



DITMAS I. S. 62

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 20K062
ADDRESS: 700 CORTELYOU ROAD, BROOKLYN, NY 11218
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: I.S. 62 **SCHOOL NAME:** Ditmas Intermediate School

SCHOOL ADDRESS: 700 Cortelyou Road, Brooklyn, New York 11218

SCHOOL TELEPHONE: (718) 941-5450 **FAX:** (718) 693-7433

SCHOOL CONTACT PERSON: Barry Kevorkian **EMAIL ADDRESS:** bkevork@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Barry Kevorkian

PRINCIPAL: Barry Kevorkain

UFT CHAPTER LEADER: Beatrice De Sapio

PARENTS' ASSOCIATION PRESIDENT: Sylvena Clarke

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 20 **SSO NAME:** CEI

SSO NETWORK LEADER: Nancy Ramos

SUPERINTENDENT: Karina Costantino

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; 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 a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Barry Kevorkian	*Principal or Designee	
Beatrice De Sapio	*UFT Chapter Chairperson or Designee	
Sylvena Clarke	*PA/PTA President or Designated Co-President	
Sharon Cayenne	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Kathleen Carroll	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Melida Mason	Member/Parent	
Selma Billey	Member/Parent	
Nancy Lizio	Member/Parent	
Michelle Esposito	Member/CSA	
Erin Lynch	Member/Teacher - UFT	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

- 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.

Ditmas Intermediate School 62, one of eight middle schools in Community School District 20, is located in the Kensington section of Brooklyn. Several years ago the school was restructured into three smaller learning communities: Academic, Performing and Visual Arts, Business, Finance and Technology and Law and Community Service.

Mission: Children First, High Expectation, No Excuses.

Vision: Our educational philosophy is to provide all students with an equitable education that allows each one to achieve excellence and become productive citizens, ready to participate in a democratic society, as well as foster a love of learning that will last a lifetime.

All students are mandated to attend the 37.5 minute early morning tutoring program which uses Kaplan materials (Kaplan Keys – Math and ELA). All of our teachers have been trained in SIOB (Sheltered Instruction Observation Protocol).

Struggling students participate in the Wilson Program and Kaplan SpellRead and TextConnections. All special education students are taught by highly qualified content area specialists, and children are mainstreamed as a way to integrate them back into the general school population.

We are currently in year three of our new initiative, the "Principal's Class for the Gifted and Talented" for incoming 6th graders. We have one class on the eighth grade, two classes on the 7th grade and this year we opened two classes on the 6th grade. These children are being prepared to take the specialized high school exam, the earth science and integrated algebra regents and the 3 year foreign language proficiency exam. Additionally they are involved in the talent and law programs.

Through our KidsWrite Program, students are given the opportunity to publish a collaborative book. Additionally, this program provides for an Oral History Project, a Museum in a School, and involvement in a podcast for Law Studies. Selected students are provided the chance to publish solo books

Children have the opportunity to participate in the Astoria Federal Savings *Bank at School* program. This program is designed to teach children how to save money by opening a Student Savers Savings account and making deposits on pre-scheduled "Banking Days" right in school.

All children in the building are entitled to participate in the SES program since we have Universal School Meals (USM). Our two SES providers – Brienza and the UFT Young People's Academy - service over 800 children. Additionally we have Flatbush Development four days a week serving over 150 children, and Title IV B 21st Century program twice a week serving over 100 students.

The 21st Century Program is threefold: Teen Entrepreneur Connection where students learn how to plan, create and run a functioning business, Urban Arts teaches ESL through literacy and a Leadership program, which develops leadership skills through chorus.

We have a Title III Saturday ELA/Science Academy that targets our ELL children and prepares them for the NY State ELA and Science exams. This program will run for twelve Saturdays in April, May and June. A CHAMPS program runs five mornings a week and a SIFE program that uses RIGOR and Achieve 3000 runs after school and on Saturdays.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	J.H.S. 062 Ditmas						
District:	20	DBN:	20K062	School BEDS Code:	332000010062		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		
Enrollment				Attendance - % of days students attended :			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	0	0	0		92.4	92.8	93.4
Kindergarten	0	0	0	Student Stability - % of Enrollment :			
Grade 1	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 2	0	0	0		91.0	90.5	90.8
Grade 3	0	0	0	Poverty Rate - % of Enrollment :			
Grade 4	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 5	0	0	0		97.7	91.2	84.0
Grade 6	331	396	331	Students in Temporary Housing - Total Number :			
Grade 7	364	370	415	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 8	411	365	399		10	7	82
Grade 9	0	0	0	Recent Immigrants - Total Number :			
Grade 10	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 11	0	0	0		55	56	79
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	1	1	2	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Total	1107	1132	1147		55	56	79
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	43	54	63	Principal Suspensions	39	87	92
# in Collaborative Team Teaching (CTT) Classes	57	68	78	Superintendent Suspensions	51	36	35
Number all others	14	48	56	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# receiving ESL services only	222	209	220	Number of Teachers	90	95	96

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	9	19	20	Number of Administrators and Other Professionals	12	18	18
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	5	6
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	6	4	5	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	72.2	75.8	75.0
				% more than 5 years teaching anywhere	52.2	54.7	58.3
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	87.0	84.0	79.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.5	89.7	92.7
American Indian or Alaska Native	0.3	0.4	0.3				
Black or African American	41.3	41.3	38.6				
Hispanic or Latino	32.5	32.6	33.0				
Asian or Native Hawaiian/Other Pacific Isl.	19.4	18.9	19.1				
White	6.5	6.8	8.9				
Male	52.4	55.7	56.5				
Female	47.6	44.3	43.5				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√	NCLB Restructuring – Year 3						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	Restructuring Y 3			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		√	√	-			
Other Groups							
Students with Disabilities		-	-	-			
Limited English Proficient		√SH	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		7	7	6	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	90.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	12			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	23.5			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	44.9						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	10.5						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

In reviewing our State Report Card we have failed to make AYP in ELA for our ELL's.

English Language Arts

Based on the available data we have observed the following:

- **Grade 6 English Language Arts – all students**
 - The mean score has increased from 628.9 in 2006 to 656 in 2009
 - There are no 6th graders scoring at Level 1.
 - The percentage of children that scored at Level 2 has decreased from 57.5 % to 35 %.
 - The percentage of children that scored at Level 3 has increased from 26.0 % to 63 %.
 - The percentage of children that scored at Level 3/4 has increased from 27.3 % to 65%
 -
- **Grade 7 English Language Arts – all students**
 - The mean score has increased from 628.0 in 2006 to 655 in 2009
 - The percentage of children that scored at Level 1 has decreased from 14.4 % to 1 %.
 - The percentage of children that scored at Level 2 has decreased from 58.5 % to 34 %.
 - The percentage of children that scored at Level 3 has increased from 26.5 % to 63 %.
 - The percentage of children that scored at Level 3/4 has increased from 27.0 % to 66%
- **Grade 8 English Language Arts – all students**
 - The mean score has increased from 629.3 in 2006 to 645 in 2009
 - The percentage of children that scored at Level 1 has decreased from 16.3 % to 5 %.
 - The percentage of children that scored at Level 2 has decreased from 59.9 % to 46 %.
 - The percentage of children that scored at Level 3 has increased from 23.1 % to 45 %.
 - The percentage of children that scored at Level 3/4 has increased from 23.8 % to 49%

Data from 2008-09 indicates that there are no 6th graders scoring at Level 1 in English Language Arts. The number of 7th and 8th graders that scored at Level 1 has decreased significantly. Additionally, the number of children that scored at Level 3/4 has also significantly increased. As a result of the SIOP program we have seen a major improvement (65 % scoring at Level 3/4) in our 6th grade ELA scores.

- **Grade 6 English Language Arts – ELL students**
 - The mean score has increased from 593.4 in 2006 to 641 in 2009.
 - The percentage of children that scored at Level 1 has decreased from 46.9 % to 0 %.
 - The percentage of children that scored at Level 2 has increased from 53.1 % to 71 %.
 - The percentage of children that scored at Level 3 has increased from 0 % to 29 %.
- **Grade 7 English Language Arts – ELL students**
 - The mean score has increased from 602.9 in 2006 to 637 in 2009.
 - The percentage of children that scored at Level 1 has decreased from 32.3 % to 5 %.
 - The percentage of children that scored at Level 2 has increased from 63.1 % to 72 %.
 - The percentage of children that scored at Level 3 has increased from 4.6 % to 23 %.
- **Grade 8 English Language Arts – ELL students**
 - The mean score has increased from 608.1 in 2006 to 618 in 2009
 - The percentage of children that scored at Level 1 has decreased from 29.6 % to 41 %.
 - The percentage of children that scored at Level 2 has decreased from 61.1 % to 74 %.
 - The percentage of children that scored at Level 3 has decreased from 9.3 % to 5 %.

The total number of ELL students has increased to a high of 258 students at the end of the 2008-09 school year. Currently we have 288 ELL children on register, and that number continues to increase. Out of those 288 children, approximately one hundred (100) have been in the country three (3) years or less. We have seventy-six (76) SIFE children.

Based on the results of the Spring 2009 **NYSESLAT** exam, we have found that the ELL children scored better in Listening and Speaking than Reading and Writing. The majority of students will score one level lower on Reading and Writing than on Listening and Speaking.

Listening and Speaking

	Beginning	Intermediate	Advanced	Proficient
All Students	7 %	20 %	36 %	37 %
Grade 6	11 %	18 %	45 %	26 %
Grade 7/8	5 %	21 %	32 %	43 %

Reading and Writing

	Beginning	Intermediate	Advanced	Proficient
All Students	20 %	37 %	28 %	16 %
Grade 6	20 %	26 %	40 %	14 %
Grade 7/8	20 %	42 %	23 %	16 %

We have examined the data in ARIS and have found that:

- Out of a total of 282 ELL students tested in the Spring of 2009 – 216 will be taking the ELA exam and 66 or 23.5 % will not be eligible.
- In grade 6 – there are 86 ELL students, 63 will be taking the ELA exam and 23 or 26.9 % will not be eligible to take the test.
- In grade 7 – there are 92 ELL students, 73 will be taking the ELA exam and 19 or 20.6 % will not be eligible to take the test.
- In grade 8 – there are 104 ELL students, 80 will be taking the ELA exam and 24 or 23 % will not be eligible to take the test.

Mathematics

- **Grade 6 Mathematics – all students**
 - The percentage of children that scored at Level 2 has decreased from 40.4 % to 24 %.
 - The percentage of children that scored at Level 3 has increased from 35.8 % to 64 %.
 - The percentage of children that scored Level 2 and above is 91 %.
 - The percentage of children that scored at Level 3/4 has increased from 38.1 % to 69%
- **Grade 7 Mathematics – all students**
 - The percentage of children that scored at Level 1 has decreased from 19.6 % to 1 %.
 - The percentage of children that scored at Level 2 has decreased from 47.5 % to 27 %.
 - The percentage of children that scored Level 2 and above is 98 %
 - The percentage of children that scored at Level 3/4 has increased from 32.9 % to 77%
- **Grade 8 Mathematics – all students**
 - The percentage of children that scored at Level 1 has decreased from 28.0 % to 6 %.
 - The percentage of children that scored at Level 2 has decreased from 40.1 % to 31 %
 - The percentage of children that scored at Level 2 and above is 94 %..
 - The percentage of children that scored at Level 3/4 has increased from 31.8 % to 64%

In all three grades there has been a significant increase in the number of students scoring at Levels 3 and 4. Due to the fact that all students are mandated to attend early morning 37.5 minutes tutoring (using Kaplan materials), we have been able to reduce the number of students scoring at Levels 1 and 2. Our after school SES providers use school-desired materials.

Special Education ELL's

English Language Arts test results show that we tested 199 Special Education Students - sixty-eight (68) in the 6th grade, seventy-four (74) in the 7th grade, and fifty-six (56) in the 8th grade.

Grade	Total	Level 1	Level 2	Level ¾
6	68	0 %	69 %	31 %
7	74	1 %	59 %	39 %
8	56	14 %	71 %	14 %

Mathematics results show that we tested 203 Special Education students - sixty-nine (69) in the 6th grade, seventy-seven (77) in the 7th grade, and fifty-seven (57) in the 8th grade.

Grade	Total	Level 1	Level 2	Level ¾
6	69	16 %	69 %	45 %
7	77	3 %	48 %	49 %
8	57	23 %	54 %	23 %

Based on the results of the Spring, 2009 NYSESLAT in **Reading and Writing** for our ELL Special Education students, we found that out of the sixty-five (65) Special Education ELL's, a total of 12 % scored proficient. Out of the twenty-three (23) 6th graders 9 % scored proficient, and out of the 42 7th and 8th graders, 14 % scored proficient. Out of the two hundred and seventy-three (273) General Education and Special Education ELL's a total of 16 % scored proficient. Out of the eighty-nine (89) 6th graders 15 % scored proficient, and out of the one hundred and eighty-four (184) 7th and 8th graders, 17 % scored proficient.

Based on the results of the Spring, 2009 NYSESLAT in **Listening and Speaking** for our ELL Special Education students, we found that out of the sixty-five (65) Special Education ELL's, a total of 43 % scored proficient. Out of the twenty-three (23) 6th graders 22 % scored proficient. Out of the 42 7th and 8th graders, 62 % scored proficient. Out of the two hundred and seventy-three (273) General Education and Special Education ELL's a total of 38 % scored proficient. Out of the eighty-nine (89) 6th graders 27 % scored proficient, and out of the one hundred and eighty-four (184) 7th and 8th graders, 43 % scored proficient.

SECTION V: ANNUAL SCHOOL GOALS

1. The total number of students scoring Level 4 on the New York State ELA exam will increase 3 % from 2.0 % to 3.5 % on the April 2010 New York State English Language Arts exam.
2. On our 2009 – 2010 Learning Environment School survey we will see an increase of 5 % (5 teachers) on the Teacher Decision Making question.
3. To increase the number of 8th grade ELL students reaching the progress target of 65 % by 3 % (3 students) from 64 % to 67 % as measured on the June, 2010 New York State 8th grade Science exam.
4. To increase the number of Special Education students making exemplary proficient gains from 29.5 % to 35 % (8 students) on the May, 2010 New York State Math exam.

SECTION VI: ACTION PLAN

Subject Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The total number of students scoring Level 4 on the New York State ELA exam will increase 3 % from 2.0 % to 3.5 % on the April 2010 New York State English Language Arts exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Students will be aware of their current score and will be setting their goals for improvement • Kaplan Boot Camp Program for our Level 3 and 4 seventh graders - afterschool • Kaplan Specialized High School Test Prep (SHSTP) program supporting our high level 3 and Level 4 8th graders – afterschool and Saturday • Children are given the opportunity to improve their writing skills through the KidsWrite Program. In this program students collaboratively write their own published book • Differentiation of instruction in our Principal’s and Superintendent’s classes • Department meetings for G and T to discuss instructional strategies and curriculum • Assignment of Guidance Counselor to address specific educational concerns of students, parents and teachers in our Principal’s G and T program • BOOST students from PS 139 transition to Ditmas through talent program • Preparing high Level 3’s and 4’s to take the Earth Science and Integrated Algebra Regents and the 3-year French/Spanish Foreign Language Proficiency exam • SES providers, Brienza and UFT Young Peoples Academy, use school desired materials to address high level 3’s and 4’s. • All children are mandated to attend early morning 37.5 minutes tutoring.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding:</p> <ul style="list-style-type: none"> • Title I SWP (KidsWrite) and 21st Century Grant • Middle School Improvement Grant – Kaplan Boot Camp and Specialized High School Test Prep • SINI grant – professional development

Indicators of Interim Progress and/or Accomplishment

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

- **Teacher observations**
- **Attendance Sheets**
- **Periodic Assessments using ACUITY and Performance Series**
- **An improvement of at least 1.5 % for Level 3 students on each of the 2 periodic assessments given during the 2009 - 10 school year.**

Subject/Area (where relevant): Learning Environment Survey

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>On our 2009 – 2010 Learning Environment School survey we will see an increase of 5 % (5 teachers) on the Teacher Decision Making question.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will be invited to attend our weekly Instructional/Informational meeting that discusses everything from staff development to budgetary decisions. Teachers will be encouraged to complete surveys that deal with budget priorities. Any teacher is welcome to attend the weekly PPT meetings. Teachers will be invited to attend our yearly Middle School Retreat. Subject matter and grade specific teams are writing SMART goals for school improvement.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding: Middle School Implementation Grant</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • More teachers will be attending the weekly Instructional/Informational meetings. • Teachers will be attending weekly PPT meetings. • Teachers will attend the Middle School Retreat. • Subject matter and grade specific teams have written SMART goals for school improvement. • On the 2010 Learning Environment Survey there will be an increase of 5 %.

Subject Area (where relevant): ELL/Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of 8th grade ELL students reaching the progress target of 65 % by 3 % (3 students) from 64 % to 67 % as measured on the June, 2010 New York State 8th grade Science exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Students will be aware of their current level and will be setting their goals for improvement; • The entire school - all subject areas and grade levels - are using the SIOP model for instruction which includes a Literacy goal as well as a content goal; • SIOP (Sheltered Instruct Observation Protocol) Coach; • SIOP Consultant; • F-Status Science coach works with all science teachers; • Workshops for General Education and ELL teachers in Science; • HQ Science teachers are teaching Science to Advanced ELL students; • Feedback by SIOP Coach and Consultant to both ELL and Science Teachers on ability to differentiate instruction for ELL students; • SES providers, Brienza and UFT Young People’s Academy, are after school programs that target Level 2’s and 3’s in all subjects; • SES providers purchased school desired materials creating a seamless school day for students; • 37.5 minutes early morning tutoring addresses all subjects, including science, to all high 2’s and 3’s using Kaplan Keys materials; • Planning Committee for better instruction practices for ELL students has been Formed.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding:</p> <ul style="list-style-type: none"> • Title I SWP supports Kaplan Keys materials, SIOP Consultant • Title I Correct 91 (SINI) supports an F-status Science Coach • Tax Levy Fair Student Funding provides materials to support our enrichment/remedial curriculum during the regular school day and professional development for our teaching staff • Tax Levy SIFE ELL funds teacher per session for an afterschool program • Middle School Improvement Grant supports a full time SIOP Coach, per session for teachers, supervisors, guidance counselor, retreat and professional development materials • Title III – supports per session for teachers for a Science Saturday Academy for

	ELL students
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none">• Teacher Observations• SIOP Coach Observations• SIOP Consultant Observations• F-Status Science Coach Observations• Periodic Assessments using ACUITY, Performance Series, and ELL Periodic Assessments• An improvement of at least 3.0 % performance for ELL students on each of the 2 periodic assessments given during the 2009-10 school year

Subject Area (where relevant) Math/Special Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of Special Education students making exemplary proficient gains from 29.5 % to 35 % (8 students) on the May, 2010 New York State Math exam.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Students will be aware of their current score and will be setting their goals for improvement • Content specialized teachers teach the self-contained special education classes • OSESI will conduct a series of workshops for paraprofessionals • OSESI will conduct workshops for Special Education self-contained and CTT teachers on the topic of Differentiated Instruction and the use of Differentiated Instruction • OSESI will visit classrooms to support teachers in the implementation of differentiated and data driven instruction techniques • OSESI will collaborate with the support staff and the administration and conduct training for general education and special education teachers in differentiated instruction and data based instruction • SES providers, Brienza and UFT Young Peoples Academy, use school desired materials - afterschool • All special education students are mandated to attend 37.5 minutes tutoring 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding: Middle School Improvement Grant provides teacher and paraprofessional training</p>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Teacher observations • Agendas and Attendance sheets of the professional development workshops • Periodic Assessments using ACUITY and Performance Series • An improvement of at least 2.0 % for Level 3 students on each of the 2 periodic assessments given during the 2009 – 10 school year. 	

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – 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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	342	342	342	342	342			
7	389	389	389	389	389			
8	438	438	438	438	438			
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Wilson Reading Program – after school – small group Kaplan SpellRead – before school, during the school day – small group Kaplan TextConnections – during the school day – small group 21 st Century Grant – after school, Saturday Classroom, Inc. – during the school day LEGO Robotics – during the school day, after school Greening of Ditmas – after school Flatbush Development – after school CHAMPS – before school SES Providers – Brienza and UFT – Young People’s Academy – after school High School Test Prep – after school, Saturday – small group Show Chorus/Chess/Magic – after school SIFE – after school, Saturday – small group Title III ELA/Science – Saturday
Mathematics:	Classroom, Inc. – during the school day LEGO Robotics – during the school day, after school Achieve 3000 – during the school day Flatbush Development – after school SES Providers – Brienza and UFT – Young Peoples Academy – after school, Saturday High School Test Prep – after school, Saturday
Science:	Preparation for the 8 th grade Science Performance Test – during the school day Preparation for the 8 th grade Objective test – during the school day Preparation to the Earth Science Regents – Lab Practical – during the school day, after school Preparation for the Earth Science Regents Exam – during the school day, after school Title III ELA/Science – Saturday Kaplan program – 37.5 minutes – all subjects
Social Studies:	Preparation for the 8 th grade Social Studies test – during the school day United Streaming Kaplan program – 37.5 minutes – all subjects

At-risk Services Provided by the Guidance Counselor:	Guidance counselors provide individual and group counseling to “at Risk” children – during the school day
At-risk Services Provided by the School Psychologist:	School Psychologist provide individual and group counseling to “at Risk” children – during the school day
At-risk Services Provided by the Social Worker:	Social Worker is here one day a week and will provide “at-risk” services – during the school day
At-risk Health-related Services:	Speech Teacher – during the school day; does speech evaluations for children thought to be “at-risk”

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – LAP found at end of document .

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District CEI/PEA District 20	School I.S. 62 Ditmas Educational Com
Principal Barry Kevorkian	Assistant Principal Miriam McDonald
Coach Raquel Diaz-Imhof (SIOP)	Coach Mary Piccolino (Literacy)
Teacher/Subject Area Roselande Etienne – ESL	Guidance Counselor Danielle Schillaci
Teacher/Subject Area Kristen Bengston-Mendoza – ESL	Parent
Teacher/Subject Area	Parent Coordinator Marilyn Aybar
Related Service Provider Mary Dowbrowsky	SAF Madeline Chan
Network Leader Nancy Ramos	Other Beatrice De Sapio

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	7	Number of Certified Bilingual Teachers	4	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	1207	Total Number of ELLs	291	ELLs as Share of Total Student Population (%)	24.11%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native

language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										0
Dual Language <small>(50%:50%)</small>										0
Freestanding ESL										
Self-Contained							74	84	59	217
Push-In										0
Total	0	0	0	0	0	0	74	84	59	217

B. ELL Years of Service and Programs

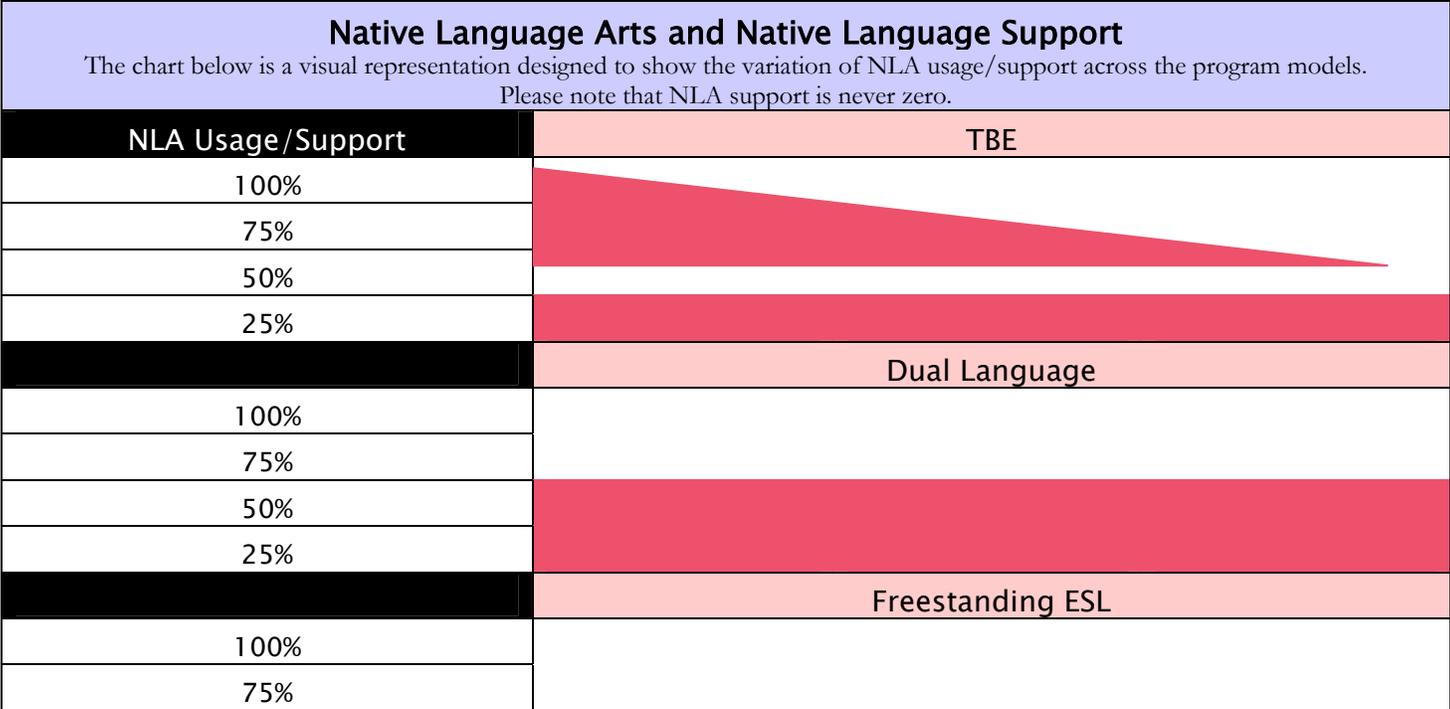
Number of ELLs by Subgroups					
All ELLs	291	Newcomers (ELLs receiving service 0-3 years)		171	Special Education
SIFE		ELLs receiving service 4-6 years		78	Long-Term (completed 6 years) 42

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
ELLs (0-3 years)		ELLs (4-6 years)			Long-Term ELLs (completed 6 years)					
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
All			All			All			Total	

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
	ELE (Spanish Reading Test)								
Chinese Reading Test									

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Miriam McDonald	Assistant Principal		
Marilyn AYbar	Parent Coordinator		
Roselands Etienne	ESL Teacher		
	Parent		
Kristen Bengston-Mendoza	Teacher/Subject Area		
	Teacher/Subject Area		
Raquel Diaz-Imhof	Coach		
Mary Piccolino	Coach		
Danielle Schillaci	Guidance Counselor		
Madeline Chan	School Achievement Facilitator		
Nancy Ramos	Network Leader		
	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Filename: 20K062 LAP Worksheet 2009-10 Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_K062_Over
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 1/8/2010 2:47:00 PM
Change Number: 2
Last Saved On: 1/8/2010 2:47:00 PM
Last Saved By: NYCDOE
Total Editing Time: 5 Minutes
Last Printed On: 3/8/2010 7:04:00 PM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,867 (approx.)
Number of Characters: 33,442 (approx.)

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s): 6, 7, 8 Number of Students to be Served: 288 LEP 0 Non-LEP

Number of Teachers 19 Other Staff (Specify)

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

As per CR Part 154, all mandated services are fully provided for. All 6th, 7th, and 8th grade Beginners and Intermediate ELL's receive eight (8) periods a week of ESL Instruction and five (5) periods a week of English Language Arts. All Advanced students receive five (5) periods of ESL and eight (8) periods of English Language Arts.

In reviewing our State Report Card we have failed AYP in ELA for our ELL's. We plan to use our Title III funds to 1. Provide an intensive Saturday ELA Program; 2. Provide an intensive Saturday Science program and 3. Provide a .before school intensive Newcomers program.

The ELA Saturday Academy will run for seven (7) Saturdays beginning in February, 2010 from 9:00 AM to 12:00. The program will target approximately 100 ELL's that were admitted to New York City Public Schools between January 1, 2008 and April 1, 2009. These 6th, 7th and 8th grade students will be taking the New York State ELA exam for the first time in April, 2010. The regular school day does not provide for enough time to prepare these students for the high stakes New York State exam in ELA. It is necessary that we provide these students with supplementary services in a Saturday program. The intensive program will be taught by seven (7) highly qualified ESL and ELA teachers. The language of instruction is English. There will be a minimum of one (1) ESL teacher present at all times. We will purchase supplementary educational materials.

The Science Saturday Academy will run for seven (7) Saturdays beginning April 17, 2010 from 9:00 AM to 12:00. The program will target approximately 100 8th grade ELL's that will be taking the New York State Science Performance and Written exam. The program will be taught by highly qualified Science and ESL teachers. The language of instruction is English. There will be a minimum of one (1) ESL teacher present at all times. We will purchase Science supplementary materials especially targeting science content vocabulary.

The Before School Newcomers Intensive ESL program will run for ninety-two (92) sessions, Monday through Friday, from 7:15 AM to 8:00 AM beginning January, 2010. This program is designed to meet the needs of newly arrived non-English speaking immigrant students. Many of these students have little or no literacy skills or knowledge. The language of instruction is English. The program will be taught by five (5) highly qualified ESL teachers in a small group setting of ten to fifteen students. The students will be instructed using ESL methodologies and strategies. The program is inter-disciplinary, student-centered, and lends itself to mixed ability grouping. The following skills will be taught: sight vocabulary, phonics, reading, writing, listening, speaking, as well as an introduction to the core academic areas of English, Language Arts, Mathematics, Social Studies, and Science.

Professional Development Program

Our teachers are afforded opportunities for professional development and to participate in peer focus groups. Many have been trained in Q-Tel and SIOP, and continue to attend workshops offered by the office of English Language Learners and the New York State Education Department. Ditmas coaches and staff developers conduct bi-monthly professional development sessions to prepare our teachers with tools to help the LEP student. Additionally, teachers are invited to attend district as well as city conferences and workshops that pertain to their subject area and to the ELL student's particular learning needs.

At no cost to the Title III grant, we have purchased SIOP (Sheltered Instruction Observation Protocol) through our Middle School Improvement Grant. This grant provides the following Professional Development:

- A 6th grade subject teachers and all ESL teachers have been trained in the SIOP Model and have received a refresher RD on November 9, 2009;
- All 7th and 8th grade teachers were trained in the SIOP Model on November 5, 2009 and will continue their training on December 4, 2009 and June 10, 2010;
- The SIOP Consultant will come to IS 62 on 20 occasions to visit classrooms and provide feedback to individual teachers on the SIOP Model;
- The SIOP coach provides individual PD on a daily basis; and
- The Restructuring Principal provides additional PD.

At no cost to the Title III Grant, we have purchased an F-status Science coach for seventy (70) days through our Title I SINI Grant. The F-Status coach will model SIOP lessons that include a language objective and a content objective. The coach will coordinate an inter-visitation schedule so that our teachers can see best practices. The science coach will also work with our special education and general education teachers that serve our ELL learners.

At no cost to the Title III Grant, we have purchased additional Professional Development through our SIFE program. Benchmark Educational Company will offer on-site demonstration lessons, coaching, and training on how to access and navigate the educational leader website. These meetings will include strategies and best practice for integrating the programs into the class and school curriculum, small group, and individual instructional strategies, including lesson planning, and software utilization, on-site support training for modeling solutions with groups and programs.

At no cost to the Title III Grant, the leadership program funded by our 21st Century Grant offers a series of workshops for parents to help create partnerships with schools and empower them with the necessary tools to contribute to the education and lives of our students. In order to better prepare parents and guardians for helping their child/ren's physical, emotional, and academics growth. The Leadership program will offer a variety of workshops in the following content areas:

- Personal and Family Development
- Parents and their Children;
- Parents, Administrators, and PTA members; Academic Development;
- Health and Nutrition;
- Special Education.

Form TIII – A (1)(b)

School: IS 62

BEDS Code: 332000010062

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) --Per Session Teacher	\$31,879.71	. 639 hours of Teacher per session for ESL and General Education teacher to support ELL students: 639 hours x \$49.89 = \$31,879.71 The ELA Saturday Academy will run for 7 Saturdays beginning February 27, 2010 from 9 am to 12 noon. The program will target approximately 100 ELL's who were admitted to the NYC public schools between January 1, 2008 and April 1, 2009. These 6 th , 7 th and 8 th grade students will be taking the New York State ELA exam for the first time. The intensive program will be taught by 7 Highly qualified English and ESL teachers. We plan to purchase supplementary instructional materials. The Science Saturday Academy will run for 7 Saturdays beginning April 17, 2010 from 9 am to 12 noon. The program will target approximately 100 eighth grade ELLs who will be taking the NYS Science Performance and Written Exam. The program will be taught by highly qualified Science and ESL teachers. We plan to purchase Science supplementary materials especially targeting Science content vocabulary. The Before School Newcomer Program will run from January 4, 2010 to May 28, 2010 for ninety-two (92) sessions, Monday through Friday, 7:15 – 8:00 AM. The intensive program will be taught by five (5) Highly Qualified ESL teachers. We plan to purchase supplementary materials.
Purchased services		

Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$9,720.29	Purchase of consumable English Language Arts and Science Test Prep books. Purchase of Reading and Language Arts Glossary Purchase of Science Glossary Books. Purchase of foreign language dictionaries and picture dictionaries Classroom supplies - not limited to chart paper, sentence strips, index cards and rings, construction paper, and markers.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$41,600	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Part A: Needs Assessment Findings

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

Every incoming family is required to complete a Home Language Survey/Parent Selection Form. This form identifies the native language that is spoke and/or read at home. Using this information, we have found that our students come from 40 different countries and create a diverse student population. The student population is about 36.8 % African-American, 32.4 % Hispanic, 19.5 % Asian/Pacific Islander and 9.0 % White. Recent immigrants account for approximately 13% of our enrollment, coming from Pakistan, Haiti and Mexico, with 23.0 % English Language Learners. As a result, we have assessed that there is a need for written and oral translations in these home

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.

Based on observations, documentation and parent requests, we have found a need for written translation and oral interpretation during face to face meetings, telephone conversations, parent-teacher conferences, and parent orientations.

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.

We currently have teachers on our staff fluent in the following languages: Spanish, Haitian-Creole, Japanese, Russian, Urdu, Arabic, Hebrew, French, Italian, and German.

Since we have the ability to provide the written translation services needed in our school, we would like to propose compensating our teachers in exchange for their translation services. This service is necessary because it is imperative to maintain communication with the parents in our school. This unified collaboration between teachers, parents and administration will propel our students forward while creating a more concrete relationship between parents and the overall school community.

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.

Since we have the ability to provide the written translation services needed in our school, we would like to propose compensating our teachers in exchange for their translation services. We have found that parents have scheduled meetings with the guidance counselors, administrative personnel and teachers during the school day. Often these meetings demand a translator to facilitate communication between all parties concerned. Teacher translators are often pulled out of an instructional situation. Funding to provide for coverage for these circumstances is necessary.

Furthermore, teacher attendance is desired during parent orientation but is not a requirement of teaching responsibilities. We think it is important that our teachers attend these orientation sessions to facilitate

translations for the comfort of our parents. We propose compensating our teachers for their time for attending parent orientation.

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>.

It is our plan to employ the services of our staff as well as the ones provided by our District to facilitate with the Chancellor's Regulations regarding parental notification requirements for translation and interpretation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	1,252,703	309,412	1,562,115
2. Enter the anticipated 1% set-aside for Parent Involvement:	12,622		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		3,094	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	62,635		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		15,471	
6. Enter the anticipated 10% set-aside for Professional Development:	125,269		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		30,903	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 92.7 %
9. If the percentage of high quality teachers during 2008-2009 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.
- o We have encouraged our non-highly qualified teachers to take the appropriate courses necessary to become highly qualified.

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

1. School Parental Involvement Policy

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY

Part A: School Parental Involvement Policy

I. General Expectations

The school 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.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The school will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: meetings of the Parent Teachers' Association, and School Leadership Meetings.
2. The school will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: meetings of the Parent Teachers' Association, and the School Leadership Team
3. The school will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: meetings of the Parent Teachers' Association and the School Leadership Team

4. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. We will design a parent survey evaluating the role of parents; the parent coordinator will be responsible for conducting the survey and the School Leadership Team will review the results.
5. The school will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: Guidance run workshops on the high school application process, helping your child in school, high stakes testing, understanding the GROW report, etc.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: parent computer training, Beehive, GED classes, Guidance workshops
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Guidance workshops, PTA meetings
 - d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: letters in appropriate languages, varied meeting schedules, translators at PTA meetings

III. Discretionary School Parental Involvement Policy Components

The School will:

- provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- train parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopt and implement model approaches to improving parental involvement;

- provide other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Ditmas Parent Teachers' Association. This policy was adopted by the school on November 2, 2007 and will be in effect for the period of 2 years. This will reviewed and voted on at the November, 2009 Parent Teachers Association meeting. The school will distribute this policy to all parents of participating Title I, Part A children at the first Parent Teachers Association meeting of the year.

2. School-Parent Compact.

PARENT-SCHOOL COMPACT

This school is a Schoolwide Programs School where all children participate in programs funded through a combination of Title I and other sources and all parents are Title I parents.

The Schoolwide Programs School-Parent compact is as follows:

The School agrees:

1. To inform all parents of their right to be involved in the education of their children.
2. To offer a flexible number of meetings at various times so that all parents can have access to information and an opportunity to voice their concerns.
3. To actively involve parents in planning, reviewing and improving the Schoolwide Programs and the Parent Involvement policy.
4. To provide parents with timely information about all programs.
5. To provide school performance profiles and other similar information.
6. To provide high quality curriculum and instruction.
7. To provide parents with technology workshops.
8. To encourage parental communication via e-mail or in writing with teachers, counselors, and school administrators when seeking information or help regarding their children.
9. To engage parents in an annual review of parent policy.
10. To value parents as significant contributors to the schools educational function.
11. To provide parents with the resources necessary to become full participants in the education of their children.

The Parents agree:

1. To send their children to school on time every day.
2. To make sure that their children have the highest attendance possible.
3. To write notes explaining absence/lateness.
4. To join and support the Parent Teacher Association.
5. To submit Emergency Home Contact Cards and update as necessary.
6. To submit Lunch Forms.
7. To support their child's teacher in promoting the school programs.
8. To sign the Internet Consent Form.
9. To become familiar with the school's rules and regulations and review them with their children.
10. To inspect their child's notebook daily to review the quality of work.
11. To make sure that all homework is completed on time.

12. To be active participants in the School Leadership Team as required by New York State Law.

Child's Name _____ Class _____

Parent/Guardian Signature _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

By studying the trends that have developed over the past five (5) years we can see that:

- a. There is a need in ELA to continue to move children out of Level 1 and to move them to Level 2 and above;
- b. There is a need to get the children that have just "passed" the NYSESLAT into a more rigorous ELA program and get them to score beyond Level 1;
- c. There is a continued need to have science taught to our ELL's by licensed Science teachers so that they can score better on the 8th grade Science exam;
- d. There is a need to continue the best practices and preparing the 8th graders to take to NYS Social Studies exam;
- e. There is a need to continue to work on math skills so that we can continue to move children into Levels 3 and 4;
- f. There is a need to have all children complete one (1) year of foreign language by the time they complete the 8th grade.
- g. There is a need to improve the literacy/vocabulary skills of our ELL students in reading and writing.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- For the past three years we have mandated all children to attend the additional 37.5 minutes. This includes all Special Education and ELL's.
- We have an extensive extended day and Saturday program (not limited to): Brienza, UFT – Young Peoples Academy, SIFE, Title III, Kaplan Specialized High School Test Prep, City of the Future, LEGO Robotics, Flatbush Development, CHAMPS
- Earth Science Regents class available for qualified students
- Integrated Algebra Regents available to qualified students
- Three year Foreign Language Proficiency test is available for all qualified students in French and Spanish

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Our incoming 6th graders are offered an opportunity to attend a summer program (pending available funding);
 - Intensive Saturday Science and ELA program for ELL's;
 - After school SIFE program;

- Kaplan Specialized High School Test Prep program – spring and fall;
- Extended day programs such as, but not limited to: City of the Future, LEGO Robotics, 21st Century program, Wilson, SpellRead, CHAMPS; Chess, Magic Club;
- 37.5 minutes mandated for all children
- Help provide an enriched and accelerated curriculum.
 - Earth Science Regents class meets Monday through Thursday for the 37.5 minutes. This class is offered to qualified students
 - Kaplan Specialized High School Test Prep program in the 7th (spring) and 8th (fall) grade;
 - KidsWrite Program;
 - Three year Foreign Language proficiency test given to qualified students in Spanish and French; and
 - Integrated Algebra Regents offered to qualified students.
- Meet the educational needs of historically underserved populations.
 - All children are mandated to attend 37.5 minutes
- 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.
 - Kaplan Specialized High School Test Prep class
 - Early morning programs
 - Extended day programs
 - Mandated 37.5 minutes
 - Wilson program
 - Kaplan SpellRead/TextConnections
 - “At Risk” Resource Room
 - “At Risk” Counseling
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.

- Professional development takes place through Lunch and Learn workshops, as well as team leadership meetings, faculty conferences, and department meetings;
- Title IID provides off-site training in Technology;
- The Instructional Team coordinates all professional development activities including, but not limited to professional development in Impact Math – grades 6, 7, and 8, SIOP, KidsWrite, Wilson Reading System, Kaplan SpellRead, Kaplan TextConnections, United Streaming, Kaplan TEACH in all content areas, Literacy strategies in the content areas, spiraled Science curriculum, use of DBQ’s and preparing for the NYS Social Studies test

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

- We give on-site UFT assistance in obtaining permanent certification
- We have established a relationship with the New York City Fellows program to attract new, highly qualified teachers

6. Strategies to increase parental involvement through means such as family literacy services.
 - Parents are invited to the orientation sessions held in September;
 - Parents are invited to parent teacher association meetings;
 - Parents are involved in the school leadership team;
 - Parents are requested to come to school for open school afternoon and evening conferences;
 - Parents workshops are designed to meet their needs;
 - Parents are invited to attend the T*Wards rally, Technology Fair, school concerts/performances and art shows, etc.

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. NA

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.
 - All teachers will have access to New York Start and ARIS;
 - All teachers of Special Education students have copies of their students IEP's;
 - All teachers of ELL students review the NYSESLAT scores and students are placed according to their abilities.

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.
 - Mandated 37.5 minutes for all children
 - "At-risk" Resource Room services
 - Wilson program
 - SpellRead
 - TextConnections

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.
 - Since many of the programs that we have had in the school were fragmented, we believe that we must take a whole school approach to coordinate and integrate Federal, State and local services. Several years ago we became a Schoolwide Programs School. All of our students became Title I students. All funds are coordinated whereby we created a cohesive, focused, aligned instructional program utilizing the flexibility of Schoolwide programs to meet the needs of all our students. For the 2009 - 10 school year we plan to commingle our Title I SWP funds, Contract for Excellence (C4E), Title I ARRA SWP funds, Tax Levy Fair Student Funding, Middle School Improvement Grant, and Title III funds in order to provide a comprehensive extended day program. All students are targeted.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards. NA
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 IDENTIFIED FOR IMPROVEMENT

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

Part A: For All Schools Identified for Improvement

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

We have failed to make AYP for our ELL's in ELA. We did not qualify for Safe Harbor in ELA because our 8th grade ELL's did not make AYP in Science. Near the end of the school year, we had an influx of 8th grade ELL's that were with us only a short time. The Science exam is not translated into the languages that these children speak.

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.
 - ALL teachers have been trained in the SIOP model, we have a SIOP coach and a SIOP consultant
 - Refer to pages 31 - 33.
 - We have hired an F-Status Science coach to work exclusively with our ELL's.
 - We have purchased Science, Math, and Social Studies Glossaries as well as Native Language dictionaries
 - We are providing additional professional development to the Science teachers of ELL students to help them develop SIOP model lessons.
 - We are providing an intensive Saturday ELA Academy targeting our ELL students who will be taking the New York State ELA test for the first time.
 - We are providing an intensive Saturday Science program for our 8th grade ELL students.
 - Each science and ELA teacher is developing a Science word wall and all ELL students are creating their own set of Science vocabulary cards.

¹ School Under Registration Review (SURR)

Part B: For Title I Schools Identified for Improvement

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
 - We have purchased a full time Literacy coach that works on a day-to-day basis providing high quality professional development in ELA;
 - We have purchased SIOP training for our 7th and 8th grade teachers;
 - We have provided additional SIOP coaching days for reflection and feedback for our 6th, 7th and 8th grade teachers;
 - We have hired a full-time SIOP coach;
 - We have purchased Kaplan coaching days in Science.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The Mentoring Plan:

- Provides an in house mentor that is experienced with Professional Teaching Standards and follows the Santa Cruz mentoring model;
 - Identifies the new teachers that require mandated mentoring of two (2) periods a week;
 - Weekly meetings between the school mentor and new teachers focus on the Professional Teaching Standards, Continuum of Teacher Development, reflective practice, and address individual needs such as, but not limited to, classroom management, lesson planning, and differentiating instruction for diverse groups;
 - Monthly meetings between the school mentor and Lead Instructional Mentor analyze the ongoing mentoring plan in place; and
 - The school mentor records all new teacher interactions online (NTIMS).
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.

Every year New York State issues a Report Card which included an Accountability and Overview Report. As a result of information gained from the NYS School Report Card 2008-09, we have failed to make Adequate Yearly Progress in English Language Arts for our Limited English Proficient students. We were unable to use safe harbor because our 8th grade students did not make AYP in Science. Therefore, we have been designated as a Restructuring Focused Advanced school. On October 22, 2009 we held a meeting of all our parents to discuss our Title I School Wide Programs Parent Involvement Program for FY 10. Every year when the new State Report Card is published, we send out a letter informing parents our accountability status and invite them to a meeting that was held on October 22, 2009, where we discussed the report card. At this meeting, we had interpreters so that all parents can understand the report card as well as their rights.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

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.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the

literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school's process to assess ELA alignment issues in written curriculum, curriculum maps, taught curriculum, ELA materials, and English Language Learners is through examination of past and current professional development in the ELA/ESL departments, student portfolios, formal and informal observations, walkthroughs, bulletin boards, and teacher need' assessment.

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

Applicable Not Applicable

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

Evidence that educators have taught a curriculum that has met New York State standards is evidenced by 2009 ELA results of 2.2 % of students in Level 1 (down 2.1 points from 4.3 %), 34 % of students in Level 2 (down 10.5 points from 44.5 %), 61.8 % of students in Level 3 (up 11.2 points from 50.6 %), and 2.0 % of students in Level 4 (up 1.3 points from 0.7 %).

Curriculum maps have been created using a backward design of incorporating New York State ELA Standards 1, 2, 3, and 4.

Student portfolios demonstrate multi-genre written work with standards-based rubrics.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The processes IS 62 will engage in to assess whether these findings are relevant to our school's educational program include:

- Classroom observations, both formal and informal;
- Identifying needs through teacher, student and parent surveys;
- Teacher information obtained through discussions at our monthly department meetings
- Data acquired through Quality Review, Progress Reports, Learning Environment Surveys, New York State Report Card, ACUITY assessments and ARIS

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

Applicable Not Applicable

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

The following items are listed as evidence that support the relevance of this finding within our educational program:

- Once a month Mathematics Department meetings that are a forum for teacher needs;
- Teacher and student feedback from class observations;
- Findings of teacher Pair/Share discussions;
- Feedback from Kaplan staff working with math teachers;
- Acquired data;
- Classroom observations, both formal and informal;
- Teacher learning objectives, lesson plans, short and long-term goals.

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.

IS 62 will address these relevant issues by:

- Conducting observations, both formal and informal specific to the needs discussed;
- Having instructional objectives specific to the needs discussed;
- Providing professional development to teachers;
- Setting measurable short term and long term goals for teachers and students.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school will engage in the following to assess whether this finding is relevant to the school's educational program:

- Formal and informal observations of ELA instruction;
- Scheduled walkthroughs;
- Instructional Team meetings are part of the process that the school uses to assess its ELA instruction

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

Applicable Not Applicable

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

Formal and informal observations of ELA instruction, along with scheduled walkthroughs, has assessed that the dominant ELA instructional method at Ditmas is the Balanced Literacy Reading and Writing Workshop model. The only exceptions are Kaplan SpellRead and TextConnections, Wilson, and 37.5 minutes tutoring (using Kaplan Keys) that follow a direct instruction, scripted model.

This model of Reading and Writing Workshop is comprised of Reading, Writing, and Word Work with Scaffolded instruction that moves from high teacher support to students working independently. Educators use assessment results from the New York State ELA, in New York Start and ARIS, ACUITY, Performance Series, and informal assessments to individualize instruction as needed.

Educators use backward design to design individual curriculum maps that are standards-based and meet grade level New York State Learning Standards and middle school New York City Performance Standards. In addition, all students in grades 6, 7, and 8 have an ELA portfolio containing evidence of standards-based work from reading and writing workshop.

Our school has fully supported Readers and Writers Workshop through classroom libraries, in house professional development, outside consultants from America's Choice and Teaching Matters, outside professional development, and professional literature to promote balanced literacy.

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

2B – Mathematics Instruction

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The processes IS 62 will engage in to assess whether these findings are relevant to our school's educational program include:

- Classroom observations, both formal and informal;
- Identifying needs through teacher, student and parent surveys;
- Teacher information obtained through discussions at our monthly department meetings; Data acquired through Quality Review, Progress Reports, Learning Environment Surveys, New York State Report Card, ACUITY assessments and ARIS.

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

Applicable Not Applicable

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

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

The following items are listed as evidence that support the relevance of this finding within our educational program:

- The number of Level 2's and 3's on the New York State Mathematics exam;
- Once a month Mathematics department meetings that are a forum for teacher needs;
- Teacher and student feedback from class observations;
- Feedback from Kaplan staff working with math teachers
- Acquired data;
- Classroom observations, for formal and informal;
- Teacher learning objectives, lesson plans, short and long-term goals.

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.

IS 62 will address these relevant issues by:

- Conducting observations, both formal and informal, specific to the needs discussed
- Having instructional objectives specific to the needs discussed
- Providing professional development to teachers;
- Setting measurable short term and long term objectives to students and teachers

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.

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Based upon the Table of Organization in Galaxy, this finding is not relevant to our school's educational program.

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

Applicable Not Applicable

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

In FY 08 four (4) teachers left (one (1) resigned because of a move to California and three (3) transferred closer to home). Additionally we received eight (8) new teachers (four (4) transferred closer to home, two (2) Fellows and two (2) new to the system).

In FY 09 eleven (11) teachers left (four (4) transferred closer to home, three (3) resigned and four (4) took leaves of absence). We received thirteen (13) teachers (four (4) transfers, five (5) Fellows, one (1) return from leave and three (3) new employees).

The DOE System makes it easier for teachers to transfer. Many teachers had a one and a half hour commute to our school. They found schools closer to their homes and transferred. At the beginning of this school year, transferring was a financial necessity because of the high price of gas and the possibility of increasing tolls. We hired additional personnel especially in shortage areas of science and special education. We have a great relationship with the NYC Teaching Fellows and have been able to hire many of their teachers.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The process our school engages in to formulate adequate and appropriate opportunities for professional development is comprehensive and wide-ranging. We receive notification of the numerous instructional and informational summits conducted in and around the city and offered by the Office of English Language Learners, BTEC (Bilingual and ESL Technical Assistance Organization), New York State Education Department, and NYSTESOL organization and disseminate it throughout our building to teachers, team leaders, department heads and administrators. Additionally, workshops and small learning communities offer in-house opportunities for our ESL and content area teachers to discuss new trends, challenges and resourceful solutions to address some of the specific needs of our English Language Learners.

By December, 100 % of our ELL and special needs teachers have participated in SIOP, Q-Tel, Rigor and Achieve 3000 professional development sessions. All of these programs offer differentiated instruction designed specifically at having a positive academic affect on

struggling learners. Ongoing feedback occurs at Department, grade and instructional meetings held weekly in our school building. Coaches, consultants, and teachers have an opportunity to confer about issues, questions and next steps.

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?

We maintain agendas, attendance, talking points notes, and next steps planning guides that support the efforts in our building to uphold professional development sessions for our teachers and staff members.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The academic progress and English language development of our ELL's is gauged both informally and formally. Our ESL professionals conduct periodic assessments, and employ alternative assessment measurements such as journals, portfolios, and phonemic/phonetic fluency charts to identify areas of deficiency. This information is shared at monthly department meetings. Students who have been identified to require additional support are referred to special courses available during the school day such as Kaplan's SpellRead and TextConnections, or to one of our extended day programs such as Rigor or Destination Math.

In addition, official testing data acquired from the NYSESLAT and ELA are shared with all teachers as soon as the information is available to us from the State. The School Report Card and the Quality Review are discussed and analyzed at length by our school's leadership team. At the onset of the school year, teachers of ELL's receive copies of the RLAT, and RYOS reports from ATS. These reports contain information that is disaggregated by proficiency level of students and total years of ESL services rendered. Additionally, our school's ESL and literacy coaches, data specialist, and inquiry team provide comprehensive information concerning the analysis of ACUITY, Performance Series and item analysis report results at weekly and bi-weekly meetings.

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

Applicable Not Applicable

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

We maintain agendas, attendance, notes on relevant talking points, and next steps planning guides that support the efforts in our building to uphold that monitoring of ELL's academic progress and their English Language development, along with the sharing of the testing data is taking place at our school and is being publicized to our teachers and staff members.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The process the school will engage in to assess the relevant findings of our school's educational program will be:

- by surveying the needs of all teachers (both general education and special education), administration, parents and students;
- in the development and understanding of specific academic and social goals created for students;
- distributing accommodations to all teachers;
- by the use of accountable talk and professional development during monthly department meetings;
- by ongoing collaboration between team teachers;
- by conferences with guidance and administrators to further discuss student's emotional needs;
- by conversations between the School Based Support Team and staff through evaluations, triennials and bi- weekly Pupil Personnel Team meetings;
- by informal and formal observations by administrators.

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

Applicable Not Applicable

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

Evidence that supports these findings is:

- all special needs students have access to the general education curriculum through the Least Restrictive Environment;
- General Education teachers teach the students with special needs in the self-contained classes;
- Collaborative Team Teaching (CTT) settings are parallel to the general education curriculum with the differentiation of lessons and materials;
- Differentiated Instruction has increased over the past several years through Collaborative Team Teaching (CTT) setting; presently we have 75 collaborative team teaching children to 218 overall students with IEP's;
- Special Education teachers are active members of the Inquiry Team;
- Teachers' professional development in the Kaplan TEACH program: differentiating lessons to all levels of learners, provides guides for instructional objectives through verbalizing, using data-driven instruction to assess, analyze and instruct, implementing strategies and resources through reflections on assessments;
- Trained staff in Kaplan SpellRead - a year-long small-group reading intervention program that focuses on phonological awareness and reading fluency. Backed by independent research, SpellRead combines intensive phonemic and phonetic activities with leveled readers and authentic trade books to build reading comprehension. Direct and explicit teacher modeling and guidance strengthens vocabulary and comprehension. Writing in response to reading stimulates critical, creative and analytical thinking;
- Trained staff in Kaplan TextConnections – This is a program for striving readers who have basic phonics and decoding skills but lack comprehension and critical thinking skills. It is a year-long intervention program designed for 40 minute classes. It is a comprehensive program that focuses on writing, fluency, independent reading and vocabulary to support comprehension.

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.

The school will address these issues through:

- Professional Development in and out of school for both the general and special education teachers who teach students with special needs;
 - The differentiation of instruction will be utilized upwards to further meet the needs of these children;
 - More Professional Development for general education teachers to read and implement goals and objectives on child's IEP;
 - Professional Development to further enhance the Behavioral Plans for students in collaborative and Resource settings;
 - Workshops and training for Paraprofessionals to become active participants in the classroom;
 - Assessing where the teacher is, analyzing what they have to do and changing their instruction.
-

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.

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school will:

- Survey teachers, students, guidance counselors, parents, and related service providers;
- Review teacher made exams in the classroom to meet the needs of students as stated on their IEP;
- Survey staff to see what behavioral plans have been implemented in the classroom;
- Observations, both formal and informal by administrators;
- Professional development through CEI to find schools with best practices in behavioral plans that are working;
- Best practices through interclass visitations.

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

Applicable Not Applicable

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

Evidence that supports these findings is:

- According to chapter 408, all teachers who teach students with IEP's have secured copies on file;
- 6th, 7th, and 8th grade Performance Indicators have been reviewed and given to all staff members;
- Behavioral plans have been implemented for students who have behavioral issues;
- Ongoing support from the IEP teacher to further meet the needs of teachers to better understand, develop and implement IEP's.

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.

The school will address these issues through:

- Accountable talk at Department meetings to address the needs of the staff;

- Continuous professional development for general education teachers in how to read and implement IEP's in the classroom;
- Continuous professional development for general education teachers in using modifications during class exams not just on the New York State exam;
- Further staff development for all teachers on how to address student's behavioral issues and implementing behavioral plans in the classroom; develop common planning for general and special education teachers to write goals and objectives using ACUITY to address strengths and weaknesses for students with IEP's.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Currently we have 15 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

We are providing the following services to students in temporary housing:

- Appropriate placement (special education, ESL);
- Transportation services (metrocards);
- Referrals to health care, dental, and mental health services and other care providers are made;
- Help with immunizations;
- At-risk counseling, both group and individual, is provided ;
- Afterschool activities – tutoring and recreational are offered;
- School supplies, are offered, if necessary;
- Senior dues/school trips are paid for, if needed;
- Education rights of homeless children and youth are posted;
- School liaison collaborates with district liaison and social workers to ensure the needs of the student are met.

Part B: FOR NON-TITLE I SCHOOLS - NA

Language Allocation Policy (LAP)

2009-2010 Language Allocation Policy: Ditmas Intermediate School I.S. 62

Part I: School Profile

The **Language Allocation Policy** provides guidance for language use as ELL's progress through their academic and language program. This language allocation policy provides a continuum through which instruction in English will gradually increase as ELL's develop proficiency. The language allocation policy (LAP) enables us to exceed the minimum requirements for English language development instruction by CR Part 154.

A. The goal of the LAP team is to maintain a focus that adheres to the CEP and the LAP. The team will ensure compliance to federal, state and city guidelines, regulations, and No Child Left Behind mandates which apply to all students, parents and teachers.

The 2009 - 2010 Ditmas IS 62 LAP team consists of the following staff members:

- Barry Kevorkian - Principal
- Miriam Mc Donald - Assistant Principal
- Raquel Diaz-Imhof – SIOP Coach
- Roselande Etienne - ESL Teacher
- Kristen Bengston-Mendoza – ESL Teacher
- Jane Bahnsen - Attendance Coordinator
- Beatrice De Sapio – UFT Chapter Leader/Budget Director
- Danielle Schillaci - Guidance Counselor
- Mary Dobrowsky - Related Service Provider/ Speech Therapist
- Marilyn Aybar - Parent Coordinator
- Parent Representative
- Student Representative
- Mary Piccolino - Literacy Coach
- Nancy Ramos - CEI-PEA Representative

B. Teacher Qualifications

Our records indicate that we have seven (7) certified ESL teachers, zero (0) Content area teachers with Bilingual Extensions, four (4) Certified Bilingual Teachers, zero (0) Special Education Teachers with Bilingual Extensions, two (2) Certified NLA/FL Teachers, zero (0) Teachers of ELL's without ESL/Bilingual Certification.

C. School Demographics

The Ditmas IS 62 is one of eight middle schools in Community School District 20 servicing grades 6, 7, and 8 located in the Kensington section of Brooklyn. The building contains three separate "small" schools: the Institute for Academics, Performing and Visual Arts (APVA), the Institute for Law and Community Service (LCS), and the School for Business, Finance and Technology. Every school has developed its own philosophy and theme in a process that involves Assistant Principals, staff, and parents.

Smaller schools are at the forefront of today's educational reform. Each of our three (3) schools offers a nurturing environment and a strong sense of family. Such an environment encourages a positive and supportive interaction among the administration, teachers, students, and parents. Each week there is an Instructional/Informational meeting with the Principal's core

committee. These committees share concerns and to plan all professional development activities. They serve as a weekly review of all programs and plans

As of January, 2010 IS 62 had approximately 1,205 students 55.85 % male, and 44.14% female coming from various neighborhoods. Our stability rate of enrollment is 91.0 % and our current attendance rate is 93.4%. Our suspension rate is 3 %. We have 1,144 general education students, 61 full-time (self contained) and 86 part time (CTT) students. We have approximately 291 ELL's which accounts for 24 % of our population. Our students come from more than 40 different countries and create a diverse student population. The student population is about 34.7 % African-American, 33.0 % Hispanic, 23.2 % Asian/Pacific Islander, 8.8 % White and 0.2 % Multiracial. Recent immigrants account for approximately 7.0 % of our enrollment, coming from Pakistan, Russia, Uzbekistani, and Mexico with approximately 25 % English Language Learners. In September, 2008 our school received Universal Meal School status (UMS) designating all our children as 100 % economically disadvantaged, giving the school Title I status, and making all students eligible for free lunch and all SES programs. Currently we have approximately 15 children that are housed in shelters.

As of January, 2010 approximately 291 students were identified as English Language Learners (ELLs). Of these children, sixty-five (65) ELL/LEP students have been identified as special education. Fourteen % of our students attained English Proficiency and test out based on the 2009 NYSESLAT. We currently have seventy-five (75) identified SIFE students: seven (7) in the 6th grade, twenty-nine (29) in the seventh grade and thirty-six (36) in the 8th grade.

The following language groups exist:

- Albanian
- Arabic
- Bengali
- Cantonese
- Chinese
- Dutch
- French
- French Haitian Creole
- Fulani
- Georgian
- Haitian Creole
- Mandarin
- Nepali
- Pashto
- Polish
- Punjabi
- Russian
- Spanish
- Tadjik
- Tibetan
- Turkish
- Twi
- Ukrainian
- Uzbek
- Yonba
- Yoruba

Part II: ELL Identification Process

The pedagogues responsible for conducting the initial screening and administration of the Home Language Identification survey (HLIS) and Lab-R (if necessary) include Raquel Diaz-Imhof (M.S. Ed. TESOL, Spanish speaking), Roselande Etienne (M.S. Ed. TESOL, Haitian-Creole speaking), Tatiyana Helms (M.S. Ed ESL, Russian speaking), and Zeb Khokhar (M.S. Ed. TESOL, Urdu speaking). If the home language is other than English or a student's native language is other than English an informal student interview in the native language and/or English is conducted. If a student does not speak any language other than English, then the student is not an ELL and the student enters a general education program. When a student speaks a language other than English and speaks little or no English, then an initial assessment, The Language Assessment Battery – Revised is administered. Students who score below the proficiency are ELL's and are placed in an ESL program.

There are structures in place at our school to ensure that each parent or guardian of an ELL student understands all three program choices offered (transitional bilingual education, dual language, or freestanding ESL). We conduct an interview with the child and the parent or guardian, in native language, with an interpreter, if necessary. The "Orientation Video for Parents of English Language Learners" is shown in the native language or in English and the Parent Survey and Program Selection forms are completed by the parent or guardian. Teachers and staff who speak the native language of the family make themselves available for any questions or concerns by providing their contact information (phone extension or e-mail address) to parents or guardians. Additionally, in September and March we host an orientation open to all interested parents and guardians of ELL's.

The freestanding ESL programs model at Ditmas IS 62 is aligned with parent requests based on the analysis of the Parent Survey and Program Selection forms. In recent years, nearly all parents have preferred to enroll their children in a freestanding ESL class; this is the program we currently offer. We have not had fifteen (15) or more requests for bilingual education in any language for two consecutive years at our school. Since there are not enough requests for transitional bilingual or dual language services in a single language to create a class, the few parents who do not request freestanding ESL for their children as their first choice are offered the options of either enrolling their children at our school in a freestanding ESL program or enrolling their children at another school that offers their first choice.

In the springtime, the New York State English as a Second Language Test (NYSESLAT) is administered. Annual steps taken to evaluate ELL's using the NYSESLAT include a one-on-one speaking assessment administered by a licensed E.S.L. pedagogues, as well as the reading, writing, and listening portions administered in a group setting. We ensure a quiet, organized testing environment by creating a testing schedule for each grade level, including all required testing modifications. A separate make-up schedule is also created to ensure a similar environment for any students who were absent for any days/days of the exam.

Part III: ELL Demographics

There are currently approximately 217 ELL's enrolled in self-contained classes at our school. Approximately 74 6th graders, 84 7th graders, and 59 8th graders received services in self-contained ESL classes. These numbers will grow as the year progresses as additional newcomers are admitted throughout the school year.

There are currently approximately 171 newcomers enrolled at our school (3 years or service or less). We expect these numbers to grow as the year progresses and we admit additional newcomers. There are currently approximately 78 ELL's in years 4-6 of service and 42 long-term ELL's with more than 6 years of service at our school.

In the 6th grade, there are approximately 39 Spanish speaking, 5 Uzbek speaking, 14 Russian speaking, 12 Urdu speaking, 4 Arabic speaking, 2 Chinese speaking, 7 Bengali speaking, 1 Pashto speaking, 1 Dutch speaking, 1 French speaking, 1 Albanian speaking, 1 Nepali speaking, 2 Ukrainian speaking, 10 Haitian Creole speaking, and 3 Tibetan speaking ELLs.

In the 7th grade, there are approximately 32 Spanish speaking, 4 Uzbek speaking, 9 Russian speaking, 24 Urdu speaking, 6 Arabic speaking, 1 Chinese speaking, 9 Bengali speaking, 2 French speaking, 3 Nepali speaking, 1 Ukrainian speaking, 8 Haitian Creole speaking, 1 Fulani speaking, 1 Tajik speaking, 1 Polish speaking and 2 Tibetan speaking ELLs

In the 8th grade, there are approximately 22 Spanish speaking, 4 Uzbek speaking, 16 Russian speaking, 18 Urdu speaking, 5 Arabic speaking, 2 Albanian speaking, 2 Pashto speaking, 1 Punjab speaking, 7 Bengali speaking, 2 Nepali speaking, 7 Haitian Creole speaking, 1 Polish speaking, and 2 Tibetan speaking ELLs.

Programming and Scheduling Information:

Services to our ELL's are provided by highly qualified staff in all institutes within the building. Our advanced ESL children have been placed in each of the three (3) institutes. We have one (1) 6th grade beginner class, one (1) 6th grade intermediate class, and one (1) 6th grade advanced class. In the 7th grade we have (1) 7th grade combined beginner class, (1) 7th grade intermediate class, and one (1) advanced class and in the 8th grade there are two (2) 8th grade ESL/Regular education advanced classes, one (1) beginner class and one (1) intermediate class. The teachers share common planning time in order to collaborate on lesson plans which ensure that the instructional initiatives are aligned to best meet our ELL's needs.

All of our programs for ELL's adhere to a balanced approach to literacy. Our staff utilized high-quality instructional practices, incorporating the SIOP model into their lesson planning. We follow all state standards, including the New York state learning standards in all curriculum areas. .

Students are programmed for ESL services based on their LAB-R or NYSESLAT scores. Students that score at the beginner or intermediate level on the NYSESLAT exam receive 360 minutes per week or eight (8) class periods per week of small group ESL instruction. These children also receive five (5) ELA periods a week (beyond what is mandated at their proficiency level) in an effort to promote academic language and literacy. Our advanced students receive 180 minutes per week (four (4) class periods a week) of ESL small group instruction. These advanced students also receive eight (8) periods of ELA a week (beyond what is mandated at their proficiency level) in an effort to promote academic language and literacy. The instruction may be a combination of stand-alone, push-in, or pull-out services.

Collaboration and articulation during common P.D.'s with content area teachers is ongoing in an effort to prepare language learning activities to support the content area subjects. Each of our grade staff members meets once a week during a common prep period during which planning and implementation concerns are addressed and student work is looked at together. Furthermore, interdisciplinary projects and collaborations are presented and agreed upon at this time. Finally, 37.5 minutes of individualized tutoring is offered to all of our Level 1 and low Level 2 students between 8:00 and 8:37.5 in the morning.

ELL's in our school for less than three years receive a wide range of additional services beyond their ELA and ESL instructional time. Every year, staff members identify beginner and intermediate students in all three (3) grades in need of additional support in phonics and decoding. These students receive extra pull-out services in small groups of five (5) students using the Kaplan SpellRead program. Some students with 2 – 3 years of service have also been identified for additional reading tutoring using the Wilson curriculum. All of our ELL teachers have received extensive training and coaching in SIOP, and they implement the SIOP model in their science, math, ELA, and social studies classes. Our school

was also awarded a SIFE grant, which has enabled us to run an after school program for SIFE students to support literacy and math skills for this high-need population. We also facilitate the formation of special classes with the UFT Young People's Academy SES program at our school for ELL's and match these groups with certified ESL teachers whenever possible. The 21st Century after school program, also located at our school, has targeted our ESL population for a music and drama enrichment program. Many members of our teaching staff have also been trained in the use of differentiated internet-based curricula such as Achieve3000, Writing Matters and Destination Math.

ELL's who have been receiving services for 4 – 6 years also receive a wide range of supports at our school. In addition to their self-contained, push-in, or pull-out ESL services, those who are in need of additional literacy support are pulled-out in a small group setting for reading and writing remediation using the Kaplan TextConnections program. All of our ELL teachers have received extensive training and coaching in SIOP, and they implement the SIOP model in their science, math, ELA, and social studies classes. We also facilitate the formation of special classes with the UFT Young People's Academy SES program at our school for ELL's and match these groups with certified ESL teachers whenever possible. The 21st Century after school program, also located at our school, has targeted our ESL population for a music and drama enrichment program. Many members of our teaching staff have also been trained in the use of differentiated internet-based curricula such as Achieve3000, Writing Matters and Destination Math.

The continual transitional supports available for ELLs reaching proficiency on the NYSESLAT include access to the UFT Young People's Academy SES program and the 21st Century program after school. These students content area teachers also utilize the SIOP model to continue supporting English language development. They are also entitled to testing modifications on all state examinations for two years, and we ensure these modifications for each child when we create our testing schedule. Many members of our teaching staff have also been trained in the use of differentiated web-based curricula such as Achieve3000, Writing Matters and Destination Math.

Though we do not offer dual language or transitional bilingual programs at our school, we make every effort to support the many first languages of our diverse student population. Bilingual dictionaries, picture dictionaries, and glossaries in over ten (10) languages as well as fiction and nonfiction texts can be found in all of the self-contained ESL classrooms at our school, as well as in the school library. All teachers use best practices based on the SIOP model (identification of cognates, student grouping, native-language "buddies" for newcomers, and student-generated bilingual glossaries, for newcomers, and student generated bilingual glossaries, for example) to support language learning whenever possible. Though instruction is delivered primarily in English, we utilized the many languages spoken by our staff members for clarification, as well as when communicating with parents for resolving disciplines or guidance issues.

Newly enrolled ELL students are invited to participate in our Title III summer enrichment program each year. This opportunity to prepare new ELLs for the coming school year included thematic units that explore American language and culture, literacy and mathematics, and field trips to sites of cultural interest around New York City. In addition, an early morning program has been designed with the explicit intention of providing our newcomers with the academic and social development required..

Long Term ELL's:

There are many interventions for our long term ELL students. One of them is our before school Title III program. These students receive extra hours of test preparation and project building/completion in Math and English in a small group setting. This allows for language deficits to be addressed in a non-threatening atmosphere as well as focused individual remediation.

Additional ELL programs for our long term ELL's include inclusion in the SIFE Program, Classroom Inc., Brienza, UFT Young Peoples Academy, 21st Century Grant, and our own school gardening Program called the Greening of Ditmas.

Special Education Services for ELL'S:

Our ELL's are afforded special education services after being evaluated. The initial request for evaluation is made by teacher recommendation through our guidance counselor. Once our students are placed in a special education setting, they retain their ESL services by attending ESL classes.

Special Programs:

SIFE: This program is an extended day multifaceted, performance based project that is aligned to the NYS standards. The students meet two days a week from 3:00-4:30 and 2:20-4:20 on Fridays. Its purpose is to help SIFE designated students with their educational deficits at an accelerated pace. This project brings real life experiences into the cognitive realm of the participating students and emphasizes reading, writing speaking, listening and viewing. The program incorporates trips to cultural locations such as a Broadway play, museums, Franklin Institute, and walking tours of the neighborhood for the students and their families.

The SIFE students also used the **Achieve3000** program. Achieve3000 is a web-based individualized learning solution scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests. The SIFE program stresses the SIFE students' unique situation by stressing an academic focus pm the students' country of origin.

Title III: The Title III program that will be instituted is an intensive Saturday morning Science program for our 8th grade ELL's. It will be held on seven (7) Saturdays from 9:00 – 12:00 in April and May. It will be designed to stress vocabulary development to meet the needs of this population.

Wilson Reading System: To service our ELL's and Special Education Students, we've incorporated various programs that helped our students to show progress in ESL, ELA and other content areas. One of these programs is the Wilson Reading System. The Wilson Reading System is a research-based reading and writing curriculum for teaching decoding and encoding beginning with phoneme segmentation. It provides an organized, sequential system with extensive controlled text to help teachers implement a multi-sensory structured language program.

RIGOR (Reading Instructional Goals for Older Readers): this is a program specifically geared for ELL's who are reading at the 1st and 2nd grade level. The primary goal of this program is to stimulate oral language, reading comprehension, writing and cognitive development using interactive lessons that combine a variety of instructional activities.

Kaplan Keys Unlock the Test builds on the critical thinking skills essential for success on the New York State ELA and Math Assessment.

Kaplan ELA and Math Advantage this program is a supplemental, research-based instructional program that introduces students to the content and structure of the NYS ELA and Math tests.

Kaplan SpellRead this program enables students to become more confident readers by emphasizing sequential development of reading through phonemic awareness, phonics, fluency, and reading comprehension, addressing the needs of non readers and students with limited reading ability, including ELL's and Special Education students.

Kaplan TextConnections is a reading support program that works to develop fluency, comprehension, vocabulary, writing and independent reading. It provides an inquiry-based curriculum with explicit instructions, Scaffolded activities, and leveled texts and trade books to create strategic and independent readers in all content areas.

Achieve3000 this program is a web-based individualized learning solution scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests.

Destination Math helps students investigate how mathematical issues arise out of real-life situations in a highly engaging setting students work through tutorials in numbers, number sense, operations with numbers, fractions, decimals, geometry, data analysis and probability.

In addition, our school has Extended Day programs that include, but are not limited to:

- Brienza
- UFT Young Peoples Academy
- 21st Century Program
- Flatbush Development
- C.H.A.M.P.S
- Preparation for the NY State exams

Materials:

Ditmas I. S. 62 uses a variety of ESL instructional materials:

- Visions Textbook, workbook and activity book published by Thomson/Heimle Publishers available in beginner, intermediate and advanced levels.
- ESL Dictionaries and Thesaurus' in a variety of languages
- Science glossaries
- Kaplan SpellRead and TextConnections
- Kaplan Momentum Math
- Achieve3000 program
- RIGOR
- Destination Math
- Test prep Getting Ready for the NYSESLAT on all three grade levels
- A Guide to Better English grammar workbook
- A plethora of ESL non fiction activity books published by Longman
- Class libraries
- Audio/visual equipment/ Listening Centers
- Essential Skills for Reading Success published by Rally
- Kits: published by Scholastics and Teacher Created Materials
- Explode the Code by Hall and Price for all 3 grade levels
- Expository, Narrative, Descriptive Writing : mini-lessons, strategies and activities by Scholastic
- Passwords in Social Studies and Science by Curriculum Associates
- Writers Thesaurus Middle School, Math tools, and Science Glossary by Options Publishing
- Scholastic Pocket Reference books
- An eclectic selection of teacher preferred material

Professional Development::

All the personnel at our school who work with ELLs have received extensive training above and beyond the minimum 7.5 hours of ELL training through professional development in the SIOP model of sheltered instruction. Assistant principals, ESL coordinators, the school psychologist, speech therapists, paraprofessionals, and our parent coordinator have been trained in this methodology, as have all members of our teaching staff. Consultants have conducted group sessions, classroom visitations, informal observations, and one-on-one feedback sessions to staff. Our ESL content area and special education teachers also participate in professional development offered by the Office of English Language Learners and BETAC. We provide ongoing "Lunch and Learn" opportunities and coaching to our staff to support them in their work with students as the transition from one school level to another.

Parental Involvement:

Parental involvement is a priority at our school and we engage parents of ELLs in a variety of ways. Parents provide feedback to the school through the annual environment survey, and also respond to interest surveys which we use to develop our parent programming. We offer a range of evening and weekend classes for parents and guardians in G.E.D. preparation, English as a Second Language, computer literacy, financial literacy, and accessing the ARIS system. We also have an active and inclusive Parent-Teacher Association which meets monthly to celebrate student awards, present community resources, and discuss issues of concern. Parents of ELLs are invited to sit on PTA committees. We also make efforts to connect families of ELLs with community resources outside of the school, such as the Brooklyn Public Library and the Flatbush Development Corporation.

Assessment Analysis:

According to the spring 2009 NYSESLAT results 256 students were tested, sixty-five (65) of whom were special education. In the Listening and Speaking 4 % of Special Education ELL 6th graders scored at the beginner level, 9 % scored at an intermediate level, 65 % scored at an advanced level and 22 % were proficient. In Reading and Writing 13 % of the Special Education ELL 6th graders scored at the beginner level, 20 % scored at an intermediate level, 48 % scored at an advanced level and 9 % at a proficient level. Our analysis of the results of the 2009 NYSESLAT indicates that reading and writing is our students' greatest weakness while listening and speaking represents strength.

In Listening and Speaking, 5 % of our seventh and eighth graders scored at a beginner level, 21 % scored at an intermediate level, 32 % scored at an advanced level and 43 % scored at a proficient level. In Reading and Writing, 20 % of our seventh and eighth graders scored at a beginner level, 32 % scored at an intermediate level, 23 % scored at an advanced level and 16 % at a proficient level. Again, the greatest strength for our students is in Listening and Speaking.

Further analysis of our 6th grade ELLs shows that while the majority of those who are not newcomers are able to achieve an advanced or even proficient score in listening and speaking, they may only score intermediate or advanced in the reading and writing portions. These trends are also consistently present in the 7th and 8th grade ELL population, though to a lesser degree.

We have carefully analyzed student performance on each performance indicator of the English Language Arts exam for each grade. On the 2009 ELA exam, our 6th grade ELLs are most in need of improving their ability to interpret information (interpret data from multiple sources, and interpret literary texts from a variety of genres), and to understand new vocabulary (determining the meaning of unfamiliar words by using context clues, a dictionary, or glossary). ELLs in the 7th grade struggled to understand literary devices (determine how the use and meaning of literary devices convey the author's message or intent) and to evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in test. 8th grade ELLs' performance on the 2009 ELA exam demonstrated that they struggle most with

recognizing how the author's use of language creates images or feelings and too evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts.

On the 2009 mathematics (6th, 7th and 8th grades) and social studies (8th grade) exams ELLs in all three grades have made progress in all subgroups. In 8th grade science, we are in the process of creating a measure that is aligned with the 8th grade science exam and can be used as a periodic formative assessment of our students' science vocabulary comprehension.

The team realizes that NYSESLAT scores are not the only assessment indication in addition to standardized testing each student had a personal portfolio in ESL and content area classes. These portfolios are used as informal assessment tools. Additionally, interim assessment and practice NYSESLAT were administered to gauge student academic increments throughout the academic year.

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