



THE DAVID A. STEIN RIVERDALE KINGSBRIDGE ACADEMY

2008-09 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 10X141

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10x141 **SCHOOL NAME:** The David A. Stein
Riverdale/Kingsbridge Academy

DISTRICT: 10 **SSO NAME/NETWORK #:** ESO Network #14

SCHOOL ADDRESS: 660 W. 237th Street, Bronx, NY 10463

SCHOOL TELEPHONE: 718 796 8516 **FAX:** 718 796 8657

SCHOOL CONTACT PERSON: Lori O'Mara **EMAIL ADDRESS:** Lomara@schools
.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
	TBD
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>Carol Cook</u>
	Lori O'Mara
PRINCIPAL	_____
	Christine Bertero
UFT CHAPTER LEADER	_____
PARENTS' ASSOCIATION PRESIDENT	Carol Cook <u>Ray Norberto</u>
STUDENT REPRESENTATIVE <i>(Required for high schools)</i>	Chloe Garcia <u>Drew Skalski</u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	Sonia Menendez _____

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
Lori O’Mara	*Principal or Designee	
Christine Bertero	*UFT Chapter Chairperson or Designee	
Carol Cook	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Noreen O’Brien	DC 37 Representative, if applicable	
Chloe Garcia	Student Representative, if applicable	
Drew Skalski	Student Representative	
Ray Norberto	Parent	
Marie Guillame	Parent	
Ed Lowe	Parent	
Pamela Otto	Parent	
Orlando Ojeda	Parent	
Velma Allen	UFT/ Teacher	
Faye Lansdman	UFT/ Teacher	
Esther Dattey	UFT/ Teacher	
Kathy Gilson	CBO: Riverdale Community Center	

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.

The David A. Stein Riverdale Kingsbridge Academy MS/HS 141 (RKA) is a six through twelve school serving local, neighborhood families. We are committed to providing students with a rigorous academic program, enriched by extra-curricular activities in a safe and orderly environment. Our middle school / high school model affords us a wonderful opportunity to get to know students in a meaningful way: academically, socially, physically, and emotionally. As one of the few remaining neighborhood schools we serve middle school students from within our neighborhood zone. This is advantageous as we can build relationships with our feeder schools and families have a vested interest in maintaining a positive culture and reputation for the school.

Our academic program accommodates thriving general education and Honors curricula. English language learners and special education students have programs tailored to their needs. Our middle school boasts a high proficiency rate (ELA 67.8 % and Math 78%) and our high school's graduation rate (2008 87.7%) places us in the top 17% of city schools.

All middle school students study a rigorous curriculum including literacy, mathematics, social studies, science, foreign language, physical education, art, and music. 8th grade Honors students are scheduled to take accelerated courses in Mathematics, Science, and Foreign Language. Honors students have the opportunity to take Regents exams and earn H.S. credit before leaving middle school. Also, we offer a rich arts program including visual arts, choral music, instrumental music, and dance. These fields are highlighted in our Winter and Spring Festivals.

High school students strive to accumulate required credits and Regents exams in 9th and 10th grades. 11th and 12th graders choose from electives and Advanced Placement courses. We currently offer 8 Advanced Placement courses. We have recently created a course catalog listing our policies and course offerings for the high school. We have partnerships with, Gear Up, Lehman College, Riverdale Community Center, and other institutions to increase our students' performance on SAT exams and prepare them for college by taking college courses now.

Students at RKA participate in service to their community prior to graduation. They must complete 40 hours of community service before graduation. Our Honor Society members contribute an additional 10 hours a year as well. We believe that students will continue to volunteer long after high school once the habit has formed. Community service opportunities are arranged through the school, but are also accepted from organizations in which individuals participate.

Our college acceptances for the last few years include school such as Wesleyan, Penn State, George Washington University, Arizona State, SUNY Binghamton and New Paltz, University of Albany, Ithaca University, University of Pennsylvania, University of Vermont, and University of Massachusetts.

Our students come from a rich mixture of cultures with 49% Hispanic students, 25% White, 13% Black, and 12% from Asian and other backgrounds. Over 60 home languages other than English are spoken by our students. We have 656 middle schoolers and 580 students in grade 9-12. 7.5% of our students are English Language Learners, 12.3% have IEPs and 3.4% are self-contained special education students. Among our students are scholars, leaders, athletes, musicians, photographers, performers, journalists, and environmentalists. Our school-wide attendance rate of 94% well exceeds the city average. One thing that is evident is that students want to come to our school, and they display this in their school spirit.

We encourage a high standard of behavior from our students. We are a "non-scanning" school which necessitates a high-level of mutual trust and responsibility among staff and students. This is reinforced by teachers, deans, guidance counselors, and administrators in classes and halls. Our OORS reports indicate a higher prevalence of low-level offences

and few serious infractions. We do not have a uniform, but rather we encourage students to make appropriate clothing choices from their own wardrobes before attending school each day.

Our students contribute positively to the school in many ways. As individuals with varied interests we encourage them to advocate for themselves in a variety of ways. You will often find students conferring with staff and administrators on matters important to them. For example, our school-wide recycling program was built on the efforts of our Environmental Club students. Students also actively participate in Student Government and the Student Organization by organizing fundraising and extra curricular activities such as RKA Idol and high school dances.

Our faculty is highly qualified. The instructors represent a wide body of past professional experiences and interests including lawyers, actors, artists, and Coast Guard Captains. We have Peace Corps volunteers and former corporate VPs on our staff. Their interests in sports, astronomy, science, current events, social studies, nutrition, and the arts contribute to the many programs and activities that our relatively small school offers. Most of our new course offerings are developed by teacher and student interest, and teachers regularly seek out partnerships with cultural institutions and other organizations to enhance classroom learning. We have a low student to counselor ratio which includes a dedicated college advisor.

Our assistant principals are experts in their fields and supervise separate grade levels as well. The team collaborates often, and we have a mutual respect for one another's work. Even though administrators often cross lines as leaders of both departments and grade levels, we collaborate to send a unified message to the staff. For example, in constructing our goals this year, the cabinet met as a team with a great deal of data. Together we determined some goals and objectives for the school as a whole. We based these on past performance. When the assistant principals began to write their goals, they were asked to link them to the goals that we had collectively determined although they were also invited to include some others that were specific to their department or their own development. When the goals were submitted they demonstrated a link to the school's goals in general and provide specific action plans for the work of each department.

Our staff demonstrates evidence of continuous learning. We work collaboratively in study groups and gather informally to discuss students. There is a consistently high quality of practice which one can observe walking the building at any given time. Administrative Learning Walks have also uncovered strengths in practice and differentiation on many levels- lesson, unit, and course. RKA is full of visionaries who discuss, implement, evaluate, and reflect. One can see this through the variety of academic approaches and extra curricular opportunities.

Our parents are an involved group. Our Parents Association (PA) is comprised of a range of parents from various professions and talents. The Executive Board consists of more than 30 members with responsibility for overseeing such committees as Fundraising, PA Newsletter, 50th Precinct Liaison, Mini-Grants, Curriculum, Community School Board Representative and Health and Safety. Our newest committee, the Accreditation Committee, is a strong example of what happens when staff and parents come together. The group was co-constructed by the PA co-presidents and the Principal, approved by the SLT, and meets monthly with parent members for the discussion of curricular and academic issues.

Our PA holds monthly Executive Board Meetings and Semi-Monthly General Meetings, often hosting guest speakers to address the members on a variety of topics. Currently, our membership has raised enough funds to grant \$5,000 in mini-grants to our teachers to fund activities such as a field trip to a Broadway play, new sporting equipment for the physical education department, a jazz performance at our school, and providing materials for a correspondence exchange program with students from Rwanda. The PA also serves in a supportive and encouraging role to the building's educators by attending school trips and functions, sponsoring a Staff Appreciation Breakfast in the fall, and communicating with the neighborhood at large. The PA newsletter is a polished production helping the PA to share information and encourage participation. The Parents Association is a vital part of the RKA community.

Our extra curricular activities are diverse and age appropriate. Riverdale Community Center is our community partner and has been for 35 years. Located in the RKA building, RCC provides an extensive after-school program for 200 middle schoolers every day as well as their Friday night Teen Center for all teenagers. Students have an opportunity to participate in academic support services, crafts, dance, cooking, chess, and athletic activities, all in a safe, supervised, in-house program. Our middle schoolers also participate in the Student Organization, trips, and dances designed for their age group.

Our high school students choose from 9 Varsity PSAL sports. Our championship Girls' Softball and Volleyball teams and Boys' Wrestling Squad are the pride of the school. One quarter of our high school students participate in the athletics program, and the number grows every year. Our high school students also participate in Student Government, student newspaper and yearbook production, dances, band, Teen Theatre, Multi-Cultural Show, RKA Idol, Operation Breaking Stereotypes, Model United Nations, clubs, and career preparation workshops. This year we have created a joint decision

making process between the administration and the student government to approve of and support new extra-curricular endeavors.

Our facility includes 2 wings: one 50 year old main facility and a new addition added in 2002. This addition provides a cafeteria, a library with state of the art technology, new science labs and prep room, and modern classrooms. We have the particular advantage of location. We are positioned adjacent softball fields, handball courts, and basketball courts that are used during lunch, before, and after school.

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) will be available for download by each school on the NYCDOE website. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided. (The URL for download will be posted in the May 20th edition of “Principals’ Weekly.”)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code #:

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K									
Kindergarten									
Grade 1				Student Mobility:					
Grade 2				(% of Enrollment as of June 30)	2006	2007	2008		
Grade 3									
Grade 4									
Grade 5				Eligible for Free Lunch:					
Grade 6				(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing:					
Grade 10				(Total Number as of June 30)	2006	2007	2008		
Grade 11									
Grade 12									
Ungraded Elementary				Recent Immigrants:					
Ungraded Secondary				(Total Number as of October 31)	2006	2007	2008		
Total									
Special Education Enrollment:				Suspensions:					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					

DEMOGRAPHICS										
Number all others				Superintendent Suspensions						
<i>These students are included in the enrollment information above.</i>										
Special High School Programs:										
English Language Learners (ELL) Enrollment:				(Total Number)		2006	2007	2008		
(October 31)	2006	2007	2008	CTE Program Participants						
# in Trans. Bilingual Classes				Early College HS Participants						
# in Dual Lang. Programs										
# receiving ESL services only										
# ELLs with IEPs				(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						
				Number of Administrators and Other Professionals						
Overage Students:										
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals						
Teacher Qualifications:										
Ethnicity and Gender:				(As of October 31)		2006	2007	2008		
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school						
American Indian or Alaska Native				Percent more than two years teaching in this school						
Black or African American				Percent more than five years teaching anywhere						
Hispanic or Latino										
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher						
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)						
Multi-racial										
Male										
Female										

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____					
Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject						
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Student performance trends:

MS ELA- Although our performance numbers are consistently high (2007 69.8% and 2008 67.8%), we have work to do in our progress measures (2007 54.5% and 2008 42.9%). We need to help students achieve one year's progress while they attend our school. Our eighth graders performed and progressed particularly badly this year.

MS Math-Our performance and progress numbers have increased dramatically this year. Our 42.9% of our students made progress in 2007 and 52% of our students made progress in 2008. Our performance levels increased from 58.4% in 2007 to 78% in 2008.

Our graduation rate in 2007 was 84.2%. In 2008 it increased to 87.7% for the 2008 Cohort, and for the students who began the year as seniors it increased to 88.8%. Our school has done well in credit accumulation. Our 2007 #'s were 80.6% first year, 76.5% second year, and 84.4% third year. Our 2008 numbers are 91.7% first year, 91.5% second year, and 91.3% third year.

Our Regents results have increased this year overall:

	This year's June results		Last year's June results	
	% of students earning over 55	% of students earning over 65	% of students earning over 55	% of students earning over 65
ELA	95.1	88.2	80.2	74.7
Spanish	97.5	95.1	100	100
Global History	82.9	76.9	70.5	50.6
US History	79.8	73.1	88.2	86.6
Math A	86.8	73.6	81.1	59.4
Math B	33.3	27.7	50	31.6
Integrated Algebra	87.7	76.6	N/A	N/A
Physics	85.7	85.7	33	33
Living Environment	97.6	93.6	84.4	63.9
Earth Science	72.8	63.6	56.1	51
Chemistry	92.6	70.3	61.5	36.9

The shaded boxes indicate improvement on last year's passing rates.

Our School Quality Review this year indicated that some areas for improvement include:

- Extend teachers' skills in differentiating instruction, particularly in the high school grades.
- Formalize opportunities for teachers to evaluate each other's classroom instruction and share good practice.
- Extend the best practice in giving information to students and formulating interim goals and sharing them with students.
- Use data more effectively to analyze the progress of sub-groups of students.

Some of our greatest accomplishments of the past few years include development of our human resources, development of our academic and extra curricular offerings, and development of our own data use.

The school's reputation has improved and is now attracting quality teachers and support staff. Our faculty is growing professionally because of the influx of new members. We are developing leaders from within our midst. Also we have formalized our committee and shared decision-making structures. We now had a dedicated college advisor and office to help us reach our mission of increased number and caliber of college admissions. We have increased the number of guidance counselors who are in turn able to personalize vocational and educational assessments. We have licensed special education teachers providing support to students with disabilities. The number and frequency of department meetings has increased both formally and informally. Development of our attendance protocols have led to gains in attendance. And, our relationships with our feeder schools have developed for the better.

We offer more Advanced Placement courses than ever and are currently expanding our repertoire of electives. We have made adjustments to our curriculum that truly differentiate our honors courses and reflect higher standards all around, as well as the ever changing state mandated curricula in math and science. Our graduation rates are increasing. Our academic programs are enhanced by extra curricular activities such as a school newspaper, full range of athletics, and a variety of artistic activities.

We have increased and modified our structures to gather, monitor, distribute and analyze data. This has led to targeting disaggregated groups through AIS services. As an instructional cabinet we are all well versed with the data and this is spreading to the teachers. One thing this has led to is our working to improve the correlation between teaching grades and expectations on standardized tests.

Barriers:

Some of the barriers we have in developing our school stem from the current and proposed budget cuts which face our school. As a non-Title I school, we are truly reliant on the city allocations. This is additionally compounded by our relatively high performance which limits us in the new Fair Student Funding system. We have identified a need for a dedicated grant writer to help bring in dollars from private funding sources. For example, right now we have outdated technological equipment that costs us a relatively large amount to maintain, but we still cannot afford to replace these computers outright. The budget reduction have also led us to create a very tight program which leads to fewer opportunities for small group instruction to target lower performing students.

Professional development opportunities in the school although available, are somewhat limited. We have the human resources, but lack the time to meet regularly. In the future we are looking to build in common planning time and include more teacher input into professional development.

SECTION V: ANNUAL SCHOOL GOALS

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

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Our goals for the 2008-09 school year include:

1. By June 2009 45% of our students will make one year's progress on the ELA exam and 69% of our students will reach proficiency on the ELA exam.
2. By June 2009 62% of our MS students will make one year's progress on the NYS math exam and 77% of our students will reach proficiency.
3. By June 2009, the percentage of students earning 10 or more credits in each of the following years will be:
1st year: 92 %
2nd year: 92 %
3rd year: 93 %
4. By June 2009 our graduation rate of students in the K cohort will be 88.5%.
5. By June 2009 we will increase our attendance percentage to 94% for the MS and 92% for the HS.
6. By June 2009 each teacher will increase his or her use of differentiated instruction by 10% as measured by self assessment, peer and administrative observation, and student feedback.
7. By June 2009 RKA will increase communication with students, parents, faculty, and the community as measured by faculty, student, and parent feedback. Survey scores for Communication will be increased to 6.2 in the Spring School Environment Survey.

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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009 we will have 69% of our students reading at proficiency and 45% of our students will make one year’s progress.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will change programming and curriculum</p> <ul style="list-style-type: none"> • Purchases of new books addressing vocabulary gaps • Books will be used in classrooms • Agendas where new texts are discussed • Folders for students receiving AIS and /or SETSS services for Math or ELA demonstrate the type of material they have been studying • Standards will be displayed in all classrooms <p>Widespread distribution of data</p> <ul style="list-style-type: none"> • Presentation from day one- gains report from ATS for last year’s students • Data distributed and agendas from meetings • Development of a progress tracking system <p>Develop our use of the Periodic Assessment program</p> <ul style="list-style-type: none"> • Faculty scans in testing sheets accurately • Customized ITAs • Student data available on Acuity • Agendas from PD sessions on Acuity • Assignments completed in Acuity • Coaching logs around Acuity

- Lesson plans created from data in Acuity
- Classroom observation reflects Acuity use

Develop our use of school-made assessments

- Baseline and midline pieces administered
- Lesson plans indicating testing period
- Written analysis of assessments by coaches, APs and teachers
- Lesson plans created from assessment data
- Classroom observation reflect data use

Inquiry Team centered on progress in ELA Grade 8

- Attendance sheets and agendas from meetings
- Folders for each child showing performance on assessment and participation in instruction
- Written goals for each child based on item analysis
- Intervention agendas and attendance sheets
- Lesson plans indicating Tier I interventions
- Reassessment to determine progress
- IQT end of year reflection

Differentiated instruction to meet the needs of individual students

- PD agendas
- Intervisitation logs
- Observed conversations where teachers shared best practice
- Peer coaching logs indicate support
- Classroom observation reports indicate differentiation

AIS and Enrichment will be provided

- AIS for at-risk students provided after school in RCC program
- Pull out SETSS and ESL services will be provided in 9-period day format
- Push-in SETSS and ESL services will be provided throughout day
- All class periods will be extended to incorporate the 371/2 mandated AIS time
- Tutoring will be provided after school 2 times a week for struggling, but not at-risk students

	<ul style="list-style-type: none"> • Enrichment via program such as Junior Great Books will support higher achieving students in after school setting <p>Reinforce goals</p> <ul style="list-style-type: none"> • Agendas from faculty, grade-level and subject area conference • Bulletin boards with goals posted visible • Staff updated regularly with progress on goals via email and in presentations
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budget will support 1 IQT team meeting bi-weekly. Staff will be trained on appropriate instructional methods indicated by item analysis. Purchase of additional materials as needed Co-teaching of group of struggling 7th graders C4E\$ Tutoring and enrichment program funded with C4E\$ Professional development and purchase of text on Differentiated Instruction for staff Small group instruction</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Use of monthly targeted Acuity assessments to monitor progress. Use of progress tracking system to follow individual targets every month or unit Analysis of marking period grades every marking period for progress indicators: 90+ indicates Level 4, 75-89 indicates Level 3, 65-74 indicates Level 2 and below 65 indicates Level 1.</p>

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009 62% of our MS students will make one year’s progress on the NYS Math exam and 77% of our students will reach proficiency.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>We will change programming and curriculum</p> <ul style="list-style-type: none">• Purchases of new books addressing curricular gaps• Books will be used in classrooms• Agendas where new texts are discussed• Folders for students receiving AIS and /or SETSS services for Math or ELA demonstrate the type of material they have been studying• Standards posters will be displayed in every classroom <p>Widespread distribution of data</p> <ul style="list-style-type: none">• Presentation from day one- gains report from ATS for last year’s students• Data distributed and agendas from meetings• Development of a progress tracking system <p>Develop our use of the Periodic Assessment program</p> <ul style="list-style-type: none">• Faculty scans in testing sheets accurately• Customized ITAs• Student data available on Acuity• Agendas from PD sessions on Acuity• Assignments completed in Acuity• Coaching logs around Acuity• Lesson plans created from data in Acuity• Classroom observation reflects Acuity use <p>Develop our use of school-made assessments</p> <ul style="list-style-type: none">• Baseline and midline pieces administered• Lesson plans indicating testing period• Written analysis of assessments by coaches, APs and teachers• Lesson plans created from assessment data

- Classroom observation reflect data use

Inquiry Team centered on rigor and progress in Math Grade 7

- Attendance sheets and agendas from meetings
- Folders for each child showing performance on assessment and participation in instruction
- Written goals for each child based on item analysis
- Intervention agendas and attendance sheets
- Lesson plans indicating Tier I interventions
- Reassessment to determine progress
- IQT end of year reflection

Differentiated instruction to meet the needs of individual students

- PD agendas
- Intervisitation logs
- Observed conversations where teachers shared best practice
- Peer coaching logs indicate support
- Classroom observation reports indicate differentiation

AIS will be provided

- AIS for at-risk students provided after school in RCC program
- Pull out SETSS and ESL services will be provided in 9-period day format
- Push-in SETSS and ESL services will be provided throughout day
- All class periods will be extended to incorporate the 37 1/2 mandated AIS time
- Tutoring will be provided after school 2 times a week for struggling, but not at-risk students

Reinforce goals

- Agendas from faculty, grade-level and subject area conference
- Bulletin boards with goals posted visible
- Staff updated regularly with progress on goals via email and in presentations

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budget will support 1 IQT teams meeting tri-weekly in math. Staff will be trained on appropriate instructional methods indicated by item analysis. Purchase of additional materials as needed Co-teaching of group of struggling 7th graders C4E\$ Tutoring funded with C4E\$ Professional development and purchase of text on Differentiated Instruction for staff Small group instruction</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Use of monthly targeted Acuity assessments to monitor progress. Progress of students will be measured by classroom work as shown on report cards every marking period. Report cards will be reviewed to determine progress. 85+ indicates Level 4, 65-85 indicates Level 3, 55-65 indicates Level 2 and below 55 indicates Level 1. Use of progress tracking system to follow individual targets by month or unit</p>

Subject/Area (where relevant):	School-wide
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2009, 92% of our first year students will have earned 10 or more credits, 92% of our second year students will have earned 10 or more credits and 93% of our third year students will have earned 10 or more credits.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>We will regularly review scholarship data</p> <ul style="list-style-type: none"> • Written communication with guidance counselors including agendas from meetings • Agendas from Grade Level Meetings • Agendas and notes from IST meetings • Promotion in Doubt letters mailed home and filed in student files • Course catalog will reflect changes in programming • Agendas and presentations from faculty conferences where data is discussed • Conference logs of teacher conversations maintained by APs <p>Our PM School and extended day programs generate opportunities for credit recovery</p> <ul style="list-style-type: none"> • Projection lists from counselors • Registration forms for PM School or 9 period days • PM School and extended day rosters disseminated to all, hallway talk • Attendance reports for PM School and extended day • Scholarship reports for PM school and extended day • PM School policies • Portfolios/ folders in use during PM school classes • Grades and credits earned submitted directly to the principal <p>Differentiated Instruction in classes</p> <ul style="list-style-type: none"> • Agendas and conference notes from conferences • Mentoring schedules and logs for teachers in need • Classroom observation and review of lesson plans through the informal and formal observation cycle indicate differentiated instruction. <p>Communication of expectations</p> <ul style="list-style-type: none"> • Via Paw Print • Faculty conferences • Grade level meetings • In-class lessons on credit accumulation and graduation requirements

	<ul style="list-style-type: none"> • Assemblies for students • Parent meetings
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Creation of a 9 period day available for some students who need it, namely under-credited or SETSS students Allocation of C4E resources to fund PM school program</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Review of credit accumulation at the end of marking periods 2/3 and 5/6 will indicate progress. In January 2009 our (mid-point) goals are:</p> <ul style="list-style-type: none"> • 1st year 92% earning 5 + credits by Jan 08. • 2nd year 92% earning 5 + credits by Jan 08. • 3rd year 93% earning 5 + credits by Jan 08.

School-wide

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009 our graduation rate for the K cohort will be 88.5%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Define and advertise members of the K Cohort to all staff members. • Grade Level/ Cohort review meetings to be held three weeks into each semester by Assistant Principal and all staff (teachers, counselors, dean, advisor) on the 12th grade- minutes taken, calculations made • Use of ARIS and other Data tools will assist in identifying deficiencies. • Active use of PM School and Independent Study credit recovery methods and YABC when appropriate. • “Graduation in Danger” letters sent home, phone logs maintained by counselors • Referral of students in jeopardy to principal at 2nd and 5th marking period. • Teachers must notify AP in writing by 2nd and 5th marking period if a child receives a failing grade. • Celebration of graduation through College Office, Guidance Office, Senior Advisor, Principal and Assistant Principal - posted pictures of last year’s graduates. • Celebratory activities for on-track students- senior ring night, senior awards, senior events, senior privileges, • Senior privileges only available to those who are making progress toward graduation- ie attending review classes, PM school, community service • Lessons in classes/ assemblies on graduation requirements • Personal Notes on report cards from the AP
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Missed preparation periods must be covered. • Secretarial supplies for college office, guidance, etc. • Designation of full-time college advisor and part-time senior advisor, 3 guidance counselors • Celebratory activities
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Cohort review minutes, notes to be reviewed. At each review meeting the “guaranteed’ graduation percentage will be recorded and advertised. • Each meeting should indicate at least an 88.5% graduation rate.

School-wide	
<p>Subject/Area (where relevant):</p> <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009 our year to date middle school attendance will be 94% and our HS attendance will be 92%</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Daily and period attendance scan sheets will be collected • Attendance office open during periods 2,3,4,7. Aides compare late slips to daily attendance; reversals completed. Daily run of REVA report to cross reference reversals • Outreach logs maintained by teachers and counselors and aides • Phone master system is being updated to include automated announcements • I-Logs of home visits conducted by Ms. Santiago • Daily and monthly attendance reports will be reviewed by principal • Quarterly and Mid year attendance reports reviewed by the principal and checked to reflect YTD These should read 94% for the MS, and 92% for the HS weekly and monthly. • Bi-weekly attendance meetings to discuss recurring issues with AP, Family Worker, representative from attendance office. Review of 407 list. • Referrals of 407's over ten days to ACS. • Weekly reports of students with less than 95% attendance to Ms. Santiago • Disciplinary letters/ counseling memos issued to staff related to attendance • Certificates for Staff Perfect Attendance displayed in offices • Agendas from Faculty Conferences where staff and student attendance is discussed • Daily and weekly calendars of events promote good attendance, creation of the Paw Print • Perfect Attendance lists generated through ATS, promotion of assemblies, and assemblies with incentives are provided. • Daily absentee list posted for staff to review
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Attendance meetings will occur during the school day • Attendance incentives will be allocated in budget • AP trained on functionality of Attendance office and operations • Designation of full-time family assistance worker

**Indicators of Interim Progress
and/or Accomplishment**

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

- Daily and monthly attendance reports will be reviewed by the principal. These should read 94% for the MS, and 92% for the HS weekly and monthly.
- Attendance meeting agendas and notes on file

School-wide

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009 each teacher will increase his or her use of differentiated instruction by 10% as measured by self assessment, peer and administrative observation, and student feedback.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Staff members will complete a self assessment of practices. • Teachers will set their own DI goal. • Goals reviewed with AP and action plan developed • Conduct bi-weekly classroom walkthroughs in teams beginning October 08. • Scores and feedback from self assessment and walkthroughs will be combined to create a target for teachers. • Conduct professional development using Carol Tomlinson’s <u>The Differentiated Classroom</u> in faculty and subject level conferences. • Information shared among staff- RESI’s , IEPs, ELL targets, modifications • Inter-visitations between teachers will occur • Peer coaching of teachers • Follow through during observation cycle. • Mid-year and year-end self assessment , walkthroughs, and student feedback will be conducted to compare and analyze growth.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Purchase of texts for staff Development of self assessment, walkthroughs and student evaluations. Devotion of all subject area meetings to studying professional development. Payment for coverage of missed preps.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Mid-year self assessment and walkthroughs will reflect growth of 5%. Observation reports and informal observation will indicate growth. Evidence of DI in lesson plans</p>

Subject/Area (where relevant):
school-wide

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009 RKA will increase communication with students, parents, faculty, and the community as measured by faculty, student, and parent feedback. Survey scores for Communication will be increased to 6.2 in the Spring School Environment Survey.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Creation of the Paw Print- an employee newsletter- to facilitate communication among staff about events, expectations, and instructional practice. • Distribution of syllabi to parents and students at the start of the semester (print and website) will develop common understanding of expectations. • Extension of Phonemaster system to promotion of events. • Expand parent email list. • Expand teacher web addresses • Develop progress reports to communicate with parents and students by January • Expand use of teacher websites such as Grade Book or Engrade or Snapgrade
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Publication of Paw Print- staff and principal contributions, production cost absorbed by school • Teltronics fee for additional phone line • Ms. Prince to post syllabi to website • Ms. Prince to update email list and send emails • Production of progress reports
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Mid year feedback survey from selected students, parents, and faculty will indicate areas of improvement. Informal feedback from parents and teachers</p>

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS- just need #s

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	39	32	32	32	42	0	10	
7	70	59	59	59	47	0	12	
8	33	49	26	26	78	0	15	
9	66	26	24	27	23	0	6	
10	23	22	14	30	57	0	7	
11	6	18	6	8	46	0	5	
12	12	25	12	37	62	0	5	

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)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	CTT classes and Ramp-up class with differentiated instruction during the school day; Wilson, Reading Fundamentals, REWARDS small group instruction during the school day; PM School for high school. Additional support provided through partnership with RCC.
Mathematics:	CTT classes with differentiated instruction during the school day; Kaplan Skills Review, AIM Higher NY, Breakaway Math, Write Math, Math Navigator – small group instruction during the school day; Math Fundamentals during the school day and PM School for high school. Additional support provided through partnership with RCC.
Science:	CTT classes with differentiated instruction during the school day; Small group after school support through our CBO Riverdale Community Center; additional push-in support during the day as needed; PM School for high school. Make up labs offered to students who are deficient.
Social Studies:	CTT classes with differentiated instruction during the school day; Small group after school support through our CBO Riverdale Community Center; additional push-in support during the day as needed; PM School for high school
At-risk Services Provided by the Guidance Counselor:	1:1 and group sessions that include drop out prevention services, anti-bullying programs, young men’s and young women’s groups, lunch bunches, and conflict resolution; referrals to IST or CSE; family meetings and referral to outside agencies as needed, RCC supports an on site counselor 2x a week.
At-risk Services Provided by the School Psychologist:	Psycho-ed evals conducted
At-risk Services Provided by the Social Worker:	Home visits; communications with ACS; referral and accompanying to outside agencies including YABC, Job Corps and others, 1:1 and group sessions that include anger management and a bereavement group
At-risk Health-related Services:	On site health center provides referrals to outside agencies, condom distribution, designated adults to handle specific issues (ie. Pregnancy, AIDS)

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.

I. Language Allocation Policy Team Composition

The LAP team at MS/HS 141 consists of Lori O'Mara (Principal) , Stephen Peters (Assistant Principal-ESL), Julie Prince (Parent Coordinator), Eileen Langer and Rebecca Barrett (ESL Teachers), Paula Lenahan (Teacher) and Monica Kauschinger (Guidance Counselor)

II. Teacher Qualifications

To date, Riverdale/ Kingsbridge Academy- MS/HS 141 has one fully licensed ESL teacher and one ESL teacher seeking certification. Record of this is currently in each teacher's personnel file at the school. One teacher serves the middle school students and the other serves the high school student. Members of our faculty speak the following languages: Spanish, Korean, Hebrew, Russian and Czechoslovakian. These teachers and personnel as understand what students are experiencing in learning English as a second language and are able to offer practical guidance and translation when needed.

III. ELL Demographics

Demographics of School Community

Riverdale/ Kingsbridge Academy is a 6-12 school. There are 1,266 students at our school of which 171 require IEP services. There are 86 ELL students, 20 in the sixth grade, 14 in the seventh grade, 17 in the eighth grade, 10 in the ninth grade, 13 in the tenth grade, 7 in the eleventh grade and 5 in the twelfth grade. Our ELL population represents 6.7 percent of our total student body from the following nationalities: Spanish, Chinese, Russian, Korean, Albanian, French and Greek. The percentages of languages represented in our school are not large enough to offer a Transitional bilingual Program. The diversity in student languages does allow us to address the needs of the ELL students most effectively through an ESL Freestanding Program in all grades: 6, 7, 8, 9, 10, 11, and 12 grade.

Our ESL Freestanding Program in the middle school and high school is reflective of both the push-in and pull-out model. All students are clustered according to his/her proficiency level. **There are a total of 6 Students with Interrupted Formal Education (SIFE), 16 Special Education ELL students, 24 with 4-6 years of service, 38 students with seven or more years of service, and 6 students who are Newcomer ELLs** in our school. Our ESL teachers utilize high-level ESL scaffolds that enhance and support English language development. We seek to continuously raise the academic rigor of our program by delivering instruction that incorporates the following strategies: scaffolding instructional techniques, activating prior knowledge, linking concepts to past learning, promoting critical thinking, providing several

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summaries throughout the activities, demonstrations and encouraging students to actively speak in English and support English development through an acceptance of errors.

IV. Parent Program Choice

The structures in place to ensure that parents understand program choices include having Bilingual school aides, a parent coordinator, bilingual family worker, bilingual guidance counselor and school translators available in 10 languages. Our parents are introduced to the programs that the NYC Department of Education offers via informative video provided by the city. Materials explaining the program and parent choices are distributed in the various major languages, as well as important school news and progress of their children. Parent meetings are held regularly and are attended by teachers who can translate. Some parents are also part of the School Leadership and other planning groups in order to keep the parent perspective in the planning of school policies and events. After reviewing the Parent Survey and Program Selection forms for the past few years, we see a trend with 90-93% of parents requesting the freestanding ESL program. Since RKA is only able to offer a freestanding program that will adequately serve our diverse ELL population, when parents opt for a bilingual program or a dual language program, they are given assistance in placement in the program of their choice.

V. Assessment Analysis

Following is an assessment of current student levels and performances based on standard tests (the LAB-R and NYSESLAT) and an account of what we are doing to help students in the four modalities as well as what is being done to address areas of need.

Summary of Free-Standing Program: Group Statistics in the four Modalities by Grade Level

Proficiency Levels of ELLs: NYSESLAT, where applicable (Spring 2006)

Grade	6th	7th	8th	9th	10th	11th	12TH
Beginner	0	2	6	3	2	3	0
Intermediate	4	3	4	7	2	0	4
Advanced	11	13	8	6	9	4	2

Patterns Across Modalities:

The data across grade levels for our ESL Free-Standing Program reveal that approximately 80% of our ELL students come to RKA as Beginners and as they go up in grade levels they become more proficient in the skill modalities. They do so at different individual group

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rate of progress, therefore instruction must be sensitive to different learning style and levels of ability. Listening comprehension in English were assessed with the following results: Grade Six: beginner 12%, intermediate 85% and advanced 3%. Grade Seven showed the following results: 21% beginner, 72% intermediate and advanced 7%. Grade Eight results were as follows: 19% beginner, 75% intermediate and 6% advanced. Grade Nine showed the following results: 0% beginner, 38% intermediate and 63% advanced. Grade Ten results were as follows: 18% beginner, 36% intermediate and 45% advanced. Grade Eleven results were: 0% beginner, 67% intermediate and 33% advanced. Lastly, Grade Twelve results yielded the following: 0% beginner, 67% intermediate and 33% advanced. The results indicate that ELLs achieved at increasing levels as they moved up in grades. Our students listening skills results imply that this modality can be used as a vehicle to strengthen weaker modalities.

Speaking skills are analyzed in our ESL program according to grade level with the following results: Grade Six: 12% beginner, 12% intermediate and 76% advanced. Grade Seven results were as follows: 7% beginner, 29% intermediate and 64 %advanced. Grade Eight yielded the following results: 0% beginner, 13% intermediate and 87% advanced. Grade Nine results were: 5% beginner, 15% intermediate and 80% advanced. Grade Ten results were: 0% beginner, 18% intermediate and 82% advanced. Grade Eleven results indicated the following: 0% beginner, 0% intermediate and 100% advanced. Lastly, Grade Twelve showed the following results: 0% beginner, 0% intermediate and 100% advanced. Overall, the results indicate that our students are particularly strong in this modality. Our students are supported by lessons that allow our students to develop oral language proficiency.

Reading skills were analyzed in our ESL program according to grade level with the following results: Grade Six: 37% beginner, 62% intermediate and 1% advanced. Grade Seven results were as follows: 21% beginner, 72% intermediate and 7% advanced. Grade Eight results were as follows: 2% beginner, 88% intermediate and 12% advanced. Grade Nine results were as follows: 5% beginner, 7% intermediate and 88% advanced. Grade Ten yielded the following results: 9% beginner, 27% intermediate and 64 % advanced. Grade Eleven results indicated the following: 33% beginner, 33% intermediate and 33% advanced. Lastly, Grade Twelve showed the following results: 0% beginner, 33% intermediate and 67% advanced. A pattern of development in this skill modality is evident as students moved up in grade levels.

Writing skills were assessed for the free-standing ESL program across grade levels with the following results: Grade Six had 0% beginner, 88% intermediate and 12% advanced. Grade Seven had 7% beginner, 79% intermediate and 14% advanced. Grade Eight results were: 6% beginner, 88% intermediate and 69 % advanced. Grade Ten yielded the following results: 9% beginner, 82% intermediate and 9% advanced. Grade Eleven results indicated the following: 0% beginner, 100% intermediate and 0% advanced. Lastly, Grade Twelve showed the following results: 0% beginner, 100% intermediate and 0% advanced. Overall, the results across the grades indicate that our students are on average, in the intermediate level of English proficiency in the writing modality. Therefore, our students need greater support in developing this skill. The reading and writing subtests results indicate that the ELL's reading and writing skills require the greatest amount of support.

Analysis of Data Pattern and How These Affect Instructional Decisions

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Looking at the results in the four modalities by the grade level, we can see a pattern of development across the modalities as students' progress through the grades. Students are making progress as they move up in grades. Further, data indicates that they develop speaking and listening skills faster than academic reading and writing skills. The data also show that different students progress at different rates across the modalities.

Our program must continue to emphasize the development of the four modalities in subject areas in English, through engaging activities that allow for different entry points for all our ELL students to access information and make learning meaningful. We will continuously develop activities to include all students in speaking, listening, reading, writing, critical thinking and social skills in English. Teaching methods that employ a variety of engaging and interactive reading and writing activities will be employed. We will build on our students' strengths in listening and speaking by using these modalities as "entry points" in developing the weaker modalities; reading and writing.

City and State Assessment Data:

Assessment of ELLs in two subject areas was done according to grade level. The data on the annual school report card and current school records of exams indicate the following: in ELS our ELLs achieved in the following manner: 0%-Level 1, 75.7%-Level 2 and 24.2%- Levels 3 & 4. There were 0% who attained English proficiency. Our high school students achieved in the following manner: 71% passed the ELA regents, 61% passed the Math A regents, 100% passed the Chemistry regents, 66.6% passed the Living Environment regents, 31% passed the Global regents and 62.5% passed the U.S. History regents.

Implications for the School's LAP and Instruction:

Although most of our students are in the intermediate and advanced proficiency levels of English language acquisitions, they do not score well on City and State exams. In comparison to last years' data, our students are improving somewhat, but still require a greater improvement to be considered statistically significant. The results of the analysis of proficiencies and scores show that students are faring better in literacy this year than in the other content areas: social studies, science and math. This is an improvement from prior year's data. This has informed our instruction and we continue to be aware of the scaffolding that students in an ESL Free-standing program need and so provide additional instruction, classes and tutorial to students through before and after school programs, and Saturday literacy programs that provide extra help, enrichment and test prep in literacy and academic language development. Further, through professional development, we are supporting and encouraging teachers in using student-centered and cooperative methods that engage students in actively using content and academic language in the classroom.

Generally, the data indicates that students develop more quickly in their speaking and listening skills followed by reading and writing skills. Vocabulary development also appears to have a strong influence on development of reading and writing skills. These patterns affect instructional decisions in several ways. ESL teachers will continue to provide students with opportunities to use English and

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negotiate meaning through the use of lesson delivery that includes student-centered, cooperative and collaborative learning methods. The use of word walls, realia and other hands-on-forms of making language real to students will continue to play a role as well. An overall emphasis on writing will be encouraged in all subject areas to support and encourage students to develop critical thinking and writing for academic purposes.

VI. Planning for ELLs

RKA provides instruction for all ELLs through an ESL free-standing and pull-out program to ensure compliance with CR Part 154 for the varying English proficiency levels in middle school and high school. Even though we currently do not have SIFE students, we have identified students who need literacy and academic help, specifically, long-term ELLs. In order to address the needs of these ELLs, the school has a variety of programs. As part of our school's involvement with Riverdale Community Center, an extended day program is offered. After school tutoring is available in order to develop speaking, listening, reading and writing skills. Students are provided with extra help and enrichment opportunities in the form of small group work. The school also offers ESL on Tuesdays for to improve all four modalities of language to support the transfer of these skills to students. The high school students are also offered the opportunity to participate in after school content area classes for current ELLs as well as students who have achieved proficiency on the NYSESLAT, but require continuous support. Our special needs population is supported through the aforementioned programs. Where applicable and necessary, these students are more directly supported through teacher and peer-tutorials and participate in small groups when engaging in language learning experiences.

ESL instruction at RKA involves and emphasis on high quality ESL Instructional Scaffolds (A. Walqui, 2002), characterized by attention to the students' distinctive second language development. Our ESL teachers have been trained by QTEL and understand that rather than simplifying the tasks or the language, teaching subject matter content to English learners requires amplifying and enriching the linguistic and extra-linguistic context, so that students do not get just one opportunity to come to terms with the concepts involved, but in fact may construct their understanding the basis of multiple clues and perspectives encountered in a variety of class activities. Our teachers' approach to teaching ELLs involves cooperative learning using a variety of scaffolding techniques: modeling, bridging, contextualization, schema building, text representation and meta-cognitive development.

VII. Resources and Support

ESL instruction is delivered by one fully certified teacher and an uncertified teacher who is working towards her certification. The ESL uncertified teacher is supported by a regional mentor as well as a program mentor from Teacher's College. Each visits her class several times each month. Both teachers are kept up to date in teaching methods through regular professional sessions held on site and occasionally at other professional development sites. Since English is the means of instruction the RKA ELL program, ESL methodology, strategies and techniques are utilized to make language and content-based learning comprehensible to second language learners. These strategies include using scaffolding instruction, such as having content as well as linguistic objectives for each class,

activating prior knowledge, linking new learning to past, reinforcing key terms and vocabulary, highlighting functional language in context, adapting materials to make more comprehensible, promoting critical thinking skills, providing summaries of lessons, using outlines, bringing realia to class, using collaborative and cooperative learning activities, providing students opportunities to use language for meaningful exchange and negotiation of meaning, using hands-on activities, using demonstrations, practicing language, encouraging students to speak and present in class, and completing projects. Teachers in ESL align their lessons to the NYS ESL Standards and emphasize the use of all modalities in each class, as well as the development of higher order conceptual and academic development.

Subject area teachers will continue to be encouraged to incorporate ESL methodology in their lesson delivery, and to align their teaching to the NYS Standards in ESL and ELA.

Professional Development:

Professional development has addressed the needs of ELLs by having all content area teachers develop units which require strategies in dealing with ELLs. The regional ELL IIS presented to the staff on strategies for working with ELL's and presented various workshops for the ESL teachers.

A team of teachers, guidance staff, pupil accounting secretary, parent coordinator and supervisors assembled and formed a committee in order to review intake procedures, video for parents and the issue of alternative placement in special education classes. A few of our staff members (including literacy teachers, special education teachers and the parent coordinator) earned certificates of completion in ESL methodologies and strategies by attending the March-April 2005 Training All Teachers (TAT) workshops.

Reading and writing skills are specifically addressed in professional development, networking conferences and in collaboratively planning sessions between teachers. The school also follows state-mandated testing modifications for ELLs by providing extended time and exams in their native language when available.

A test-taking skills strand needs to be added to all the above programs as well as our ESL program. Also, content area teachers will need staff development in addressing this particular need for our ELL students.

Freestanding English as a Second Language (ESL):

To address the needs of all ELLs, this year RKA expanded the Freestanding ESL program by hiring an additional ESL teacher who has the ability to provide a small group instruction to students who scored at the advanced level to increase the academic rigor of our program and increase the proficiency rates of these students. Our language allocation policy addresses the development of basic

literacy skills through second language learning. We seek to increase and improve the quality of our model by clustering students around levels of English proficiency, thereby making the pull out more effective and supported programmatically.

The ESL teacher will continue the pull out program, develop students' specific skill goals and help with the design and implementation of second language learning strategies. The beginner level ELLs are supported by offering self-contained classes to develop the four language skills.

Collaboration, ESL Certification and training of Teachers:

RKA's program allows ELLs equal access to the same curriculum as English proficient students. This equality has been achieved because of the access teachers who teach ELL students have to all staff development activities. The ESL teachers have received extensive professional development on second language learners, and the content area teachers have received training on ESL methodologies as well. Both collaborate and support each other's areas of expertise and learning experiences.

VIII. Program Descriptions:

Language Allocation Policy

Freestanding English as a Second Language (ESL):

ELL students in RKA receive all instructions in English using ESL methodologies for a specific amount of time as determined by their New York State English as a Second Language Achievement Test (NYSESLAT) scores. The goals of our program are to:

- Provide academic subject area instructions in English using ESL methodology and instructional strategies;
- Incorporate ESL instruction; and
- Assist students to achieve the state designated level of English proficiency for their grade.

Our ESL Freestanding program in the middle school offers 100% pull-out model for all our ELL students who require more basic and direct support in developing an essential foundation in English literacy through second language learning. Our Freestanding program in the high school also offers 100% pull out model by clustering students around levels of proficiency. The ESL teacher supports the students' understanding of language development and content knowledge. Our ESL teachers utilize high-level ESL scaffolds that enhance and support English language development. We seek to continuously raise the academic rigor of our program by delivering instruction that incorporates the following strategies: scaffolding instructional techniques, activating prior knowledge linking concepts to past learning, promoting critical thinking, providing several summaries throughout the lesson, using outlines, bringing realia to the classroom, planning cooperative learning activities, demonstrations, and encouraging students to actively speak in English and support English development through an acceptance of errors.

We are aware of the scaffolding that students in an ESL Freestanding program need, and so, provide additional instruction, classes and tutorial to students through before and after school programs, and Saturday Family literacy programs that provide extra help, enrichment and test prep in literacy and academic language development.

Further, through professional development, we support and encourage teachers in using student-centered and cooperative methods that engage students in actively using content and academic language in the classroom.

RKA's program allows ELLs equal access to the same curriculum as English-proficient students. This equality has been achieved because of the access teachers who teach ELL students have to all staff development activities.

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

Type of Program: ___ Bilingual X ESL ___ Both **Number of LEP (ELL) Students Served in 2007-08:** 93
(No more than 2 pages)+-

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

Riverdale/Kingsbridge Academy is a 6-12 school. There are 1,214 students of which 93 of them are ELLs. Our ELL population is represented in the following languages: Spanish, Chinese, Russian, Korean, Albanian, French and Greek. Although a majority of our students are Spanish dominant, the percentage represented in our school is not large enough to offer a Transitional Bilingual Program. The diversity in the student languages however, does allow us to address the needs of ELLs more effectively through an ESL Freestanding Program.

Our ESL Freestanding Program in the middle school offers a pull out model for all of our ELL students who require more basic and direct support in developing the essential foundation in English literacy through second language learning opportunities. The program consists of 4 groups. The ESL Freestanding program we offer in the high school utilizes the pull-out model as well. Students are clustered for instruction based on proficiency levels. To enhance students' learning experiences our teachers frequently scaffold instructional to address English language development.

Our ESL Program

- ESL instruction is provided based on Beginning, Intermediate and Advanced levels (as determined by the LAB-R and NYSESLAT assessments)
- Student's proficiency levels are determined by the LAB-R and/or NYSESLAT scores. Beginning and Intermediate level students receive 360 minutes of ESL instruction per week. Advanced level students receive 180 minutes of ESL instruction per week consistent with CR part 154 units of ESL instruction requirements.
- Students in the middle school receive pull-out ESL services, so receive push-in ESL services (out of classroom/small group instruction).
- High School students receive pull-out services as well push-in services
- ESL instruction is aligned with and to the NYS Learning standards for ESL
- Classroom teachers use ESL strategies to deliver academic content
- Our services to ELLs are provided by a fully certified ESL teacher
- The data from our recent BESIS report revealed students requiring extension of services scored lowest on the reading portion of the NYSESLAT and thus are targeted for support using a variety of reading comprehension strategies.

II. Parent/Community:

- MS/HS 141 encourages parental and community involvement by providing a series of workshops and information about programs within the borough and community at their disposal. Parents have the opportunity to meet with our ESL teaching staff and inquire about the specifics of the services we offer.
- Traditionally, a parent workshop is conducted in the fall, before Parent-Teacher Conference to orient ELL parents on program requirements, instructional standards, assessments and school expectation.
- Both the Parent Coordinator and the Family Outreach Worker act as liaisons between the home and school and is actively involved in planning workshops for the school community available.
- ELL parents are encouraged to meet with teachers regarding their child's performance at least 3 times each year. Translators are made available to assist parents in communicating with their child's teachers.

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

N/A

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

Professional development sessions will be devoted to ELL services and will include the following: integrating test preparation strategies into daily instruction, differentiated instruction, the writing process, the use of rubrics for assessing student work, and analysis of student performance data to identify instructional needs of students.

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

All structure provided have been listed and discussed in above sections

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

N/A

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

School Building: Riverdale/Kingsbridge Academy- MS/HS 141

District 10

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

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	1		1		0	2

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

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

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

Part D: CR Part 154 – Sample Student Schedules

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

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SAMPLE STUDENT SCHEDULE 2008-09 (ESL) – Middle School

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

School District: 10

School Building: MS/HS 141

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 7:44 AM To: 8:30 AM					
2	From: 8:48 AM To: 9:34 AM	History	Pre-Algebra ESL- Pull-out	English	English ESL- Pull-out	Spanish ESL- Pull-out
3	From: 9:37 AM To: 10:23 AM	Art	Pre-Algebra	Science	English ESL- Pull-out	Science
4	From: 10:26 AM To: 11:12 AM	English	Spanish	Art	Art	History
5	From: 11:15 AM To: 12:01 PM	English	History	Pre-Algebra	Pre-Algebra	Pre-Algebra
6	From: 12:04 PM To: 12:50 PM	Lunch	Lunch	Lunch	Lunch	Lunch
7	From: 12:53 PM To: 1:39 PM	Science ESL- Pull-out	Science ESL- Pull-out	Pre-Algebra ESL- Pull-out	History	Phys. Ed.
8	From: 1:42 PM To: 2:28 PM	Pre-Algebra	English	History ESL- Pull-out	Spanish	Phys. Ed.
9	From: 2:39 PM To: 3:25 PM	Pre-Algebra	English	Spanish	Science	English
10	From: To:					

SAMPLE STUDENT SCHEDULE 2008-09 (ESL) – Middle School

ESL Program Type: ___ Free-Standing ___ Push-in __X__ Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate __X__ Advanced
 School District: 10 School Building: MS/HS 141

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 7:44 AM To: 8:30 AM					
2	From: 8:48 AM To: 9:34 AM	English	English	Math	Math	English
3	From: 9:37 AM To: 10:23 AM	Math	English	Math	Math ESL- Pull-out	English
4	From: 10:26 AM To: 11:12 AM	Math	Band	Science	English	Band
5	From: 11:15 AM To: 12:01 PM	Lunch	Lunch	Lunch	Lunch	Lunch
6	From: 12:04 PM To: 12:50 PM	Spanish	Math	English	Science	History
7	From: 12:53 PM To: 1:39 PM	Band ESL- Pull-out	Spanish	English	Phys. Ed. ESL- Pull-out	Science
8	From: 1:42 PM To: 2:28 PM	History	Science	Spanish ESL- Pull-out	Phys. Ed.	Math
9	From: 2:39 PM To: 3:25 PM	Science	History	History	History	Spanish
10	From: To:					

SAMPLE STUDENT SCHEDULE 2008-09 (ESL) – High School – Built into Student Program as Class

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

School District: 10

School Building: MS/HS 141

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 7:44 AM To: 8:30 AM	Geometry	Geometry	Geometry	Geometry	Geometry
2	From: 8:48 AM To: 9:34 AM	Required Music	Required Music	Required Music	Required Music	Required Music
3	From: 9:37 AM To: 10:23 AM	Global 10	Global 10	Global 10	Global 10	Global 10
4	From: 10:26 AM To: 11:12 AM	English 10	English 10	English 10	English 10	English 10
5	From: 11:15 AM To: 12:01 PM	Phys. Ed.	Earth Science LAB	Phys. Ed.	Earth Science	Phys. Ed.
6	From: 12:04 PM To: 12:50 PM	Earth Science	Earth Science LAB	Earth Science	Earth Science	Earth Science
7	From: 12:53 PM To: 1:39 PM	Lunch	Lunch	Lunch	Lunch	Lunch
8	From: 1:42 PM To: 2:28 PM	Spanish II	Spanish II	Spanish II	Spanish II	Spanish II
9	From: 2:39 PM To: 3:25 PM	ESL Level II	ESL Level II	ESL Level II	ESL Level II	ESL Level II
10	From: To:					

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual) – N/A

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

School District: _____ School Building: _____

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

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

Form TIII – A (1)(a)

Grade Level(s) 6-12 **Number of Students to be served:** 88 **LEP** 0 **Non-LEP**

Number of Teachers 1 **Other Staff (Specify)** 88

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

The language instruction education program funded under Title III will be After-School components which will help ELL students attain English proficiency. The students will receive supplemental instruction in English in order to improve our proficiency rates. The materials used include *Achieving on the NYSESLAT* test skills text, *Rosetta Stone: Classroom Edition* and other supplemental materials. An analysis of our NYSESLAT results for 2007 indicates that although 72% of our students attained proficiency in the Intermediate and Advanced levels, 45% of the students did not move from one proficiency level to the next. The 2008 NYSESLAT results indicate that while 82.1% of our students attained proficiency at the Intermediate and Advanced levels, 50% of the students didn't move from one proficiency level to the next. These results point out students' need for additional instructional activities targeted to enhance their existing ESL service program. The program will operate 2 days a week for two hours over the course of 39 weeks. The services will be provided by one licensed ESL teacher hired and supervised by our resident CBO, the Riverdale Community Center.

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.

The teachers involved in the program will receive professional development available during the school year on scaffolding techniques in the content area, the writing process, differentiating instruction and test taking strategies which best serve ELL students.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem, (Note: schools must account for fringe benefits)	\$4,100.00*	Per Session for ESL Teacher
Title III program coordinator	\$1,859.00*	Per session for program coordinator
Purchased services such as curriculum and staff development contracts	\$149.00 *	DOE approved staff development contract
Supplies and materials	\$6,042.00*	Materials, Snacks
Travel	\$2,400.00*	Metro Cards and trips
Other	\$450.00*	Translation Services
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - a. Reports from ATS which outline students home language as well as the Home Language Survey is used to identify language spoken in the home of our students so the appropriate translation of parent correspondence is provided to parents. Chancellor regulations and drafted letter are accessed from the DOE in English and the other language for which it had been translated for distribution to parents who speak the related language.
 - b. The data is also used to identify the language translators need to assist for communication information to parents at Individualized Education Plan meetings, Parent-Teacher conferences and ESL information sessions scheduled for parents.
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.

During parent Teacher conferences 18 parents met with ESL teachers to discuss their child's progress. who spoke Spanish, Korean and Russian

- The majority of our ESL students are children of parents who speak Spanish. To ensure the translation needs of our student body were met, the principal conducted a school wide assessment of languages represented at our school and ensured translation services were made available. The language translation services provided were for Russian, Korean and Spanish. School wide announcements were made to families present during these conference times informing them of the language translators available and where they were located throughout the building. The predominate language found to be needed for the ELL students was Spanish. The type of translation most commonly needed during this conference time was oral interpretation. Of the 20 plus parents who conferred with the ESL staff, 18 of them were Spanish speaking.

Part B: Strategies and Activities

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

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- Student needs and service adjustments which need to be communicated to parents will be identified by the supervising Assistant Principal.
- The supervisor will assess which language translations are needed so details about services to students can be communicated to parents in a timely manner. If the students being affected are Spanish speaking only, an in-house translator (member of school staff) will be used to communicate these details in writing and orally when necessary.
- If other language translations are needed, we will reach out to neighboring schools for persons with skill who can assist in our translation needs and use an outside vendor when this is not possible.

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.

- In the case of Parent/Teacher Conferences an outside vendor is hired to provide translation services in the three languages represented in our student body: Spanish, Korean and Russian.

- We also have these in house translators:

Spanish

- Aurea Santiago, Family Worker
- Blanca Marin, Secretary
- Elizabeth Landau, School Aid

Korean

- Heui Ju, Student
- Jennifer Oh, Guidance Counselor

Albanian

- Katherine Shkreli, Student
- Alberita Rugova, Student

Hebrew

- Amit Kashi, Teacher
- Tamar Naftaly, Teacher

Czechoslovakian

- Paula Zelazny, S.B.S.T

Urdu

- Iqra Amin, Student

Turkish

- Anil Akyigit, Student

Russian

- Vagif Kasumov, Student

French

- Justin Calaba, Student

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>.
- RKA – MS/ HS 141 provides all parents whose primary language is a covered language and require language assistance services, a copy of the Bill of Parents Rights and Responsibilities which outline their rights to translation and interpretation services.
 - Our school will also post in specified locations the languages for which translation and interpretation services are available in those languages.
 - Our School's Safety Plan has outlined the procedures for ensuring non-English speaking parents are not prevented from reaching the school's administrative offices.
 - Parents who wish to receive interpretation services are informed in writing that they can contact our school at any time during the school day to notify the Principal or Assistant Principal for their child's grade that such services are needed.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

¹ School Under Registration Review (SURR)

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.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

- **English Language Learners**

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

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

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. We have developed an ELA curriculum team to review our current curriculum. The team consists of the ELA AP, the Literacy Coach, and 4 ELA teachers from various grade levels. The group meets bi-weekly to compare our documents and practice to the findings. This work is ongoing and should take a significant amount of time (end of 2009 school year). We are not prepared to declare at this point whether or not the determination is applicable to our school.

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

Applicable Not Applicable

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

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

If the findings are applicable the members of the curriculum team will correct the issues in the written and taught curriculum.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching

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

Specific Math Alignment Issues:

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

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

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. We have developed a mathematics Curriculum Committee which consists of the Math AP, the Math Coach, and 4 Math teachers from various grade levels. The group met a

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

Applicable x Not Applicable

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

The group compared our written and taught curriculum to the findings. We determined that texts (Prentice Hall – for all grades 6-Geometry), curriculum, and classroom practice are aligned with the state content and process standards. We have been engaged in matching standards to our materials and curriculum for the past two years.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Our instructional cabinet (principal, APs and coaches) participated in cross curricular learning walks that evaluated the frequency of the observed practice of direct instruction.

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

Applicable x Not Applicable

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

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We found that direct instruction was used dominantly in 30% of the MS ELA classrooms and extensively in 33% of the HS classes visited. We found that very little time (<10%) was used for non-educationally relevant activities. We also found that student engagement by the majority of students (attentiveness, participation, completion of assignments) was apparent in 85 % of MS classes and 65% of HS classes. We found that independent seat work was observed frequently or extensively in 50% of the MS classes visited and 45% of the HS classes visited.

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

2B – Mathematics Instruction

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

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Our instructional cabinet (principal, APs and coaches) participated in cross curricular learning walks that evaluated the frequency of the observed practice of direct instruction.

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

Applicable x Not Applicable

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

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

We found that direct instruction was used dominantly in 40% of the MS Math classrooms and extensively in 50% of the HS classes visited.

We found that very little time (<10%) was used for non-educationally relevant activities.

We found that teachers assign a mix of group activities, independent seat work, presentation, and collaborative projects to students.

Technology is in use in 5 of our 11 math classrooms and all of our HS students use graphing calculators

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The principal, the payroll secretary, and the UFT chapter chair reviewed the Table of Organization to discuss length of service at our school.

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

Applicable x Not Applicable

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

Of 76 teachers:

21 have between 10-25 years of teaching experience with 10 or more years here at the school.

33 have between 5 and 15 years of teaching experience with between 5 and 10 years here at the school.

10 have between 3-5 years teaching experience with 3-5 years here at the school.

6 teachers have between 1-3 years of teaching experience and are also new to the school.

These numbers also do not account for the large numbers of supports staff from Guidance, SBST, programmers, secretaries, and aides who have been here 10 or more years.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The principal, the ESL supervisor, and the UFT Chapter Chair reviewed the PD provided the ESL teachers over the past two years.

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

Applicable x Not Applicable

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

In 2007-08 both ESL teachers attended QTEL. Each also attended a minimum of 3 off-campus PD opportunities. So far in 2008-09 each has attended one off-campus PD workshop.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in

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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.

The principal and the instructional cabinet reviewed the data disseminated to all teachers.

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

Applicable x Not Applicable

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

All teachers in the school have received testing data on every student including ELLs. The data includes NYSESLAT proficiency level, years of service, ELA level, home language, and current program enrollment.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

The principal and the special education supervisor met with the guidance department and the UFT Chapter Chair to discuss these issues.

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

Applicable x Not Applicable

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

All IEPs are stored in grade level AP's offices. Teachers are aware of the location and contents of the binders. Teachers are invited to grade level meetings and EPCs to discuss behavioral plans and accommodations of students.

Further, in 2006-08 our school underwent a Special Education audit by NYSED. We were found to be in compliance with the mandates and also found to have made significant improvements with the improvements suggested.

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

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The principal and the special education supervisor met with the guidance department, 2 teachers, and the UFT Chapter Chair to discuss these issues. We reviewed 10% of the entire IEP collection

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

Applicable x 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?

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We found that in 9 of the 11 IEPs reviewed there was alignment of goals, objectives, and modified criteria. Also classroom modifications were mentioned if relevant.

Further, in 2006-08 our school underwent a Special Education audit by NYSED. We were found to be in compliance with the mandates and also found to have made significant improvements with the improvements suggested.

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 Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

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

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Submit date: **Jul 11, 2008** Email address: **Lomara@schools.nyc.gov**

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

School DBN	10x141
School Name	The David A Stein Riverdale Kingsbridge Academy
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 125,829
Principal Name	Lori o'Mara
Principal Email	Lomara@schools.nyc.gov
Principal Phone	7187968516

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

- Yes
 No

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

Creation of additional classrooms	
Reducing teacher-student ratio through team teaching strategies	\$ 102,709

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

- Yes
 No

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

- Yes

No

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

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

For example:

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

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

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

For example:

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

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

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

For example:

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

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

	Targeted Grade	Targeted Subject	Targeted Population	Students per Teacher 2007-08	# Classrooms / Sections Targeted
C4E Target #1	7	Other	Students with Low Academic Achievement	33	1
C4E Target #2					
C4E Target #3					
C4E Target #4					
C4E Target #5					
C4E Target #6					

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

Yes

No

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

Before- and After-School Programs \$ 23,120

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.

We will provide credit recovery classes to our high school students in a variety of subjects

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.)

We will be increasing the variety of courses being offered, potentially dedicate some courses to specific sub-groups, and increase the number available.

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes

No

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

Yes

No

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