



I.S. 98 BAY ACADEMY

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: I.S. 98 BAY ACADEMY
ADDRESS: 1401 EMMONS AVENUE, BROOKLYN, NY,
11235
TELEPHONE: 718-891-9005
FAX: 718-891-3865

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	Error! Bookmark not defined.
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	Error! Bookmark not defined.
SECTION III: SCHOOL PROFILE	Error! Bookmark not defined.
Part A. Narrative Description	Error! Bookmark not defined.
Part B. School Demographics and Accountability Snapshot	Error! Bookmark not defined.
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS	Error! Bookmark not defined.
SECTION VI: ACTION PLAN	Error! Bookmark not defined.
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	Error! Bookmark not defined.
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM Error!	Bookmark not defined.
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) ...	Error! Bookmark not defined.
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)	Error! Bookmark not defined.
APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS	Error! Bookmark not defined.
Appendix 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-2010	Error! Bookmark not defined.
APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	Error! Bookmark not defined.

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 21K098 **SCHOOL NAME:** I.S. 98 Bay Academy

SCHOOL ADDRESS: 1401 EMMONS AVENUE, BROOKLYN, NY, 11235

SCHOOL TELEPHONE: 718-891-9005 **FAX:** 718-891-3865

SCHOOL CONTACT PERSON: Mrs. Maria Timo **EMAIL ADDRESS** mtimo@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mrs. Janice Dalton

PRINCIPAL: Mrs. Maria Timo

UFT CHAPTER LEADER: Bridget Cuoco

PARENTS' ASSOCIATION PRESIDENT: Noel Tozzi/Kanchan Katapadi

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 21 **SSO NAME:** Empowerment Support Organization

SSO NETWORK LEADER: Ditolla, Karen

SUPERINTENDENT: Isabel DiMola

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/RulesPolicies/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
Maria Timo	Principal	Electronic Signature Approved.

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.

At IS98 students are admitted through a testing procedure. Bay is a gifted and talented school with an emphasis on the Arts, as well as on interdisciplinary instruction. Every student is enrolled in a talent area, which includes art, music, drama, dance, creative writing, athletics, science and math/computer. We have a student-centered learning environment with hands-on instruction, including science and computer labs, art and music instruction. Classroom experiences are extended with field trips.

We offer extended day programs in core subjects and Music, Cheer leading, Scrapbooking, Chess, and Talent Show. A congressional grant funds an after school art program through the Brooklyn Arts Council.

All classes follow the NYC and State Standards.

All 8th grade students are enrolled in Intergrated Algebra. Small group instruction, and hands-on manipulatives help foster a deep understanding of the curriculum. Our computer/math talent participates in the Stock Market Game. We have been a citywide winner.

In ELA, a combination of anthologies and novels are used. In keeping with our interdisciplinary plan, the novels our students read are aligned with the SS curriculum. The CW program focuses on conventional writing and introduces different writing techniques.

We adopted a school in Zimbabwe. The school community donated books, school supplies and other necessities shipped to Zimbabwe.

In the Science department, laboratory activities utilize an inquiry-based approach that incorporates scientific thinking processes. Research is an integral part. Students participate in a yearly Science Fair. Teachers are participating members of Urban Advantage. Our science talent program provides the students with the opportunity to explore, create and design robots and bridges and explore forensics. Our science lab affords our students opportunities to learn and explore in a hands-on environment.

Technology is infused into all areas through the use of desktop computers and mobile laptop labs. The library is open during lunch periods providing students with computer access. Classrooms have SMART Boards installed.

Our school teams include: Builders Club, Arista/Archon Honors Society, Tennis Team, Library Squad, Chorus, Orchestra and C.H.A.M.P.S. These organizations offer the students experiences from team building to making new friends.

I.S.98 offers academic intervention services to meet the needs of all students. Our programs include: Extended School Day, Peer Tutoring, School Assessment Team and differentiation in all subjects.

The attendance coordinator works with school aides and targets the students with excessive absences and lateness. Teachers call the homes of the students who are absent for more than two days. The School Messenger calls the home of every student who is late or absent each day. The attendance coordinator follows up on all attendance problems.

We recognize that families and other community members are a vital part of all students' academic and social success. Family involvement is an essential ingredient for a successful education program. Easy Grade Pro Web is used by all teachers to help increase communication with the home. Teachers send home mid-quarter progress reports to parents.

IS 98 is a Title 1 school with schoolwide programs. We have set aside 5% of our budget to help our teachers become highly qualified. However the set aside allotment might be utilized for professional development needs. Additionally we have set aside 10% for professional development and 1% for parent involvement.

We have adopted a Go Green initiative whereby staff and students will understand the importance of reduce, reuse and recycle.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		I.S. 98 Bay Academy								
District:		21	DBN:	21K098	School BEDS Code:		332100010098			
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)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	0	0		94.4	95.3	TBD			
Kindergarten	0	0	0	Student Stability - % of Enrollment:						
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	0	0	0		98.9	98.9	TBD			
Grade 3	0	0	0	Poverty Rate - % of Enrollment:						
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 5	0	0	0		34.8	32.1	TBD			
Grade 6	315	398	416	Students in Temporary Housing - Total Number:						
Grade 7	363	301	386	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	323	352	301		1	0	TBD			
Grade 9	0	0	0	Recent Immigrants - Total Number:						
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	0	0	0		1	0	0			
Grade 12	0	0	0	Suspensions (OSYD Reporting) - Total Number:						
Ungraded	0	0	1	(As of June 30)	2007-08	2008-09	2009-10			
Total	1001	1051	1104		20	18	TBD			
Special Education Enrollment:				Special High School Programs - Total Number:						
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	22	31	30	CTE Program Participants	0	0	0			
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Early College HS Program Participants	0	0	0			
Number all others	15	17	17	Number of Staff - Includes all full-time staff:						
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10			
English Language Learners (ELL) Enrollment:				Number of Teachers						
(As of October 31)	2007-08	2008-09	2009-10		54	57	TBD			
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:						
# in Dual Lang. Programs	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
# receiving ESL services only	15	12	14		54	57	TBD			

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	6	7	Number of Administrators and Other Professionals	9	10	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	1	0	TBD	% fully licensed & permanently assigned to this school	94.4	98.2	TBD
				% more than 2 years teaching in this school	85.2	80.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	72.2	64.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	93.0	84.0	TBD
American Indian or Alaska Native	0.2	0.3	1.2	% core classes taught by "highly qualified" teachers (NCLB/SED	97.4	90.0	TBD
Black or African American	15.4	12.3	9.8				
Hispanic or Latino	8.4	8.4	9.1				
Asian or Native Hawaiian/Other Pacific Isl.	18.8	21.2	23.8				
White			0.1				
Male	45.6	46.1	45.3				
Female	54.4	53.9	54.7				
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
				N	N	N	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:			
Elementary/Middle Level		Secondary Level	
ELA:	√	ELA:	
Math:	√	Math:	
Science:	√	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	B	Overall Evaluation:	NR
Overall Score:	65.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment: <i>(Comprises 15% of the Overall Score)</i>	9.1	Quality Statement 2: Plan and Set Goals	
School Performance: <i>(Comprises 25% of the Overall Score)</i>	20.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	29.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit:	6	Quality Statement 5: Monitor and Revise	

KEY: AYP STATUS

√ = Made AYP
 √^{SH} = Made AYP Using Safe Harbor Target
 X = Did Not Make AYP
 - = Insufficient Number of Students to Determine AYP Status

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped
 ► = Underdeveloped with Proficient Features
 √ = Proficient
 W = Well Developed
 ◊ = Outstanding

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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?

The Bay Academy accepts bright and talented students from District 21. As a result of this our school day begins with a highly motivated student body, seeking to achieve. The teachers, staff members and administration are equally motivated to bring out the best in each student. Every day teachers and administration can be found giving of their time freely for the betterment of the school, including meetings during non-teaching periods, after school activities, and individual conferences with students. The purpose of this needs assessment is to identify our schools strengths, accomplishments and challenges.

Last school year we began the process of training our teachers how to use data to drive their instruction. We offered professional development on the use of Acquity and ARIS to collect data. Our teachers were trained on data interpretation. This initiative will continue for the 2009-2010 school year. In building on last years professional development we will continue to enhance the teachers skills on utilizing data to differentiate instruction. We are seeing great strides in how our teachers differentiate their instruction by utilizing multiple forms of data. Groups are changed as needed and goal setting has become an integral part of each classroom.

Our school 2008-2009 Progress Reports reflects an overall grade of B. In the category of School Environment a 9.1 out of 15 was received. It is evident that the sub-category of communication needs to be addressed. In this category our school received a 6.8. With this in mind the Easy Grade Pro Web was purchased for all staff members. This revolutionary program will enable parents to view their child's progress in each subject area on a daily basis. This progress will include test scores, quiz scores, homework, projects, labs and extra credit. A mid-quarter progress report will be generated to every student in every subject area and after parent acknowledgement, it will be placed in the student portfolio. The Easy Grade Pro program will also allow both parent and student access to important information. This information will include a personalized calendar of all homework assignments, project due dates, and upcoming tests. In addition, students will have access to the day's lessons. All classroom lessons will be available for viewing via this site. Parents will be able to download rubrics for projects and find helpful links to important websites. Parents, teachers and students will have the ability to communicate via email. This program will foster the communication

between the school and home whereby the overall score from the Progress Report will increase by 5%.

The Progress Report indicates a letter grade of C in student progress. In ELA the percentage of students making at least one year of progress is 46.2%. This means that more than 53% of our students did not show one year's progress. On the 8th grade 2009 State ELA test 86.7% of our students scored a level 3 or 4, this was a decline from 92.4% that this same group scored as 7th graders. This is a 6% decline in the % of students scoring at a level 3 or 4. This decline is shown as a score in the negative of (0.10) in the Average change of Student Proficiency for Level 3 and Level 4 students. In an effort to increase this score by 5%, teachers will use a variety of data to group their students to help achieve this goal. Data from ARIS, periodic assessments and classroom assessments, both formal and informal, will be used to develop lesson plans. An afterschool ELA tutorial/enrichment programs will be offered to all students four days a week. The school has purchased new resources in ELA to support differentiation. Programmed into every 6th graders schedule is one period per week when the student is grouped homogeneously to support student skills.

This plan will help to increase these two areas in need of improvement in ELA. The goal is to achieve a letter grade of B in student progress in ELA.

In Math the Progress Reports indicates a 68.7% of students in the schools lowest third making at least one years progress. In an effort to increase this score by 5% teachers will use a variety of data to group their students to help achieve this goal. Data from ARIS, periodic assessments and classroom assessments, both formal and informal, will be used to develop lesson plans. An afterschool Math tutorial/enrichment programs will be offered to all students four days a week. Programmed into every 6th graders schedule is one period per week when the student is grouped homogeneously to support student skills. Our goal is to improve this area by at least 5%. This will be measured by NYS Math Exam in the Spring.

After examining the data it is clear that in ELA and Math we need to improve the differentiation of instruction. Through differentiation our teachers can meet the needs of the lowest third of our students not making a year's progress and prevent a decline in our 4's going to 3. The vast majority of students enter our school already possessing the basic skills to receive a 3 or 4 on state exams. As such, it is our role as educators to augment and strengthen those skills, as well as work on the higher end of the appropriate skill sets.

In Science data from the NYS Intermediate Level Science Test was analyzed. The results clearly showed that our schools lowest scoring items were on extended response questions. Our school's score on the extended response questions was 73%. Data from ARIS, periodic assessments and classroom assessments, both formal and informal, will be used to develop lesson plans. An afterschool Science tutorial/enrichment programs will be offered to all students four days a week. Our goal is to increase this score by 5% as measured on the 2010 Intermediate Level Science Test.

During the 2008-2009 school year, the Inquiry Team selected a study group which consisted of 25 students who had a drop from a 4 to a 3. on the state ELA exam. Students were chosen on the largest percentile drop from a 4 to a 3. These students were selected as part of an English Honors program. The students who were selected were students of the Inquiry Team members. The teachers met with the students on a weekly basis to discuss the assignments given based on a chosen genre. Teachers monitored the progress of the independent work. As a result of participation in this program, 9 out of 25 made a year's work of progress. While the numbers are not the ideal 100%, the program did have a positive effect of student progress. This school year the English Honors program is continuing but in a different form. The honors program will be part of the

regular ELA classroom. Teachers will identify student's within their classrooms and target them to be part of the honors program.

The Bay Academy has a variety of goals for the 2009-2010 school year. Our goal first and foremost is to improve our Student Progress. In order to achieve the needs articulated in this report, we have detailed a variety of goals, outlined in the following section.

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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
By June 2010, All Students subgroup will improve their ELA performance by 5% as measured by the New York State Assessment.	100% of all ELA teachers' will use ARIS and Acuity as a means to collect student data.
By June 2010, All Students subgroup will improve their Mathematics performance by 5% as measured by the New York State Assessment.	100% of all teachers will use a variety of data including ARIS and Acuity to group their students.
By June 2010, All Students subgroup will improve their Science performance by 5% as measured by the New York State Assessment.	100% of teachers will utilize data obtained from the NYS Intermediate Level Science test to see an increase in extended response questions.
By June 2010, 90% of all teachers will improve their communication with the home as measured by student portfolios containing signed progress reports and performance reviews conducted by the assistant principals of the department.	To increase the communication between the school and the home to help increase student achievement.
By June 2010, 100% of all teachers will be a members of a learning community where teachers will establish clear goals, common and concise standards based lessons as measured by weekly attendance at meetings, monthly attendance at mandated department meetings, intervisitation and the Quality Review.	To create learning communities in each department where teachers will establish clear, common and concise standard based lessons aligned to the curriculum.

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

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, All Students subgroup will improve their ELA performance by 5% as measured by the New York State Assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Beginning in September 2009 and continuing through 2010, all teachers in grades 6-8 will:</p> <ul style="list-style-type: none"> • Use ARIS and Acuity to drive their instruction. • Teachers will use a variety of data to group their students to help achieve this goal. Teachers will identify each child's strengths and weaknesses using the available data from ARIS, Periodic Assessments, Formative/Summative assessments, as well as teacher observations and interactions with students. • Incorporate differentiation into each lesson to meet the educational needs of each child. This will include but not limited to, staggered do-now assignments, challenging homework for the advanced learners and assignments that offer options for the child based on their strengths in ELA. • Encourage students to set SMART goals for each marking period. (Specific, Measurable, Achievable, Realistic, and Time-bound). The goals will correlate to the ELA standards covered during the marking period. • Increase our student's writing skills through daily engagement in the writing process, as measured by a yearly portfolio, and extended/constructed responses on the ELA exams. This will include listening, note taking and editing skills. • Grade 6 students will be paralled in English Language Arts and one period per week the students will be grouped homogeneously to support student skills.

	<ul style="list-style-type: none"> • Teacher teams on each grade level will be established. These teams will identify a target group of students who are struggling in a particular area of mathematics and develop strategies so that each child meets the standards. • An afterschool English Language Arts tutorial/enrichment programs will be offered to all students four days per week.
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>New resources have been purchased and will be used in all English classrooms to support differentiation of instruction. Instructional materials include classroom libraries, anthologies, and class sets of novels. Classroom libraries consist of children's literature including fiction, poetry, non-fiction that appeal to a variety of different interests to engage students in reading and writing. Students receive seven periods of ELA in the sixth grade, six periods of ELA in the seventh grade and five periods of ELA in the eighth grade.</p>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<p>Each student's progress will be monitored on a daily basis. This will occur through pre and post assessments, conferencing and portfolio work. In addition, student progress will be monitored by Acuity assessments which teachers will use to help devise and plan effective instruction. Progress Reports will be sent home mid-quarter by the teacher to keep parents informed of their child's progress. We expect to see a 5% increase overall in ELA. The performance will be indicated by Acuity, predictive and diagnostic assessments and teacher made assessments. Year end progress will be gauged by predictive assessments given by June 2010.</p>

Subject Area
(where relevant) :

Math

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>By June 2010, All Students subgroup will improve their Mathematics performance by 5% as measured by the New York State Assessment.</p>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>Beginning in September 2009 and continuing through June 2010, all teachers in grades 6-8 will be responsible to implement the following:</p> <ul style="list-style-type: none"> • Identify each student's strengths and weaknesses using available data to drive instruction, such as ARIS, Acuity, Formative/Summative assessments, as well as teacher observations and interactions with students. • Incorporate differentiation into each lesson to meet the educational needs of each child. This will include but not limited to, staggered do-now assignments, challenging

	<p>homework for the advanced learners, and assignments that offer options for the child based on their level as determined by the NYS math exam as well as the mastery of skills as determined by assessments throughout the school year.</p> <ul style="list-style-type: none"> • Encourage the children to set SMART goal for each marking period. (Specific, Measurable, Achievable, Realistic and Time-bound) The goals will correlate to the Math standards covered during the grade and marking period. • Improve each student's writing skills through daily engagement in the writing process, as measured by journal assignments, a yearly portfolio, and extended/constructed responses on Math exams. This will include listenings, note taking and critical thinking skills. • Monitor the progress of students that are below or approaching the mathematical standards. Teacher teams on each grade level will be established. The teams will identify a target group of students who are struggling in a particular area of mathematics and develop strategies to help the child meet the specific standard.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Instructional materials include the Impact Math textbook, Quick Review Hot Words/Hot Topics Handbook, NYS Coach Book and NYS Review Series workbook as well as various manipulatives from the Impact curriculum and Integrated Algebra curriculum. Teachers will use SMART boards to provide the students with engaging lessons. Students are introduced to new forms of technology and are proficient in the use of math tools such as scientific and graphing calculators. Math talent classes meet four periods a week and challenge students by exploring advanced areas of mathematics. Teachers incorporate computer technology into lessons. Students in grade 6 receive 8 periods of math per week grades seven and eight receive seven periods of math.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students will be monitored on a daily basis to ensure that each child's needs are being met. This will occur through formal and informal assessments. Each student's progress will be evident in their journal assignments and portfolio work and clearly shown in teacher-student conferencing. In addition, Acuity assessments will also be used to gauge student progress. Student progress reports will be distributed to the parent/guardian of each child mid-quarter. Signed progress reports will be placed in student portfolios. We expect to see at least a 5% increase in math performance as measured by the NYS Mathematics exam as well as predictive assessments given in June 2010.</p>

**Subject Area
(where relevant) :**

Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, All Students subgroup will improve their Science performance by 5% as measured by the New York State Assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Beginning in September 2009 and continuing through June 2010, teachers in grades 6-8 will be responsible to implement the following:</p> <ul style="list-style-type: none">• Identify each child's skills, strengths and weakness using available data to drive instruction such as Acuity and ARIS as well as Pre and Post tests, teacher observations and interactions with the students.• Incorporate differentiation into each lesson to meet the educational needs of each child. This will include but is not limited to, staggered do-now assignments, challenging homework for the advanced learner and assignments that offer options for the child based on their levels as determined by classroom assessments.• Encourage students to set SMART goals for each marking period. (Specific, Measurable, Achievable, Realistic and Time-bound) The goals will correlate to the Science standards covered during the marking period.• Classroom instruction will be inquiry based with investigations that emphasize hands-on materials. Interactive instruction will support students understanding of Science concepts.• Monitor the progress of students that are below or approaching science standards. Teacher teams will be established. The teams will identify a target group of students who are struggling in a particular area of science and develop strategies so that each child meets the specific standard.• Mid-quarter progress reports will be distributed to the parents/guardians of each child. The signed progress report will be placed in the student's portfolios.• An afterschool program will be available for students three days a week who are in need of additional support.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Instructional material include Glencoe core curriculum. Teachers use SMART boards to provide students with engaging lessons. Students are introduced to many forms of technology. Classroom libraries consist of non-fiction and fiction books aligned with the curriculum. Students receive five periods of science in grades 6 and 7 and six periods in grade 8. Six teachers are participants in Urban Advantage.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students will be monitored on a daily basis to ensure that each child's needs are being met. This will occur through formal and informal assessments including pre and post tests, projects, presentations and portfolios. Assessments will be on going through June 2010. Grade 8 success will be measured with the Intermediate Level Science test administered in June 2010. We expect to see a 5% increase Science performance.</p>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 90% of all teachers will improve their communication with the home as measured by student portfolios containing signed progress reports and performance reviews conducted by the assistant principals of the department.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Starting in September and continuing through June 2010 the members of the faculty and administration will implement the following:</p> <ul style="list-style-type: none"> • Teachers will be trained on the use of an electronic gradebook. Training will take place in the morning and during periods 4, 5, and 6 on an alternating schedule. • Teachers will maintain a website through edline. The website will include a calendar of homework and projects, rubrics for upcoming projects, subject specific notes, SMART notebook lessons and powerpoint presentations. • Teachers will use Easy Grade Pro to generate progress reports which will be distributed to all students mid-quarter. Parents will sign the progress report and the teacher will place it in the portfolio..

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Easy Grade Pro Web will be purchased for teachers. Professional development will be offered before school hours and during 2 lunch periods each day on a rotating schedule. In addition to the administration, two teachers have been given extensive training and designated as specialist to be contacted if additional support is needed.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student portfolios will contain all parent signed quarterly Progress Reports. Department supervisors will include these updated portfolios in their formal and informal walk-throughs and include in observations. Signed attendance sheets from department meetings and faculty conferences will serve as confirmation that this has occurred. We hope to see an increase of at least 5% in the school environment portion of our Progress Report in June 2010.</p>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 100% of all teachers will be a members of a learning community where teachers will establish clear goals, common and concise standards based lessons as measured by weekly attendance at meetings, monthly attendance at mandated department meetings, intervisitation and the Quality Review.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Beginning in September 2009 and continuing through June 2010 the administration will implement the following:</p> <ul style="list-style-type: none"> • Once a month each department will meet for a mandated faculty conference led by the department supervisor. • Teachers will meet once a week during their common preparation time where they will craft, refine and share the best of what they already know. • Intervisitation will be ongoing in each department. At least one teacher per department will volunteer to use their classroom as a model for demonstration lessons. • The principal will meet informally with all departments to support, encourage and foster a passion for learning communities. • The Assistant Principals will support the ongoing initiative of creating professional learning communities. • Teams will use ARIS, Acuity, Predictive Assesments, and teacher made assessments to gather data to formulate a study group.

	<ul style="list-style-type: none"> • Teacher Teams will record their process on the Inquiry Team ARIS space.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Teachers schedules will reflect common preparation time.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Supervisors of each department will monitor the progress of each teacher team.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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

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	17	8	8	17		42	28	
7	16	11	11	16		40	26	
8	11	9	9	11		41	27	
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>During the regular ELA class period, targeted students are given Academic Intervention through differentiated instruction. A variety of data is studied to determine the student's strengths and weaknesses. Teachers use a combination of group work and individual conferencing to meet the needs of these students, building on the strengths to eliminate the weaknesses. Peer tutoring and lunchtime tutoring are also used. Leveled books are used for independent reading so the students are able to participate comfortably in all classroom activities.</p> <p>After the school day we offer tutoring and small group instruction in the after school program.</p>
<p>Mathematics:</p>	<p>Targeted students are given Academic Intervention through differentiated instruction during the school day in math class. A variety of data is studied to determine the student's strengths and weaknesses. Teachers use a combination of group work, and individual conferencing to meet the needs of these students. Workbooks and manipulatives help the students participate comfortably in all classroom activities. Peer tutoring and lunchtime tutoring are other methods used to help these students.</p> <p>After the school day we offer tutoring and small group instruction in the after school program.</p>
<p>Science:</p>	<p>Our science program focuses on the state standards, providing the students with a rich variety of investigative opportunities. During the school day labs, one on one instruction, and group activities are used to provide Academic Intervention. Differentiation is based upon the data teachers have compiled on each student's strengths and weaknesses.</p> <p>After the school day we offer tutoring and small group instruction in the after school program.</p>
<p>Social Studies:</p>	<p>During the school day teachers use differentiated instruction in their classrooms, based upon formal and informal assessments. Academic intervention often takes the form of group work, or one on one conferencing with the teacher. A variety of activities are included in the lessons to meet the needs of all the students. The use of the interactive Smart board, teacher websites, and textbooks with computer links to additional instructional materials all help the students learn.</p> <p>After the school day we offer tutoring and small group instruction in the after school program.</p>

At-risk Services Provided by the Guidance Counselor:	The Guidance Counselor works with at risk students who are struggling in their academic subjects. Individual counseling, small group meetings, and parent involvement all are part of the regular routine of the Guidance Counselor.
At-risk Services Provided by the School Psychologist:	The School Psychologist meets with students recommended by the school's administration. If he deems it necessary, he makes regularly scheduled appointments with the at risk students.
At-risk Services Provided by the Social Worker:	Students are brought to the School Social Worker by the administration for at risk services when educational problems appear to be caused by problems outside the school.
At-risk Health-related Services:	The school nurse becomes involved with those students who have a 504.

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

SCHOOL YEAR: 2009-2010

REGION 7/ES06

I.S. 98 BAY ACADEMY FOR THE ARTS AND SCIENCES

PRINCIPAL: MARIA TIMO

ASSISTANT PRINCIPALS: ELLEN GREEN, MARK GOLDBERG
JANICE DALTON

PARENT COORDINATOR: MYRA CHERNICK

PARENT/MEMBER OF S.L.T.: NOEL TOZZI

TEACHERS: TINA SCHNEIDER (SPECIAL EDUCATION), JACQUELINE
PERNICONE (ENGLISH) JENNIFER CERBONE (E.S.L.), JANINE
AIRO (MATH)

GUIDANCE COUNSELOR: MOLLY LYNCH

RELATED SERVICES PROVIDER: S. MORTON (SPEECH)

NETWORK LEADER: KAREN DITOLLA

NUMBER OF CERTIFIED E.S.L. TEACHERS: 1

NUMBER OF CONTENT AREA TEACHERS WITH BIL. EXT.: N/A

NUMBER OF CERTIFIED BILINGUAL TEACHERS: N/A

NUMBER OF SPEC. ED. TEACHERS WITH BIL. EXT.: N/A

NUMBER OF CERTIFIED NLA/FL TEACHERS: N/A

NUMBER OF TEACHERS OF E.L.L.S WITHOUT ESL/BIL. CERT.: THE ENTIRE STAFF AT I.S. 98 HAS RECEIVED THE MANDATED PROFESSIONAL DEVELOPMENT HOURS IN E.S.L.

I.S. 98 BAY ACADEMY FOR THE ARTS AND SCIENCES IS LOCATED IN SHEEPSHEAD BAY , BROOKLYN. IT IS A SIX THROUGH EIGHT GIFTED AND TALENTED INTERMEDIATE SCHOOL. OUR TOTAL SCHOOL ENROLLMENT IS 1, 102. OF THIS TOTAL, 48 STUDENTS ARE RECEIVING I.E.P.-MANDATED SERVICES. THE E.S.L. INSTRUCTIONAL MODEL IMPLEMENTED IN OUR SCHOOL IS FREESTANDING ENGLISH AS A SECOND LANGUAGE PROGRAM. STUDENTS ATTEND A PULL-OUT PROGRAM ACCORDING TO PROFICIENCY LEVELS.

THE SCHOOL POPULATION AT I.S. 98 IS AS FOLLOWS:

WHITE- 616
BLACK- 108
HISPANIC -100
ASIAN- 264
NATIVE AMERICAN- 13
MULTI-RACIAL- 1
MALE – 498
FEMALE- 604

AMONG OUR STUDENT POPULATION, THERE ARE FIFTEEN ELLS: TEN ARE IN SIXTH GRADE, THREE ARE IN SEVENTH GRADE AND TWO ARE IN EIGHTH GRADE (ONE SUCH EIGHTH GRADER IS “X” CODED AND DOES NOT ATTEND E.S.L. CLASS BUT WILL TAKE THE N.Y.S.E.S.L.A.T. IN THE SPRING OF 2010.) AMONG THESE FIFTEEN STUDENTS, NINE ARE ENROLLED IN GENERAL EDUCATION CLASSES AND SIX ARE ENROLLED IN SPECIAL EDUCATION CLASSES. THESE ELLS REPRESENT LESS THAN 1% OF OUR TOTAL SCHOOL ENROLLMENT. AMONG OUR ELLS, SEVEN ARE RUSSIAN-SPEAKING, SIX ARE SPANISH- SPEAKING, ONE IS A CHINESE SPEAKER AND ONE IS AN ARABIC SPEAKER FROM YEMEN. AND, FINALLY, ALL E.L.L.S ARE ENROLLED IN A PULL-OUT E.S.L. PROGRAM THAT FOLLOWS STATE MANDATES.

THE FOLLOWING CHART DISPLAYS THE NUMBER OF E.L.L.S BY GRADE IN EACH LANGUAGE GROUP:

	<u>GRADE 6</u>	<u>GRADE 7</u>	<u>GRADE 8</u>
RUSSIAN	6	7	0
CHINESE	1	0	0
ARABIC	0	1	0
SPANISH	3	1	2

BASED ON PAST AND PRESENT PARENT SELECTION FORMS, THE TREND IN PROGRAM SELECTION AT I.S. 98 HAS BEEN OVERWHELMING FOR THE E.S.L. PROGRAM. ACCORDINGLY, THIS IS THE PROGRAM WE HAVE AVAILABLE. OUR E.S.L. TEACHER

DELIVERS INSTRUCTION IN A HETEROGENEOUS PULL-OUT PROGRAM. HER TEACHING PROGRAM IS SET UP SO THAT REQUIRED UNITS OF STUDY FOR E.L.L.S ARE MET.

CONTENT AREA INSTRUCTION, TAUGHT IN ENGLISH, IS PART OF OUR PROGRAM AS WELL. LESSONS INCLUDE ACTIVITIES IN ALL DISCIPLINES. DIFFERENTIATED APPROACHES INCLUDE: INDIVIDUAL AND SMALL-GROUP INSTRUCTION, THE USE OF THE SMARTBOARD, ANCILLARY MATERIALS AND SUBJECT AREA TEXTBOOKS SPECIFICALLY DEVELOPED FOR E.S.L. STUDENTS.

USING N.Y.S.E.S.L.A.T. SCORES FROM THE PREVIOUS SPRING OR LAB-R SCORES, ENTITLEMENT/NON-ENTITLEMENT LETTERS AND PARENT SURVEY AND PROGRAM SELECTION FORMS, IN THE APPROPRIATE NATIVE LANGUAGE, ARE MAILED HOME. COPIES ARE MADE AND FILED BY THE E.S.L. TEACHER.

THE E.L.L. IDENTIFICATION PROCESS AT I.S. 98 IS ALIGNED WITH NEW YORK CITY AND STATE GUIDELINES. THE INITIAL STEP IN IDENTIFYING E.L.L.S IS TO ADMINISTER THE HOME LANGUAGE SURVEY (H.L.I.S.). THIS INCLUDES AN INFORMAL INTERVIEW IN BOTH ENGLISH AND THE APPLICABLE NATIVE LANGUAGE. EITHER THE E.S.L. SUPERVISOR OR CERTIFIED E.S.L. TEACHER (IF AVAILABLE) WOULD CONDUCT THE INITIAL SCREENING. BASED ON ANSWERS TO THE H.L.I.S., THE LAB-R TEST WOULD THEN BE ADMINISTERED. AND, FINALLY, IN THE SPRING, THE N.Y.S.E.S.L.A.T. EXAM IS ADMINISTERED BY THE CERTIFIED E.S.L. TEACHER TO EVALUATE THE E.L.L.S..

OUR SCHOOL OFFERS AN ORIENTATION MEETING IN SEPTEMBER (WITHIN THE FIRST TEN SCHOOL DAYS) TO THE PARENTS OF NEWLY ENROLLED E.L.L.S WHEN THEY ARE ESTABLISHED AS SUCH. THESE LETTERS ARE SENT HOME VIA THE MAIL WITHIN THE FIRST WEEK OF SCHOOL. DURING THIS MEETING, PARENTS ARE SHOWN A BOARD OF EDUCATION VIDEO OUTLINING THE E.S.L. PROGRAMS OFFERED BY THE CITY OF NEW YORK. THESE PROGRAMS INCLUDE: TRANSITIONAL BILINGUAL, DUAL LANGUAGE AND FREESTANDING E.S.L.. THIS VIDEO IS MADE AVAILABLE IN MANY DIFFERENT LANGUAGES. IN ADDITION, PARENTS HAVE AN OPPORTUNITY TO ASK ANY QUESTIONS THEY MAY HAVE. IN ATTENDANCE AT THIS MEETING ARE THE E.S.L. TEACHER, E.S.L. SUPERVISOR (ASSISTANT PRINCIPAL), PARAPROFESSIONAL (WHEN APPLICABLE) AND PARENT COORDINATOR.

MONITORING OF ENTITLEMENT LETTERS AND PARENT SURVEY AND SELECTION FORMS ONCE N.Y.S.E.S.L.A.T./LAB-R SCORES ARE RELEASED, THE E.S.L. TEACHER THEN SENDS OUT, VIA MAIL, THE APPLICABLE ENTITLEMENT LETTERS IN THE REQUISITE LANGUAGE. A LOG IS KEPT OF WHEN THEY WERE SENT OUT AND KEPT ON FILE. THE SAME IS TRUE OF THE PARENT SURVEY AND SELECTION FORM. AS THE LATTER MUST BE RETURNED, A CLOSE WATCH IS KEPT TO ENSURE THAT THEY ARE RETURNED IN A TIMELY MANNER. OFTEN, A PHONE CALL IS MADE TO URGE THE PARENT TO RETURN THE FORM.

BASED ON 2009 N.Y.S.E.S.L.A.T SCORES, THE MAJORITY (10 OUT OF FIFTEEN) OF OUR E.L.L.S SCORED AT THE ADVANCED LEVEL. THE REMAINING FIVE SCORED AT THE INTERMEDIATE LEVEL. FURTHERMORE, IN COMPARING STUDENTS' RESULTS IN THE FOUR MODALITIES, WE HAVE NOTICED SOME PATTERNS. THE ADVANCED-LEVEL STUDENTS SEEMED TO DO EQUALLY WELL ON THE LISTENING PORTION OF THE TEST. AS A MATTER OF FACT, THEIR SCORES IN ALL FOUR MODALITIES WERE QUITE SIMILAR. THE WEAKEST AREA, FOR ALL GRADES/LEVELS, SEEMS TO HAVE BEEN IN READING AND WRITING.

IN CONCLUSION, IT IS APPARENT THAT IMPROVEMENT IS NEEDED IN THE AREAS OF READING AND WRITING. THIS WILL BE ADDRESSED DURING THE CURRENT SCHOOL YEAR. MORE ATTENTION WILL BE PAID TO THESE AREAS OF INSTRUCTION: OUR ESL TEACHER WILL INCLUDE ADDITIONAL ACTIVITIES TO STRENGTHEN ELL READING/WRITING SKILLS.

ACCORDING TO STATE ASSESSMENT RESULTS, OUR E.L.L.S SCORED AT LOWER LEVELS AS COMPARED WITH OUR GENERAL SCHOOL POPULATION. HERE ARE THE RESULTS FROM THE 2009 E.L.A AND MATH EXAMS FOR OUR CURRENT E.L.L.S.

E.L.A.	<u>LEVEL 1</u>	<u>LEVEL 2</u>	<u>LEVEL 3</u>	<u>LEVEL 4</u>
GRADE 6	1	2	6	1
GRADE 7	1	1	3	0
GRADE 8	0	1	1	0

MATH	<u>LEVEL 1</u>	<u>LEVEL 2</u>	<u>LEVEL 3</u>	<u>LEVEL 4</u>
GRADE 6	1	2	6	1
GRADE 7	1	1	1	0
GRADE 8	0	1	1	0

AS FAR AS THE 8TH GRADE SOCIAL STUDIES AND SCIENCE EXAM SCORES ARE CONCERNED, OUR 8TH GRADE E.L.L.S HAVE NOW GRADUATED TO HIGH SCHOOL. THEIR SCORES, THEREFORE, HAVE NOT BEEN INCLUDED IN THIS REPORT.

IN ANALYZING OUR E.L.L.S PERFORMANCE IN CONTENT AREA, BASED ON FIRST QUARTER PROGRESS REPORTS, WE HAVE NOTICED SEVERAL PATTERNS. FIRST, WE SAW THAT OUR E.L.L.S DID NOT FARE WELL IN SUBJECTS THAT REQUIRE THE MOST KNOWLEDGE OF ENGLISH. IN ADDITION, ANOTHER PATTERN WE NOTICED WAS THAT, IN GENERAL, OUR E.L.L STUDENTS SEEM TO BE STRUGGLING IN MATH. IN RESPONSE TO THIS, WE HAVE REVIEWED E.S.L METHODOLOGIES WITH THE MATH DEPARTMENT. FURTHERMORE, OUR MATH TEACHERS HAVE OBSERVED THE E.S.L. TEACHER TO LEARN VARIOUS E.S.L. STRATEGIES SO THAT THEY CAN BETTER SERVE OUR E.L.L.S.

CONTENT AREA IS DELIVERED THROUGH OUR E.S.L. PROGRAM VIA SIMPLIFIED LESSON PLANS GIVEN TO THE E.S.L. TEACHER FROM SUBJECT TEACHERS. SHE THEN USES THOSE LESSON PLANS TO BRING THE STUDENT UP TO PAR. IN ADDITION, VARIOUS SUBJECT TEXTBOOKS ARE AVAILABLE IN THE E.S.L. CLASSROOM.

OUR SCHOOL DOES NOT HAVE A TRANSITIONAL BILINGUAL PROGRAM NOR DO WE HAVE A DUAL LANGUAGE PROGRAM. HOWEVER, OUR E.S.L. STUDENTS DO UTILIZE FIRST LANGUAGE LITERACY. THEY ARE ENCOURAGED TO READ/WRITE IN THEIR FIRST LANGUAGE. IN ADDITION, BILINGUAL DICTIONARIES AND NATIVE LANGUAGE NOVELS ARE MADE AVAILABLE, AND WHEN NECESSARY, A BUDDY SYSTEM IS SET UP AMONG STUDENTS OF THE SAME LANGUAGE. THESE "SAME-LANGUAGE BUDDIES" ARE ENCOURAGED TO CONVERSE.

TARGETED INTERVENTION PROGRAMS FOR E.L.L.S IN CONTENT AREAS INCLUDES: E.S.L. TEACHER PULL-OUT PROGRAM, IN CLASS DIFFERENTIATION, AND CONTENT-AREA BASED AFTER-SCHOOL PRGORAMS,

TO DEVELOP ACADEMIC LANGUAGE, OUR TEACHERS HAVE A NUMBER OF STRATEGIES. ALL SUBJECT TEACHERS HAVE CLASSROOM WORD WALLS WITH CONTENT-AREA VOCABULARY. OUR STAFF ALSO OFFERS DIFFERENTIATED INSTRUCTION TO ALL OF OUR STUDENTS. THIS INCLUDES COOPERATIVE LEARNING, PEER TUTORING AND "BUDDY PAIRS". IN ADDITION, OUR E.S.L TEACHER MEETS WITH THE SUBJECT TEACHERS OF ALL E.L.L.S TO DETERMINE STRATEGIES THAT WILL HELP STUDENTS TO IMPROVE. AND FINALLY, THE E.SL. TEACHER TAKES PART IN PROFESSIONAL DEVELOPMENT ACTIVITIES TO HELP OTHER TEACHERS LEARN HOW TO PROMOTE AND FOSTER ACADEMIC LANGUAGE IN THEIR CLASSROOMS.

E.L.L. STUDENTS WHO HAVE REACHED THE PROFICIENCY LEVEL ON THE N.Y.S.E.S.L.A.T. ARE CLOSELY FOLLOWED BY OUR ESL TEACHER FOR TWO YEARS, IF THEY HAVE NOT GRADUATED. THEY RECEIVE TESTING MODIFICATINS AND THERE IS ONGOING COMMUNICATION BETWEEN THE E.S.L. TEACHER AND THE FORMER E.L.L.'S SUBJECT TEACHERS. WE DO THIS TO PROVIDE FOR A SMOOTH TRANSITION OUT OF E.S.L.. IN ADDITION, FORMER E.L.L.S RECEIVE ACADEMIC INTERVENTION

SERVICES (A.I.S.) DURING THEIR LUNCH PERIODS ON A WEEKLY BASIS. THE FOCUS DURING THESE SESSIONS IS ON INTENSIVE READING AND E.L.A. INSTRUCTION. ALSO, VARIOUS ACADEMIC AND SOCIAL AFTER-SCHOOL PROGRAMS ARE MADE AVAILABLE TO THESE STUDENTS,

E.L.L. YEARS OF SERVICE AND PROGRAMS: CURRENTLY THERE ARE FIVE S.I.F.E. STUDENTS IN OUR SCHOOL. THESE STUDENTS RECEIVE INTENSIVE LANGUAGE TUTORING DURING SCHEDULED ACADEMIC INTERVENTION SERVICES. THE E.S.L. TEACHER WOULD ALSO INCREASE COMMUNICATION WITH SUBJECT TEACHERS OF S.I.F.E. STUDENTS TO DETERMINE AREAS OF WEAKNESS AND SEE THAT THEY ARE ADDRESSED ACCORDINGLY. VARIOUS ACADEMIC AND SOCIAL AFTER-SCHOOL PROGRAMS ARE ALSO MADE AVAILABLE TO THESE STUDENTS.

WE HAVE SIX LONG TERM E.L.L.S IN OUR BUILDING. NEW METHODS AND MATERIALS HAVE BEEN AND WILL CONTINUE TO BE DEVELOPED BY THE L.A.P. COMMITTEE TO PROVIDE ALTERNATIVE INSTRUCTION TO THESE STUDENTS. IN ADDITION, COMPLETE PHYSICAL AND PSYCHOLOGICAL TESTS WOULD BE REQUESTED TO EVALUATE THE STUDENT. IF INDICATED, STUDENTS WOULD RECEIVE SMALL GROUP INSTRUCTION FROM AN A.I.S. PROVIDER, ALLOWING FOR INTENSIVE LANGUAGE INSTRUCTION.

IF A NEWCOMER ARRIVES AT OUR SCHOOL, HE/SHE WOULD RECEIVE A TOUR OF THE BUILDING, A "BUDDY" STUDENT WHO SPEAKS THE SAME LANGUAGE, VARIOUS MATERIALS SUCH AS A PICTURE DICTIONARY, A STUDENT PLANNER, A MAP OF THE SCHOOL AND, OF COURSE, ALL OF THE NECESSARY PAPERWORK AND THE LAB-R TEST. CURRENTLY, WE HAVE EIGHT NEWCOMERS AT OUR SCHOOL. BECAUSE N.C.L.B. NOW REQUIRES E.L.A. TESTING FOR E.L.L.S AFTER ONE YEAR, NEWCOMERS ARE CLOSELY MONITORED BY OUR E.S.L. TEACHER SO AS TO PREPARE THEM FOR THE E.L.A.. THIS INCLUDES WEEKLY STUDENT CONFERENCES, PARENT CONFERENCES, PORTFOLIO ASSESSMENT, AND CONTACT WITH E.L.A. TEACHER.

AT THIS TIME, WE HAVE FOUR E.L.L.S RECEIVING SERVICE FOR 4-6 YEARS OF SERVICE. OUR INSTRUCTIONAL PLAN FOR THESE STUDENTS INCLUDE IS THE SAME FOR THE ABOVE-MENTIONED S.I.F.E. STUDENTS.

E.L.L.S WITH SPECIAL NEEDS RECEIVE COMBINED DAILY MONITORING BY THEIR HOMEROOM TEACHER, SUPPORT SERVICES STAFF AND THE GUIDANCE TEAM.

ONE PROFESSIONAL DEVELOPMENT TOPIC TO BE PRESENTED THIS YEAR WILL BE "DIFFERENT STRATEGIES FOR THE TEACHER OF E.L.L.S." STAFF MEMBERS WHO WILL PRESENT THIS ACTIVITY WILL REVIEW AND MODEL MANY E.S.L. STRATEGIES. ANOTHER TOPIC OF OUR PROFESSIONAL DEVELOPMENT SESSION WILL BE THE WORKSHOP MODEL TO BE DISCUSSED ON ELECTION DAY. HERE, TEACHERS WILL LEARN TO DEVELOP LESSON PLANS THAT MEET THE NEEDS OF ALL STUDENTS.

AS FOR COLLABORATIVE PLANNING: DURING PROFESSIONAL DEVELOPMENT TIME PERIODS, THE E.S.L. TEACHER MEETS WITH VARIOUS DEPARTMENTS TO PLAN FOR IMPROVED INSTRUCTION THAT WILL BETTER SERVE OUR E.L.L.S.. ALSO, IN DECEMBER ALL TEACHERS OF E.L.L.S WILL BE INVITED TO MEET WITH THE E.S.L. TEACHER DURING HER PREPARATION PERIODS TO DISCUSS STUDENTS' PROGRESS. FINALLY, TEACHERS OF E.L.L.S ARE ENCOURAGED TO OBSERVE THE E.S.L. TEACHER WHILE HER CLASS IS IN PROGRESS.

CURRENTLY, ALTERNATIVE PLACEMENT IN SPECIAL EDUCATION CLASSES IS NOT A CONCERN AT OUR SCHOOL BASED OUR THE NEEDS OF OUR E.L.L.S. IF IT WERE NECESSARY, THE PROPER MANDATED SERVICES WOULD BE MADE AVAILABLE. THESE STUDENTS WOULD RECEIVE A.I.S. SERVICES AND THERE WOULD BE INCREASED, CONSTANT COMMUNICATION WITH THEIR SUBJECT TEACHERS.

OUR E.S.L. TEACHER COLLABORATES WITH SUBJECT TEACHERS OF THE E.L.L.S (AS MENTIONED EARLIER) TO MAXIMIZE ENGLISH LANGUAGE DEVELOPMENT. SHE DOES THIS BY MEETING WITH THOSE TEACHERS DURING MUTUAL PREPRATION /LUNCH PERIODS TO DISCUSS THE PROGRESS OF THE E.L.L.S. SHE ALSO SENDS LETTERS, MIDYEAR, TO THOSE TEACHERS

ASKING THEM TO LIST ANY WEAKNESSES THE E.L.L. SHOWS IN HIS/HER CLASSROOM. FINALLY, ALL TEACHERS OF E.L.L.S ARE INVITED TO OBSERVE THE E.S.L. TEACHER DURING HER TEACHING PERIODS.

FURTHERMORE, SUPPORT IS GENEROUSLY PROVIDED TO STAFF MEMBERS TO ASSIST E.L.L.S AS THEY TRANSITION FROM ONE SCHOOL LEVEL TO THE NEXT. AN E.L.L. NEWCOMER TO JUNIOR HIGH SCHOOL NEEDS SPECIAL SUPPORT FROM ALL STAFF MEMBERS. OUR E.S.L. TEACHER PROVIDES TRAINING TO SAID TEACHERS. SOME TOPICS OF THIS TRAINING INCLUDE: HOW TO ALLEVIATE THE STRESSES OF BEING IN A NEW SCHOOL, HOW TO MAKE THE E.L.L. COMFORTABLE IN A NEW SETTING AND A DISCUSSION OF THE CONCERNS AN E.L.L., WHO IS ATTENDING A NEW SCHOOL, MAY ENCOUNTER.

REQUIRED SERVICES DO SUPPORT AND RESOURCES DO CORRESPOND TO OUR EL.L.L.S AGES AND GRADE LEVELS.

IN KEEPING WITH STATE MANDATES, OUR STAFF HAS RECEIVED (OR WILL SOON RECEIVE) THE NECESSARY E.S.L. TRAINING. THIS INCLUDED 7.5 HOURS FOR GENERAL EDUCATION TEACHERS AND 10 HOURS FOR SPECIAL EDUCATION TEACHERS. A LOG OF THIS IS KEPT ON FILE. TRAINING TYPICALLY INVOLVES SAID TEACHER OBSERVING OUR E.S.L. TEACHER AS SHE TEACHES. A SIGN-IN SHEET TO RECORD THESE HOURS ARE KEPT BY THE E.S.L. TEACHER. IN ADDITION, PROFESSIONAL LITERATURE ON THE E.L.L. IS MADE AVAILABLE TO ALL STAFF MEMBERS.

THE PROFESSIONAL DEVELOPMENT PLAN FOR ALL E.L.L. PERSONNEL INCLUDES: SUBSCRIPTIONS TO VARIOUS ACADEMIC E.S.L. JOURNALS, AFFILIATION WITH VARIOUS PROFESSIONAL ORGANIZATIONS, SUCH AS N.Y.S.A.B.E. AND FINALLY, OUR E.S.L. TEACHER OFTEN ATTENDS WORKSHOPS AND TRAINING SESSIONS OFFERED BY THE REGION.

BASED ON THEIR PROFICIENCY LEVELS, OUR E.L.L.S RECEIVE PROPER N.Y. STATE-MANDATED ALLOTTED INSTRUCTION TIME FOR E.S.L. AND E.L.A... OUR ADVANCED-LEVEL STUDENTS RECEIVE 1 UNIT OF E.S.L. INSTRUCTION PER WEEK (180 MINUTES) AND 1 UNIT OF E.L.A. INSTRUCTION PER WEEK (ALSO 180 MINUTES). OUR INTERMEDIATE-LEVEL STUDENTS RECEIVE 2 UNITS OF E.S.L. INSTRUCTION PER WEEK (360 MINUTES). FINALLY, WE DO NOT HAVE ANY BEGINNING-LEVEL STUDENTS THIS YEAR, BUT THEY WOULD ALSO RECEIVE 2 UNITS OF E.S.L. INSTRUCTION PER WEEK.-

E.S.L. STRATEGIES ARE INFUSED INTO CONTENT INSTRUCTION THROUGH CAREFUL LESSON-PLANNING THAT UTILIZES THE TRADITIONAL E.S.L. STRATEGIES AND TOUCHES ON THE MAJOR SUBJECTS, INCLUDING MATH, SCIENCE AND SOCIAL STUDIES. THE E.S.L. TEACHER IS CAREFUL TO PROVIDE FOR A SMOOTH TRANSITION WHEN MOVING INTO CONTENT- AREA INSTRUCTION.

THE SUCCESS OF OUR PROGRAM FOR E.L.L.S IS MEASURED BY STANDARDIZED TEST SCORES, HIGH SCHOOL ADMISSIONS, PORTFOLIO PROGRESS AND REPORT CARD GRADES.

OUR E.S.L. TEACHER, JENNIFER CERBONE, IS A LICENSED, CERTIFIED TEACHER.

THE FOLLOWING IS A BRIEF SAMPLE OF THE MANY INSTRUCTIONAL MATERIALS USED IN OUR PROGRAM:

- COMPREHENSIVE ASSESSMENT MATH STRATEGIES, CURRICULUM ASSOCIATES
- INTERACTIVE READER, MCDUGAL LITTEL
- VISIONS, THOMSON HEINLE
- A FULL SCHOLASTIC LIBRARY
- SPELLEX WORD FINDER, CURRICULUM ASSOCIATES
- NATIVE LANGUAGE/ENGLISH/PICTURE DICTIONARIES

IN ADDITION, OUR PROGRAM INCLUDES THE USE OF THE SMART BOARD, INTERNET, LIBRARY WORKSHOPS, CDS THAT ACCOMPANY TEXTS AND LAPTOPS.

PARENT INVOLVEMENT IS AN IMPORTANT PART OF OUR LANGUAGE ALLOCATION POLICY. OUT P.T.A. AND PARENT COORDINATOR ARE VERY ACTIVE IN ASSISTING ALL PARENTS, PARTICULARLY THE PARENTS OF E.L.L.S. PARENTS ARE ENCOURAGED TO ATTEND VARIOUS WORKSHOPS THROUGHOUT THE YEAR. PARENTS THAT SPEAK A FOREIGN LANGUAGE ARE CONTACTED BY TEACHERS AND SUPPORT STAFF THROUGH THE LANGUAGE TRANSLATION SERVICE OR TRANSLATED LETTERS. ALL TEACHERS ARE INFORMED OF AND ENCOURAGED TO USE THE LANGUAGE TRANSLATION SERVICE PROVIDED BY THE DEPARTMENT OF EDUCATION.

AT THIS TIME, WE ARE NOT PARTNERED WITH ANY OTHER AGENCIES OR COMMUNITY BASED ORGANIZATIONS TO PROVIDE WORKSHOPS OR SERVICES TO E.L.L. PARENTS. AS OUR E.L.L. POPULATION GROWS, SO TOO WILL OUR GOALS FOR SUCH A PARTNERSHIP.

THE NEEDS OF OUR PARENTS ARE MET THROUGH THE FINDINGS OF SURVEYS AND RESULTS FROM TEACHER/PARENT MEETINGS.

SCHOOL LEADERSHIP AND TEACHERS USE THE RESULTS OF THE E.L.L. PERIODIC ASSESSMENT BY TARGETING STUDENTS FOR A.I.S.. SCHOOL LEADERS ARE MAKING CERTAIN SUBJECT AREA TEACHERS ARE AWARE OF THE STUDENTS' SCORE...THEREBY HELPING THEM PLAN FOR ACADEMIC INTERVENTIONS.

FROM PERIODIC ASSESSMENTS, WE ARE SEEING TRENDS WHICH HELP US DETERMINE THE BEST MEANS OF MEETING STUDENT NEEDS.

WE EVALUATE THE SUCCESS OF OUR E.L.L. PROGRAM BY USING A COMBINATION OF TEST SCORES (N.Y.S.E.S.L.A.T.), ACUITY PREDICTIVE AND I.T.A. ASSESSMENTS, AND TEACHER MADE MATERIALS.

THERE WILL NO NEW E.L.L. PROGRAMS THIS YEAR AT OUR SCHOOL. WE ALWAYS STRIVE TO MAKE IMPROVEMENTS IN OUR E.S.L. PROGRAM. WE HOPE TO IMPROVE TRAINING OF NEW TEACHERS, MAINTAIN ACCURATE FILES AND TREAT EACH E.L.L. ON AN INDIVIDUAL BASIS.

THERE ARE NO PROGRAMS/SERVICES FOR E.L.L.S THAT WILL BE DISCONTINUED. THIS IS BASED ON THE FACT THAT WE HAVE SUCH A SMALL PROGRAM.

E.L.L. STUDENTS, LIKE ALL OF OUR STUDENTS, ARE FULLY AFFORDED EQUAL ACCESS TO ALL OF OUR SCHOOL PROGRAMS. THEY ARE ENCOURAGED TO ATTEND AFTER-SCHOOL PROGRAMS, ATTEND SCHOOL TRIPS, VISIT SCHOOL PERFORMANCES, SERVE AS MONITORS AND MUCH MORE.

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)

not applicable

Number of Students to be Served:

LEP not applicable

Non-LEP not applicable

Number of Teachers not applicable
Other Staff (Specify) not applicable

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.

not applicable

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.

no applicable

Form TIII – A (1)(b)

-

School: not applicable
BEDS Code: not applicable

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	not applicable	not applicable
Purchased services - High quality staff and curriculum development contracts	not applicable	not applicable
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	not applicable	not applicable
Educational Software (Object Code 199)	not applicable	not applicable
Travel	not applicable	not applicable
Other	not applicable	not applicable
TOTAL	0	

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.

Childrens' home language surveys, as well as informal student and parent questionnaires determine the interpretations and translation needs.

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.

Our school has a diverse population of students. Our parents speak Russian, Spanish, Italian, and Chinese.

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.

DOE employees and parent volunteers provide written translation services.

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.

Oral interpretation services are provided by the over-the-phone translation service. This service gives teachers and other DOE employees the ability to communicate with a non-English speaking parent with the assistance of an interpreter.

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>.

Students will be informed of the availability of translation services, and written notices will be sent home. School Messenger provides attendance and lateness information in three languages-Spanish, English and Russian. For information related to school activities and functions translation is provided for all languages represented in school ie; Chinese Urdu, etc. Documents and policies sent home are provided by New York City Department of Translation and Interpretation Unit. Staff members can fax or send class contracts in any language to be translated.

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:	\$763,733	\$763,733	0
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$7637	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$38187	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$76374	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
98.3%

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.

All teachers who are not highly qualified are in the process of taking the required courses to become highly qualified.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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.

Title I Parent Involvement Policy

I. General Expectations

The Bay Academy agrees to implement the following statutory requirements:

- o The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- o The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- o The school will incorporate this parental involvement policy into its school improvement plan.
- o In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing

information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- o The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- o 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:
 - o Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. *The Bay Academy* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - Encourage the parents to become actively involved in their students’ education
 - Provide the parent/guardians with information necessary to this end
 - Maintain an open line of communication with the home
 - Ensure that the parent members of the SLT are relaying all pertinent information to their constituency (the other parents)
2. *The Bay Academy* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - Consult with the parent members of the SLT as well as with the PTA Board
 - Provide all parents the opportunity to become active participants through a series of email, telephone, and backpack requests .
3. *The Bay Academy* 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:
 - Parent workshops will be held to inform parents

- o School staff will be involved in the training
- o Outside agencies or private vendors will be called in
- Parents will be invited to join with the students in special activities, such as the Reading Ambassadors' Program which promotes literacy.
- Parents of special needs students (ESL students and Special Education Students) will be invited to workshops aimed at improving their students' academic achievement and school performance.

4. *The Bay Academy* 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 the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- This evaluation will be conducted through a survey
- The Parent Coordinator, in conjunction with the PTA Board, will be responsible for this assessment

5. *The Bay Academy* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- The State's academic content standards;
- The State's student academic achievement standards;
- The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
- We will Provide:
 - o Workshops, Conferences, and/or classes.
 - o Any equipment and other materials necessary to ensure success will be provided by the school, whenever possible (i.e. sound and video equipment, interactive Smart Boards, computers, textbooks used in the school).

b. *The Bay Academy* will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- Providing workshops and /or classes with the help of the school's Parent Coordinator
- Providing space for parents to run their own workshops, under the auspices of the PTA

- c. *The Bay Academy* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by providing training by DOE staff and outside agencies

- d. *The Bay Academy* will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
 - scheduling meetings that include topics of interest to many parents
 - providing refreshments and/or meals with the meetings, enabling working parents to attend an evening meeting
 - scheduling meetings at various times during the day and evening to reach out to as many parents as possible.

- e. *The Bay Academy* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - We will use the Department of Education’s Translation Services to send out written material in the students’ home languages.
 - Use our “School Messenger” telephone messaging service with multiple languages to reach the parents in their home language.

III. Discretionary School Parental Involvement Policy Components

Other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement:

- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting telephone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____. This policy was adopted by the *The Bay Academy* on October 22, 2009 and will be in effect for the period of ten months. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 24, 2009.

Principal's Signature: _____

Date _____

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.

School Parent Compact

The Bay Academy , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

The Bay Academy will:

- provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - *The Bay Academy will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment, by providing differentiated instruction and Academic Intervention Services for those students who require them.*
- hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - *November 17, 2009 and February 25, 2010. Information will be sent home with students, and will be available on the school's website (IS98.info).*
- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - *Progress reports will be sent out each quarter.*
 - *Parents may access the ARIS Parent Link for additional information.*
 - *The Homework Planner is used as a tool for communication between the school and the home.*
- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Teachers are available to meet with parents during their preparation periods. Parents should contact the teacher through email, telephone, or written correspondence to arrange for an appointment convenient to both the teacher and the parent. The administration is available to parents at all times during the regular school day.
- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - *Parents are always welcome to make appointments to view their children's classe. During special assemblies and field trips we welcome parent involvement.*
- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- involve parents in the joint development of any Schoolwide Program plan in an organized, ongoing, and timely way.
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- on the request of parents, 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 practicably possible.
- provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- provide each parent timely notice when their child has been assigned or has been taught for four (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 (i.e. as per NCLB.)

Parent Responsibilities

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

- supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- participating in school activities on a regular basis;
- promoting positive use of my child's extracurricular time.
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- serving, to the extent possible, on policy advisory groups, such as being the Title I parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectation and offer praise and encouragement for achievement.)

Optional Additional Provisions

Student Responsibilities

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

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

Name	Signature	Date
School – The Bay Academy for the Arts and Sciences, IS 98		
Parent(s) – Print Name		
Student (if applicable)- Print Name		

(NOTE: Signatures are not required. The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged)

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.

Please see Needs Assessment in section IV.

2. Schoolwide reform strategies that:

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

Please see Action Plan, section VI.

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

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

We have instituted an after school program which includes instruction in English Language Arts, Science, and Math. All students at risk of failing have been mandated to attend these sessions, which are held on Tuesday, Wednesday, Thursday, and Friday from 2:45Pm-4:45 PM. Other students are welcome to opt in to the program.

- o Help provide an enriched and accelerated curriculum.

Please see Action Plan, section VI.

- o Meet the educational needs of historically underserved populations.

Through the use of disaggregated data, we have pinpointed the needs off all students, and are working to meet their needs. Please see the Action Plan, Section VI.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

We have instituted an after school program which includes instruction in English Language Arts, Science, and Math. All students at risk of failing have been mandated to attend these sessions, which are held on Tuesday, Wednesday, Thursday, and Friday from 2:45Pm-4:45 PM. Other students are welcome to opt in to the program.

Our school guidance counselor, psychologist, and social worker all anticipate working with a number of at risk students to help them meet the standards in all areas.

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

See the Action Plan.

3. Instruction by highly qualified staff.

Teachers who are not highly qualified will be encouraged to complete the needed coursework and file the necessary paperwork in a timely fashion.

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.

Outside agencies, network personnel, school staff and other DOE personnel will provide professional development in a variety of areas. See Action Plan.

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

N/A

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

We are increasing communication with the home by using progress reports, teacher websites, and electronic gradebooks (see action plan). In addition interesting workshops with refreshments will be offered to entice parent involvement.

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.

All staff members have been trained in the use of data to drive instruction. Teacher groups will work together to help in the decision making progress.

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.

AIS services include in class and afterschool components. Articulation with the regular classroom teacher will make afterschool more effective.

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.

Our violence prevention program involves enrolling students in afterschool programs that foster a sense of community. We offer set design, talent show, jazz band, orchestra, cheerleading in addition to the usual academic subjects. These special areas require that students learn to work together without violence to accomplish the end result.

Guidance personnel will be conducting a series of workshops for the students, and for the staff on some of the common concerns, such as bullying.

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

-Gaps in the Written Curriculum. Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

-Curriculum Maps. The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

-Taught Curriculum. The Surveys of Enacted Curriculum (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

-ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

-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.

²To 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.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

The teachers and supervisors of each department examined the curriculum in comparison to the NY State standards.

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?

Teacher lesson plans, student portfolios and state ELA exam scores indicate that this is not relevant to our school.

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 teachers and supervisors of each department examined the curriculum in comparison to the NY State standards.

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

- Applicable Not Applicable

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

Teacher lesson plans, student portfolios and state Math exam scores indicate that this is not relevant to our school.

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

KEY FINDING 2: INSTRUCTION

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

observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

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

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

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

Our school engaged in a Mock Quality Review. Supervisors performed formal and informal observations.

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?

In our ELA classrooms, teachers do a brief mini-lesson, often on the interactive Smart Board, which leads to group work. During this part of the lesson, the teacher circulates through the room, working with individuals and groups as needed. It is also during this portion of the lesson that the teacher does reading and/or writing conferencing with students.

At the conclusion of the group session, students share their findings, summing up the major goals of the lesson.

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

2B – Mathematics Instruction

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

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

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

Our school engaged in a Mock Quality Review. Supervisors performed formal and informal observations.

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?

In our math classrooms, teachers do a brief mini-lesson, often on the interactive Smart Board, which leads to group work. During this part of the lesson, the teacher circulates through the room, working with individuals and groups as needed. It is also during this portion of the lesson that the teacher does conferencing with students.

At the conclusion of the group session, students share their findings, summing up the major goals of the lesson

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.

³To 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.

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.

This finding is not relevant to our school. Teacher turnover in our school is very low. The only teachers who left after the 2007-2008 school year were those who either retired, or moved out of the New York City area.

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?

Our staff remained the same from one year to the next, except for the one who moved to upstate New York, and the others who retired.

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.

We informed the staff of professional development activities in a number of ways: through email, postings, and announcements. The ESL teacher met with many staff members to provide PD that was pertinent and useful to the teachers.

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?

Professional development at department and faculty conferences always include references to teaching ELL's. Our ELL populations showed tremendous progress. (See LAP)

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

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

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

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.

Our school reviewed the NYSESLAT scores, conducted observation and informal survey.

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?

Every subject teacher had access to ARIS and Acuity for all their students including ELLs. Differentiated instruction was based on the needs of each student

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.

Our school engaged in observation of classrooms with special education students to prove that this finding does not apply.

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?

Every general education teacher was given a copy of the IEP's of their students. Differentiated lessons support the needs of each student

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

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

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

Please respond to the following questions for Key Finding 7:

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

This finding is not relevant to our school because the student population that have IEP's are not for behavior issues.

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?

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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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.)

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

These students will receive academic intervention in all areas, providing them with the support they need to succeed. The School Social Worker will meet with them to determine whether they require any additional services. She will make certain they have the necessary transportation passes to get to and from school, and will ascertain that they are living in an environment that allows them to function properly in the school.

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.