</li> <li>• Student Handbook</li> <li>• Minutes of weekly Cabinet meetings</li> <li>• Minutes of weekly mentor/coach meetings</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• Plan for and implementation of Academic Intervention Services in ELA</li><li>• Math and ELA assessments to monitor student progress</li><li>• “Get Set” Advisory Program</li><li>• Student portfolios</li><li>• Plan and facilitate Teacher Orientation and Student Orientation</li><li>• Mott Hall III website</li><li>• Family Day Agenda and sign in sheet</li><li>• Inquiry Team minutes</li><li>• Learning Directions data binders</li><li>• Schoolwide grading policy.</li></ul> |
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**Subject/Area (where relevant):** GOAL # 3:  
ENRICHMENT

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| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p>100% of teachers will incorporate enrichment and culturally relevant opportunities into their units of study by June 2009.</p>   |
| <p><b>Action Plan</b><br/><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"> <li>• Train staff in using the MH3 Selected Quality Curriculum Components for unit planning, based upon those devised by Learner-Centered Initiatives (LCI).<br/><i>October 2008; Coaches and administration</i></li> <li>• Schedule and coordinate teachers' use of the MH3 Selected Quality Curriculum Components to develop interdisciplinary units within grade teams.<br/><i>June 2009; Coaches and administration</i></li> <li>• Employ LCI to facilitate intensive training in interdisciplinary unit planning to two teachers from each grade level.<br/><i>Quarterly; Administration</i></li> <li>• Train teachers, coordinate programming, dedicate resources, and create a support team for the implementation of Schoolwide Enrichment Model (SEM) Enrichment Clusters during and after the school day.<br/><i>September 2009; Administration</i></li> <li>• Train teachers to develop, evaluate, and revise Schoolwide Enrichment Model (SEM) Enrichment Clusters along five essential criteria: Advanced Content; Student-Driven Learning; Authentic Methods; Real-World Audience; and Interest-Based.<br/><i>Quarterly; Coaches and administration</i></li> <li>• Research and identify best practices, programs, and resources to best address the needs of students in need of remediation and enrichment throughout the school.<br/><i>Quarterly; Teachers, coaches and administration</i></li> <li>• Implement instructional practices to address students' needs within classrooms in five-week cycles.<br/><i>Five week cycles; Teachers, coaches and administration</i></li> <li>• Support teachers in planning Type I, Type II, and Type III learning experiences as part of the Schoolwide Enrichment Model.<br/><i>Quarterly; Coaches and administration</i></li> <li>• Identify students and dedicate resources for accelerated learning during a Specialized High School Preparation Program after school.<br/><i>March 2009; Coaches and administration</i></li> <li>• Visits to SEM implementing schools</li> </ul> |

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|  | <i>June 2009; Administration</i>  |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <ul style="list-style-type: none"> <li>• Confratute (UConn conference on Schoolwide Enrichment Model)-TL FS</li> <li>• Schoolwide Enrichment Model Consultant-PSO funding</li> <li>• DOE Internal Professional Development Workshops-TL FS</li> <li>• Learner-Centered Initiatives (LCI)-PSO funding</li> <li>• Curricuplan (curriculum mapping software)-TL FS</li> <li>• Learning Directions- PSO funding</li> <li>• Premier Agendas and Advisory Curriculum-TL</li> <li>• Renzulli Learning System-NYSTL</li> <li>• Computer Lab Upgrade-TL FS</li> <li>• Teacher/Student Orientation-TL CF</li> <li>• ELA/Math Resources-NYSTL, Title 1 SWP</li> <li>• After School Enrichment Program Per Session C4E</li> </ul>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>                                       | <ul style="list-style-type: none"> <li>• Teacher Data Binder</li> <li>• Teacher goal setting documents</li> <li>• Student goals setting documents</li> <li>• Units of Study</li> <li>• Lesson Plans</li> <li>• PD/Workshops agendas &amp; reflection sheets,</li> <li>• Lab site lessons &amp; analysis sheets</li> <li>• LearningWalk agendas &amp; feedback sheets</li> <li>• After School Enrichment (teacher observations &amp; lesson plans</li> <li>• Yearly school calendar</li> <li>• Formal and informal teacher observations</li> <li>• SEM Clusters</li> <li>• SEM Showcase</li> <li>• Interdisciplinary Units of Study</li> <li>• Plan for and implementation of MH3 Selected Quality Curriculum Components</li> <li>• Inquiry Team minutes</li> <li>• Schedule and list of participants for Specialized High School Preparation Program</li> <li>• Schedule of visits to SEM implementing schools</li> </ul> |

**Subject/Area (where relevant):** **GOAL # 4:**  
**MATH**

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| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <ul style="list-style-type: none"> <li>• 93% of students in grades 6 through 8 will achieve proficiency on the 2009 New York State Mathematics Test.</li> <li>• 80% of the students in grades 6 through 8 will make at least one year of progress on the 2009 New York State Mathematics Test.</li> </ul>  |
| <p><b>Action Plan</b><br/><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"> <li>• Eight 60-minute math blocks per week.<br/><i>Weekly; Administration</i></li> <li>• School-wide grade 6, 7 &amp; 8 grade <u>Impact</u> Math program with parallel instruction in all classes.<br/><i>Daily; Coaches and administration</i></li> <li>• Teachers create curriculum maps and units of study that are aligned to the city-wide pacing calendar keeping in mind pre and post March indicators for math.<br/><i>September 2008; Math teachers, coaches and administration</i></li> <li>• Administer a baseline, midline, and end line math assessment to students. Teachers will administer a baseline assessment to identify students’ strengths and areas of focus.<br/><i>June 2009; Math teachers</i></li> <li>• Teachers use data from assessments (class exams, baseline, homework, and class work) to set student learning goals.<br/><i>Daily; Math teachers</i></li> <li>• Teachers use the skills component of math class to aide students in developing conceptual understanding and work towards mastery of the identified goals. The goals will focus on the performance indicators from the New York State learning standards.<br/><i>Weekly; Math teachers</i></li> <li>• Teachers create activities and tasks to develop student conceptual understanding.<br/><i>Daily; Math teachers</i></li> <li>• Rotation of the skills component in five week cycles throughout the year. During the cycle students work on three goals, two computational and one problem solving. A mid and end of cycle assessment is administered to students to determine mastery and/or intervention needs.<br/><i>Five week cycles; Math teachers</i></li> <li>• Teachers create end of cycle assessments that are simulations of the New York State Math exam.<br/><i>Five week cycles; Math teachers</i></li> <li>• Collaboration between grade level teachers occurs weekly to plan and share best practices.</li> </ul> |

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|  | <p><i>Weekly; Math coach and math teachers</i></p> <ul style="list-style-type: none"> <li>• Analyze school-generated “Unit Tests” targeted to identify strengths and weaknesses in student performance.<br/><i>Monthly; Math teachers</i></li> <li>• Through analysis of school generated “Unit Tests” establish benchmarks tools to measure students’ success and mastery.<br/><i>Monthly; Math teachers</i></li> <li>• Through differentiated lesson planning teachers incorporate the use of manipulatives in classroom activities.<br/><i>Weekly; Math teachers</i></li> <li>• The eighth grade curriculum accounts for enrichment that is inclusive of concepts found in the Integrated Algebra curriculum.<br/><i>Daily; Math teachers</i></li> <li>• Investigations of best practices for sustaining and accelerating the achievement of English Language Learners and students with Individual Education Plans.<br/><i>Quarterly; Teachers, coaches and administration</i></li> <li>• Students participate in SEM cycles that develop mental math skills and enable them to successfully compete in math competitions.<br/><i>Eight week cycles; Teachers, coaches and administration</i></li> <li>• Additional support for special needs students in the general education setting<br/><i>Daily; Teachers, coaches and administration</i></li> <li>• Reflecting of teaching practices and professional development<br/><i>Quarterly; Teachers, coaches and administration</i></li> <li>• The math coach will provide professional development. It will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of <u>Impact</u> math.<br/><i>Weekly; Math coach</i></li> <li>• Administrative support in the form of pre and post observation conferences is needed to provide more constant guidance and feedback in the effective implementation of the <u>Impact</u> math program<br/><i>Quarterly; Administration</i></li> <li>• Coach intervention model (pre-coaching discussion, during coaching and post-coaching discussion)<br/><i>Monthly; Math coach</i></li> <li>• Unit Tests will be given on grade level and then skills analysis will be conducted by breaking down the questions based upon the five content strands<br/><i>Monthly; Teachers and math coach</i></li> </ul> |
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|  | <p>Trends from the skill analyses will be analyzed and areas of concern will be focused upon by conducting new tasks in skills class, push-ins, portfolio tasks, and assistance during Saturday programs<br/> <i>Monthly; Teachers and math coach</i></p> <ul style="list-style-type: none"> <li>Teachers will use data from the NYSTART report, Interim Assessments, MAP test, and teacher generated exams (such as unit tests by grade) to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students<br/> <i>Monthly; Teachers and math coach</i></li> </ul>  |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <ul style="list-style-type: none"> <li>Professional Development- Math Coach (TL FS &amp; other allocations) Internal DOE PD (TL FS)</li> <li>After-School Enrichment Specialized High School Exam Preparation-Teacher Per Session (C4E)</li> <li>Academic Intervention Services Skills Class(TL FS &amp; other allocations)</li> <li>Academic Intervention Services Saturday Academy-(C4E)</li> <li>SEM Clusters- (TL FS &amp; other allocations)</li> <li>Lab Sites- (TL FS &amp; other allocations)</li> <li>Mathematics Resources -(NYSTL TL FS Title I SWP)</li> <li>Learner-Centered Initiatives (LCI)-PSO funding</li> <li>Curricuplan (curriculum mapping software)-TL FS</li> <li>Learning Directions- PSO funding</li> </ul>                                  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>                                       | <ul style="list-style-type: none"> <li>Teacher data binders including Acuity Predictive and ITA Assessments.</li> <li>Teachers track student progress in mastery of performance indicators throughout the year in skills classes.</li> <li>Formal and informal observations</li> <li>Coach logs</li> <li>Teachers set benchmarks.</li> <li>Teacher lesson plans highlighting differentiated groupings.</li> <li>Student schedule of eight 60-minute math blocks</li> <li><u>Impact</u> Math course register</li> <li>Curriculum maps and units of study</li> <li>Baseline, midline, and end line math assessment</li> <li>Individual student learning goals</li> <li>Agenda and sign in sheets for Grade Conferences</li> <li>School-generated "Unit Tests"</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• Eighth grade mathematics curriculum</li><li>• Inquiry team minutes illustrating investigations of best practices</li><li>• SEM cycles and cluster schedules</li><li>• Sign in sheets and agenda of math professional development</li></ul> |
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**Subject/Area (where relevant):** GOAL # 5:  
LITERACY

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| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p>75% of students will achieve proficiency on the 2009 New York State ELA Test.<br/>65% of students will make at least one year of progress on the 2009 New York State ELA Test.</p>   |
| <p><b>Action Plan</b><br/><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"> <li>• Complete NYS ELA Test Matrix to identify performance indicators that are emphasized on 2005, 2006, and 2007 ELA tests.<br/><i>September 2008; ELA Coach</i></li> <li>• Examine the complexity of texts and the language of questions that address each performance indicator.<br/><i>December 2008; ELA Coach and ELA teachers</i></li> <li>• Use data from May Predictive and ELA baselines to set goals for student performance within each performance indicator.<br/><i>Quarterly; ELA teachers &amp; ELA Coach</i></li> <li>• Using curriculum maps, identify performance indicators to teach and track in each pre-January unit.<br/><i>December 2008; ELA Coach and ELA teachers</i></li> <li>• Develop assessments that match the format, complexity, and language of the ELA test to track student progress toward goals.<br/><i>Monthly; ELA teachers</i></li> <li>• Assess students on their progress each month, using these assessments.<br/><i>Monthly; ELA teachers</i></li> <li>• Examine data collaboratively in department meetings and in principal-teacher and coach-teacher conferences. Revise goals and set new benchmarks.<br/><i>Monthly; ELA teachers, ELA Coach &amp; administration</i></li> <li>• Increase time devoted to students’ literacy development to 9 periods each week in grades 6, 7, and 8.<br/><i>September 2008; Administration</i></li> <li>• Use workshop structures, such as focused minilessons, independent work time, and partnership talk to develop students’ literacy skills.<br/><i>Daily; ELA teachers</i></li> <li>• Lead students in setting and meeting goals for volume, variety, and quality of independent reading.<br/><i>Weekly; ELA teachers</i></li> <li>• Teach students methods for selecting “just right” books for independent reading.</li> </ul> |

- September 2008; ELA teachers*

  - Administer the DRA test to each student in September, January, and May.  
*ELA teachers*
- Administer SETTS for students with IEPs and/or significant academic needs in reading and writing.  
*Weekly; SETTS teacher*
- Administer small-group Academic Intervention Services (AIS) to students who achieved Levels 1 and 2 on the 2008 ELA test during AIS Saturday Academy.  
*December 2008; ELA Coach and ELA teachers*
- Make data analysis transparent to students and parents by conducting data conferences leading students in reflecting on their performance on Practice ELA and DRA tests.  
*Bi-yearly; ELA Coach and ELA teachers*
- Initiate and document conferences with students to target specific literacy needs.  
*Quarterly; ELA teachers*
- Use the 6 traits of writing to assess students' needs and promote their growth.  
*Monthly; ELA teachers*
- Administer a baseline and endline writing assessment to students.  
*Bi-yearly; ELA teachers*
- Use department meetings, grade-focused coach meetings, observation periods, Learning Walks, and push-in periods to foster collaboration, peer mentoring, and mutual learning among ELA teachers along common goals.  
*Weekly; Administration, ELA Coach and ELA teachers*
- Use the Inquiry Team to engage in continual data analysis and improved instructional practices for our low-scoring sixth graders in reading.  
*Weekly; Inquiry Team Members*
- Students receive 9 periods each week of ELA Instruction in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades.  
*September 2008; Administration*
- ELA teachers on each grade teach two classes, nine periods a week.  
*Weekly; ELA teachers*
- Two ELA teachers teach on each grade, collaborating during common planning time at least once a week.  
*Weekly; ELA teachers*
- In 6<sup>th</sup> and 7<sup>th</sup> grades, CTT teachers collaborate closely with ELA teachers to modify instruction and support the academic progress of CTT students with IEPs.  
*Daily; ELA teachers & CTT teachers*
- A SETSS teacher offers pull-out Academic Intervention Services to students with IEPs in each grade.

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|  | <i>Weekly; SETSS teacher</i>  |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <ul style="list-style-type: none"> <li>• Professional Development- Literacy Coach (Title I SWP) Internal DOE PD (TL FS)</li> <li>• After-School Enrichment Specialized High School Exam Preparation-Teacher Per Session (C4E)</li> <li>• Academic Intervention Services (TL FS &amp; other allocations)</li> <li>• Academic Intervention Services Saturday Academy-(C4E)</li> <li>• SEM Clusters- (TL FS &amp; other allocations)</li> <li>• Lab Sites- (TL FS &amp; other allocations)</li> <li>• Literacy Resources -(NYSTL TL FS Title I SWP)</li> <li>• Learner-Centered Initiatives (LCI)-PSO funding</li> <li>• Curricuplan (curriculum mapping software)-TL FS</li> <li>• Learning Directions- PSO funding</li> </ul>  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>                                       | <ul style="list-style-type: none"> <li>• 2008 NYS ELA Test, administered in September, as a baseline diagnostic to determine students' strengths and needs</li> <li>• NYS ELA Test Matrix</li> <li>• DRA test, administered in September, January, and May; to show one year's progress or more for 100% of our students within the year 2008-2009;</li> <li>• Fall 2008 Acuity Predictive Assessment, administered in November; to show progress toward yearly goals;</li> <li>• 2009 NYS ELA Test, administered in January 2009; to show 75% of students achieving proficiency and progress in ELA;</li> <li>• End-of-unit assessments, administered approximately monthly at the conclusion of each reading unit; to show progress toward yearly goals within specific skills;</li> <li>• Baseline and endline writing assessments, administered at the beginning and end of the year, to show student progress within each of the 6 traits of writing.</li> <li>• Curriculum maps</li> <li>• Student portfolios</li> <li>• Inquiry Team agendas and minutes</li> <li>• School developed assessments</li> <li>• Record of student –teacher goal setting and data conferences</li> <li>• Record of parent- teacher goal setting and data conferences</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• Student schedules indicating 9 periods of ELA instruction weekly</li><li>• Student reading logs using “just right” books for independent reading</li><li>• Learning Directions data binders</li><li>• Sign in sheets and agendas of grade department and professional development meetings</li><li>• Coach logs</li></ul> |
|--|---|

## **REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

| Grade | ELA                            | Mathematics                    | Science                        | Social Studies                 | At-risk Services:<br>Guidance<br>Counselor | At-risk Services:<br>School<br>Psychologist | At-risk Services:<br>Social Worker | At-risk<br>Health-related<br>Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
|       | # of Students<br>Receiving AIS | # of Students<br>Receiving AIS | # of Students<br>Receiving AIS | # of Students<br>Receiving AIS | # of Students<br>Receiving AIS             | # of Students<br>Receiving AIS              | # of Students<br>Receiving AIS     | # of Students<br>Receiving AIS        |
| K     |                                |                                | N/A                            | N/A                            |  |   |                                    |                                       |
| 1     |                                |                                | N/A                            | N/A                            |  |   |                                    |                                       |
| 2     |                                |                                | N/A                            | N/A                            |  |   |                                    |                                       |
| 3     |                                |                                | N/A                            | N/A                            |  |   |                                    |                                       |
| 4     |                                |                                |                                |                                |  |   |                                    |                                       |
| 5     |                                |                                |                                |                                |  |   |                                    |                                       |
| 6     | 25                             | 11                             | 25                             | 25                             | N/A  | N/A   | 5                                  | 1                                     |
| 7     | 44                             | 9                              | 44                             | 44                             | N/A  | N/A   | 4                                  | 0                                     |
| 8     | 16                             | 3                              | 16                             | 16                             | N/A  | N/A   | 0                                  | 0                                     |
| 9     |                                |                                |                                |                                |  |   |                                    |                                       |
| 10    |                                |                                |                                |                                |  |   |                                    |                                       |
| 11    |                                |                                |                                |                                |  |   |                                    |                                       |
| 12    |                                |                                |                                |                                |  |   |                                    |                                       |

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

| Name of Academic Intervention Services (AIS)                 | <b>Description:</b> Provide a brief description of <b>each</b> 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.). |
|--|--|
| <b>ELA:</b>  | <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Great Leaps</li> <li>• Small Group Instruction</li> <li>• Saturday Academy</li> </ul>   |
| <b>Mathematics:</b>  | <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Saturday Academy</li> <li>• AIS Skills Class</li> </ul>  |
| <b>Science:</b>  | <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Small Group Instruction</li> <li>• Saturday Academy</li> </ul>  |
| <b>Social Studies:</b>                                       | <ul style="list-style-type: none"> <li>• Guided reading</li> <li>• Small Group Instruction</li> <li>• Saturday Academy</li> </ul>  |
| <b>At-risk Services Provided by the Guidance Counselor:</b>  | <ul style="list-style-type: none"> <li>• Group Counseling</li> <li>• Individual Counseling</li> <li>• Family Counseling</li> <li>• Referrals to Outside Counseling Agencies</li> </ul>   |
| <b>At-risk Services Provided by the School Psychologist:</b> | <p>School Psychologist (SBST) provides:</p> <ul style="list-style-type: none"> <li>• Evaluations</li> <li>• Referrals to Outside Counseling Agencies</li> <li>• Communication with MH3 Social Worker, Administrators and Teachers</li> </ul>   |

|  |  |
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| <b>At-risk Services Provided by the Social Worker:</b> | <ul style="list-style-type: none"><li>• Group Counseling</li><li>• Individual Counseling</li><li>• Family Counseling</li><li>• Referrals to Outside Counseling Agencies</li></ul>  |
| <b>At-risk Health-related Services:</b>                | Montefiore School Clinic provides health-related services for our at-risk student. <ul style="list-style-type: none"><li>• Monitors vital signs</li><li>• Monitors medications</li><li>• Communicates with student's physician</li></ul> |

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

*NCLB/SED requirement for all schools*

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

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**Language Allocation Policy Narrative 2008-09**

At Mott Hall III/MS 128, the Language Allocation Policy Team is comprised of the Principal, Assistant Principal, Parent Coordinator and Literacy Coach and ESL Teacher.

Of the 295 students that attend Mott Hall III, thirteen students (4% of the student population) have been identified as English Language Learners. Eight are sixth graders, three students are in the seventh grade and two are in the eighth grade.

As a small school with a small staff, we have struggled to find the personnel and the dollars to support a full or part time ESL teacher. However, in years past, a PS 55 ESL teacher (the elementary school located in the same building) serviced our students for the 180 minutes required for students at the advanced level. Currently, we are in the process of hiring an ESL Teaching Fellow.

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

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Type of Program: \_\_\_ Bilingual   x   ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2007-08:     8      
**(No more than 2 pages)**

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

**ELLs receive weekly, nine hours of ELA, eight to nine hours of math, four hours of science and four hours of social studies in classes of 25 students (on the average). Reading and writing are stressed throughout the content areas. Math, science and social studies teachers work with ELA teachers and Literacy Coach to support the effective teaching of the English language. The 13 identified ELL students receive additional support from their ELA teachers by way of small group instruction, specifically guided reading. ELL students also participate in MH3 Saturday Literacy Academy.**

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. **ELL students participate in all enrichment activities. The major enrichment program at MH3 is the Schoolwide Enrichment Model. This program focuses on embedding the regular curriculum with academically rigorous, timely and relevant content and activities. SEM is a vehicle for students to explore their interests, learning styles and future career options. The Renzulli Interest Survey is administered to all MH3 students (including ELLs), allowing the entire school community to understand better the different interests and needs of our students. Teachers are then able to use the information to enrich the core curriculum and provide extracurricular learning opportunities that are culturally and personally relevant for all our students.**

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

III. **Mott Hall III provides the following opportunities for parent engagement:**

- **Annual Family Day**
- **Fall and Spring Parent Teacher Conferences**
- **Math and Literacy Night**
- **Science Expo**
- **Curriculum Expo**
- **Parent Support Workshops**
- **Parent Celebrations (Hispanic Heritage, Thanksgiving, Mother's Day, etc.)**

IV. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.  
**Not Applicable**

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

**The 2008-2009 Academic Year Fall Semester ELL-Related Professional Development Sessions are:**

- **Weekly ELA, Math, Science & Social Studies Meetings**
- **Monthly Faculty Conferences**
- **Critical Thinking LearningWalk – September 2008**
- **Classroom Environments LearningWalk – October 2008**
- **Schoolwide Enrichment Model (SEM) Professional Development – November 2008**
- **Learner-Centered Initiatives Professional Development Sessions - Sept. – Oct. 2008**
- **Social Studies Lab Site – October 2008**
- **Reading and Writing in Math PD – December 2008**

VI. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.  
**Mott Hall III supports its ELLs in the following ways:**

- **Reduced Class Size**
- **Hour-long ELA, Math, Social Studies, Science Classes**
- **Schoolwide Enrichment Program**
- **Advisory Program**
- **Guided Reading**
- **Small Group Instruction**

VII. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.  
**Not Applicable**

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

**School Building:** Mott Hall III

**District:** Nine

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

| Number of Teachers<br>2007-2008 |                |   |                | Number of<br>Teaching Assistants or<br>Paraprofessionals*** |                | Total |
|---------------------------------|----------------|---|----------------|---|----------------|-------|
| Appropriately<br>Certified*     |                | Inappropriately<br>Certified or<br>Uncertified Teachers** |                | Bilingual<br>Program  | ESL<br>Program |       |
| Bilingual<br>Program            | ESL<br>Program | Bilingual<br>Program                                      | ESL<br>Program |   |                |       |
| 0                               | 0              | 0   | 0              | 0   | 0              | 0     |

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

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

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

**Part D: CR Part 154 – Sample Student Schedules**

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

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District:   Nine  

School Building:   128  

| Period    | Time                                   | Monday                                     | Tuesday                             | Wednesday                                  | Thursday                                   | Friday                                     |
|-----------|--|--|-------------------------------------|--|--|--|
| <b>1</b>  | From: <b>8:00</b><br>To: <b>9:00</b>   | Subject (Specify)<br><b>Math</b>           | Subject (Specify)<br><b>Math</b>    | Subject (Specify)<br><b>Math</b>           | Subject (Specify)<br><b>Math</b>           | Subject (Specify)<br><b>Math</b>           |
| <b>2</b>  | From: <b>9:00</b><br>To: <b>10:00</b>  | Subject (Specify)<br><b>Advisory</b>       | Subject (Specify)<br><b>ELA</b>     | Subject (Specify)<br><b>Social Studies</b> | Subject (Specify)<br><b>ELA</b>            | Subject (Specify)<br><b>Science</b>        |
| <b>3</b>  | From: <b>10:00</b><br>To: <b>11:00</b> | Subject (Specify)<br><b>ELA</b>            | Subject (Specify)<br><b>SEM</b>     | Subject (Specify)<br><b>PE</b>             | Subject (Specify)<br><b>Math</b>           | Subject (Specify)<br><b>Social Studies</b> |
| <b>4</b>  | From: <b>11:00</b><br>To: <b>11:45</b> | Subject (Specify)<br><b>LUNCH</b>          | Subject (Specify)<br><b>LUNCH</b>   | Subject (Specify)<br><b>LUNCH</b>          | Subject (Specify)<br><b>LUNCH</b>          | Subject (Specify)<br><b>LUNCH</b>          |
| <b>5</b>  | From: <b>11:50</b><br>To: <b>12:50</b> | Subject (Specify)<br><b>Science</b>        | Subject (Specify)<br><b>Chess</b>   | Subject (Specify)<br><b>ELA</b>            | Subject (Specify)<br><b>ELA</b>            | Subject (Specify)<br><b>ELA</b>            |
| <b>6</b>  | From: <b>12:50</b><br>To: <b>1:50</b>  | Subject (Specify)<br><b>Social Studies</b> | Subject (Specify)<br><b>ELA</b>     | Subject (Specify)<br><b>Math</b>           | Subject (Specify)<br><b>Science</b>        | Subject (Specify)<br><b>Math</b>           |
| <b>7</b>  | From: <b>1:50</b><br>To: <b>2:50</b>   | Subject (Specify)<br><b>Math</b>           | Subject (Specify)<br><b>Science</b> | Subject (Specify)<br><b>ELA</b>            | Subject (Specify)<br><b>Social Studies</b> | Subject (Specify)<br><b>ELA</b>            |
| <b>8</b>  | From:<br>To:                           | Subject (Specify)                          | Subject (Specify)                   | Subject (Specify)                          | Subject (Specify)                          | Subject (Specify)                          |
| <b>9</b>  | From:<br>To:                           | Subject (Specify)                          | Subject (Specify)                   | Subject (Specify)                          | Subject (Specify)                          | Subject (Specify)                          |
| <b>10</b> | From:<br>To:                           | Subject (Specify)                          | Subject (Specify)                   | Subject (Specify)                          | Subject (Specify)                          | Subject (Specify)                          |

# SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual) **NOT APPLICABLE**

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

School District: \_\_\_\_\_

School Building: \_\_\_\_\_

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

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

**Form TIII – A (1)(a)**

***NOT APPLICABLE***

**Grade Level(s)** \_\_\_\_\_ **Number of Students to be Served:** \_\_\_\_\_ **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** \_\_\_\_\_ **Other Staff (Specify)** \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

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**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.

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Form TIII – A (1)(b)

**NOT APPLICABLE**

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

| <b>Allocation:</b>  |                        |  |
|---|------------------------|--|
| <b>Budget Category</b>  | <b>Budgeted Amount</b> | <b>Explanation of Proposed Expenditure</b> |
| Professional staff, per session, per diem<br>(Note: schools must account for fringe benefits) |                        |  |
| Purchased services such as curriculum and staff development contracts                         |                        |  |
| Supplies and materials  |                        |  |
| Travel  |                        |  |
| Other   |                        |  |
| <b>TOTAL</b>  |                        |  |

### 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**

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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.  
**Data provided by Department of Education indicates that MH3 is comprised of 40% African American students, 59% Hispanic students and 1% students of other ethnicities. We are also aware of our Spanish language translation and interpretation needs, as a number of the parents and guardians in our school community speak to us in Spanish only.**
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.  
**We have come to realize that a MH3 staff must always be available to communicate with our Spanish speaking parents. We are also aware that notices, brochures, calendars etc. must also be translated for our Spanish speaking community members.**

#### **Part B: Strategies and Activities**

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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.  
**The MH3 Translation and Interpretation Team is comprised of our principal, assistant principal, literacy coach, parent coordinator and two teachers. This team creates a year-long calendar of school events, anticipating all parent documents needing to be translated. The team ensures that the translation work is done according to the schedule. Unscheduled notices are translated as needed.**
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.  
**The MH3 Translation and Interpretation Team is comprised of our principal, assistant principal, literacy coach, parent coordinator and two teachers. The parent coordinator is usually available for oral interpretation. When Mr. Martinez is not available, the assistant principal, teachers and literacy coach assist with interpretation.**

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>.  
**MH3 is aware of A663 and its mandates. We identified that our primary translation and interpretation need is that of the Spanish language. The process outlined in Questions 1 and 2 address the language translation and interpretation needs of our school.**

## 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 \$277,570
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$2,773
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$13,866
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 90.4%
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. **During the 2007-2008 school year, one teacher was not highly qualified. This teacher was provided with Professional Development and support and became highly qualified for the 2008-2009 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. 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.

### **MOTT HALL III PARENT INVOLVEMENT POLICY**

*To promote parent involvement among families, schools and communities in order to positively affect the educational outcome of all students the district will:*

- *Support parents in their role as the first teacher through workshops and experiential activities.*
- *Assist each school in establishing an association of parents that will convene regularly to discuss educational policies and practices.*
- *Support parent associations with technical assistance through regularly scheduled professional development in order to help parents comply with the Chancellor's Regulations.*
- *Raise the level of awareness of grade level expectations through the dissemination of information and literature on standards and assessments.*
- *Empower parents in their key role as partners in the decision-making process of educational policies and practices.*
- *Provide structured activities and workshops, which promote the home/school/community partnership.*
- *Nurture the spirit of each parent as the most important individual that will develop, guide and inspire greatness in the life of each and every child.*

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

### **ATTACH SCHOOL PARENT COMPACT**

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

### **MOTT HALL III SCHOOL PARENT COMPACT:**

*We, the school and parents agree to work cooperatively to provide for the successful education of our children*

#### **SCHOOL**

*We understand: the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.*

*We understand: the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.*

*We understand: the need to actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines.*

*We understand: the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.*

*We understand: the need to provide quality curriculum and instruction.*

UPDATED – OCTOBER 2008

*We understand: the need to deal with communication issues between teachers and parents through:*

- *Parent-Teacher conferences*
- *Reports to parents on their children's progress*
- *Reasonable access to staff*
- *Opportunities to volunteer and participate in their child's class*
- *Observation of classroom activities*

*We understand: the need to assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on reading strategies.*

#### **PARENT/GUARDIAN**

*I understand: the need to become involved in the strategies designed to encourage my participation in parent involvement activities.*

*I understand: the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.*

*I understand: the need to work with my child on schoolwork; read to my child on a daily basis and encourage my child to read to me each day.*

*I understand: the need for me to monitor my child's:*

- *Attendance at school*
- *Homework*
- *Television watching*
- *Health needs*

*I understand: the need to share responsibility for my child's improved academic achievement*

*I understand: the need to communicate with my child's teachers about his/her educational needs.*

*I understand: the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.*

#### **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.

**Refer to CEP Pages 10 and 11.**

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.

**Refer to CEP Pages 12 – 25.**

3. Instruction by highly qualified staff.

**Refer to CEP Goals 1-5, Pages 13-25**

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.

**Refer to CEP Goals 1-3, Pages 13-20**

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

**We recruit high-quality, highly qualified teachers by utilizing the following organizations:**

- **New York City Teaching Fellows**
- **Teach For America**
- **NYC DOE Open Hire**
- **Manhattanville College Alternative Certification Program (Jump Start)**

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

**Mott Hall III provides the following opportunities for parent engagement:**

- **Annual Family Day**
- **Fall and Spring Parent Teacher Conferences**
- **Math and Literacy Night**
- **Science Expo**
- **Curriculum Expo**
- **Parent Support Workshops**
- **Parent Celebrations (Hispanic Heritage, Thanksgiving, Mother’s Day, etc.)**

**Refer to the Mott Hall III School Parent Compact & Parent Involvement Policy, Pages 41 & 42**

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.

**Not Applicable**

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.

**Refer to CEP Goals 1-5, Pages 13-25**

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.

**Refer to CEP Goals 1-5, Pages 13-25**

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

**The Mott Hall III Social Worker and Parent Coordinator work together to hold workshops and assist families in the following areas:**

- **Child Abuse & Neglect Prevention**
- **AIDS Awareness**
- **Diabetes, Hypertension & Asthma Awareness**
- **Domestic Violence Awareness**
- **Mental Health Awareness**
- **Suicide & Drug Abuse Prevention**

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS NOT APPLICABLE**

**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:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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<sup>1</sup> 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.

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

**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.

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**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)<sup>2</sup> 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.

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<sup>2</sup> 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.

**Our school has engaged in regular observations and walkthroughs in ELA classrooms, including Learning Walks that involve the entire ELA department, classroom visitations conducted by our Literacy Coach, and both formal and informal observations of faculty by administrators. We have contracted an online curriculum mapping software, Curricuplan, which allows us to examine teachers' curriculum maps and analyze them gaps and overlaps in skills taught within each grade level, as well as the spiraling that occurs with each skill across grade levels.**

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

Applicable  **Not Applicable**

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

**Our school has an annual Faculty Retreat and Teacher Orientation, professional development sessions, and weekly department meetings, at which teachers develop understandings of the components of quality curricula. As a result of these interventions, our teachers' curriculum maps reflect state standards, critical thinking, skills and strategies, and spoken and written presentations. Ongoing examination of data, including low-inference observational data from departmental Learning Walks, student work, and standardized testing data, ensures that our curriculum continues to be revised in response to gaps and overlaps indicated. In addition, the reading of two common professional texts has led our department to develop a Continuum for skills taught at each grade level to ensure their articulation and spiraling. In the area of ELA materials, our school spent \$10,000 on books for our literacy classroom libraries, and our teachers are very resourceful in raising money and writing grants to supplement their libraries. This year, we spent over \$15,000 on additional ELA resources for vocabulary development, test sophistication, and guided reading.**

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

---

## **1B. Mathematics**

### **Background**

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

### **Specific Math Alignment Issues:**

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

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

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

**The school reviews the curriculum maps that are created by the grade level teams to ensure that the maps are aligned to the New York State standards.**

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

Applicable  **Not Applicable**

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

**Teachers incorporate the process strands in the problem solving components of their curriculum. We use EXEMPLARS as a tool to assist in the development of these skills.**

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.

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

**Our school has engaged in regular observations and walkthroughs in ELA classrooms, including Learning Walks that involve the entire ELA department, classroom visitations conducted by our Literacy Coach, and both formal and informal observations of faculty by administrators. Classroom visitations conducted by our Literacy Coach are recorded using low-inference scripting, and the timing of different activities within the class period are also recorded, to be analyzed collaboratively between the coach and teacher. Weekly meetings allow our ELA teachers to share reflections on professional readings and best practices that they have developed or refined within their own classrooms. Videotapes of students' book club meetings and discussions are used during these meetings to develop common expectations around student talk in the classroom.**

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

Applicable  **Not Applicable**

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

**Our balanced literacy program emphasizes targeted student practice of strategies within rich, authentic texts. Our classroom libraries are full of engaging fiction and nonfiction books, which students check out on a regular basis, allowing for automatic differentiation within the reading period. While teachers do deliver explicit instruction in reading strategies through minilessons, these minilessons are limited to 15-20 minutes, allowing teachers to prioritize student practice of these strategies in authentic texts. During this independent work time, teachers conduct conferences and teach small-group strategy lessons to maximize student mastery. In addition, our ELA classrooms emphasize the use of partner talk to develop ideas, revise writing pieces, and gain deeper understandings. Students also read books in book clubs on each grade level, a structure that builds engagement, understanding, and mutual support for their literacy development. Student responses to these texts, as well as authentic writing products on topics of student choice, fill our school's bulletin boards and writing portfolios.**

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.

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## **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* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics

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<sup>3</sup> 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

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.  
**The school uses formal observations and teacher interaction with the math coach.**

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

Applicable  **Not Applicable**

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

**Our balanced mathematics program emphasizes targeted student practice of strategies within the core curriculum. Teachers use assessment data to group students in areas of focus and deliver targeted instruction. While teachers do deliver explicit instruction in mathematics strategies through minilessons, these minilessons are limited to 15-20 minutes, allowing teachers to prioritize student practice of these strategies in authentic texts. During this independent work time, teachers conduct conferences and teach small-group strategy lessons to maximize student mastery. In addition, our mathematics' classrooms emphasize the use of partner talk to develop ideas, revise writing pieces, and gain deeper understandings. However, the school is attempting to build its technology capacity to enable the incorporation of more appropriate technology into the classrooms.**

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.

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### **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:

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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.

**UPDATED – OCTOBER 2008**

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.  
**Each year we must hire several new teachers, as documented in the MyGalaxy Table of Organization.**

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

**Applicable**    Not Applicable

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

**CEP Goals 1 – 5 are in part due to teacher attrition. Goal # 2: (100% of teachers will use consistent expectations and instructional practices within departments) specifically addresses this concern.**

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.

**We will continue to obtain bright, motivated and committed teachers from the sources listed below:**

- **New York City Teaching Fellows**
- **Teach For America**
- **NYC DOE Open Hire**
- **Manhattanville College Alternative Certification Program**

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#### **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.  
**Use a survey to interview teachers regarding ELL policies and training.**

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

**Applicable**    Not Applicable

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

**As Mott Hall III has a very small ELL population, we are in the process of establishing our professional learning around the DOE's ELL policies and procedures.**

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.

**Mott Hall III will plan professional development sessions around the DOE's ELL policies and procedures.**

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#### **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.

**At Mott Hall III we disaggregate data based on ELL status. We analyze NYSESLAT and use information to inform instruction.**

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

Applicable    **Not Applicable**

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

**At Mott Hall III we disaggregate data based on ELL status. We analyze NYSESLAT and use information to inform instruction.**

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

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### **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.  
**Our teachers received professional development in November 2008 on how to read an IEP. All teachers received the IEPs of their current students.**

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

Applicable  **Not Applicable**

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

**Our teachers received professional development in November 2008 on how to read an IEP. All teachers received the IEPs of their current students.**

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

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.  
**Our Special Education teachers meet regularly with the general education teacher to plan differentiated lessons, discuss IEP goals, modify assessments and monitor student progress.**

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?

**Our Special Education teachers meet regularly with the general education teacher to plan differentiated lessons, discuss IEP goals, modify assessments and monitor student progress.**

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 spending within the six eligible program areas.

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

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

Submit date: **Jun 23, 2008**

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

|   |                         |
|---|-------------------------|
| School DBN  | 09x128                  |
| School Name   | MOTT HALL III           |
| Total Amount of "Contracts for Excellence" Allocation in Galaxy | \$ 31,708               |
| Principal Name  | JORISIS STUPART         |
| Principal Email   | JSTUPAR@SCHOOLS.NYC.GOV |
| Principal Phone   | 7189929089              |

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 | \$ 31,708 |
| Summer School Programs            |           |
| Dedicated Instructional Time      |           |
| Individualized Tutoring           |           |

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

- Yes
- No

Please describe the program.

**ACADEMIC INTERVENTION SERVICES IN MATH AND LITERACY AS WELL AS ENRICHMENT ACTIVITIES SUCH AS ART, DANCE, LITERARY ROBOTICS**

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

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

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

- New implementation
- Program Expansion

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

**NUMBER OF ENRICHMENT ACTIVITIES WILL BE INCREASED ALLOWING A GREATER NUMBER OF STUDENTS TO PARTICIPATE IN THE PROGRAM**

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

- Yes
- No

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

- Yes
- No

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

pre-kindergarten program at the school?

- Yes
- No

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

- Yes
  - No
-