



ROY H. MANN, IS 78

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (22K078)
ADDRESS: 1420-EAST 68TH STREET, BROOKLYN, NEW YORK 11234
TELEPHONE: 718-763-4701
FAX: 718-251-3439

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: IS 78 SCHOOL NAME: Roy H. Mann

SCHOOL ADDRESS: 1420-East 68th Street, Brooklyn, New York 11234

SCHOOL TELEPHONE: 718-763-4701 FAX: 718-

SCHOOL CONTACT PERSON: Phyllis F Marino EMAIL ADDRESS: Pmarino3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Adam Cohen

PRINCIPAL: Phyllis F. Marino

UFT CHAPTER LEADER: Joshua Gutterman

PARENTS' ASSOCIATION PRESIDENT: Jack Falzone

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 22 SSO NAME: ICI

SSO NETWORK LEADER: Julia Bove

SUPERINTENDENT: Marianne Ferrara

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
Phyllis F. Marino	*Principal or Designee	
Josh Gutterman	*UFT Chapter Chairperson or Designee	
Jack Falzone	*PA/PTA President or Designated Co-President	
Irene Monserrate	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Rhonda Hadgkiss	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	
Adam Cohen	Member/ Teacher	
John Stern	Member/ Teacher	
Lori Falzone	Member/Parent	
Doreen Fandacone	Member/Parent	
Donna Storz	Member/Parent	
	Member/	

	Member/	
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Signatures of the members 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.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Roy H. Mann (IS 78) is a proficient school with a rating of A and is in good standing. It is a community school located in the Bergen Beach section of Brooklyn. The community is primarily residential and diverse in population. We serve grades 6, 7 and 8. Over half of our students travel to school using public transportation. Parents view the school as a neighborhood school and many parents have sent numerous siblings to the school. Our drama and music programs are a major attraction to local families.

This is the first year that the school is eligible for Title I funds and the school has been designated as a School Wide Program. Of the 100% lunch applications that were collected, over 50% of our students met the criteria for free lunch. Many students cannot afford basic necessities which the school provides as needed (gym uniforms, free cultural trips, etc.).

The school offers three accelerated programs, Excelsior, CIG and CAP for all grades, 6 through 8. Our students have the opportunity to take Regents classes in Math and Science. We offer our students both Spanish and French and we administer the Foreign Language Proficiency examination.

The school has a vibrant music, art and drama program. The arts are an integral part of the school's educational plan. Every student has an opportunity to participate artistic expression. Our school is known for our band and dramatic productions and many of our students are accepted to specialized arts high schools.

Our Physical Education program is outstanding. We have a beautiful facility and in addition to required courses we offer after school and Saturday programs in all areas of competitive sports and health. We are participants in CHAMPS, a NYC DOE middle school sports program, as well.

We remain the only school in the district that offers a Culinary Arts program. Students are taught cooking, restaurant entrepreneurship and healthful eating.

All students are engaged in technology based work throughout the normal academic day. In only two years the school has tripled its use of technology in the classroom. Both students and teachers are expected to integrate technology into the learning process.

Our facilities have been upgraded significantly over the past two years. We have a new science lab, a new computer lab and this year a new culinary arts room is scheduled to be installed.

Data plays a critical part in instructional planning. The faculty is well trained in collecting and utilizing various assessment tools. Teachers have current data that enables them to assist each student in areas

of weakness on an individual basis. Additionally, whole school data trends are used to set targets and goals in all core subjects. We have worked to develop culture of inquiry that aims to improve the progress and performance of every child.

Professional Development for teachers is a priority. Teachers receive on going training so that they are continually prepared to integrate data, technology and to successfully differentiate instruction. Every teacher is expected to utilize Core Curriculum and implement student centered teaching. Minor track courses such as Physical Education, Drama, Culinary Arts, Technology, Library, Foreign Language and Music all follow state curriculum standards as well.

Parents play a very active role in the school program. Many parents volunteer in all phases of the school including SLT participation, PTA, collaboration in the Music and Drama presentations and numerous academic and community events.

The school is committed to a full range of youth development supports for all students. Every grade has a fully certified Guidance Counselor and one Social Worker is on staff. Each Grade has a dedicated PPT that meets monthly. Each Grade has a Grade team consisting of Asst. Principal, Guidance Counselor and Dean that work daily on individual student interventions and preventions. Career development, health, paths to high school and college are all areas that the teams must plan and provide for students. This year we are launching a college visitation program for all 7th graders. We believe it is never too soon to introduce students to the idea of college life.

The school's incidents have been in steady decline over the last three years. Incentives and rewards are continually offered to students who demonstrate academic excellence and good behavior. We pay close attention to the attendance of every child and notify parents daily of absences. We continually confer with families regarding student attendance. We strongly believe that attendance is a key factor in academic achievement.

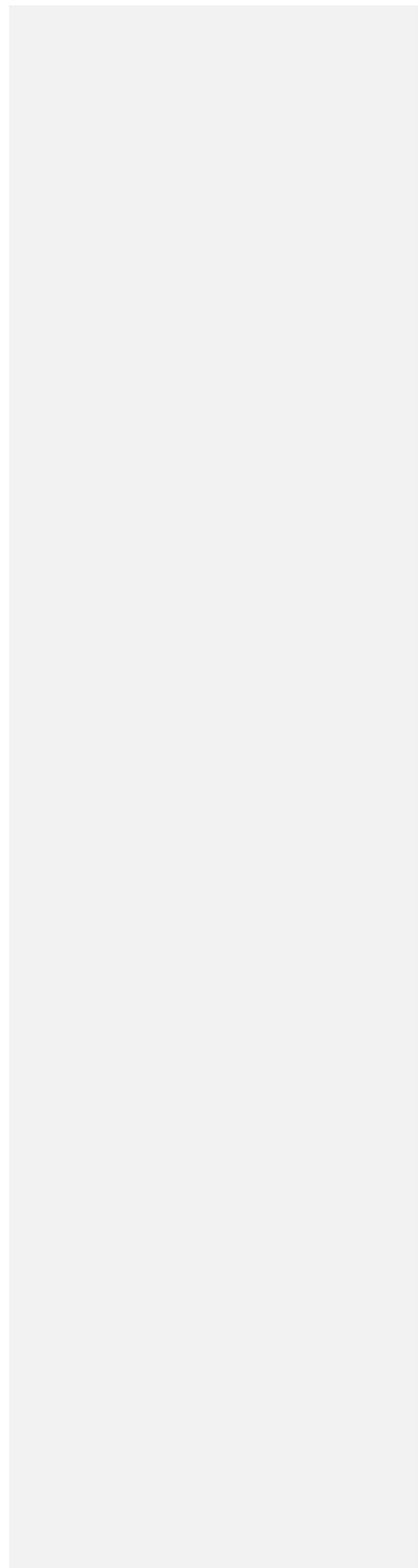
A full range of academic and after school activities are offered to all students. Academic tutoring and classes are offered after school and at Saturday and Super Saturday Academy. Numerous after school clubs and dances run throughout the year.

We are committed to participating in community service. Our students are active participants in Penny Harvest and food drives throughout the year. We have been expanding our efforts yearly.

Our primary tools for setting the initiatives for the 2009-2010 school year were the NYS assessment results and most recent NYC Progress Report and NYS accountability report, the most recent Quality Review, our Learning Environment Survey and our in house data and needs assessment materials. This was shared, studied and utilized by school leaders, SLT and staff throughout the year.

In order for the school to continually improve and for all students to show improved progress and improved performance, several elements continue to be priorities over the next several years: Stable and focused leadership, excellent management of resources and utilization of assessment tools (data, surveys, QR's, etc.) to plan and implement academic goals.

We promote the idea of academic competition to our students and expect the entire staff to encourage all students to pursue college and professional life.



SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

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. 078 Roy H. Mann						
District:	22	DBN:	22K078	School BEDS Code:	332200010078		
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:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		92.6	94.0	95.0
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		94.3	95.0	95.9
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		45.3	51.2	0.0
Grade 6	355	371	380	Students in Temporary Housing - Total Number:			
Grade 7	424	368	384	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	475	390	384		0	15	6
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		15	11	12
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	1	8	6	(As of October 31)	2006-07	2007-08	2008-09
Total	1255	1137	1154				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	49	61	67	Principal Suspensions	301	226	TBD
# in Collaborative Team Teaching (CTT) Classes	59	63	83	Superintendent Suspensions	40	44	TBD
Number all others	31	36	47	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	41	40	44	Number of Teachers	84	83	83

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	2	4	7	Number of Administrators and Other Professionals	12	16	21
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	12	10
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	8	8	9	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	61.9	78.3	79.5
				% more than 5 years teaching anywhere	47.6	56.6	62.7
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		82.0	83.0	84.0
American Indian or Alaska Native	0.6	0.5	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	83.1	89.4	91.6
Black or African American	68.0	69.3	71.5				
Hispanic or Latino	8.9	8.0	7.8				
Asian or Native Hawaiian/Other Pacific Isl.	3.0	3.0	2.9				
White	19.5	19.2	15.5				
Male	50.4	51.4	50.1				
Female	49.6	48.6	49.9				
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 ____						
√	School Requiring Academic Progress (SRAP) – Year 5						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	SRAP 5			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		√SH	√	√			
Limited English Proficient		√SH	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		8	8	5	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	√		
Overall Score:	73			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	8.9			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:	17.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	35.9						
<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

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

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

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

WHOLE SCHOOL ACCOMPLISHMENTS AND GOALS THAT HAVE BEEN MET:

The following goals were stated in the 2008-9 CEP and have been met or exceeded:

- **59.1% of students in grades 6, 7 and 8 have demonstrated one year of progress in the NYS ELA assessment**
- **62.4% of students in grades 6,7 and 8 have demonstrated one year of progress in the NYS Math assessment**
- **60% of teachers utilize technology in classroom instruction**
- **100% of all teachers have set professional goals based on individualized pd plans**
- **50% of classroom teachers have demonstrated utilization of differentiated instruction based on formal observations**

2009 NYS ACCOUNTABILITY STATUS: School in Good Standing (prior year standing was **School Requiring Academic Progress**)

2009 NYC PROGRESS REPORT STATUS: A (prior year grade was C)

2009 NYC QUALITY REVIEW RATING: Proficient (same as prior year)

ELA ACCOMPLISHMENTS, AIDS AND BARRIERS

Based on the 2009 ELA Exam, the results are as follows: 66% of students in grades 6, 7 and 8 are performing at a level 3 or 4 with a median student proficiency of 3.13. In addition, the average change in student proficiency for level 3 and 4 students is -0.08.

The percentage of students making at least one year of progress is 57%. The percentage of students in the school's lowest third making one year of progress is 84% and the average change in student proficiency for levels 1 and 2 students is 0.18.

The data above clearly suggests that our lower level students have made significant progress in ELA, whereas, our higher level students have dropped. In an effort to remedy this decrease and enable more students to perform at levels 3 and 4, we must look at a number of variables. First, we must look at the success of our lower level students and assess what type of interventions, assistance and guidance was made available to them so that we may offer similar opportunities to other students in need of improvement. Much of the success of these students was, in part, due to the fact that many of them

were part of small focus groups much like our school's Inquiry Team. These focus groups were monitored by their teachers who utilized results from previous ITA Exams, Predictive Exams and NYS ELA Exams. Furthermore, teachers met closely with the ELA Coach to continually plan academic interventions in correlation with differentiated instruction. All level 1 and 2 students were mandated for extended day, Saturday Academy and many of them participated in after school programs. Holiday courses and study packets were also made available to these students. These programs consisted of fewer students which allowed for more individualized instruction. Resources were carefully selected for students and each teacher was provided with Skill of the Week material which was aligned with the state standards. Both Coaches carefully monitored classroom resources, pacing calendars and curriculum. Finally, professional development for teachers was a critical factor in student achievement. Teachers received ongoing PD from the Literacy Coach in data utilization, technology trainings, classroom modeling and testing strategies. Time for this was arranged during teacher preps and lunches as well as DOE PD days.

It is our intention to provide the same advantage for students at levels 3 and 4 on a full scale approach. This year teacher professional development will begin at our Fall Faculty kickoff. Teachers will have access to whole class and individual student data from both Acuity and State ELA Exams. Teachers will be trained in individual goal setting for students. They will study the level 3 and 4 progress, identify those students in need and begin developing various focus groups and targeted interventions. After school programs will be made available to them so that their particular needs can be met in a smaller setting with more individualized attention. Many level 3 and 4 students are part of accelerated programs such as the Achieve 3000 online differentiated learning program. Therefore, they will receive highly challenging instruction and reinforcement equated with such programs.

In an effort to sustain progress of level 1 and 2 students and in an attempt to increase level 3 and 4 students, other modifications will be made to overall classroom instruction as well. New materials have already been purchased for every Literacy classroom inside of the school day, including extended day and after school, Saturday and during holiday breaks. Every literacy classroom will receive reading and writing enrichment materials and students will have access to a dedicated computer labs for ELA online learning and assessment.

For the 2008-2009 school year we purchased and introduced our students to Achieve 3,000, the online differentiated reading program that helps teachers to utilize data and monitor student progress and outcomes. We targeted students in the bottom third of the school in ELA scores. Those students who used this program on a weekly basis increased considerably on the 2009 ELA Exam. As a result of this, for the 2009-2010 school year we are offering this program to 675 students which is an additional 450 students from last year.. In addition, a new computer lab has been created, so that the existing one can be used solely for teachers and students using Achieve 3000.

School wide Enrichment will allow us to develop the gifts and talents of all students by providing enrichment opportunities in academics, arts, technology and interests.

In ELA, it is particularly imperative that we continue to encourage students to read on a daily basis and complete classic literature in class as per the NYS Core Curriculum. Not only will they be exposed to various genres, but they will be reading for different purposes. Every class across grades will complete a minimum of three class novels in an effort to enhance literary analysis and vocabulary and will allow students to examine various author writing styles. It is our goal to make certain that this happens every day in every literacy classroom. Some of the materials purchased include, classroom libraries, class novels, listening centers, test prep materials and reading resource kits. In addition, many of these

materials are on various reading levels so that all students, despite their reading level can be held to the same standards.

Further, grade specific reading lists have been created for teachers. Again, this is to ensure that students are exposed to a variety of reading materials on various levels. Students in accelerated classes are expected to read more advanced novels and other texts that challenge them. This will help to not only increase their vocabulary, but will help them to become more insightful readers, therefore increasing their performance on state exams.

In both ELA and Math all teachers will use mandated prep time and monthly department meetings to receive targeted assistance in planning using individual student data. These sessions will be lead by the Asst. Principals, the Literacy Coach and Sp. Ed. Coordinator.

ELA Trends 2009

In ELA, many student performance trends have been identified as well. On grade six 370 students in all were tested. Of this, 82.4% are general education students, 17.5% are students with IEP's and 2.1% are LEP students. No students scored a level one.

Of the 116 sixth grade students performing at level 2 , 62% are male and 37.9 % are female. Of this, 34% are Asian, 5.17% are Hispanic, 77.5% are black, 12.9% are white and .8% are Multi-Racial

Of the 236 sixth grade students performing at level 3, 40.6% are male and 59.3% are female. Of this, 15.25% are white, 70.7% are black, 7.6% are Hispanic, 2.5% are Asian and 2.9% are Multi-Racial.

Of the 16 sixth grade students performing at level 4, 43.7% are white, 37.5% are black, 6.25% are Hispanic, 6.25% are Asian and 6.25% are Multi-Racial . Of this, 7 are male and 9 are female. This data indicates that a major focus of ours must be geared toward increasing the number of Hispanic and Multi-Racial students performing at a level 4.

Of the 3 seventh grade students performing at a level 1, 2 are male and 1 is female. Of this 1 is an Asian female, 1 is a Hispanic male and 1 is a black male.

Of the 96 seventh grade students performing at level 2, 61.4% are male and 38.5% are female. Of this 16.6% are white, 73.9% are black, 3.1% are Asian and 6.25% are Hispanic. Given the number of African American students performing at this level, it is imperative that we focus on them as a group in an effort to help them reach their full academic potential.

Of the 272 seventh grade students performing at a level 3, 121 are male and 151 are female. Of this 18% are white, 68.3% are black, 8.8% are Hispanic, 2.2% are Asian and 2.2% are multi-racial. Our goal in response to this particular data is to look at the high level 3's and focus on what we can do move them to a level 4. In addition, the same attention will be given to the low level 4's so that we can prevent any one of those students from dropping a level.

Of the 6 seventh grade students performing at a level 4, 5 are female and 1 is male. Of this, 66.6% are white, 16.6% are Hispanic and 16.6% are multi-racial.

ELL's and Spec. Needs Trends

ELA

Of the 154 students identified with IEP's 145 were tested using the New York State ELA Exam. Of those tested, 5 students (3.24%) scored a level 1 and 103 students (66.8%) scored level 2. This is equivalent to 70% scoring below grade level. 37 students (24%) scoring at grade level attained a performance level of 3. 17 of the level 3's were in grade 6; 19 were in grade 7 with the balance of 1 in grade 8. This tends to follow the trend of middle school performance.

Of the 50 students identified as ELL's, 34 were tested using the New York State ELA Exams. Of those tested 4 students (11.7%) scored level 1, 23 students (67.6%) scored level 2, 6 students (12.5%) scored level 3 and 1 student (3%) scored a level 4.

MATHEMATICS: ACCOMPLISHMENTS, AIDS AND BARRIERS

Based on the 2009 State Mathematics exam, the results are as follows: 75% of students in grades 6, 7 and 8 are performing at a level 3 or 4 with a median student proficiency of 3.37. This is an increase of 10.9% over the prior year's performance at or above proficient. The average change in student proficiency for level 3 and 4 students is -0.04.

The percentage of students making at least one year of progress is 60% which is up 4.5%. The percentage of students in the school's lowest third making one year of progress is 74.0% and the average change in student proficiency for level 1 and 2 students is 0.33.

Math Trends

In Mathematics, many student performance trends have been identified. On grade six, 378 students were tested. Of the 378 students tested, 82.8% are general education students, 17.2% are students with IEP's. 3.4% are identified as LEP students. 30% of the 6th grade students are economically disadvantaged.

5.8% or 22 out of the 378 students scored at level one. This is a slight increase over last year's 4.9%. Out of the 5.8% of the level 1 68% scored a proficiency level of 1.90 or better. 27.3% was a 0.01 proficient point from being a level 2. 91% of the level 1 are classified as special needs.

18.8% or 71 students of the 378 tested scored a level 2. 73.2% are general education and 26.8% are students with IEP's. 9 or 12.7% students scored within 0.03 proficiency points of a level 3 indicating great potential to be moved to the next performance level. 12 or 16.9% of the level 2's students scored 0.09 proficiency points from a level 3.

63.1% or 238 students of the 378 tested scored a level 3. Of this 87.8% are general education and 12.2% are students with special needs. 10 or 4.2% students scored within 0.02 proficiency points of a level 4 clearly signifying their ability to be moved to the next performance level. An additional 13 or 4.2% of the level 3 students were 0.11 proficiency points from level 4.

12.2% or 46 students of the 378 tested scored a level 4. 95.7% are general education and 4.3% are students with IEP's. 3 students had a scale score of 450 which is the maximum. 13 students scored within 0.05 proficiency points of a level 3 which indicates an area of concern. These individual students will become a primary focus in the coming school year so that we can insure their success as level 4 students and avoid any possibility of them dropping a level.

Overall, level 1 students increased by 0.9% going from 4.9% of the grade 6 population to 5.8%. Level 2 students decreased by 3.8% going from 22.6% of the grade 6 population to 18.8%. Level 3 students increased by 1.3% going from 61.7% of the grade 6 population to 63.1%. Level 4 students increased by 1.4% going from 10.8% of the grade 6 population to 12.2%.

On grade seven 386 students in all were tested. 0.5% or 2 out of the 386 students scored a level 1 on the 2009 Mathematics NYS test. Of this, 100% are students with IEP's. This is a decrease of 5.8% of last year's 7th grade level 1 performance.

58 students or 15.0% of the seventh grade scored a level 2. Of this, 56.9% are general education students and 43.1% are students with IEP's.

257 students or 66.5% of the seventh grade scored a level 3. Of this, 87.2% are general education students and 12.8% are students with IEP's.

69 students or 17.9% of the seventh grade scored a level 4. Of this 97.1% are general education students and 2.9% are students with IEP's.

Overall in grade 7, Level 1 students decreased by 5.6% going from 6.3% of the grade 7 population to 0.5%. Level 2 students decreased by 19.1% going from 34.1% of the grade 7 population to 15.0%. Level 3 students increased by 17.2% going from 49.3% of the grade 7 population to 66.5%. Level 4 students increased by 7.5% going from 10.4% of the grade 7 population to 17.9%.

On grade eight 383 students in all were tested. 5.2% or 20 out of the 383 students scored a level 1 on the 2009 Mathematics NYS test. Of this, 40.0% are general education students, whereas, 60.0% are students with IEP's.

119 students or 30.8% of the eighth grade scored a level 2. Of this, 63.9% of those performing at this level are general education students and 36.1% are students with IEP's.

212 students or 55.4% of the eighth grade scored a level 3. Of this, 93.9% are general education students and 6.1% are students with IEP's.

32 students or 8.4% of the eighth grade scored a level 4. Of this 100% are general education students. 68 students with IEP's took the eighth grade examination. 17.6% of these students scored at level 1. 63.2% scored a level 2. 19.1% scored a level 3 and there were no students with IEP's scoring a level 4.

16 of the 8th grade students are limited English Proficient (LEP). 43.7% of this group scored level 2 and 56.3% scored level 3. There were no LEP students scoring level 1 or level 4.

This year we have a licensed Asst. Principal of Mathematics who will supervise the math program. There will be added focus on student SMART goal setting and Inquiry team work in the math department.

This year we have a newly installed computer lab that will be dedicated to math student use for the purpose of differentiated instruction and online assessments.

SCIENCE:

UPDATED DECEMBER 17, 2009

Our Science department had a full needs assessment and revamp of curriculum and materials conducted by our Math/Science Assistant Principal. We will continue to administer NYS Regents courses in Living Environment and Earth Science.

We expect all science classes to follow the core curriculum and integrate literacy and interactive strategies that engage all students. This year we are providing additional trainings for science teachers in development of student goals and utilization of data to continually monitor and track student progress.

SOCIAL STUDIES:

Our Social Studies department has a supervisor who is licensed content area expert in Social Studies. All Social studies teachers are integrating project based learning and technology into classroom teaching. Interim assessments are now being implemented in Social Studies in order to predict individual student achievements towards the grade 8 NYSED examination.

Professional development will begin at our Fall Faculty Kickoff. Teachers will receive further professional development on Individualized Student Goals and using technology to drive instruction. Teachers on grade seven received Core Curriculum training that coincides with the new Core Curriculum Instructional Program. Each teacher was provided with the This Month in History instructional tool to enhance classroom instruction. Teachers will continue to use the Social Studies Department Handbook and Curriculum Guide to drive instruction.

Students in grade seven and eight have received the new Core Curriculum Instructional Tools. Over 2/3 of the school population will have new textbooks and support materials for the 2009-2010 school year. Holiday study packets/projects are provided for the students on all three grade levels. Grade eight students must complete a year long exit project that culminates at the end of their senior year. Grade eight students are also provided with a NYS Social Studies Exam preparation course. This course allows for small group instruction as an addition to the regular course of study. Many classes on grades seven and eight partake in project based learning through the Teaching American History Grant.

Addressing Continuous Improvement

We fully intend to follow the key recommendations of the most recent Quality Review Recommendations (November 2008) regarding:

What the school needs to improve:

- Work with students and their families to develop SMART short-term goals in all subjects, so that they are able to assess their own progress and articulate their next learning steps
- Continue to build and develop teachers' confidence in planning differentiated activities in all subjects, in order to meet the needs of all students
- Regularly monitor the performance and progress of each teacher, to encourage continual evaluation and revision of classroom practice that results in higher student outcomes
- Establish interim checkpoints through the year, in order to achieve maximum learning outcomes in all core subjects, to meet the needs of individual and group students.

In order to address improved student achievement we are using several approaches. First we will utilize both an ELA Coach and a licensed supervisor of Math who will each be responsible for intensive teacher training and oversight of individual student interventions based on DOE assessment data. They will focus training teachers individually in utilization of data and differentiated instruction.

The Department Asst. Principals and the Coach will support teachers in delivery of differentiated instruction. Coach and Asst. Principals will identify and plan goals for the departments using available data.

Once teachers are aware of whole school trends regarding gender and ethnicity and can identify the exact students in these areas, they will be provided with training and materials needed to address the needs of these students. For example, in ELA the 57.1% of black males scoring at level 2 in 6th grade will be targeted for afterschool to address this cohort in a unique approach.

Curriculum training and expertise will play a critical role in this effort. Teacher Study teams will modify the curriculum with teachers to target student interest and learning style.

The school will accelerate to have five Inquiry Teams this year (last year we had two). The Inquiry Teams and the Data Specialist will lead the work needed to organize the school data trends and ensure that the school community has access, training and ability to utilize the information.

In order to continue to improve instruction, through planning for and building in checks on progress during and at the end of lessons, teachers utilize portfolios and data binders and receive more intense training in using them as assessment tools. We will continue to train teachers in data use and both deliver PD on intra lesson assessments, formal and informal.

An AIS Reading teacher will be available for the lowest scoring students. In AIS Reading Achieve 3000 will be implemented. Extended day and afterschool classes will focus on all level students: 1, 2, 3 and 4. We have also selected new materials in both Math and ELA for these intervention classes.

We will utilize a generous allocation from Councilman Fidler to fund our efforts in Extended Day and enrichment for the Excelsior (accelerated students). This allocation has also included \$100,000. for classroom computers and Smartboards. This will enable every teacher to have access to a workstation for both teacher and student use and to utilize Smartboards for differentiated instruction.

A Special Education Coordinator will lead the work needed to address performance and progress of IEP students. Special Ed. teachers will have resources of both ELA and Math Coaches and the Sp. Ed. Coordinator. Technology will play an integral part in instruction. All ELA, Math and Special Education teachers will complete Smartboard trainings.

Our ELL teacher works closely with the ELA Coach and is an integral part of the Inquiry Team.

We will also continue to pilot gender specific classes in Grade 7 and monitor the effectiveness.

Arts: Music, Drama and Fine Art

The arts will continue to play a vibrant and central role in the education of all students during their years at IS 78. Every teacher is now trained in the Blueprint benchmarks and the NYSED learning standards in the arts. Art projects, exhibitions and performances will continue and expand as per budgetary capacity to demonstrate student achievement in the arts and in order to provide every student an opportunity to engage in art based instruction. This year all teachers will be offered training in Arts Integration so that they can infuse arts into the core curriculum areas of instruction.

Foreign Language

This year we are offering students the opportunity to take French in addition to Spanish. Students have the option to complete the NYS Proficiency examination prior to graduation.

Regents Courses

We will continue to offer Regents courses for Algebra, Living Environment and Earth Science. Teachers of these courses receive additional trainings from our School Support Organization (SSO). Students receive additional tutorials and weekend prep for the examinations.

This year we will launch a College Awareness program for our Grade 7 students. The goal of this initiative is to introduce students to college life early in their development and motivate them towards the goal of graduating from college. The students will visit colleges and have college students visit classes throughout the year.

Attendance is a critical factor in student achievement. Our year to date attendance for 2007-2008 was 94.12 as compared to 2006-2007, 92.1. Last year we achieved a rate of 95% which was our target.

We will continue to implement a rigorous attendance improvement plan, which includes daily calls home to parents on absences, and dedicating a staff to meet with students who have attendance concerns. Further, we train teachers twice yearly on good clerical methods addressing absence of students in classes. Incentives for good attendance are continually offered to students as encouragement.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

Goal 1

To increase the number of teachers who utilize student data to plan differentiated instruction. By June, 2010 teachers in four core subject areas will utilize student data to plan differentiated instruction. This is an increase from June 2009 when teachers in two core subject areas utilized data to plan differentiated instruction.

Goal 2

To increase the number of teachers who are developing SMART short term goals with their students. During the 2008-2009 school year 5% of teachers were developing SMART short term goals with their students. For 2009-2010, we want to expand student use of SMART goals by engaging 25% of core area teachers in the development of student SMART goal setting.

Goal 3

To increase the number of Inquiry Teams in the school. In June, 2009 the school had two formal Inquiry Teams. In the 2009-2010 school year the school will have five formal Inquiry Teams.

Goal 4

To develop teachers' expertise in individual(choice) areas of need. All teachers will engage in one choice professional development workshop in addition to the monthly department meetings and the school wide professional development activities.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA/Math/Science/Social Studies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of teachers who utilize student data to plan differentiated instruction.</p> <p>By June, 2010 teachers in four core subject areas will utilize student data to plan differentiated instruction. This is an increase from June 2009 when teachers in two core subject areas utilized data to plan differentiated instruction.</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"> • Identify and implement research based strategies and curriculum • Align all goals (CEP/PPR/Asst. Principal/Teachers) • SLT will conduct a midyear review of student progress and adjust the action plan as needed • Identify PD funding and schedule • Plan and implement study groups • Teacher Study Teams will collaborate around periodic review, monitoring and planning for individual student needs • Teacher study teams will develop differentiated lesson in core areas • Offer choice PD's • Survey staff • Schedule observations/lunch and learns/learning walks • Assess/monitor and meet benchmarks

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Identify funding from Title I PD • Utilize our LSO for trainings and support • Fund a literacy coach (C4E) • Utilize Title I Pd for Asst. Principals to perform PD
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Classroom Observations • Frequency of Periodic Review will include Principal meetings with individual teachers to assess data progress of students three times per year and interim progress of student outcomes will occur after each marking period (4 per year). • Projected gains/Accomplishment will be measured by utilization of the ITA's and Acuity for ELA and Math progress. • We are projecting that by June 2010 70% of students will be at proficiency in ELA and 78% for Math • Learning walks one per marking period • Teacher self assessments from the Santa Cruz Professional Teaching Standards • Student predictives and ITA's

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of teachers who are developing SMART short term goals with their students.</p> <p>During the 2008-2009 school year 5% of teachers were developing SMART short term goals with their students. For 2009-2010, we want to expand student use of SMART goals by engaging 25% of core area teachers in the development of student SMART goal setting.</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"> • Create SMART goal template and lessons for students • Utilize teacher lunch and learns to monitor and track student benchmarks • Teacher Study Teams will collaborate around periodic review, monitoring and planning for individual student needs • Continue trainings in ARIS for staff, parents, etc. • Utilize conferring process • Plan and implement ongoing trainings for teachers • SLT will conduct a midyear review of student progress and adjust the action plan as needed
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Utilize Title I Pd funds • Utilize our LSO trainings and support staff
<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"> • Student created SMART goals • Principal letters to teachers • PD agendas • Frequency of Periodic Review will include Principal meetings with individual teachers to assess data progress of students three times per year and interim progress of student outcomes will occur after each marking period (4 per year). • Projected gains/Accomplishment will be measured by utilization of the ITA's and Acuity for ELA and Math progress. • We are projecting that by June 2010 70% of students will be at proficiency in ELA and 78% for Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of Inquiry Teams in the school. In June, 2009 the school had two formal Inquiry Teams.</p> <p>In the 2009-2010 school year the school will have five formal Inquiry Teams.</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"> • Conduct new CEP needs assessment • Refine whole school data and identify trends and needs • Develop additional inquiry teams in core areas • Teacher Study Teams will collaborate around periodic review, monitoring and planning for individual student needs • Identify targeted students • Utilize ARIS in all core teaching areas • Monitor and track student progress • SLT will conduct a midyear review of student progress and adjust the action plan as needed
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Schedule collaborative meeting times • Utilize C4E for Coaching • Utilize Title I for PD
<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"> • Frequency of Periodic Review will include Principal meetings with individual teachers to assess data progress of students three times per year and interim progress of student outcomes will occur after each marking period (4 per year). • Projected gains/Accomplishment will be measured by utilization of the ITA's and Acuity for ELA and Math progress. • We are projecting that by June 2010 70% of students will be at proficiency in ELA and 78% for Math

	<ul style="list-style-type: none"> • Formal and informal assessments • Monitoring benchmarks each marking period • Report card grades
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop teachers’ expertise in individual (choice) areas of need.</p> <p>All teachers will engage in one choice professional development workshop in addition to the monthly department meetings and the school wide professional development activities.</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"> • Utilize the Santa Cruz Professional Teaching Standards • Principal meets individually with each teacher three times per year to track and monitor gains • Develop additional inquiry teams in core areas • Teacher Study Teams will collaborate around periodic review, monitoring and planning for individual student needs • Plan and implement choice professional development offerings • Distribute and collect surveys and reflective feedback • Assess and monitor • SLT will conduct a midyear review of student progress and adjust the action plan as needed
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Utilize Title I for professional development • Utilize C4E for coaching • Utilize our LSO for professional development and support

Indicators of Interim Progress and/or Accomplishment

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

- **Teacher surveys and reflective feedback**
- **Classroom observations**
- **Midyear self assessments**
- **Frequency of Periodic Review will include Principal meetings with individual teachers to assess data progress of students three times per year and interim progress of student outcomes will occur after each marking period (4 per year).**
- **Projected gains/Accomplishment will be measured by utilization of the ITA's and Acuity for ELA and Math progress.**
- **We are projecting that by June 2010 70% of students will be at proficiency in ELA and 78% for Math**
- **Principal letters to teachers assessing midyear and end year progress in student outcomes**

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

DECEMBER 2009

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 (SURRE)

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	74	32	0	0	20	0	2	3
7	48	23	30	20	67	0	18	3
8	70	65	70	60	20	1	16	4
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:	<p>Students receive 3 extra periods of instruction per day Differentiate instruction in all ELA classes Small group, one-to-one tutorials during Extended Day program. Afterschool and Saturday Academy. AIS reading Pull-out Use of technology lab by students Achieve 3000 Acuity Ed Performance assessments NYS Empire State ELA materials</p>
Mathematics:	<p>Students receive 3 extra periods of instruction per day Differentiate instruction in all Math classes Use of technology lab by students Small group, one-to-one tutorials during Extended Day program, Afterschool and Saturday Academy Ed performance assessments Acuity Empire State Math materials</p>
Science:	<p>Morning and Afterschool tutorials Differentiate instruction in all Science classes Saturday Academy Focus on content enrichment and analytical skills and laboratory analysis.</p>
Social Studies:	<p>Morning and Afterschool tutorials Differentiate instruction in all Social Studies classes Saturday Academy Focus on DBQ's, project based learning and service learning activities.</p>

At-risk Services Provided by the Guidance Counselor:	One-to one counseling Family counseling Small group counseling Classroom presentations Crisis counseling Bilingual Guidance Counselor is available for Spanish speaking students and families Peer mediation
At-risk Services Provided by the School Psychologist:	One-to one counseling Family counseling Small group counseling Classroom presentations Peer mediation Identification of service providers for at-risk students and their families
At-risk Services Provided by the Social Worker:	One-to one counseling Family counseling Small group counseling Classroom presentations Peer mediation Identification of service providers for at-risk students and their families
At-risk Health-related Services:	One-to one counseling Family counseling Small group counseling Classroom presentations SAPIS services to individual, small group and classes Peer mediation NYU Child Study Center Asthma Pilot Project

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

LANGUAGE ALLOCATION POLICY NARRATIVE – SCHOOL YEAR 2009-2010

I.S. 78's LAP team is comprised of Ms. Marino, Principal, Mr. Puleo, ESL Teacher, Ms. Gottesman, Literacy Coach, Ms. D'Aleo, Parent Coordinator, Ms. Gold, Assistant Principal, Dr. Wiggins-Walcott, Data Specialist, Mr. Dougherty, Special Education Teacher, Ms. Valentine, Literacy Teacher, and Mr. Anoyke, Guidance Counselor.

I.S. 78 offers a Freestanding ESL pullout program consisting of 48 English Language Learners. The total number of students in the school is 1160. The 48 ELLs represent 4% of the school's population. Our ELLs hail from a myriad of countries and speak many different languages including Creole, Spanish, Russian, Chinese, Arabic and Urdu. Of the total number of ELLs, 23 are of Haitian Creole descent, 2 Russian, 13 Spanish, 2 Chinese, 3 Urdu and 5 are of Arabic descent. The pullout ESL program is taught in English by a fully licensed ESL instructor.

Number of ELLs by Subgroups

- Currently we have 28 ELLs receiving between 0- 3 years of service (newcomers), with 1 in Special Education.
- Currently there are no SIFE on register
- 10 ELLs receiving between 4-6 years of service, with 1 in Special Education.
- 10 ELLs receiving more than 6 years of service and are considered long-term ELLs, with 8 in Special Education.

Upon enrollment, a fully certified ESL teacher will meet with parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS), offered in 9 different languages. Parents complete this form to show what language the child speaks at home. An informal interview with the student and parent is also conducted and translators are brought in if needed. Once this process is completed and it is determined that a language other than English is primarily spoken in the child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R), which is a test that establishes English proficiency level. The LAB-R is administered within 10 days of a student's registration. Those children that score at or below proficiency on the LAB-R become eligible for state mandated services for ELLs. All ELLs receive entitlement letters which are available in a myriad of languages at the start of the school year.

I.S. 78 makes every effort to stay in close contact with ELL parents, from administering the HLIS and informing them of their child's eligibility for ELL services, to collecting the forms that indicate the parent's program choice for his/her child. To encourage informed choice, I.S. 78 offers a number of parent orientations which include a video and literature offered in many different languages. Translators are also on hand to offer additional support. Parent's choice, coupled with program availability, determines program placement for ELLs. Students are placed in the appropriate program within 10 days of enrollment. Trends in parent choice letters at I.S. 78 indicate that the overwhelming majority of parents select an ESL model for their children.

DECEMBER 2009

In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This exam determines whether or not the student continues to qualify for ESL services. Based on the students' performance on the spring 2009 NYSESLAT and the LAB-R for this year, the proficiency levels of the total number of students are as follows: 14 are at the advanced level, 6 are at the intermediate level, and 28 are at the beginning of level of English language development. More specifically,

- In the 6th grade there are 4 beginners, 1 intermediate and 5 advanced level ELLs.
- In the 7th grade there are 15 beginners, 3 intermediates and 3 advanced level ELLs.
- In the 8th grade there are 9 beginners, 2 intermediates and 6 advanced level ELLs.

With regard to the spring 2009 NYSESLAT results, 5 students were absent, therefore there are no scores for them and 5 students are newcomers, therefore their proficiency levels are based on their LAB-R scores. The one alternate assessment student received a score of INV and the second student was absent for the exam. Those designated as beginner or intermediate level ELLs are entitled to 360 minutes or eight 45 minute periods of ESL per week. Advanced level ELLs are entitled to 180 minutes of ESL per week, with 180 minutes of English Language Arts per week. Those deemed proficient are no longer entitled to receive ESL services; however, they will receive continued support for 2 years in the form of testing modifications and also be invited to continue to take part in our after school Title III Program. Bilingual libraries and translated modes of communication will continue to be made available to these students.

The NYSESLAT modality analysis trends in Listening and Speaking

Proficiency	6	7	8
B	1	1	0
I	1	7	0
A	4	4	1
P	5	2	9

The NYSESLAT modality analysis trends in Reading and Writing

Proficiency	6	7	8
B	2	2	3
I	2	2	6
A	5	5	8
P	1		

Test results and classroom performance indicate that listening and speaking are the strongest modalities. Test results and classroom performance also indicate that reading and writing are the weakest modalities. Based on the trends in modalities, nine 8th graders scored proficient on listening and speaking which is due in part to the fact that these students have been receiving ESL services for three years. The majority of our 6th graders scored either advanced or proficient. Many of our 7th graders are beginners and thus their scores were indicative of that. I.S 78 had one 6th grader score proficient in reading and writing while the majority of our ELLs scored either intermediate or advanced. Given this data, instruction will be aimed at addressing each ELLs individualized needs. Prior knowledge, past experiences and cultural background will be incorporated into classroom activities. ELLs will be immersed in a print-rich environment, where comprehension, participation, and higher order thinking skills will be emphasized through the use of a wide variety of teaching methods and tasks, including graphic organizers, response groups and writing workshops. ESL instruction will be provided in English by a fully certified ESL teacher, who will work collaboratively with content area teachers so as to better meet the needs of our ELLs. Periodic assessments reinforce the data gathered in the NYSESLAT. The weaker modalities continue to be reading and writing. Given this reality instruction will continue to be focused on improving our students' proficiency in these areas. Strategies including brainstorming, making predictions, literature response groups, journals and writing workshops will be employed to improve student performance.

ELA

TEST	Grade	Level 1	Level 2	Level 3	Level 4	Total
ELA	6	1	5	5	0	11
ELA	7	0	6	0	0	6
ELA	8	2	9	0	0	11
LEP Exempt						8
NYSAA						2

MATH

TEST	Grade	Level 1	Level 2	Level 3	Level 4	Total
MATH	6	0	4	5	1	10
MATH	7	5	5	2	0	12
MATH	8	0	9	5	0	14
NYSAA						2

For the two special needs students who are exempt from taking the standardized exams in both ELA and Math, one took the NYSAA Math, ELA, Social Studies and Science in 2009 and scored a 4 in ELA, and a 4 in Math, 4 in Social Studies and 4 Science. The second alternate assessment student was not eligible to participate in NYSAA for the school year 2008-2009.

First year ELLs are exempt from the ELA exam although they will in fact participate in all other state exams. Translated copies and bilingual dictionaries will be made available to our ELLs. They will also receive time and a half while taking these examinations. Test results indicate that those receiving translated versions of state exams do not perform quite as well as those who take tests in English. This may be a result of the

language barrier still existent in our newcomers and the fact that instruction is in English. As their English language proficiency improves so do their scores.

Instruction of ELLs will be cognitively demanding and differentiated, but will be scaffolded so as to ensure student success. Learning will be organized into topics and themes so that students can build upon previous learning of vocabulary and grammatical structures as well as academic concepts and skills. Our students will work in groups, which affords them the opportunity to see other learners' styles of problem solving while developing an appreciation for each person's contribution to the group. Advanced level ELLs will be grouped with beginner and intermediate level learners so that they may help their peers improve their English proficiency. In working with each other, advanced level ELLs can reinforce the material within themselves while helping their peers improve their English proficiency. Cooperative grouping allows ELLs to work with native English speakers, which affords them the opportunity to hear and produce English and negotiate its meaning with others. ESL instruction will be coupled with balanced literacy workshop model. In math students will be taught by content area math teachers well versed in ESL methodologies during double period blocks of math. Our ELLs will use the Impact Math curriculum. Laptops have also been purchased to aid in our ELLs development of the English language. Programs and Websites, including Better-English and ESLCAFE will be explored to supplement and enhance lessons. Targeted interventions for all ELLs including Newcomers, SIFE, and Long Term ELLs will include Achieve 3000 (an online differentiated reading program) and Ramp up.

Science and Social Studies instruction will follow the NYS standards and curriculum guidelines. All ELL students will be provided with differentiated instruction and have the opportunity to work with native speakers in group and paired activities. Additionally, ELL's will be afforded the opportunity to attend afterschool instruction for supplemental support in Science and Social Studies. The school supervisors of these content areas will collaborate with the ELA teacher and provide expertise and additional materials as needed.

All ELL students are afforded equal access to all school programs including afterschool academics, clubs, school trips, Saturday Academy, supplemental services and tutorials. Our ELL teacher works closely with the Parent Coordinator to ensure that all parents of ELL's are contacted and made aware of these programs. We actively encourage ELL students to participate in these extended activities as we believe that it furthers their social, academic and language development.

Technology is a key component for all learners at IS 78 in all content areas. All ELL students in every subgroup have access to a laptop in class. Smartboard instruction is delivered by the ELL teacher and other content area teachers. ELL students utilize Achieve 3000 in the school computer lab. ELL students utilize Acuity and Ed Performance in the math lab. Our parents are provided with access to ARIS the online student data information tool used to track their child's progress. Our school library offers ELL students access to online technology for projects, pleasure reading and information. We continually work to identify best practices in technology use for instruction.

Newcomers will also be provided with instruction aimed at developing their reading, writing, listening and speaking skills. They will together and with more advanced level ELLs in a small group setting that will utilize a myriad of instructional materials. These materials include a wide variety of books, manipulatives, flash cards, posters, videos, audio tapes and games designed to improve their English proficiency. Book titles include the 'True stories' series and 'Grammar Essentials' by Longman. Although all instruction will be in English, students may use their native language to help

each other and negotiate the meanings of words, phrases or concepts. Student libraries will include books in their native languages as well. Letters sent home to parents will also be available in a variety of languages so as to keep them informed and fully involved in their child's education. We ensure that all materials are age and grade appropriate as we work closely with our school support organization (SSO) who provides us with expertise and advises us regarding high quality and appropriate resource materials.

Long term ELLs will be provided with a high level of instruction aimed at getting them proficient in the four modalities of the English language – reading, writing, speaking and listening. The ESL teacher will also work diligently with the content area teachers so that instruction is aligned, and will therefore better prepare our students to succeed in all academic areas.

Students in need of additional or alternative services such as special education will be referred to the School Assessment Team for further evaluation. We currently do not have special education students mandated for bilingual services. However, if a student is mandated for bilingual services we will provide a bilingual alternate placement paraprofessional and the student will receive mandated ESL minutes as per CR Part 154. Students identified as SIFE will receive the additional support they need so that they can perform at grade level. All of our ELLs and former ELLs will be encouraged to take part in our Title III after school ESL program.

Our data work at the school assists us in providing targeted interventions for all ELL students.

Formal and informal assessments, teacher observation and interim benchmarks are studied to assess student needs. Once identified, an action plan is created with targets and goals for each student. Interventions include afterschool academic support, Saturday Academy, push in support and online instruction that is available for students at home (Achieve 3000).

A bilingual guidance counselor and school social worker assist in providing transitional support to students prior to their promotion to high school. Both students and their parents are provided with evening workshops on the transition to high school.

New programs or discontinued programs for the upcoming school year will be addressed at our school Cabinet meetings throughout the year. We will look at date and student outcomes in order to assess, monitor and revise.

The following staff will receive professional development: Assistant Principals, ESL lead teacher, common branch and subject teachers, paraprofessionals, guidance counselors, special education teachers, psychologist, physical and speech therapist, secretaries and the parent coordinator. Meaningful professional development will be provided to all teachers by a licensed ESL instructor. Instruction will include methods aimed to better equip teachers to help our ELLs succeed. Professional development blocks will be used to pass on ESL teaching strategies, identification procedures and testing modifications. Model lessons, common planning, and alternate assessment methods will also be thoroughly explored. Trips will be scheduled to provide alternate settings for our ELL students to further develop their language skills learned in the classroom and enrich their curriculum and cultural experiences. Professional development will be provided throughout the duration of the school year so that all teachers will be better equipped to meet the needs of our ELLs. Teachers will collaborate and work together to create and implement an effective instructional, monitoring and assessment system for our ELLs. Professional development sessions will begin in October and further dates will be

tentatively scheduled for professional days, including Election Day and Brooklyn-Queens Day. Common preps will also be utilized for training and planning. The ESL instructor will take part in multiple workshops throughout the year where new strategies will be explored.

Professional development topics will include developing literacy in ELLs, academic/content area development, and alternate forms of assessment and evaluation. All content area, special education, and common branch teachers will be invited to attend these workshops. All new general education teachers will receive their mandated 7.5 hrs of professional development. Special education teachers will receive 10 hours of training in ELL teaching strategies. Surveys are distributed to help determine the needs of those teachers in need of such support.

Forging a strong partnership between school and home is vital to nurturing the academic and social growth of our students. Strong parental involvement is one factor that research has shown time and time again to have positive effects on academic achievement and the overall culture of a school. Parental involvement supports, encourages and provides opportunities for parents and educators to work together on behalf of our students. Maintaining such a relationship is of utmost importance at I.S. 78. An explicit open door policy will be established so that parents always know they are welcome. Written information about classroom assignments, goals, assessments and school events and notices will be translated and parents will be encouraged to reply. Several parent conferences and orientations will be arranged throughout the year so that parents can tour the school, meet teachers, see student work and progress first hand, as well as obtain a better understanding of the school's expectations and standards. The parent coordinator will be available at these conferences to answer questions and provide further information regarding school matters. Visuals and literature will be provided in a myriad of languages at these meetings so as to ensure understanding. Finally, calls will be made periodically to parents to further their involvement in their child's education.

Translators are made available to ensure active participation and clear communication between the school and parents of our ELLs. We evaluate the needs of our ELL parents via school surveys and one on one feedback.

Our community based partnership with Millennium Development/Bergen Beach Youth Organization provides opportunities for ELL parents throughout the year including workshops and community activities.

I.S. 78's LAP committee will work together to provide our ELLs with a relaxed and nurturing learning environment with small group settings where our ELLs will be provided with the individualized instruction they need to improve their English proficiency. We will also seek to maintain the continued enhancement of an appreciation of the cultural diversity existent in an ESL classroom as well as all classrooms within our school.

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 and 8 ___ Number of Students to be Served: 36 LEP 0 Non-LEP

Number of Teachers 1 Other Staff (Specify) 1 Asst. Principal and 1 Literacy Coach

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

IS 78 is a community middle school comprised of grades 6, 7 and 8 in district 22. The present student population is 20% Caucasian, 68% African-American, 9% Hispanic, and 3% Asian and others. The student population is roughly 1160 and is heterogeneously grouped within each grade, with the exception of the gifted programs. A pedagogical staff of 100 teachers supports the total population.

IS 78 offers a pullout ESL program consisting of 36 English Language Learners. Of the total number of students, 18 are at the advanced stage of English language development, 8 are at the intermediate stage and 10 are at the beginning stage of English language development. More specifically, of the 6th graders, 2 are beginners, 2 students are at the intermediate stage, and 8 are advanced level ELLs. In the 7th grade, there are 3 beginners, 1 intermediate and 4 advanced level ELLs. Finally, the 8th grade is comprised of 5 beginners, 5 intermediate and 6 advanced level ELLs. All ELLs are mandated by the state to receive ESL services as per part 154. Students' level of English language proficiency is based upon their performance on the LAB-R or NYSESLAT. Those designated as beginner or intermediate level ELLs are entitled to 360 minutes or 8 45minute periods of ESL per week. Advanced level ELLs are entitled to 180 minutes of 4 45 minute periods of ESL per week.

I.S. 78's ESL program features small group instruction and consists of 5 different classes. Our ELLs hail from a myriad of countries and speak many different languages including French, Creole, Spanish, Ukrainian, Arabic, and Urdu.

Our instructional program is aimed at improving the ELA and Math scores of our ELL's on NYS assessments. All ELLS' as well as former ELL's will be eligible to participate. The program will take place on Wednesdays and Thursdays from 2:45 to 4:15 pm from mid October through June 2010. Students will be instructed by a fully certified teacher of ESL. The ESL teacher will also "push in" to an 8th grade literacy class and will support the students in their content area courses.

Instruction is in English and is aimed at improving each students ability in the 4 modalities of English language proficiency, including reading, writing, speaking and listening. Prior knowledge, past experiences and cultural backgrounds are incorporated into classroom activities. ELLs are immersed in a print rich environment where comprehension, participation and higher order thinking skills are emphasized through the use of a wide

variety of teaching methods and tasks including graphic organizers, response groups, and writing workshops. ESL instruction is provided by a fully certified ESL teacher who works collaboratively with content area teachers so as to better meet the needs of our ELLs.

Instruction of ELLs is cognitively demanding but will be scaffolded so as to ensure student success. Learning will be organized into topics and themes so that students can build upon previous learning of vocabulary and grammatical structures as well as academic concepts and skills. Our students often work in groups, which affords them the opportunity to see other learners' styles of problem solving while developing an appreciation for each person's contribution to the group. Cooperative learning allows ELLs to work with advanced and native English speakers, which affords them the opportunity to hear and produce English and negotiate its meaning with others, small group instruction creates a relaxed learning environment which encourages participation and inhibits any feelings of trepidation or anxiety. We also seek to maintain the continued enhancement of an appreciation of the cultural diversity existent in an ESL classroom.

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

Meaningful professional development will be provided to all teachers throughout the year by an Asst. Principal, a Literacy Coach and a licensed ESL instructor. ICI, our SSO will also provide offsite professional development. Professional development blocks will be used to pass on ESL teaching strategies, identification procedures, and testing modifications. Model lessons, common planning and alternate assessment methods will be thoroughly explored. Professional development sessions will be tentatively scheduled for professional days including Election Day and Brooklyn/Queens Day. Common prep time will also be utilized for further training and collaboration and strategy sharing. Teachers will be encouraged to take part in QTEL training, NYSABE, and the annual TESOL Conference.

Form TIII – A (1)(b)

School: IS 78, Roy H. Mann BEDS Code: 33-2200-01-0078

Title III LEP Program
School Building Budget Summary

Allocation Amount: \$15,000.

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) <ul style="list-style-type: none"> - Per session - Per diem 	\$7745.	100 Hours (teacher per session) X UFT contractual rate = \$5000. 61 periods push in X \$45.= \$2745. Total=\$7745.
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	\$2005.	The Literacy Coach and the licensed Asst. Principal of Literacy will assist the ESL teacher in the implementation of best practices, planning and delivery of instruction through modeling, common planning time and alternate assessments. PD sessions will be offered throughout the year.
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$3530.	Books, General Supplies, Manipulatives, Video/Audio will be purchased to enhance and supplement lessons. Test taking strategies, writing and higher order thinking skills will be sharpened through the use of instructional materials.
Educational Software (Object Code 199)		
Travel		
Other	\$1720.	2 dell laptops at \$860. each = \$1720. Computer programs and webcasts to improve 4 modalities of ELL development. Supplemented to lessons and enhancing learning.
TOTAL	\$15,000.	

**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 finding 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 22	School I.S 78
Principal Ms. Marino	Assistant Principal Ms. Gold
Coach type here	Coach Ms.Gottesman
Teacher/Subject Area Mr.Puleo/ESL	Guidance Counselor Mr.Anoyke
Teacher/Subject Area Ms. Valentine/Literacy	Parent type here
Teacher/Subject Area	Parent Coordinator Ms.D'Aleo
Related Service Provider Mr.Dougherty/Spec Ed	SAF type here
Network Leader type here	Other Dr.Wiggins-Walcott

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	1160	Total Number of ELLs	48	ELLs as Share of Total Student Population (%)	4.14%
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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).
- 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.
- 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].)
- 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.
- 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 (100%→40% → 50%→50% → 75%→25%)										0
Dual Language (50%→50%)										0
Freestanding ESL										
Self-Contained										0
Push-In							10	21	17	48
Total	0	0	0	0	0	0	10	21	17	48

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	28	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	10

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									Total
	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	
TBE										0
Dual Language										0
ESL	28	0	1	10	0	1	10	0	8	48
Total	28	0	1	10	0	1	10	0	8	48

Number of ELLs in a TBE program who are in alternate placement: ____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

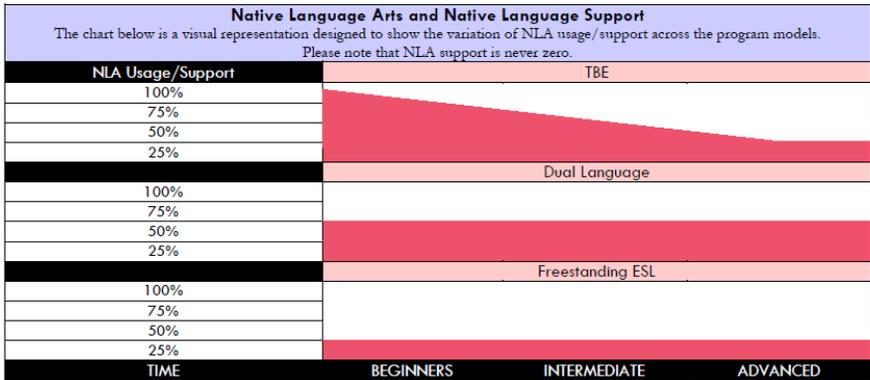
Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <input type="text"/>	Number of third language speakers: <input type="text"/>
Ethnic breakdown of EPs (Number)	
African-American: <input type="text"/>	Asian: <input type="text"/>
Native American: <input type="text"/>	White (Non-Hispanic/Latino): <input type="text"/>
	Hispanic/Latino: <input type="text"/>
	Other: <input type="text"/>

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish							1	7	5	13
Chinese							1		1	2
Russian							2			2
Bengali										0
Urdu								3		3
Arabic							1	3	1	5
Haitian Creole							5	8	10	23
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0
TOTAL	0	0	0	0	0	0	10	21	17	48

Programming and Scheduling Information	
1.	How is instruction delivered? <ol style="list-style-type: none"> What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? 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)? <ol style="list-style-type: none"> 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? <ol style="list-style-type: none"> Describe your instructional plan for SIFE. 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. Describe your plan for ELLs receiving service 4 to 6 years. Describe your plan for Long-Term ELLs (completed 6 years). 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 all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all 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



Programming and Scheduling Information—Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT® PROFICIENCY RESULTS (10-LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)							4	15	9	28
Intermediate(I)							1	3	2	6
Advanced (A)							5	3	6	14
Total	0	0	0	0	0	0	10	21	17	48

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING/ SPEAKING	B							1	1	0
	I							1	7	0
	A							4	4	1
	P							5	2	9
READING/ WRITING	B							2	2	3
	I							2	2	6
	A							5	5	8
	P							1		

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	0	5	5	0	10
7	0	6	0	0	6
8	2	9	0	0	11
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	0		4		5		1		10
7	5		5		2		0		12
8	0		9		5		0		14
NYSAA Bilingual Spe Ed									0

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Languages Parents Speak	Grade 6	Grade 7	Grade 8	No. Requesting Translations Written/Oral
Albanian	0	0	1	0/0
Arabic	1	3	6	2/2
Bengali	0	0	2	0/0
Bulgarian	0	1	0	0/0
Chinese, Any	1	1	1	1/1
English	291	336	352	NA
French	2	0	1	2/2
French-Haitian Creole	4	1	4	0/0
Haitian Creole	2	1	0	4/4
Hebrew	2	1	0	3
Hindi	0	1	1	1/1
Korean	0	1	0	0/0
Niger-Congo	0	0	1	0/0
Philipino	0	1	0	0/0
Russian	5	9	1	2/2

Spanish	16	12	21	10/10
Ukrainian	0	1	0	0/0
Urdu	4	3	5	4/4
Unknown	0	0	0	0

We assess the languages that parents speak and also those requesting translations using data that is collected and put into ATS upon registration of each child.

We share these findings with our school community: the school leadership team, our school leaders including administrators, coach, lead teachers, our pta and our local community based organization or our opening fall leadership meetings and we update during our midyear assessment meetings.

When a child is admitted to the school the parent is interviewed by the Guidance Counselor and also fills out the Native Language form. At that time the parent is asked if they wish any school documents to be sent home in a language other than English. If so, their request is given to the ELL Coordinator who is responsible for ensuring that the parent receives information given in the translated version.

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.

In the 2008-2009 school year no parent requested translated documents. At the start of the 2009-2010 school year, information was gathered at parent orientation to determine if parents requested translated documents. We continually offer this option to parents and assess their needs via Parent Newsletters, letters home, the Parent Message Board in the lobby and at individual conferences.

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.

The school will make all parent notifications available in written translated form as requested at the student intake meeting. We will utilize an in house teacher to interpret Spanish, French, Haitian Creole (our major languages). For other languages we will utilize the DOE online documents and if needed a vendor. Parents will be provided with the translated Bill of Parents Rights and Responsibilities as well as key documents that are distributed throughout the school year. In order to ensure a timely delivery of services and turnaround we will have a dedicated staff member (our Parent Coordinator) oversee this process.

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.

We will utilize in school teacher translators for Spanish, French, Haitian Creole for oral translations for meetings, events and phone contacts. We have parent volunteers for Russian, Chinese and Hebrew. For any language where we cannot locate a volunteer we seek the assistance of our school support organization (SSO), ICI who helps us to locate a speaker. For school events, our parent coordinator pre plans by communication with ELL parents to identify who will attend meetings and then she aligns a speaker of that language for the purpose of oral translation.

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>.

The Parent Bill of Rights will be provided to all parents on Open School Day and Evening. A translation sign is posted in the main lobby in a conspicuous location. The School Safety Plan contains procedures for ensuring that all parents in need of language assisted services are not prevented from reaching the school's administrative offices solely due to language barriers.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$1,141,990		1,141,990.
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$11,419		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$57,099		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	\$114,199.		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year 99.1%
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.
 The school works closely with the NYC DOE HR offices to track and monitor those teachers who are not High-Quality. Teachers are immediately informed by school administration in writing and verbally and given support by HR to complete qualifications. The school makes every effort to hire only High Quality teachers.

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

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

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

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

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

Distribution Date of the School Parent Involvement Policy is February 25, 2010.

General Expectations

I.S. 78 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents. These programs, activities and procedures will be planned and operated with meaningful consultation with parents. Monthly PTA Meetings, Parent Coordinator Meetings include:

- Workshops as per parental findings of survey
- Workshops as per parental SLT consultation
- Use of internet technology: safety
- Literacy workshops – facilitated by the Literacy Coach
- Mathematics workshops – facilitated by the Asst. Principal of Math
- Assisting your child to pass the NYS exams

The school will ensure that the required school-level parent involvement policy meets the requirements and includes, as a component, as school-parent compact.

- PTA votes for a Title I Representative during the first general meeting
- PTA and Title I Representative will provide receipts for materials purchased only with approval of PTA at general meetings
- Parent Coordinator supplements this compact by distributing The Discipline Code and copies of pertinent NYCDOE Policies

The school will incorporate this parental involvement policy into its school improvement plan.

- Information will be accumulated by using: the present comprehensive plan (CEP), School Quality Review feedback, School Leadership Team's minutes, PTA Meeting minutes, Parent Coordinator Meeting minutes, information from networking sessions of parents with school staff and other parents and mandated Title I NYCDOE Policies which have been reviewed.

The school will provide full opportunities with participation of parents with limited English Proficiency, parents with disabilities, And parents of migratory children, including providing information and school reports upon request, and to the extent practicable in a language understood by all:

- Providing parent questionnaires, conducting meetings in different languages and using different modalities
- The Parent Coordinator and the PTA will provide opportunities for all parents to network, collaborate and present their findings
- Parent Coordinator will coordinate travel arrangements for those who are physically challenged/disabled. Support will be encouraged from family members or friends to accompany them.

The school will inform parents in decisions about how the 1% of Title I reserve for parental involvement is spent:

- The PTA and Parent Coordinator consult with parents at general meetings as to the appropriation of the 1% of Title I funds reserved for parental involvement. The Title I Representative, nominated and voted by parents, has the responsibility to inform parents and to oversee parental confirmation of how funds will be spent. The Title I Representative and PTA confer with the Region as dictated by DOE Title I.

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 parental play and integral road in assisting their children's learning by:

- Welcome parent breakfast to meet core teams working with their children
- Attending Open School Nights in the Fall and Spring terms to become aware of their child's progress and needs
- Checking nightly and long range homework assignments
- Meeting with the Parent Coordinator
- Attending PTA Meetings to network with other parents and teachers

Parents are encouraged to be actively involved in their child's education at school by:

- Monitoring their child's nightly and long range homework
- Asking their children about classroom tests and daily work
- Reviewing children's report cards with them
- Assessing online interim assessments and suggestions for mediation
- Attending awards assemblies to celebrate children's success

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 carry out of other activities by:

- Attending meetings and grade appropriate workshops to increase awareness of curriculum, standards, etc.
- Completing surveys to assess needs of all groups or individual students and to address these needs to the Parent Coordinator and others who are responsible
- Becoming a member of the School Leadership Team, Learning Leaders, and the PTA in order to keep abreast of school policies, curriculum, testing, etc.

Description of How School Will Implement Required Parental Involvement Policy Components

I.S. 78 will take the following actions to involve parents in the joint development of its school's parents involvement plan:

- Schedule evening PTA Meetings to accommodate working parents
- Scheduling workshops to acquaint parents with Literacy/Mathematics curriculum, standards, assessments
- Encourage parents to join our School Leadership Team, the PTA and become trained Learning Leaders
- Encourage parental involvement by becoming a school volunteer

I.S. 78 will take the following actions to involve parents in the process of school review and improvement:

- At PTA Meetings we will present the School Report Card
- Address questions to provide a thorough understanding of the growth and needs of the students
- Issue bulletins to parents to make them aware of the activities of the School Leadership Team and new initiatives from the Department of Education and the school

I.S. 78 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:

- Coordination of Community Based Organizations (CBO) to present effective parental involvement activities to improve student academic achievement and school performance.

I.S. will coordinate and integrate Title I parental involvement, strategies such as:

- Scheduling a parent/student orientation at the beginning of the school year for parents of new students
- Reviewing with parents of new students the school policy and parent involvement opportunities, i.e. PTA, School Leadership Team.
- Reviewing grade appropriate curriculum and placement of English Language Learners in appropriate programs
- Scheduling grade appropriate parent breakfasts to disseminate important dates and upcoming events

I.S. 78 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.

- Distributing parent questionnaires
- Conducting parent interviews
- Coordinate travel arrangements for those who are physically challenged/disabled
- Encourage participation of family members and friends to accompany parents in need (disabled, etc.)

I.S. 78 will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with parents and the community to improve student academic achievement, through the following activities:

- The Parent Coordinator articulates with the administration and teachers. She reviews the content standards and presents information at workshops.
- The Parent Coordinator sets up workshops to model the use of technology to find out individual assessment data about the students in the school. She reviews student report cards with parents and sets up additional parent-teacher conferences. The Parent Coordinator, along with Guidance Counselors, contacts parents who have not picked up their child's report card and makes appointments with them to come to the school to become aware of their child's academic achievement levels. The Parent Coordinator schedules workshops facilitated by teachers to help parents better understand how they can help their child at home to meet the standards. She encourages parents to monitor their children's daily progress by speaking with children about their school day and by looking at their notebooks and homework. She familiarizes parents with ways to access websites to know their child's strengths and weaknesses and to find necessary remediation activities.

The school will provide materials and training to help parents work with children to improve their children's academic achievement, such as Literacy training and using technology, as appropriate, to foster parent involvement by:

- Scheduling workshops using technology to motivate and foster parents' interest
- Model using technology to access their child's assessment data
- Provide ELL instruction using NYC Department of Education Office of English Language Learners materials and kit
- Schedule workshops to discuss the NCLB legislation and its impact on all children's achievement level

The school will educate its staff on how to implement and coordinate parent programs and build ties between parents and schools by:

- Scheduling PTA Meetings for parents, teachers and staff to network
- Encouraging parents to join the School Leadership Team and work hand in hand with teachers and other staff members to make educational decisions
- Facilitating at professional development sessions by the Parent Coordinator to present to the staff about the importance of building a strong relationship with parents as partners in their child's education
- Using an interdisciplinary approach as the Parent Coordinator articulates with the attendance teacher, pupil accounting secretary and custodial staff
- Inviting parents to attend honors events, assemblies, shows, concerts and trips

The school will take the following actions to ensure that information related to the school and parent programs, meetings and other activities are sent to the parents in an understandable and uniform format.

- Parent Coordinator distributes calendars, letters and bulletins to parent well in advance of scheduled workshops or events
- Parent Coordinator makes sure that all flyers, letters, etc. are easy to read and understand

Adoption

The School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part B, Program.

Required School-Parent Provisions

School Responsibilities:

I.S. 78 will: provide high-quality curriculum and instruction in a supportive and effective learning environment that enable children to meet the State's student academic achievement standards by:

- Familiarizing students/teachers/parents with content and academic achievement standards
- Researching the best practices for instruction in all subject areas
- Provide consultants to facilitate professional development workshops/training to model best strategies and skills to help student to meet academic achievement standards
- Building on strengths and weaknesses of students by using results from formal and informal assessments
- Create a supportive learning environment for language acquisition by English Language Learners

Hold parent/teacher conferences during which this compact will be discussed as it relates to the individual child's achievement:

- Parent/teacher conferences are held in the fall and spring terms
- Parent/teacher conferences are scheduled during the afternoon and evening to accommodate all parents
- Parents review individual report cards and portfolios noting children's progress, strengths and weaknesses and learn how to support their child to meet achievement levels.
- Parents discuss this compact at parent/teacher conferences upon parental request

Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows:

- Report are distributed to parents at parent/teacher conferences in the fall and spring
- Teachers send home letters regarding student progress before the marking periods end
- Teachers make individual phone calls to inform parents of child's class work, homework, behavior, etc.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- The Parent Coordinator initially meets with the parent and determines the parents need or concern
- The Parent Coordinator sets up a meeting with the parent and the teacher at a convenient time for both
- The teacher and parent can articulate during the teacher's preparation period or before or after school hours
- Meetings are often held in The Parent Coordinator's office

Provide parents opportunities to volunteer and participate in their child's education and to observe class room activities as follows:

- The Parent Coordinator encourages parents to become school volunteers at a Parent Coordinators Meeting early in the school year
- Flyers are sent home with students at the beginning of the school year to encourage parent participation
- Parents receive training to be parent volunteers such as Learning Leaders
- Parents receive training from the Parent Coordinator as to the policies of the school to the policies of the Department of Education

- Class room teachers communicate with parents to encourage them to accompany the class on trips, attend celebrations, parent breakfasts, and assist with small group activities as Learning Leaders
- The Parent Coordinator can arrange visitation to a child's class room to observe class room activities, class room environment and to assess student's progress.

Involve parents in the planning, review, and improvement of the school's parental involvement policy in an organized, ongoing, and timely way by:

- The Parent Coordinator disseminates information at monthly PTA Meetings, School Leadership Meetings and workshops to review and update the parental involvement policy
- New concerns are addressed i.e., cell phone policy, school attire/uniforms

Involve parents in the joint development of any School-wide Program Plan (for SWP Schools), in an organized, ongoing and timely way:

- Parents on the School Leadership Team review the Comprehensive Educational Plan (CEP)
- Parents meet with the Parent Coordinator at monthly meetings to discuss school needs, school programs, and curriculum by grade, achievement data, etc.
- Parent Coordinator establishes an "open door" policy with parents and is available to discuss the school-wide program with them.

Hold an annual review meeting March 16, 2010 to inform parents of the school's participation in Title I, Part B Program and to explain the Title I, Part B requirements and the right of parents to be involved in the Title I, Part B Program

- Annual PTA Meetings are held to fully explain the Title I, Part B Program requirements, etc.
- The PTA has an internal meeting to discuss Title I Programs
- PTA Executive Board schedules a General PTA Meeting to share information and to elect a PTA Representative as mandated. The General PTA Meetings are scheduled in the evenings to accommodate all parents.
- The PTA and the Parent Coordinator provide calendars, flyers, and e-mail reminders to give appropriate advance notice of meetings.
-

Provide information to parents or students in an understandable and uniform format, including alternative formats upon the request of parents.

- The Principal sends home a monthly calendar and newsletter to parents
- Parents are provided with information that is easy to read
- Upon request, parents can arrange one to one meetings with the Parent Coordinator to clarify information
- The Parent Coordinator using e-mail, calendars, notices and phone calls to disseminate informati

Provide to parents information in a timely manner about Title I, Part B Programs that includes a description and explanation of the school's curriculum and the proficiency levels the students are expected to meet:

- Workshops are facilitated by teachers/parent coordinators to inform parents of curriculum, forms of assessments, and an expected academic achievement level
- Grade supervisors, the Literacy and Math coaches facilitate workshops so that parents can better understand assessment levels and expectations for all students

Upon the request of parents, we will provide opportunities for regular meetings for parents to formulate suggestions, and to participate as appropriate in decisions about the education of their children. The school will respond to any such suggestions as soon as practically possible:

- The Parent Coordinator facilitates monthly meetings in conjunction with the PTA and meets individually with parents upon request

Provides each parent and individual student report about the performance of his/her child on the State assessment in Math and ELA upon request:

- Parent Coordinator uses the individual student's report card and interim reports generated from the computer to provide information about the student's performance on State assessments, i.e., ARIS.
- The Parent Coordinator assists parents in understanding the level that the child is attaining in New York State assessments

Provide each parent timely notice when his/her child has been assigned or has been taught for "4" or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in Section 200.56 of the Title I

- The administration strives to hire the most qualified teachers and substitute teachers to provide a rigorous learning environment
- We are aware that Section 200.56 from the Title I provisions state that parents must receive timely notice when their child has been assigned or has been taught for "4" or more consecutive weeks by a teacher who is not highly qualified and will adhere to that policy.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

Monitoring attendance:

- Keeping accurate records of absences at home
- Calling back the school's Attendance Coordinator if they are called by the school about their child's absence
- Advise the school of absences

Making sure that homework is completed:

- Asking children about their daily and long range assignments
- Contacting the school if homework assignments are questionable
- Requesting a school-issued progress sheet to be brought home daily noting any homework concerns

Monitoring the amount of television their children watch

- Limiting the amount of television to educational programs
- Limiting the amount of nightly use to the internet
- Speaking with the Parent Coordinator to become aware of parental controls available for internet use

Volunteering in my child's school

- Parents are encouraged by the Parent Coordinator to volunteer in their child's school (PTA), join the School Leadership Team, become a Learning Leader and chaperone on field trips

Participating as appropriate in decisions relating to my children's education

- Parents are encouraged to attend orientations, breakfasts, and monthly meetings to learn about opportunities, after school programs and available services

Providing positive use of my child's extra-curricular time

- The Parent Coordinator can assist parents in enrolling students in after school programs
- The Parent Coordinator can familiarize parents with programs available through their community based organization

- The Parent Coordinator has established a Parent Information Center to distribute literature and assist parents to acclimate to middle school

○

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district, either received by my child or by mail and responding as appropriate:

- The Parent Coordinator encourages parents to review the monthly newsletter and calendar to note upcoming events at the school

Serving, to the extent possible, on policy advisory group, such as being the Title I, Part B parent representative on the School Leadership Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups:

- The Parent Coordinator encourages parents to become members of the PTA, School Leadership Team, and to attend meetings of the Community Education Council (CEC) in order to become involved in school policies and opportunities

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See pgs. 12-19

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

See pgs. 12-19, 28 and 29

3. Instruction by highly qualified staff.

See pg. 43

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.

See pgs. 17-18

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

See pg. 43

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

See pgs. 44-51

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.

N/A

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.

See pgs. 17-18

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.

See pgs. 28-29

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

The school administrators will review the DOE Compliance checklist and the NYC Chancellor's Regulations at the start of the school year and mid year in order to ensure that we are in full compliance with City, state and federal program measures. We will also work with our school's Integrated Service Center (ISC) to assist us with trainings and provide us with support as needed.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **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.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools 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.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)
UPDATED DECEMBER 2009

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **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 will utilize the following strategies to assess whether this finding is relevant to our school's educational program: Feedback on the Quality Review, formal and informal classroom Observations, Monthly Learning Walkthroughs by the school's administrators and Coaches, Teacher Study Groups, Monthly teacher surveys, Yearly survey of all ELA and ELL materials, textbooks, novels, resources both print and online.

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 dispels the relevance of this finding includes the Quality Review feedback, our teacher survey feedback, and our monthly meetings with the ELA teacher, Asst. Principal and Literacy coach where we track and monitor the utilization of curriculum, pacing of state standards and materials.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

The school will utilize the following strategies to assess whether this finding is relevant to our school's educational program: Feedback on the Quality Review, formal and informal classroom Observations, Monthly Learning Walkthroughs by the school's administrators and Coaches, Teacher Study Groups, Monthly teacher surveys, Yearly survey of all ELA and ELL materials, textbooks, novels, resources both print and online.

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

X 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?
Classroom observations.

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.

The school began in 2007 to retain a full time Math Coach and for the 2009-2010 year we have a fully certified Math Asst. Principal. The school relies on ICI, the selected SSO to supplement professional development for Math teachers.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

The school will utilize the following strategies to assess whether this finding is relevant to our school's educational program: Feedback on the Quality Review, formal and informal classroom Observations, Monthly Learning Walkthroughs by the school's administrators and

Coaches, Teacher Study Groups, Monthly teacher surveys, Yearly survey of all ELA and ELL materials, textbooks, novels, resources both print and online.

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?

- Classroom observations (formal and informal)
- Teacher Surveys
- Formal testing results

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.

- Supervision of the ELA program by a dedicated Assistant Principal and full time Literacy Coach
- Identify and provide teachers in need of in depth professional development on differentiated instruction including in house study groups, intervisitations, lunch and learns, demonstration lessons.
- Identify and provide teachers with technology skills for instructional practice.
- Implementation of technology based differentiated instruction resources, Achieve 3000.

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

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.

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

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

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

The school will utilize the following strategies to assess whether this finding is relevant to our school's educational program: Feedback on the Quality Review, formal and informal classroom Observations, Monthly Learning Walkthroughs by the school's administrators and Coaches, Teacher Study Groups, Monthly teacher surveys, Yearly survey of all ELA and ELL materials, textbooks, novels, resources both print and online.

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

Applicable Not Applicable

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

- Classroom observations (formal and informal)
- Quality Review
- Teacher Surveys
- Technology Assessments of use in classrooms

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

- We review information provided in the New York State Report Card and the NYCDOE Accountability snapshot
- We review the School Organization Chart and compare it to prior years

These documents indicate that there is a rise in teachers teaching in this school for two or more years over the past three years.

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?

As we see that more teachers are teaching for more than two years in our school we find this relevant to the stability in the school's educational program. In particular, the safety data shows improvements since we have more teachers who are not new to the school. Staff and student attendance is also impacted in a more positive way since stability and regular routines are in place to support better attendance.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

In 2008-09 school year we compiled an in-house survey of teacher professional development needs. We found that most teachers desire more training in ELL and we provide our own in-house workshop since we prefer to customize our professional development based on individual teacher needs.

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?

This finding is relevant to our school's educational program because we have 41 ELL students and our number grows each year in this population. Thus, all teachers must be prepared to teach these students using research based strategies that will jump start their progress.

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.

Because we cannot pay for additional PD we are utilizing the services of our ELA/ELL Assistant Principal, the Literacy Coach, and the ELL teacher to turnkey trainings to the entire staff on the PD days in the Fall and Spring.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

All teachers in our school receive information on the following: ELL's level of English Language Proficiency as determined by the NYSESLAT/Testing eligibility, exemptions, modifications/Program Model (ESL Pull Out)/Periods of ESL per week/Modified ELL Promotional Criteria/Data on weakest and strongest modalities of English Language Development (specific to each student).

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?

Professional development and data dissemination is provided to all teachers by our Assistant Principal, Data Specialist, and/or our licensed ESL teacher. ESL testing strategies, identification, procedures, testing modifications, model lessons, common planning and alternative assessment methods are thoroughly explored. Every September all teachers receive detailed reports which include each ELL's level of

English Language Proficiency as well as the amount of units of ESL that they are entitled to each week as per Part 154. Through these methods our teachers are made fully aware of all the facets of our ELL's English Language development.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

We had a State audit to see if our General Education Teachers were reading IEPs which proved very successful and we received a fully positive response on our work in this area. We done extensive work around ensuring that our General Education teachers can support our special needs population including classroom observations, one on one conferences with teachers by the Assistant Principal of Special Education, placement of as Special Education Coordinator and specialized PD for General Education teachers to learn about differentiated instruction for mixed ability learners.

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?

This finding is extremely relevant to our school's educational program since over 10% of our student population consists of Special Education students. Further, since the majority of our students are in CTT classes, we must be certain that our General Education teachers are well trained and equipped to meet the needs of these students.

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

Currently we are training all General Education teachers in the same areas that the Special Education teachers receive. We will continue to maintain the position of a Special Education Coordinator who can work with the Assistant Principal and continue to offer support to all teachers in the school. On Election Day we ran a full session on "How to Read an IEP" for all General Education teachers and we will continue a series of trainings this year.

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

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

Please respond to the following questions for Key Finding 7:

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

This Fall (2009) our Special Education Assistant Principal and Coordinator did an assessment with the School Assessment Team to ensure that every student with an IEP had a Behavioral Intervention Plan including goals and objectives. Likewise, all administrators and Coaches are now continually assessing classes to see whether or not the classroom environment (specifically instruction) is modified and differentiated.

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 the relevance of this finding includes: Formal Classroom Observations and Learning Walks by the Administrators, individual conferencing with teachers and reviews of all IEPs and Behavioral Plan.

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.

We have already begun the work of training all teachers in differentiated instruction and have included this as one of the major goals in our CEP. We have already begun the work or monitoring Behavioral Plans and supervision of the School Assessment Team in this effort.

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

This appendix will not be required 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)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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.)
16 students on register are STH as of December 23, 2009
2. Please describe the services you are planning to provide to the STH population.

Before school and After School tutorials

Individual outreach to engage students in clubs and activities

Individual counseling

Family counseling

Incentives and rewards for scholarship and attendance

One-to-one match with a teacher/dean who track academic and social support

Materials, supplies, backpacks, uniforms and basic needs provided as needed

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.