



# **LORRAINE HANSBERRY ACADEMY- P.S. 214X**

**2008-09**

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

**SCHOOL: 12X214**

**ADDRESS: 1970 WEST FARMS ROAD, BRONX, NY 10460**

**TELEPHONE: 718-589-6728**

**FAX: 718-328-7762**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 214X SCHOOL NAME: Lorraine Hansberry Academy

DISTRICT: 12 SSO NAME/NETWORK #: Learning Leadership Support Organization

SCHOOL ADDRESS: 1970 West Farms Road Bronx, NY 10460

SCHOOL TELEPHONE: 718-589-6728 FAX: 718-328-7762

SCHOOL CONTACT PERSON: Adrienne E. A. Rattray EMAIL ADDRESS: AAtkins2@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON Adrienne E. Atkinson Rattray

PRINCIPAL David Cintron

UFT CHAPTER LEADER Francis Robinson

PARENTS' ASSOCIATION PRESIDENT Marisol Torres

STUDENT REPRESENTATIVE N/A  
(Required for high schools)

COMMUNITY SCHOOL DISTRICT SUPERINTENDENT Myrna Rodriguez

**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.*

<b>Name</b>	<b>Position/Constituency Represented</b>	<b>Signature</b>
<b>David Cintron</b>	*Principal or Designee	
<b>Frances Robinson</b>	*UFT Chapter Chairperson or Designee	
<b>Marisol Torres</b>	*PA/PTA President or Designated Co-President	
<b>Maria Torres</b>	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Deborah Robinson</b>	DC 37 Representative, if applicable	
<b>N/A</b>	Student Representative, if applicable	
<b>Sonia Castro</b>	<b>Parent</b>	
<b>Sharon Gentle</b>	<b>Parent</b>	
<b>Shirley Morton</b>	<b>Parent</b>	
<b>Theresa Perez</b>	<b>Parent</b>	
<b>Tawanda Delrish</b>	<b>Parent</b>	
<b>Victor Willert</b>	<b>Assistant Principal</b>	
<b>Fidelita Zohoski</b>	<b>Teacher</b>	
<b>Adrienne Atkinson-Rattray</b>	<b>Teacher</b>	
<b>Susanne D’Angelo</b>	<b>Teacher</b>	
<b>Princess Andrews</b>	<b>Teacher/UFT Designee Alternate</b>	

- Core (mandatory) SLT members.

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

## **SECTION III: SCHOOL PROFILE**

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

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

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**Lorraine Hansberry Academy-P.S. 214X** is a Pre-K -8 school located in the Bronx on West Farms Road and East Tremont Avenue. This elementary/middle school is the neighbor to the Bronx Zoo, Botanical Gardens, and the Bronx River Arts Center.

There are many special features that comprise this academically sound and concerted school. Of particular importance for this year and the years to come, is an increase in our academic prowess for the whole child. In order to guarantee that each student meets his/her individual target goal, we have established a bountiful Student Support Team (SST), which is comprised of highly specialized professionals in the school that review and properly apply student Data. The SST and other teams established at this school ensure that we meet the needs of each student.

Furthermore, we recognize that our community must have its needs met for both the student and their families; our school expands beyond the traditional definitions of teaching and learning. We have implemented programs that exceed the value of the grants we were awarded. This school will continue to be a full service school and become an active change agent in the community.

### **School Mission Statement**

Our mission is to create an environment dedicated to accelerating student progress toward academic excellence; where students will become life-long learners and productive citizens of the world.

### **The Lorraine Hansberry Academy is separated in three programs:**

**Heritage Academy-** Grades Pre-K to 2 –Adorned with the Flags that represent Nations throughout the World, this academy allows the students to explore themselves and their community. While learning who they are, the children improve their socialization skills and explore many facets of the carefully outlined curriculum. Furthermore, these children are no strangers to many forms of technological advancement, which is evident if you were to tour their technology lab.

**Hansberry Academy of Technology and Science Academy (H.A.T.S.)** – Grades 3 to 5 - This academy focuses on infusing Science and Technology into the curriculum. The students thereby acquire skills in Technology, which would be integrated into the curriculum, in preparation for their role as lifelong learners.

**Career Academy-** Grades 6 to 8 –This academy prepares Middle School Students for High School both academically and socially. We have the special feature of a high school fair, solely for the recruitment and informational purpose of our eighth graders in the fall and for seventh graders towards the end of spring. This program is also designed to expose students to an abundance of career paths, where they meet professionals both on and off the school grounds. This is the age of empowerment and this program also fosters the students’ abilities to self-govern through guidance and a strong Student-Government Association.

**Featured Programs:** Structured After School Program servicing grades 2-8 approximately 310 children: 3-4:15 Instructional Component; 4:15-5:00 Homework Snack Component; 5:00-5:30 Instructor Designed-Educationally Based- Recreation Component (Literacy Comic Book, Sign Language, Knitting, Quilting, Scrap Booking, Video Yearbook, Prep for the Science Fair, Planet Earth, Chess, Math Team-Trivia, and many more); Exemplary School Program, Poetry Slam, Project Arts, Theatre Works USA, Arts Horizons, School Beautification Project, Seasonal Concerts, NYCDOE Adult GED and ESL Program, NASA Explorers Alumni School, Bronx District Attorney’s Office-Community Affairs Unit, NYC Junior Tennis League, Gifted and Talented, Health and Wellness Council, The Mighty Milers, NYC School After School Enrichment, School Wellness, and Boys/Girls Basketball.

**School Partnerships:** Cornell University, Hunter College, Bronx Parent Resource Center, L.I.F.T. Organization, Home Base, Partnership/Girls Mentorship Program with the Lady Wings and WNBA, Poetry Rappers, Department of Health, and Alpha Kappa Alpha Sorority Incorporated.

**Awards and Scholarships:** Recipient of the Middle School Success Grant and the Dress up Your School Grant

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	<b>Lorraine Hansberry Academy-C.S. 214X</b>				
<b>District:</b>	12	<b>DBN #:</b>	12X214	<b>School BEDS Code #:</b>	321200010214

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
<b>Enrollment:</b>				<b>Attendance:</b>					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	54	52	54		91.3	92.7	94.7		
Kindergarten	59	55	61						
Grade 1	73	77	79						
Grade 2	78	73	79						
Grade 3	77	77	81						
Grade 4	68	72	72						
Grade 5	86	64	73						
Grade 6	101	94	88						
Grade 7	127	147	108						
Grade 8	129	126	147						
Grade 9	N/A	N/A	N/A						
Grade 10	N/A	N/A	N/A						
Grade 11	N/A	N/A	N/A						
Grade 12	N/A	N/A	N/A						
Ungraded Elementary	N/A	N/A	N/A						
Ungraded Secondary	N/A	N/A	N/A						
Total									
<b>Special Education Enrollment:</b>				<b>Students in Temporary Housing:</b>					
(October 31)	2006	2007	2008	(Total Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	47	42	41		20	20	3		
No. in Collaborative Team Teaching (CTT) Classes	71	74	78						
Number all others	0	0	0						
				<b>Recent Immigrants:</b>					
				(Total Number as of October 31)	2006	2007	2008		
					1	5	2		
<b>Special Education Enrollment:</b>				<b>Suspensions:</b>					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	47	42	41						
No. in Collaborative Team Teaching (CTT) Classes	71	74	78	Principal Suspensions	1	8	3		
Number all others	0	0	0	Superintendent Suspensions	3	38	0		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				<b>Special High School Programs:</b>			
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	N/A	N/A	N/A
# in Trans. Bilingual Classes	N/A	N/A	N/A	Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs	N/A	N/A	N/A				
# receiving ESL services only	99	81	98	<b>Number of Staff:</b>			
# ELLs with IEPs	3	5	10	(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	65	61	72
				Number of Administrators and Other Professionals	23	10	24
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	17	17	16
	1	2	5				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.8	1.1	1.4	Percent more than two years teaching in this school	61.5	60.7	59.7
Black or African American	36.2	32.7	30.9	Percent more than five years teaching anywhere	43.1	47.5	55.6
Hispanic or Latino	62.3	65.2	66.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.5	0.7	Percent Masters Degree or higher	82.0	84.0	81.0
White	0.1	0.5	0.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	76.0	82.1	90.9
Multi-racial	TBD	TBD	TBD				
Male	48.3	48.2	50.1				
Female	51.7	51.8	49.9				

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

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

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____					
<b>Individual Subject/Area Ratings</b>	Elementary/Middle Level			Secondary Level		
	ELA:	IGS		ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-	-			
Black or African American	√	√	√			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	√ <sup>SH</sup>	√	-			
Limited English Proficient	√ <sup>SH</sup>	√	-			
Economically Disadvantaged	√	√	√			
<b>Student groups making AYP in each subject</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Key: AYP Status</b>						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ <sup>SH</sup>	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

<b>Progress Report Results – 2007-08</b>		<b>Quality Review Results – 2007-08</b>	
Overall Letter Grade	B	Overall Evaluation:	Proficient
Overall Score	59.0	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	9.8	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)	13.2	Quality Statement 3: Align Instructional Strategy to Goals	+
Student Progress (Comprises 55% of the Overall Score)	33.7	Quality Statement 4: Align Capacity Building to Goals	+
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

**UPDATED – SEPTEMBER 2008**

## 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?
- 

The School Leadership Team discussed the findings of the School Progress Report, Quality Review results for 2007-2008, Staff and Parent Surveys, Inquiry Team and Student Support Team recommendations, and determined that we must generate a measuring tool to track student progress, performance trends, accomplishments and challenges throughout all subject areas.

The performance trends in ELA for levels 3&4 shows an increase for the period 2006-2008. Our level 3 students made a significant gain from 32% to 44%. Level 4 students showed a small increase for this period of 2%. When combined together, these students achieved an increase from 35% to 4. %. This performance ranked 52% with Peer Horizons and 39% with City Horizons.

Although we have improved in this area, we are not seeing the kind of movement that we would like to see within levels 3&4. Consequently, our progress report has discovered our average change in student proficiency for levels 3 and 4 to be at -.02%.

Levels 1& 2 decreased for the periods 2006-2008. The average change in student proficiency was measured at .28. Our level 1&2 students rank with the Peer Horizons at 58% and even lower for the City Horizon which is 50%.

The performance trends for the period 2006-2008 in Mathematics for levels 3 & 4 showed a successful gain. It was noted that level 3 students improved over this period from 40 % to 48% and level 4 moved from a 6 % to 13% during this time. We are happy to report that when levels 3&4 are combined, we saw an increase in student achievement from 47 % to 62%. This performance ranks 54% with Peer Horizons and 41% with City Horizon.

For the same academic 2 year period, student performance trends in Mathematics showed a decrease in students performing on a level 1. The progress report for 2007-2008, shows that although we have decreased the number of students at level 1&2, the average change in student proficiency for these students is .18.

### School wide Enrichment Model

#### Student Sub-Groups

We identified subgroups as the following:

- Special Education
- English Language Learners
- Target Population

#### Special Education Students

The percentage of underperforming Special Education students in ELA has decreased. There are more students performing on levels 2 and 3 than in previous years. We note gains of total percentage change of 14.27% from the 2007 to 2008 testing period. In Mathematics a total of 0.63% percentage change has been identified.

In ELA, our students in this area who made exemplary proficiency gains are 36.5%; the school received credit of +0.75.

#### English Language Learners

The English Language Learners have made considerable gains in ELA. More students are performing on grade level. Noted gains of total percentage change of 13.07% from the 2007 to 2008 testing period. In Mathematics a total percentage gain of 4.58% was noted.

In ELA, our students in this area who made exemplary proficiency gains are 33.9%; the school received credit of +1.5.

In both English language Arts and Mathematics overall the students in each subgroup showed gains in the progress change from 2007 to 2008.

#### Target Population

The Middle School Inquiry Team has been created to monitor and assist students with Individualized Educational Plan (IEP) in Mathematics. A Second Inquiry Team is in place in order to focus on overage middle school students.

P.S. 214X have been fortunate to have experienced accelerated academic achievement and student growth over the last couple of years. Some of our accomplishments entail:

- a decrease in level 1 performance in E.L.A. and Mathematics.
- A slight increase in levels 3 and 4 performance in ELA and Mathematics
- The revision and implementation of the literacy curriculum map
- Maintaining an average of 90% student attendance
- Obtaining a B on our school's progress report for the 2007-2008 school year
- The decertification of special education students for two consecutive years
- School wide goal setting

#### **Decrease in Level 1's**

Over the last two years we have decreased the number of students performing at level 1.

#### **Slight increase in levels 3 and 4's**

As the number of students performing at levels 1 and 2 has decreased we have seen a significant increase in the number of students performing at levels 3 and 4.

## **The Curriculum Map**

Over the years C.S. 214 has always strived to use the tools given by the city and state to create a seamless, organized and structured curriculum. Through collaborative efforts among teachers and administration we have created a curriculum map that not only integrates the New York State core curriculum and standards but also addresses the diverse needs of our students and the teachers responsible for implementing the curriculum. At the beginning and end of each school year teachers come together in grade groups to review the content in the curriculum map and to determine its effectiveness in providing a quality education for our students. Changes are often made to ensure that the city and state demands are met in a manner that is conducive to learning.

## **Student Attendance**

Students and student learning are always the focus in the Lorraine Hansberry Academy. In order for students to be their best they must attend school. Through constant praise and school wide incentive programs students are encouraged to attend school on a regular basis.

Students with perfect attendance are recognized at the end of every month during school assemblies and praise is given each day to classes which have perfect attendance every morning. Parents are supported in ensuring that their children attend school by the school secretaries, family workers, teachers, administration and parent coordinator who all work relentlessly to address issues relating to transportation and general concerns related to school attendance.

## **Progress Report**

As a result of a shared vision, a common goal, and hard work, P.S. 214 received a B for the 2007-2008 School Year on its progress report with credit for gain amongst our ELL and special education subgroups. This success can be attributed to the work of classroom teachers in creating highly individualized and differentiated lessons in their classrooms through small group instruction. It can also be attributed to the work of the SST and inquiry teams which developed strategies for effective intervention with these subgroups.

## **Decertification of Special Education students**

An increasing number of students with special needs have been moved into least restrictive environments.

## **School-Wide Goal Setting**

Administration and teachers have begun and are effectively implementing a system of school-wide goal setting which has led to increased communication with parents as to their child's academic performance and consistent use of data to drive instruction. Teachers were first introduced to the goal setting process as a whole. They later broke into academies to continue the goal setting process with their grade cohorts, peers, support staff, and immediate supervisors. As a result of these conversations teachers have been using SCANTRON, Acuity and various reading assessments to create goals that are individualized to each student's strengths and areas of concern. Teachers are also supported in reaching their data driven goals through 1:1 data dialogues which are facilitated by an administrator or support staff to ensure effective use of student data and continued use of the data to ensure student learning.

Lorraine Hansberry Academy is a school that constantly strives to achieve academic excellence. To aid us in our quest for academic achievement we have chosen to increase parental support and through the creation of a second Inquiry Team.

We have increased parent participation through workshops that explain the curriculum, various aspects of early childhood, nutrition, and health and wellness. We have conducted parent surveys to gain a better understanding of parent concerns and have also used the parents for support in the classroom as Learning Leaders.

We have also increased parental support through various school wide activities such as Grandparents Day and Monthly Informational Meetings and Notices.

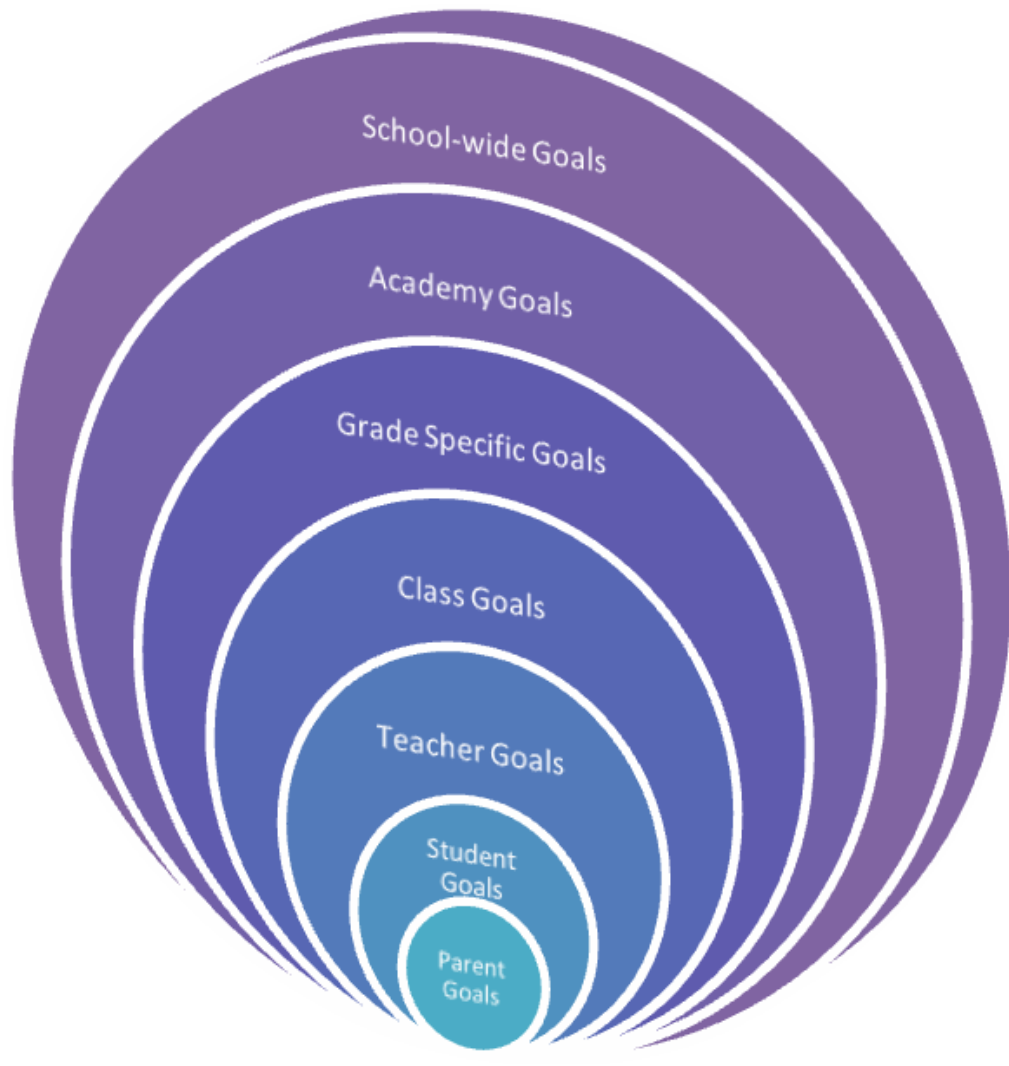
Inquiry Teams were started last year in an effort to provide targeted instruction for ELL and Special Education students. This year Inquiry Teams have expanded to include a second team in the middle school that focuses on special education students in mathematics.

Some of the barriers we have experienced towards academic achievement have been:

- A lack of parent/school communication for the testing grades.
- A decline in the academic achievement of middle school students

To assist us in addressing these barriers we have created Advisory classes that follow a curriculum designed to address the changes in adolescence. We have also used 8 week progress reports that clearly address student's strengths and weaknesses for parents and to ensure they have received the information progress reports are mailed to the child's home.

## NEXT PHASE OF THE GOAL SETTING PROCESS



## SECTION V: ANNUAL SCHOOL GOALS

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

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

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The **S**pecific **M**easurable **A**chievable **R**ealistic and **T**ime-bound Goals established by the SLT for this school year are based on the School Report Card, the Progress Report, and the Quality Review.

### Non-Content Specific SMART GOALS

- **SMART GOAL-** By June 2009, communication between the school and parents will increase by at least 10% as indicated by the school's Learning Environment Survey Report.

Annual Goals	Description
<b>SMART GOAL-</b> By June 2009, there will be an increase of 8% in students with disabilities achieving level 3 & 4 in ELA.	After analyzing our progress report the SLT determined that 36.5% of our students in the SWD student group were tested in ELA and made gains that provided credit to the school of +0.75. In conjunction with the progress report the SLT reviewed the Quality Review report and determined that since the SWD's were one of the areas of the Safe Harbor Target we will increase the level 3 & 4's by 8%. Thereby, decreasing our levels 1 and 2.
<b>SMART GOAL-</b> By June 2009, there will be an increase of 10% in students who are English Language Learners achieving level 3 & 4 in ELA.	After analyzing our progress report the SLT determined that 33.9% of our students in the ELL student group were tested in ELA and made gains that provided credit to the school of +1.5. In conjunction with the progress report the SLT reviewed the Quality Review report and determined that since the ELL's were one of our Safe Harbor Target's we will increase the level 3 & 4's by 10%. Thereby, decreasing our levels 1 & 2.

<p><b>SMART GOAL-</b> By June 2009, there will be an increase of 3% in students with disabilities achieving level 3 &amp; 4 in Mathematics</p>	<p>After analyzing our progress report the SLT determined that 20.0% of our students in the SWD student group were tested in Mathematics and they did not make any gains in levels 3 &amp; 4. Therefore, the SLT determined that we should set a goal for a 3% increase in levels 3 &amp; 4.</p>
<p><b>SMART GOAL-</b> By June 2009, there will be an increase of 5% in students who are English Language Learners achieving level 3 &amp; 4 in Mathematics.</p>	<p>After analyzing our progress report the SLT determined that 13.6% of our students in the ELL student group were tested in Mathematics and they did not make any gains in levels 3 &amp; 4. Therefore, the SLT determined that we should set a goal for a 5% increase in levels 3 &amp; 4.</p>
<p><b>SMART GOAL-</b> By June 2009, there will be an increase in the average change in proficiency for students scoring at or above grade level from -.02% to .06% in ELA.</p>	<p>After analyzing our progress report the SLT determined that -.02% had an average change in proficiency in ELA for levels 3 &amp; 4. Therefore, the SLT determined that interim measures will be needed for grades K-2 and 3-8.</p>
<p><b>SMART GOAL-</b> By June 2009, there will be an increase in the average change in proficiency for students scoring at or above grade level from 0.00% to .06% in Mathematics.</p>	<p>After analyzing our progress report the SLT determined that 0.00% had an average change in proficiency in Mathematics for levels 3 &amp; 4. Therefore, the SLT determined that interim measures will be needed for grades K-2 and 3-8</p>
<p><b>SMART GOAL-</b> By June 2009, there will be an increase in the percentage of students scoring at or above grade level on the NYS Social Studies test in grades 5 and 8 by 10%.</p>	<p>After analyzing our data from NYSTART the SLT determined that although grades 5 and 8 are making significant strides in meeting the standards, interim measures will be needed for grades K-2 and 3-8.</p>
<p><b>SMART GOAL-</b> By June 2009, there will be an increase in the percentage of students scoring at or above grade level on the NYS Science test in grades 4 and 8 by 10%.</p>	<p>After analyzing our data from NYSTART the SLT determined that although grades 4 and 8 are making significant strides in meeting the standards, interim measures will be needed for grades K-2 and 3-8.</p>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** **English Language Arts**  
**Students with Disabilities**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009 there will be an increase of 8% in students with disabilities achieving level 3 &amp; 4 in ELA.</p>	
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Flexible differentiated small group instruction</li> <li>• Effective Analysis of Acuity and SCANTRON Exams</li> <li>• Teacher made Benchmark Assessments</li> <li>• Use of the Kaplan Program</li> <li>• Student Portfolios</li> <li>• Research Projects</li> <li>• The implementation of the SST, the Data Inquiry Teams, and the YD</li> <li>• A Staff Developer and Literacy Coach provides quality Professional Development and Push-In Services</li> </ul>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• C4E Funds used to fund class size reductions in order to provide targeted support to At-Risk and higher Performing Students</li> <li>• A Staff Developer and Literacy Coach provides quality Professional Development and Push-In Services</li> </ul>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Students will make one performance level increase as indicated on the quarterly progress report</li> <li>• Students will show progress toward meeting promotional criteria as indicated in the IEP goals</li> <li>• 8 week Interim Assessments - students will make 1½ the observable annual gains on the Performance Series (SCANTRON Assessment)</li> <li>• Teacher Made Unit Assessments – Students will increase an average of 5% points on each unit test</li> </ul>	

**English Language Arts**  
**English Language Learners**

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

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009, there will be an increase of 10% in students who are English Language Learners achieving level 3 &amp; 4 in ELA.</p>	
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• <b>Flexible differentiated small group instruction</b></li> <li>• <b>Effective Analysis of Acuity and SCANTRON Exams</b></li> <li>• <b>Teacher made Benchmark Assessments</b></li> <li>• <b>Use of the Kaplan Program</b></li> <li>• <b>Student Portfolios</b></li> <li>• <b>Research Projects</b></li> <li>• <b>The implementation of the SST, the Data Inquiry Teams, and the YD</b></li> <li>• <b>A Staff Developer and Literacy Coach provides quality Professional Development and Push-In Services</b></li> </ul>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• <b>C4E Funds used to fund class size reductions in order to provide targeted support to At-Risk and higher Performing Students</b></li> <li>• <b>A Staff Developer and Literacy Coach provides quality Professional Development and Push-In Services</b></li> </ul>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>Students will make one performance level increase as indicated on the quarterly progress report</b></li> <li>• <b>8 week Interim Assessments - students will make 1½ the observable annual gains on the Performance Series (SCANTRON Assessment)</b></li> <li>• <b>Teacher Made Unit Assessments – Students will increase an average of 5% points on each unit test</b></li> </ul>	

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

**English Language Arts**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the average change in proficiency in ELA from -.02 to .06 for level 3 &amp; 4 students, and from .28 to .40 for level 1 &amp; 2 students.</p>	
<p><b>Action Plan</b> 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"> <li>• Flexible differentiated small group instruction</li> <li>• Effective Analysis of Acuity and SCANTRON Exams</li> <li>• Teacher made Benchmark Assessments</li> <li>• Use of the Kaplan Program</li> <li>• The implementation of the SST, the Data Inquiry Teams, and the YD</li> <li>• A Staff Developer and Literacy Coach provides quality Professional Development and Push-In Services</li> </ul>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• C4E Funds used to fund class size reductions in order to provide targeted support to At-Risk and higher Performing Students</li> <li>• A Staff Developer and Literacy Coach provides quality Professional Development and Push-In Services</li> </ul>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Students who perform on levels 3 and 4 will maintain or increase one performance level increase as indicated on the quarterly progress report.</li> <li>• Students who perform on levels 1 and 2 will increase 1 performance level as indicated on the quarterly progress report.</li> <li>• 8 week Interim Assessments - students will make 1½ the observable annual gains on the Performance Series (SCANTRON Assessment)</li> <li>• Teacher Made Unit Assessments – Students will</li> </ul>	

	<b>increase an average of 5% points on each unit test</b>	
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<b>Subject/Area (where relevant):</b>	<b><u>Mathematics</u> Students with Disabilities</b>
<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2009, there will be an increase of 3% in students with disabilities achieving level 3 & 4 in Mathematics.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>• <b>Flexible differentiated small group instruction</b></li> <li>• <b>Effective Analysis of Acuity and SCANTRON Exams</b></li> <li>• <b>Teacher made Benchmark Assessments</b></li> <li>• <b>Use of the Kaplan Program</b></li> <li>• <b>Use of Math Journals</b></li> <li>• <b>Math Portfolios</b></li> <li>• <b>Use of EDM games</b></li> <li>• <b>The implementation of the SST, the Data Inquiry Teams, and the YD</b></li> <li>• <b>A Staff Developer who provides quality Professional Development and Push-In Services</b></li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• C4E Funds used to fund class size reductions in order to provide targeted support to At-Risk and higher Performing Students</li> <li>• A Staff Developer who provides quality Professional Development and Push-In Services</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Students will make one performance level increase as indicated on the quarterly progress report</li> <li>• Students will show progress toward meeting promotional criteria as indicated in the IEP goals</li> <li>• 8 week Interim Assessments - students will make 2 observable annual gains on the Performance Series (SCANTRON Assessment)</li> <li>• Teacher Made Unit Assessments – Students will increase an average of 10% points on each unit test</li> </ul>

**Mathematics**

**English Language Learners**

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

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009, there will be an increase of 5% in students who are English Language Learners achieving level 3 &amp; 4 in Mathematics.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Flexible differentiated small group instruction</li> <li>• Effective Analysis of Acuity and SCANTRON Exams</li> <li>• Teacher made Benchmark Assessments</li> <li>• Use of the Kaplan Program</li> <li>• Use of Math Journals</li> <li>• Use of Math Portfolios</li> <li>• Use of EDM games</li> <li>• The implementation of the SST, the Data Inquiry Teams, and the</li> </ul>

	<p>YD</p> <ul style="list-style-type: none"> <li>• A Staff Developer who provides quality Professional Development and Push-In Services</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• C4E Funds used to fund class size reductions in order to provide targeted support to At-Risk and higher Performing Students</li> <li>• A Staff Developer who provides quality Professional Development and Push-In Services</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Students will make one performance level increase as indicated on the quarterly progress report</li> <li>• 8 week Interim Assessments - students will make at least 1 the observable annual gains on the Performance Series (SCANTRON Assessment)</li> <li>• Teacher Made Unit Assessments – Students will increase an average of 10% points on each unit test</li> </ul>

## Mathematics

### Subject/Area (where relevant):

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the average change in proficiency from 0.00 to 0.06% in levels 3 &amp; 4 students and from .17 to .35 in levels 1 &amp; 2 students.</p>
<p><b>Action Plan</b> 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"> <li>• Flexible differentiated small group instruction</li> <li>• Effective Analysis of Acuity and SCANTRON Exams</li> <li>• Teacher made Benchmark Assessments</li> <li>• Use of the Kaplan Program</li> <li>• Use of Math Journals</li> <li>• Use of EDM games</li> <li>• The implementation of the SST, the Data Inquiry Teams, and the YD</li> <li>• A Staff Developer who provides quality Professional Development and Push-In Services</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• C4E Funds used to fund class size reductions in order to provide targeted support to At-Risk and higher Performing Students</li> <li>• A Staff Developer who provides quality Professional Development and Push-In Services</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Students who perform on levels 3 and 4 will maintain or increase one performance level increase as indicated on the quarterly progress report.</li> <li>• Students who perform on levels 1 and 2 will increase at least 1 performance level as indicated on the quarterly progress report.</li> <li>• 8 week Interim Assessments - students will make at least 1<sup>1/2</sup> observable annual gains on the Performance Series (SCANTRON Assessment)</li> <li>• Teacher Made Unit Assessments – Students will increase an average of 10% points on each unit test</li> </ul>

Science

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

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To increase in the percentage of students scoring at or above grade level on the NYS Science test in grades 4 and 8 by 10%.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"><li>• Flexible differentiated small group instruction</li><li>• Teacher made Benchmark Assessments</li><li>• Blended Option Curriculum: Foss, Harcourt, and Glencoe</li><li>• Use of the Science Lab</li><li>• Use of the Technology Lab</li><li>• Field Trips aligned with the Scope and Sequence</li><li>• The implementation of the SST, the Data Inquiry Teams, and the YD</li></ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Creation of the Science Staff Developer position in order to provide instructional and curricular support in-class to teachers.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"><li>• Students will make one performance level increase as indicated on the quarterly progress report</li><li>• Teacher Made Unit Assessments – Students will increase an average of 5% points on each unit test</li></ul>

## Social Studies

### Subject/Area (where relevant):

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase in the percentage of students scoring at or above grade level on the NYS Social Studies test in grades 5 and 8 by 10%.</p>
<p><b>Action Plan</b> 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"> <li>• Flexible differentiated small group instruction</li> <li>• Effective Analysis of Pre and Post Assimilated Exams</li> <li>• Teacher made Benchmark Assessments</li> <li>• Use of the Barons and Eight Ball test prep materials</li> <li>• Student usage of the scoring rubric</li> <li>• Use of the technology lab</li> <li>• Field Trips aligned with the Scope and Sequence</li> <li>• The implementation of the SST, the Data Inquiry Teams, and the YD</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Creation of the Social Studies Staff Developer position in order to provide Instructional and Curricular support in-class to teachers.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Students will make one performance level increase as indicated on the quarterly progress report</li> <li>• Teacher Made Unit Assessments – Students will increase an average of 5% points on each unit test</li> </ul>

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

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

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

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

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

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

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

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

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

**APPENDIX 8: 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	0	0	N/A	N/A	0	0	0	0
1	17	0	N/A	N/A	0	0	0	0
2	18	0	N/A	N/A	4	0	0	0
3	25	25	N/A	N/A	2	0	0	0
4	30	30	0	0	0	0	1	0
5	25	25	0	0	0	2	0	0
6	15	15	0	0	0	0	0	1
7	25	25	0	0	0	0	0	0
8	50	50	0	0	0	0	0	0
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**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**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><b>Type of Program or strategy:</b> Wilson, Great Leaps, Voyager, Scholastic Read 180, 100 Book Challenge  <b>Method for Delivery:</b> Small Group, Push- In Services, Pull-out Services, Differentiated Instruction  <b>When the Service is Provided:</b> during the school day and after school</p>
<p><b>Mathematics:</b></p>	<p><b>Type of Program or strategy:</b> Great Leaps Math, Everyday Math, Impact Math  <b>Method for Delivery:</b> Small Group, Push- In Services, Pull-out Services, Differentiated Instruction  <b>When the Service is Provided:</b> during the school day and after school</p>
<p><b>Science:</b></p>	<p><b>Type of Program or strategy:</b> Textbooks, Prentice Hall FOSS Kits  <b>Method for Delivery:</b> Small Group, Push- In Services, Pull-out Services, Differentiated Instruction  <b>When the Service is Provided:</b> during the school day and after school</p>
<p><b>Social Studies:</b></p>	<p><b>Type of Program or strategy:</b> Textbooks, Prentice Hall , Trade Books  <b>Method for Delivery:</b> Small Group, Push- In Services, Pull-out Services, Differentiated Instruction  <b>When the Service is Provided:</b> during the school day and after school</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b> Abundo/Foster</p>	<p><b>Type of Program or strategy:</b> Bibliotherapy, art, puppets, toys and games, film, and computers  <b>Method of Delivery:</b> Individual Counseling/ Small Group/ Push in-Pull out services  <b>When the Service is Provided:</b> During the school day</p>
<p><b>At-risk Services Provided by the School Psychologist:</b> Angela Jenkins</p>	<p><b>Type of Program or strategy:</b> Depends on the severity of the case  <b>Method of Delivery:</b> Depends on the severity of the case  <b>When the Service is Provided:</b> Works collaboratively as a mentor of the Student Support Team</p>
<p><b>At-risk Services Provided by the Social Worker:</b> Rubinsky/Nazario</p>	<p><b>Type of Program or strategy:</b> art, toys, games, discussion, books, films, and computers  <b>Method for Delivery:</b> Individual counseling/ Small Group, Crisis Intervention-Pull Out services  <b>When the Service is Provided:</b> During the school day</p>
<p><b>At-risk Health-related Services:</b> Straker</p>	<p><b>Type of Program or strategy:</b> 504  <b>Method for Delivery:</b> Depends on each students individual form filled out by the doctor and parents  <b>When the Service is Provided:</b> Schedules vary throughout the school day</p>

**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 (2007-2008) LAP to this CEP.

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**Language Allocation Policy 2008-2009**

**I. Language Allocation Team Composition**

Lorraine Hansberry Academy (P.S. 214) is part of District 12. Our Language Allocation Team is comprised of: David Cintron, Principal, Eda Ramos, Assistant Principal, Kenneth Jackson, Parent Coordinator, Marisol Torres, Parent, Hyacinth Farnum and Shanique Clement, Literacy Coaches, Wojciech Schneider and Eliss Maehara, ESL Teachers, Richard Foster, Guidance Counselor, Elizabeth Perez, SETTS Provider, and Tennessee Marcelo, A.I.S. Provider.

**II. Teacher Qualifications**

Lorraine Hansberry Academy has two certified ESL teachers, Wojciech Schneider (Elementary K-4) and Eliss Maehara (Middle School 5-8), one pending certification ESL teacher, Phoebe Chang, one certified bilingual teacher, Maximo Emiliano, one certified NLA/FL Teachers, Linda Williams, two content area teachers with bilingual extensions, Elizabeth Perez and Maximo Emiliano, and two special education teacher with bilingual extensions, Luz Santiago and Linda Williams.

**III. ELL Demographics**

Lorraine Hansberry Academy has an English Language Learner (ELL) population of 66 students, which constitutes about 8.1% of the total student population (813 students). Thirty-seven ELLs (including seven special education students) have received three years or less of English as a Second Language (ESL) services. Twenty-one ELLs (including three special education students) have received four to six years of ESL services. Eight ELLs (including two special education students) have received more than six years of ESL services and are thus considered Long-Term ELLs. Our school has fourteen *Beginner*, fifteen *Intermediate*, and thirty-seven *Advanced* level ELLs. One of the ELLs belongs to the Students with Interrupted Formal Education (SIFE) category.

Most of the ELLs' home language is Spanish, with the exception of one student whose home language is Albanian and one other whose home language is Arabic. The breakdown by grade by home language is as follows:

	K	1	2	3	4	5	6	7	8
Albanian:	-	-	-	-	-	-	1	-	-
Arabic:	-	-	-	-	-	-	-	-	1

Spanish:	4	7	5	4	12	6	12	9	5
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Lorraine Hansberry Academy offers ten free-standing ESL classes and one push-in class in the sixth grade (where the majority of ELLs are concentrated in one class).

### Parent Program Choice

As of the beginning of the 2008 school year, 56% of the parents of ELLs returned the Parent Survey and Program Selection form. A majority of these parents, 44%, chose free-standing English as a Second Language program; 8% chose Bilingual; and, 3% chose the Dual Language programs. Because this has been a trend for the past few years, our school only offers the Free-Standing ESL program.

Parents are informed of the available program choices during parent orientation/meeting sessions that are held at the beginning of the school year and throughout grade marking periods during the school year. Additionally, our parent coordinator assists in providing ongoing orientation sessions for new admits falling into the ELL category. Structures set in place to aid in parents’ understanding of the three program choices include the presentation of the Board of Education’s informational video, as well as staff, teachers, and translators to answer parents’ questions.

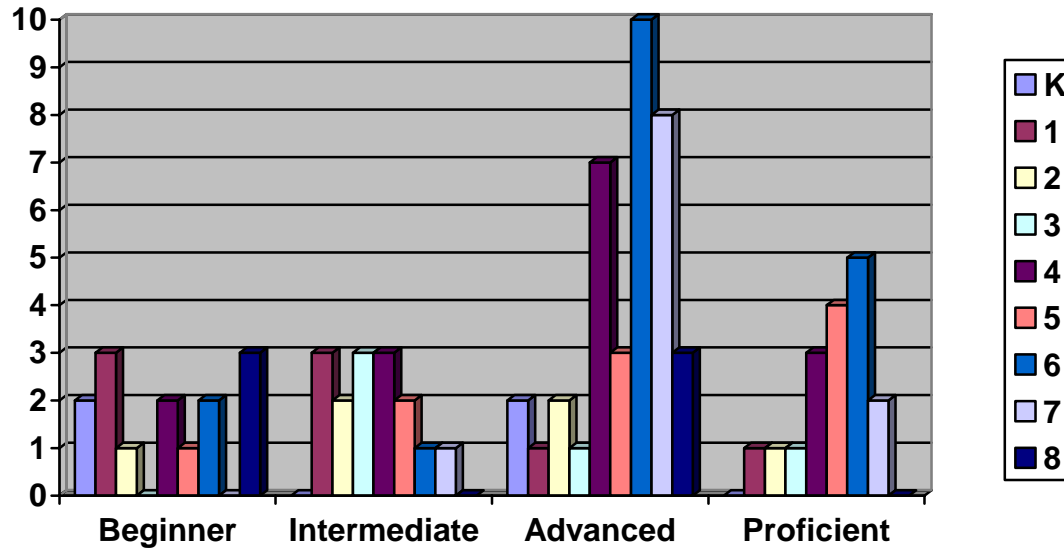
The program models offered at our school are aligned with the majority of parent requests. Parents who prefer to enroll their students in a Bilingual or Dual Language programs are assisted in finding schools nearby that offer these types of programs.

### V. Assessment Analysis

The data patterns across proficiency levels and grades reveal that 56% of our ELLs are *Advanced*, 23% are *Intermediate*, and 21% are *Beginners* (see Figure 1). A bulk of our ELLs fall into the fourth and sixth grades, twelve ELLs in each grade. Of the ELLs receiving special education services, they tend to be of *Beginner* proficiency level—six *Beginners*, two *Intermediate*, and three *Advanced*.

The 2008 New York State English as a Second Language Achievement Test (NYSESLAT) data patterns across the four modalities (listening, speaking, reading, and writing) show that a majority (85%) of the students have scored at an *Advanced* or *Proficient* level in the combined listening and speaking skills. Meanwhile, 37% of the students have scored at an *Advanced* or *Proficient* level in the combined reading and writing modalities. Therefore, instruction will be geared mostly towards improving reading and writing skills. Interestingly, twenty-four ELLs are *Proficient* in one of the two combined modalities (either listening and speaking, or reading and writing) and *Advanced* in the other; thus, we consider them pushables—students that we foresee to score *Proficient* in both modalities on the 2009 NYSESLAT test. Of these twenty-four, twenty-two were *Proficient* in listening and speaking, but were only *Advanced* in reading and writing. The other part of this cohort, two students, were *Proficient* in reading and writing, but only *Advanced* in their listening and speaking skills. For these individuals, instruction will be motivated to maintain the modality that they are *proficient* in and improve upon the other (in 8% of the cases it will affect instruction

in listening and speaking, in the remaining 92% it will affect instruction in reading and writing). On a side note, four ELLs were *Proficient* in listening and speaking, but scored at an *Intermediate* proficiency level for reading and writing.



**Figure 1: ELL Performance on 2008 NYSESLAT: Pattern Across Proficiencies and Grades**

According to the data from the English Language Arts Test (ELA Test), ELLs are scoring primarily at Level II (65%); whilst, the majority score at a Level III (51%) on the State Math Test (see Figure 2 and Figure 3). This is in direct correlation with the majority of the ELLs’ underdevelopment of reading and writing skills. This illustrates a need for ESL teachers to coordinate greater efforts with content area teachers, particularly ELA teachers, to better serve ELLs and their needs. Currently, efforts are taken in aligning the ESL curriculum with the school’s ELA curriculum map and training content area teachers on how to use ESL techniques in the classroom. The school is also underway in using assessment data (i.e. *SCANTRON* and *Acuity Predictor* tests) to differentiate instruction and group students accordingly.

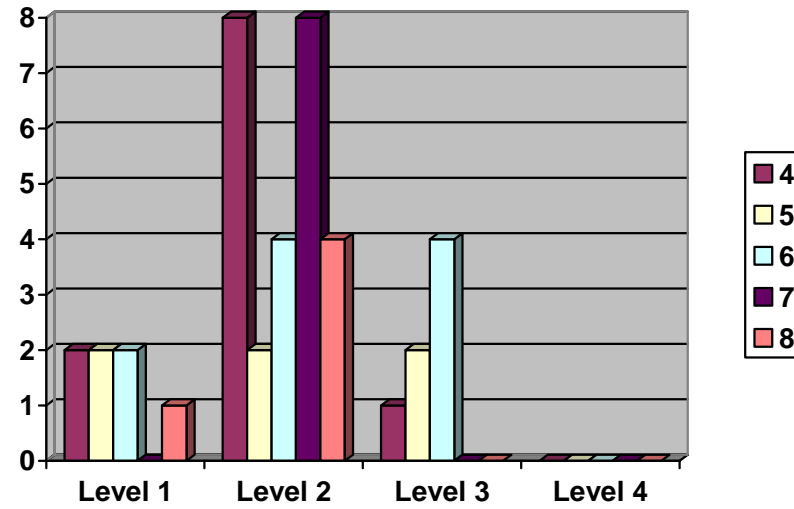


Figure 2: ELL Performance on 2008 ELA Test: Pattern Across Grades

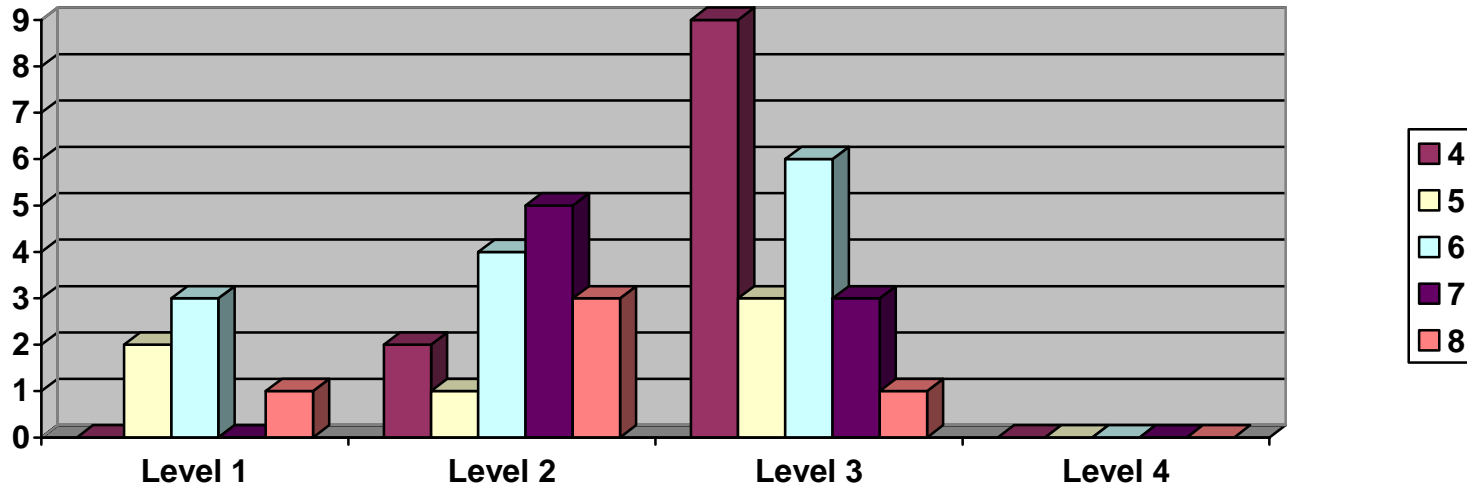


Figure 3: ELL Performance on 2008 Math Test: Pattern Across Grades

The school learns about ELLs from Interim Assessments by receiving snapshots of data containing skill areas that may be in need of improvement, particularly in reading and writing. School leadership and teachers are using the results of the aforementioned Interim Assessment tools by targeting lower achieving students and assisting them in small group settings in content areas (both during school hours, after school programs, and a data inquiry cohort of students). Teachers will have accurate, up to date information on student progress and be able to adapt skill foci accordingly.

## **VI. Planning for ELLs**

Instruction for ELLs is delivered primarily in pull-out free-standing ESL classes. In some instances, ELLs receive instruction in a push-in manner. Students are grouped in a heterogeneous fashion, mixing varying proficiency levels; however, when possible, students are grouped according to their NYSESLAT levels—*Beginner*, *Intermediate*, or *Advanced*. Instructional approaches and methods that are used to make content comprehensible and enrich language development are based on the workshop model with a focus on vocabulary, skill-building, comprehension, and test-taking strategies.

We have two certified ESL teachers and they are able to fully meet the mandated number of instructional minutes for the *Beginner*, *Intermediate*, and *Advanced* proficiency levels.

Content area instruction is delivered by classroom/content area teachers. It is also reinforced by ESL teachers whose philosophy is to help students master English through content area instruction, using the SIOP model. This is facilitated by a revamped curriculum map that guides instruction.

Instruction is differentiated for ELL subgroups based on their NYSESLAT and Interim Assessments proficiency levels. Within our heterogeneous class groupings, students receive differentiated instruction according to their levels.

Since our school currently has only one Student with Interrupted Formal Education (SIFE), we have an evolving instructional plan for SIFE students. Both ESL teachers received training through a professional development workshop on SIFE identification and early assessments (Academic Language and Literacy Diagnostic/Alfabetismo y Matematicas) for this population. Irregardless, we keep in mind the unique needs of SIFE students who cope not only with the language barrier, but also with problems that arise due to lack of formal educational experience. To address these needs, we focus on the language, learning skills and acquainting them with the structures of a school environment. Our plan for SIFE students is based on additional one-to-one or small group instruction with an ESL teacher during an administrative period and one-to-one or small group instruction in the SIFE students' native language. Being aware of the relationship between the students' level of literacy in their native language and the process of second language acquisition, we work on strengthening the first language literacy skills of these students. In addition to regular ESL pull-out sessions, SIFE students would also be provided with additional instructional time during small group instruction, after-school programs, and the H.A.C.E. Program (Hansberry Academy Cultural Education).

Our plan for newcomer ELLs in US schools for less than three years mirrors the intensity of English language instruction that SIFE students receive (albeit less emphasis would be placed on the formalities of a school environment). Our focus for these newcomers is to provide them with salient vocabulary, attention to their receptive skills (listening and reading), as well as introducing basic structures for written and spoken language. Initially, teachers assess where students' strength lies among the multiple intelligences and encourage output of this form. Once students have developed confidence in their English skills, teachers branch off with more challenging and rigorous activities. Since the No Child Left Behind Act (NCLB) now requires ELA testing for ELLs after one year, our instructional plan for newcomer ELLs is to immerse newcomers in an active English environment, as a means to minimize the "silent period," typical of newcomers, and expose them early on to the cognitive demands/skills required of them on the ELA and New York State Math Tests.

Long-term ELLs with more than six years in an ESL program, as well as special education students, face particular challenges in the acquisition of Cognitive Academic Language Proficiency (CALP). They demonstrate a good command of social language, but they perform below grade level in terms of academic language. In order to improve their rate of CALP acquisition, and to make academic language less abstract, teachers of those students are encouraged to use ESL scaffolding strategies (SIOP—Sheltered Instruction Observational Protocol) during their normal instruction.

For ELLs having special needs, our plan is to create an inclusive environment where there is no distinction between special needs students and general education ELLs. Particular attention is given to scaffolding techniques, such as modeling, and implementation of differentiated instruction. This includes the use of manipulatives and realia, as well as hands-on group activities that encourage cooperation among students.

Continuing transitional support for ELLs reaching proficiency on the NYSESLAT is provided by allowing extended time on the State ELA and Math tests. However, due to a limited number of certified ESL teachers whose schedules are currently at full capacities direct instruction for these students is not possible. Ideally those students would receive additional language support according to their performance on the NYSESLAT, State ELA and Math tests.

## **VII. Resources and Support for ELLs**

Instructional materials used to support ELLs are content integrated textbooks like *Highpoint* (middle school), *Read 180* (middle school), *On Our Way to English* (elementary school), *Amazing English* (elementary school), ELL readers, as well as originally produced materials. Our ESL teachers make use of realia, functional documents, photographs and visuals, art and technology projects/media literacy program, and hands-on manipulatives.

The professional development plan for all ELL personnel at the school consists of formal and informal meetings between classroom/content area teachers and ESL teachers to discuss ELL needs on an individual basis and set up students' annual goal plans. To implement the 7.5 hours of ELL training for staff members, ELL teachers are planning professional development sessions that address most effective practices for engaging ELLs academically and special needs that are unique to the ELL population.

Native Language support is delivered in our school's ESL pull-out model mainly for facilitating understanding of some low frequency academic vocabulary or texts and materials lacking context clues (e.g. test preparation materials). This is done by providing students with bilingual dictionaries for class work and state tests. In addition, classroom libraries contain titles in both Spanish and English versions. Furthermore, we aim to enrich lessons with materials that tap into students' home languages/cultures, thus bridging the gap between content and possible language barriers and motivating students.

Since Lorraine Hansberry Academy is a K-8 school, the structure of our school allows us the opportunity to closely monitor students as they transition from elementary to the middle school grades academically and emotionally. Issues that come up can be easily addressed by classroom teachers, staff, and counselors/social workers with a variety of interventions. Supports provided by staff to assist ELLs, and the greater school population, as they transition from middle school to high school are: advisory, in-house high school fairs, field trips to area high schools, in addition to rigorous 8<sup>th</sup> grade exit projects in the content areas of Social Studies and Science.

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

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Type of Program: \_\_\_ Bilingual  x  ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2007-08:  68

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

*The school's core instructional program is a genre based Balanced Literacy Approach to teaching reading and writing driven by a comprehensive curriculum map. Ells are supported through the free-standing ESL program with two certified ESL teachers using a pull-out approach for the general education students. These two teachers provide balanced instruction in English using concepts and skills that are learned through the integration of ESL methodology and strategies to small groups of students. All instruction is designed and implemented according to grade and proficiency level as indicated in the Language Assessment Battery-Revised (LAB-R) and the New York State English as a Second Language Achievement Test (NYSESLAT). Advanced students receive 4 periods (45 minutes each) of ESL instruction per week and both beginner and intermediate students receive 8 periods. Lorraine Hansberry Academy (K-8) currently offers our 68 English language learners (ELLs) a freestanding ESL class, under the pull-out model. In some cases where a high number of ELLs are clustered into one class, a certified ESL teacher pushes into that classroom during students' English Language Arts period (most often the case), or other content area subject. In the elementary grades (K-4) and middle school grades (5-8), there are seven classes for each program. The elementary grade band's program features small group learning sessions (no more than seven students in a class). In the fourth grade, ELL instruction groups are further subdivided according to their NYSESLAT (New York State English as a Second Language Assessment Test) scores (i.e. Beginner, Intermediate, and Advanced level). The middle school grade band's program likewise features small learning group sessions (no more than*

*nine students in a class). Being that the majority of the middle school students scored at an Advanced level on the NYSESLAT, these groups are not further subdivided; however, extra attention/classes are devoted to those who scored as Beginners.*

*The language of instruction for all classes in Lorraine Hansberry's ESL program is English. Instructional strategies focus on communicative group work activities, content-based instruction, and an emphasis on ELA and math test-taking strategies to improve ELLs' scores.*

*A Saturday program, H.A.C.E. Program, also affords students with extra opportunities to practice their reading, writing, and math skills as well as giving them educational interactive and cultural experiences through a variety of fieldtrips within NYC. Goals for the H.A.C.E. Program include further implementing more technology-based projects through the means of media literacy instruction.*

## **II. Parent/community involvement:**

*Outreach to parents of ELLs, and the community as a whole, is done through informational sessions with parents of ELLs about their choices regarding available language instructional programs (i.e. Bilingual, Dual-Language, and ESL) and how to make the choice that best suits their student. Informational sessions showcase a video presentation about the language programs offered in NYC and the benefits of each program. Parents then have an opportunity to discuss and further question ESL teachers before they make their decisions about program choice.*

*The School Parent Coordinator also relays information to parents of ELLs about available workshops in NYC on how parents can be better involved in their student's education. Available workshops are conducted in the Central/District Offices.*

*Additionally, the school offers two language programs for parents and the community to partake in. One program is an adult English language and GED course offered from 6-9pm Mondays and Wednesdays to other than English speaking individuals. The other program is offered during the school day and after school hours as a family-centered English language program.*

## **III. Project Jump Start (Programs and activities to assist newly enrolled ELL students):**

*While Lorraine Hansberry Academy does not have Project Jump Start, programs/activities aimed at assisting newly enrolled ELL students consist of assigning peer-buddies conversant in the same home language to get students acquainted with their class program/school building, collaborative learning in class, and assistance with assignments/homework.*

*These students are encouraged to partake in after-school and other extracurricular activities, especially those geared towards ELLs (i.e. H.A.C.E. Program).*

## **IV. Staff Development (2008-2009 activities):**

**UPDATED – SEPTEMBER 2008**

*Professional development at Lorraine Hansberry Academy for teachers of the ELL population consists of attending a variety of workshops pertaining to scaffolding instruction for ELLs via the SIOP (Sheltered Instruction Observational Protocol) Model. Additionally, teachers attend workshops that utilize various techniques on vocabulary-building, enhancing reading comprehension, means to engage students in writing, and strategies to prepare students for the NYSESLAT.*

### Sample Student Schedule

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:30 To: 9:18	Subject (Specify) Literacy	Subject (Specify) Literacy	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Literacy
<b>2</b>	From: 9:18 To: 10:02	Subject (Specify) Literacy	Subject (Specify) Literacy	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Literacy
<b>3</b>	From: 10:02 To: 10:48	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) Music	Subject (Specify) Literacy	Subject (Specify) Social Studies
<b>4</b>	From: 10:48 To: 11:34	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
<b>5</b>	From: 11:34 To: 12:20	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) Social Studies
<b>6</b>	From: 12:20 To: 1:06	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Math
<b>7</b>	From: 1:06 To: 1:52	Subject (Specify) Social Studies	Subject (Specify) Gym	Subject (Specify) Social Studies	Subject (Specify) Social Studies	Subject (Specify) Science

<b>8</b>	From: 1:52 To: 2:37	Subject (Specify) Science	Subject (Specify) Gym	Subject (Specify) Literacy	Subject (Specify) Social Studies	Subject (Specify) Science
<b>9</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

**Number of LEP Students Identified and Served in Each School Building by Type of Program in 2007-08** A-2

School District: 12

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

School Building 214

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

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL
Arabic (ARB)																					
Bengali (BEN)																					
Bosnian (BOS)																					
Chinese (CMN)																					
French (FRA)																					
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)	1		4	7		7	5		5	4		4	12		12	6		6	13		13
Vietnamese (VIE)																					
<b>SUB TOTALS</b> →	1		4	7		7	5		5	4		4	12		12	6		6	13		13

Attach additional sheets if necessary.

Total Number of LEP students in grades K-6 **Identified** in the Building in **2007-08**  
(Do not include long-term LEPs)

49

Total Number of LEP students in grades K-6 **Served** in the Building in **2007-08**  
(Do not include long-term LEPs)

0	52
Bilingual	ESL

**Number of LEP Students Identified and Served in Each School Building by Type of Program in 2007-08** A-2

School District: 12

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

School Building 214

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

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served	
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL
Albanian																			1		1
<b>SUB TOTALS</b> →																				1	1

This page has been provided to add additional languages, if necessary. Copy as needed.

**Number of LEP Students Identified and Served in Each School Building by Type of Program in 2007-08**      **A-2(a)**

School District: 12

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

School Building 214

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

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)		
	Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi Fied	Served		Identi fied	Served		Identi fied	Served	
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL
Arabic (ARB)				0		1															
Bengali (BEN)																					
Bosnian (BOS)																					
Chinese (CMN)																					
French (FRA)																					
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)	9		9	6		6															
Vietnamese (VIE)																					
<b>SUB TOTALS</b> →	9		9	6		7															

Total Number of LEP students in grades 7-12 and Special Ed.-K-12 **Identified** in the Building in 2007-08 (Do not include long-term LEPs) 15

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

0	16
Bilingual	ESL



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

**Form TIII – A (1)(a)**

Grade Level(s) K-8 Number of Students to be Served: 68 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 2 Other Staff (Specify) \_\_\_\_\_

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

**Title III, Part A LEP Program**

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

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*Lorraine Hansberry Academy (K-8) currently offers our 68 English language learners (ELLs) a freestanding ESL class, under the pull-out model. Instruction is provided by two certified ESL teachers, both holding professional TESOL certificates. In some cases where a high number of ELLs are clustered into one class, a certified ESL teacher pushes into that classroom during students' English Language Arts period (most often the case), or other content area subject. In the elementary grades (K-4) and middle school grades (5-8), there are seven classes for each program. The elementary grade band's program features small group learning sessions (no more than seven students in a class). In the fourth grade, ELL instruction groups are further subdivided according to their NYSESLAT (New York State English as a Second Language Assessment Test) scores (i.e. Beginner, Intermediate, and Advanced level). The middle school grade band's program likewise features small learning group sessions (no more than nine students in a class). Being that the majority of the middle school students scored at an Advanced level on the NYSESLAT, these groups are not further subdivided; however, extra attention/classes are devoted to those who scored as Beginners.*

*All ELLs are being seen according to their mandated times per week (i.e. Beginners – eight 45 minute sessions per week, Intermediate – eight 45 minute sessions per week, Advanced – four 45 minute sessions per week).*

*The language of instruction for all classes in Lorraine Hansberry's ESL program is English. Instructional strategies focus on communicative group work activities, content-based instruction, and an emphasis on ELA and math test-taking strategies to improve ELLs' scores. The*

*program models offered at our school are aligned with the majority of parent requests. A majority of ELL parents (60%) chose free-standing English as a Second Language program; 20% chose Bilingual; and, 20% chose the Dual Language programs. Because this has been a trend for the past few years, our school only offers the Free-Standing ESL program. Parents who prefer to enroll their students in a Bilingual or Dual Language programs are assisted in finding schools nearby that offer these types of programs.*

*A Saturday program, H.A.C.E. Program, also affords students with extra opportunities to practice their reading, writing, and math skills as well as giving them educational interactive and cultural experiences through a variety of fieldtrips within NYC. Goals for the H.A.C.E. Program include further implementing more technology-based projects through the means of media literacy instruction.*

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

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*Professional development at Lorraine Hansberry Academy for teachers of the ELL population consists of attending a variety of workshops pertaining to scaffolding instruction for ELLs via the SIOP (Sheltered Instruction Observational Protocol) Model. Additionally, teachers attend workshops that utilize various techniques on vocabulary-building, enhancing reading comprehension, means to engage students in writing, and strategies to prepare students for the NYSESLAT.*

**Form TIII – A (1)(b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	<b>\$12, 000.00</b>	<b>After School Program to support ELL's development in reading proficiency on the NYSESLAT and NYS ELA and Math Assessment.</b>
Purchased services such as curriculum and staff development contracts	<b>\$700.00</b>	<b>Supplemental curriculum materials and libraries will be purchased to augment the day program.</b>
Supplies and materials	<b>\$300.00</b>	<b>Books and materials for children will be purchased for student use.</b>
Travel	<b>\$2,000.00</b>	<b>Students will be taken on a field trip in order to be immersed in a relevant cultural experience which is directly linked to their learning at school and serves as a culminating experience for the program.</b>
Other		
<b>TOTAL</b>	<b>\$15,000.00</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

**There is one staff member who is designated as the translator of all documents for parents who do not read or comprehend English.**

**Translation is done on an as needed basis.**

**There is one staff member designated to provide oral translation for parents that do not speak nor understands English well, at all public parent meetings. Also the school has a number of Bilingual Teachers, Administrators and other support staffers than can assist with oral translations during Parent/Teacher Conferences.**

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.

**Only a few parents need translation. This is articulated through the PTA, Parent Coordinator and sometimes the parents request for the translation. Notification letters to parents, parent letters and any other documents as needed are translated by the translator in a timely manner.**

#### **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.

**All translated services are done in house because of the small number. We are able to manage well.**

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.  
**Also the school has a number of Bilingual Teachers, Administrators and other support staffers than can assist with oral translations during Parent/Teacher Conferences.**
  
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>.  
**Prominently displayed in the school's main office is a blown-up copy of the Chancellor's Regulation A-663 placard with 15 languages for parents.**

## **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 \$672,438.00
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$6,724.00
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$33,622.00
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 94%
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. The teachers are taking UFT and University-Level Courses to complete credit deficiencies.

### **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.

### **School Parental Involvement Policy:**

#### **I. General Expectations**

Lorraine Hansberry Academy-P.S. 214X agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;

- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

**School-Parent Compact SCHOOL-PARENT COMPACT ADOPTED IN MAY 2006 STILL IN EFFECT** (will be reviewed 9/15/06)

3. **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.

**Parent Responsibilities**

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**Optional Additional Provisions**

**Student Responsibilities (revise as appropriate to grade level)**

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

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

- Do my homework every day and ask for help when I need to.

- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

**SIGNATURES:**

**LORRAINE HANSBERRY ACADEMY-C.S.214X**

School

\_\_\_\_\_  
Parent(s)

\_\_\_\_\_  
Date

**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. **Information can be found on pages 12-27.**
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any. **All responses can be found on pages 12-55.**
  
3. Instruction by highly qualified staff. **Information can be found on pages 34-36 and 40- 55.**
  
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. **Information can be found on pages 12-61.**

5. Strategies to attract high-quality highly qualified teachers to high-need schools. **N/A**
6. Strategies to increase parental involvement through means such as family literacy services. **Information can be found on pages 27, and 40-61.**
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.

**The plans our school has in place for assisting transitional Early Childhood Education students are: The turning 5 program; Parent interviews; Parent/Child interviews; Day Program; Child visitations, Workshops hosted by the Social Worker for the parents. The workshops are: literacy, childhood development, social therapy, and play therapy; Also, the day is staggered for new students until they build the capacity to remain in school all day.**

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.

**The measures we use to improve the achievement of individual students and the overall instructional program are: Periodic assessments; Performance testing series; Internally organized pre and post assessments based upon NYS Standards; Regular dialogue and training of all pedagogue, as well as systematic review of classroom data.**

**The implementation of Data is when support is designed and provided to students at their point of need. We have differentiated professional development and planning meetings that include but are not limited to the fulfillment of the Goal Setting Process, skills each student should master, and a clear understanding of key concepts in the content area subjects. In Addition, the extension of the Inquiry Team includes a focus on Middle School Mathematics for students with Individualized Educational Plans (IEP's).**

**For more information on the ways in which pedagogue are included in the decision making process in maintaining high expectations of academic achievement, for their students, and the overall instructional program, please refer to pages 12-61.**

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. **Information can be found on pages 6, 7, and 32.**

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. **Information can be found on pages 6-61.**

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS Not Applicable**

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

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

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

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

**NCLB/SED Status:** Not applicable **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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<sup>1</sup> School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** Not applicable

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

***1A. English Language Arts***

**Background**

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

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

### ELA Alignment Issues:

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

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

- **English Language Learners**

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

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

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

**In order to determine the validity of this finding as it pertains to P.S. 214X, we have examined the current structures in place.**

**The E.L.A. curriculum at P.S. 214X consists of the framework provided through the Balanced Literacy Program.**

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

Applicable X  Not Applicable

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

**Gaps in the Written Curriculum**

To provide structure to that framework P.S. 214 has done the following:

- Conducted professional development sessions in which teachers used the New York State core curriculum standards as well as the city standards to identify skills that must be mastered according to the grade level they teach. Teachers went a step further and not only identified the skills required to be taught at their grade level but they also identified areas in which students struggled using assessment data such as: E.C.L.A.S, Acuity, SCANTRON and New York State Exams.
- Ongoing Professional Development is provided to help teachers make the connections between reading and writing instruction in their classrooms.
- Collaborative Planning Sessions are used to plot out those skills that will be the central focus every month in both reading and writing.
- Professional Development Logs are kept which contain Agendas regarding the above Professional Development Sessions

**Curriculum Maps**

Curriculum Maps were created and are used in the following manner:

- Curriculum Maps were created by the teachers under the guidance of support staff and administration.
- C.S. 214's curriculum maps identify the standard that the skills address.

- It outlines the strategies, skills, standards, essential questions, genre, focus, reading and writing links, student outcomes, resources, assessments, benchmarks, and provides a monthly timeline for addressing the skills.

### **Taught Curriculum**

The Curriculum taught is in direct keeping with the state standards as a result of the measures taken above. The following statements also emphasize this point:

- Teachers use the curriculum map to identify what material to teach. The curriculum was created using the New York State and City Standards.
- The map also identifies skills to be taught from month to month that address the social emotional and listening and speaking abilities of the child.
- During collaborative planning teachers decide on a culminating activity which requires the students to do oral presentations

### **ELA Materials**

The following materials are used for E.L.A. which is directly linked to the standards:

- New York State Coach
- New York State Kaplan
- The books provided for guided reading are tailored to ELL'S and struggling readers using the High Five Series
- Books selected for Guided Reading are Choose your Own destiny novels, *Graphic Novels and Books on C.D.* which ask comprehension questions.

### **English Language Learners**

The following information addresses the finding on curriculum and instruction of English Language Learners (ELL's)

- The process our school will engage in is aligning our ELA curriculum map with the NYS Learning Standards for ESL to some degree to address the needs of our ELL population.
- The finding for the ELL population is Applicable
- General Education Teachers are not aware the NYS standards for ESL, so there are no adequate planning for the ELL population.

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.

**We will address this issue using the following resources:**

- We will provide professional development for teachers such as: Inter visitations-Collaborative Planning Time-Grade Meetings.
  - We will include an ELL addendum to the curriculum map.
  - Our school will accept additional support from our Network Leader and Network Support Specialist in ELA, from central, in order to address this issue.
- 

## **1B. Mathematics**

### **Background**

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

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

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

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

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

**The process that our school has established in order to assess students in mathematics are:**

- Using Pre and Post assessments provided by New York State
- Pacing calendars provided by NYC
- Grades Pre K-Grade 5 using Every Day Mathematics Program to drive instruction
- Using Data
- Establishing Goals
- SCANTRON
- Middle School Math Inquiry Team

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 areas that dispel this finding, in our school's educational program are:**

- Our usage of the NYS standards during instruction
- Planning by using pacing calendars provided by both the city and state
- Standards that are highlighted on bulletin boards and other forms of student work.

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.

**N/A**

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews,

**UPDATED – SEPTEMBER 2008**

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.

**The processes we use to identify the relevancy of this finding are as follows:**

- Formal and Informal Observations
- Learning Walks with immediate feedback of summary of observations and findings
- Student's portfolio and work folder
- Projects and reports
- Bulletin Boards with student's work and teacher individualized comments with next step(s) for students
- Use of data to differentiate and drive instruction
- High-Level of student engagement and scaffolding of instruction
- Lessons consistent with content standards
- Grade meeting collaborative planning time
- Professional Development
- Continuum of Teacher Development-University of California Santa Cruz
- Selective Scripts tool that monitors the amount of teacher instruction in comparison to the student response

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

X  Applicable     Not Applicable

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

**The evidence we found that supports this finding are as follows:**

- Overall students receive direct and explicit instruction in all curricula areas
- Use of data for flexible grouping and to guide instruction
- Differentiation of instruction aligned to content and core curricula standards
- Teacher/student conference
- Teacher modeling
- Effective questioning
- Accountable talk

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.

**Our school will accept additional support from our Network Leader and Network Support Specialist in ELA, from central, in order to address this issue.**

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom 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.

Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

**The processes we use to assess our school in relation to this finding are:**

- The Extended Cabinet meets weekly, looking at different sources of mathematical data
- Mathematics instruction must be improved
- Professional Development workshops will be provided on differentiation of instruction
- The Inquiry Team will also develop instructional practices for the school
- Aligning our instructional practices with the English Language Learners (ELL's) Standards

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

X  Applicable     Not Applicable

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

**The evidence we found that supports this finding is as follows**

- During our walkthroughs, we have noted a lack of infusion of Technology in Mathematics
- Teachers are working toward project based instruction and away from whole group.

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.

**We will address this issue using the following tools:**

- Acuity and ARIS to drive project based instruction
- Professional Development workshops on differentiated instruction
- Our school will accept additional support from our Network Leader and Network Support Specialist in Mathematics, from central, in order 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 process our school has to assess whether this finding is relevant to our educational program entails us reviewing the organizational sheet of our schoolwide staff. We determine how many new teachers, to the school, are on the organizational sheet. It is usually determined that we have 4-6 new faculty members out of a staff of 75; every other year.**

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?

**See 3.1**

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.

**N/A**

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### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

**The process of this school is that, English Language Learners (ELL) teachers have always participated in district and out-of-school professional development and continue to do so.**

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

Applicable  Not Applicable

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

**The evidences that dispel this finding are:**

- Principal's Weekly that is given to ELL teachers indicating professional development and are required to attend.
- There are school-based policies/plans for instruction that are done informally on an on-going basis.

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.

**N/A**

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

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

**The processes we use to assess our school in relation to this finding are:**

- I.T.T. tool to generate all information and data on all students in the school.
- All English Language Learners (ELL) information has been transferred to a data spreadsheet for teacher use.

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

X  Applicable    Not Applicable

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

**The evidence we found that supports this finding is as follows:**

- Insufficient opportunities for Professional Development focused on the ELL population, in the school
- Difficulty for classroom teachers to access NYSESLAT scores

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.

**We will address this issue using the following tools:**

- Our school will address these issues through the I.T.T. tool
- We will receive support that is provided by our Network Leader and Network Support Specialist in Mathematics, from central, in order to address this issue.

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## **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers,

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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 processes we use to assess our school in relation to this finding are:**

- 408 Summary Form
- Differentiated Instruction
- Professional Development to inform all teachers of Special Education students
- Lunch and Learn
- Individualized Educational Plan (IEP) Professional Development

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?

**The evidence we found that dispels this finding are as follows:**

- Mainstreaming and/or decertifying students into General Educational classes
- Student Support Team (SST)- provides monthly meeting for Special Education
- Special Education Tidbits Handbook distributed to General Education and Special Education Teachers

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.

**N/A**

## **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 processes we use to assess our school in relation to this finding are:**

- Update behavior Modification Plans
- Testing Coordinator reviews SEC Report for test Modifications
- Individualized Educational Plans (IEP's) update academic management needs during Annual Reviews

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?

**The evidence we found that dispels this finding are as follows:**

- The ATS
- CAP System
- SEC Report
- Test Modifications
- Test Coordinator
- Page 9 of the Individualized Educational Plan (IEP)

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.

**N/A**

## CEP Appendix 8: Contracts for Excellence

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

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

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

Submit date: **Jul 10, 2008**

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

School DBN	12x214
School Name	Lorraine Hansberry Academy - C.S. 214X
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 315,897
Principal Name	Joy Elaine Daley
Principal Email	Jdaley@schools.nyc.gov
Principal Phone	7185896728

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 **\$ 281,569**  
 Reducing teacher-student ratio through team teaching strategies

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

- Yes
- No

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

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

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24  
 C4E Target #2: 8 - Math - Students with Disabilities - 26 - 1 -25

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

For example:

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

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

For example:

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

	Targeted Grade	Targeted Subject	Targeted Population	Average Class Size 2007-08	# New Classrooms / New Sections	Projected Average Class Size 2008-09
C4E Target #1	4	All (ES only)		28.0	1	23
C4E Target #2	5	All (ES only)		28.0	1	23
C4E Target #3	6	All (ES only)		28.0	1	23
C4E Target #4						
C4E Target #5						
C4E Target #6						

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

- Yes
- No

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

- 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 Language Learners (ELLs)?

- Yes
- No

How much do you plan to allocate for this program?

Model Programs for ELLs

\$ 34,328

**Please describe the program.**

**Decrease the amount of students served at once by the ESL teachers.**

**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
- 

**CEP Appendix 8: Contracts for Excellence**