



**CHARLES O. DEWEY
MIDDLE SCHOOL 136**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: (15K136)
ADDRESS: 4004 4TH AVENUE BROOKLYN, NY 11232
TELEPHONE: (718) 965-3333 FAX: (718) 965-9567**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 136 **SCHOOL NAME:** Charles O. Dewey

SCHOOL ADDRESS: 4004 4th Ave Brooklyn, New York 11232

SCHOOL TELEPHONE: (718)965-3333 **FAX:** (718)965-9567

SCHOOL CONTACT PERSON: Eric Sackler **EMAIL ADDRESS:** esackle@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Eric Sackler

UFT CHAPTER LEADER: Kara Youngs

PARENTS' ASSOCIATION PRESIDENT: Pomposa Pena

STUDENT REPRESENTATIVE: _____
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 15 **SSO NAME:** Children First Network #5

SSO NETWORK LEADER: Marisol Bradbury

SUPERINTENDENT: Annita Skop

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Eric Sackler	*Principal or Designee	
Kara Youngs	*UFT Chapter Chairperson or Designee	
Pomposa Pena	*PA/PTA President or Designated Co-President	
Jenny Carrero	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Mildred Ramirez	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Erin Cominaki	Member/teacher	
Katie Neal	Member/teacher	
Claire Walsh	Member/teacher	
Daniela Romero	Member/parent	
Elvira Caride	Member/parent	
	Member/	
	Member/	

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

- Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. 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.

School Mission

At MS 136, we strive to co-exist together as a community of learners, nurturers and artists. Through continuous dialogue, shared planning and goals, and the opening of our minds to new and innovative ideas, MS 136 will realize its potential and exceed its expectations for its staff, students, and the broader community.

Our mission is to engage the whole of our learning community in meaningful core knowledge instruction and help students to bridge the gap between practical and theoretical. We endeavor to instill in our students the ability to make decisions with foresight and clear judgment, so they will become productive members of society.

School Vision

Our vision is that Charles O. Dewey Middle School 136 will become the school of choice for all students and their parents in Sunset Park and of Brooklyn.

Collaborations/Partnerships

- Lifelines/Center for Family Life
- Lutheran Medical
- Champs Sports Partnership
- SES – Supreme Evaluation
- BRIC Rotunda Gallery
- NurtureArt

Special Initiatives

- Garden Projects
- Ramapo mentoring
- LCB Mural Projects
- AAELL Grant Project
- Saturday Language Academy
- Environmental Recycling Squad
- Student Government
- Humanities Club

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	I.S. 136 Charles O. Dewey						
District:	15	DBN:	15K136	School BEDS Code:	331500010136		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	0	0	0		91.2	91.2	92.3
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 2	0	0	0		90.6	92.3	93.3
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 5	0	0	0		92.3	80.9	87.5
Grade 6	133	151	148	Students in Temporary Housing - Total Number:			
Grade 7	136	153	165	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 8	210	137	164		1	4	12
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 11	0	0	0		22	32	38
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	4	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Total	483	441	477				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	37	42	42	Principal Suspensions	16	27	28
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	15	5	10
Number all others	57	60	70	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	38	0	43	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# receiving ESL services only	69	119	68	Number of Teachers	49	46	47

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	8	10	Number of Administrators and Other Professionals	7	7	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	5	3	3	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	75.5	82.6	76.6
				% more than 5 years teaching anywhere	53.1	56.5	51.1
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	90.0	85.0	83.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.7	94.1	91.9
American Indian or Alaska Native	0.2	0.4	0.4				
Black or African American	3.5	3.8	3.6				
Hispanic or Latino	89.2	88.2	88.3				
Asian or Native Hawaiian/Other Pacific Isl.	3.7	3.6	3.8				
White	3.3	3.8	3.8				
Male	48.9	48.5	49.9				
Female	51.1	51.5	50.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√	NCLB Restructuring – Year 1						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	Restructuring Y 1			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√SH	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		√SH	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
Other Groups							
Students with Disabilities		X	√SH	-			
Limited English Proficient		√SH	√	√			
Economically Disadvantaged		X	√	√			
Student groups making AYP in each subject		3	5	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	80.2			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	10.4			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	20.9			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	43.6						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	5.3						

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Proficient
Overall Score	80.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	10.4	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	20.9	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	43.6	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

M.S. 136 was identified as a SINI school, Restructuring Year 2. Administrative changes within the past two years include the hiring of new Assistant Principal in September 2007 and a second Assistant Principal in July 2008. In addition to school wide organizational hiring, a full time Data Specialist and Crisis Intervention Teacher was hired to assist in school wide intervention and instructional development. These hires solidify the administrative team that will help lead the school toward accomplishing its academic and community goals, as well build capacity.

Great Accomplishments:

- Continued increase in math scores.
- Assisting a great number of ELL to test out of ESL services.
- Peer mediation/conflict resolution.
- SAVE room.
- Securing LTE ELL grant funding for after school program from December 2009 to May 2010.
- Established SLT committee.
- Increased parent participation at parent teacher Fall 2009 conference to 87%.
- Data Specialist was hire full time to assist school staff to utilize, manage, and create data folios to drive student achievement.
- Crisis Intervention Teacher was hired in order to help decrease the number of Special Education referrals and provide additional support to school staff, as well as to provide professional development for teachers regarding class intervention and behavior management.
- Developed ancillary academic programs supporting both Special Needs and English Language Learner student populations.
- Selected teachers received training and certification in Quality Teaching English language.
- Second Assistant Principal was hired in July of 2008.
- School provided Living Environment Regents class and a Math Algebra Regent class for 8th grade students. Students achieved 100% passing rate on the Living Environment Regents examination.
- Partnership with BRIC Rotunda Gallery supporting one in house project that linked Social Studies curriculum to the Arts which is prominently displayed as an installation within the Social Studies corridor. The process was documented and displayed at "Kids Art" at BRIC Rotunda Gallery.

- Science Department received a grant from LOWES to build an outdoor classroom. Selected 8th grade classes were chosen to participate in this project which was then used for the grade level Science exit project.
- Science Department received a Fruit Tree Grant which focused on the nutritional values of grown food and planting management, maintain the fruit trees and bushes. One 8th grade special education class was selected to maintain the trees and bushes throughout the school year, and turn the process to the 7th grade science class. The Science Exit Project is designed around this theme and has research components that students will be required to complete.
- Readily available teacher resource room with research and instructional based methodologies support.

Significant aids/barriers:

- Readily available teacher's resource room.
- Significant barrier is that the school is a shared space with another school (MS821).
- Significant barrier is that we have a shared SBST between MS136 and MS821.
- Significant barrier is that we share school safety agents with another school (MS821).
- Significant barrier is lack of parent involvement on a regular basis.
- Significant barrier is that certain teachers are under qualified with less than three years continuous teaching experience.
- Significant barrier is that our student population has a large number of new comer bilingual/ELL students that are required to meet state requirements with only one year in the school system.
- School messenger system.
- Read 180 for all LTE ELL students.
- Achieve 3000 program for all our ELL and Special Education students.
- Two unique partnerships with Rotunda Gallery and Nurture Art Gallery and Center for Family Life.
- Partnership with NY Road Runners Foundation, CHAMPS, and Sports and Arts Foundation.
- Partnership with Helen Keller and Lutheran Health Care.

School-wide Priorities for Improvement for 2008-09

- Engage in a collaborative process with school personnel to identify students in greatest academic need and program the school and develop programs strategically to maximize our resources.
- To provide more professional development opportunities strategically targeted to and utilizing student performance progress data teacher needs and interest.
- Continued increase in student performance on State ELA and Math Exams.
- Focus on maintaining reduced class size and targeted instruction for ELL's.
- Content licensed teachers pushing in to Self contained classrooms to improve instruction for our Special Needs students

ELA

Areas of Strength

- Most teachers understand the methods and rationales behind our use of Balanced Literacy and Workshop Model
- Teachers know how to administer Teachers College reading assessments
- Leveled books have become part of the general library in all classrooms
- Teachers incorporate read aloud into most lessons
- Extensive departmental resources including lower level texts, engaging non-fiction texts, and poetry collections
- Multiple copies of texts to facilitate partner reading and book clubs and sharing between classes
- Wilson trained teachers provide extra support for selected students
- All teachers attend weekly departmental meetings, including separate Special Education and ESL meetings
- Most teachers differentiate units based on student need
- Department-created test preparation materials
- Class celebrations of writing
- All writing and reading is rubric assessed, with department-created systems based on State standard

Areas of Weaknesses and Root Causes in ELA

Last year, we noted some areas of deficiency in reading and writing instruction. While all teachers were using mini-lessons, some were too long to hold students' attention. Other mini-lessons were too "packed" and seemed to attempt to teach too many things in too short a span. While the school regularly orders books to refresh libraries, select classroom libraries seem poorly maintained. We've also noted that teachers' use of modeling as a way to bridge student comprehension was inconsistent or misunderstood. Lastly, the value placed on reading with independence is inconsistent, and so the assessment of the quality and quantity of independent reading is inconsistent.

We are also concerned that student writing should be stronger. This applies both to writing that comes out of the Writers Workshop and writing produced about reading. We are continuing the conversation on what standards-based writing and exceptional writing looks like, using exemplars from student notebooks and published pieces and professionally written samples. We are striving for consistency between classrooms, with consistency between teachers as well as student work.

Based on our needs assessment we have sought to strengthen our program for instruction. We have adjusted our curricular calendars to meet the improvements in and introduce new challenges for our student body. Our unit structure is based on the Teachers College Reading and Writing Project. We encourage teachers to attend calendar days and communicate with teachers in other schools who use this framework, but we also are refocusing our thinking about planning to start with what we understand to be valuable, effective and desirable in our work together thus far.

The Literacy Coach's work with teachers supports curriculum development and delivery, student assessment and classroom management. The Literacy coach works with the department as a whole once a week, and with individual teachers based on need and request. Teachers are encouraged to share ideas within and across grades. The staff will meet on Mondays, beginning in November to have longer conversations about assessment and curriculum planning.

As a department, we've only started to use data well. Teachers have been trained on how to access, analyze and use data to inform instruction. The 2009-10 school year will see teachers learning to use the ACUITY data management system and the TC Assessment system to access student achievement levels on the new periodic assessments that will replace the Princeton Review interim assessments we're familiar with.

We continually strive to push engagement with texts. Teachers have been encouraged to assist in the ordering process and to select the books they want for their classroom libraries. Selected teachers will assist the Literacy coach in researching titles that will engage our readers. This year we are working hard to ensure that teachers demonstrate engagement with texts, using modeled think-aloud and responses to the literature. We feel that student interest in reading will become more authentic in classrooms where teacher interest in their texts feels authentic to students.

Findings for ELA:

Before units begin, the Literacy coach will reintroduce teachers to each unit, asking them to consider what went well last year and what they can predict might be areas of concern within a unit this year. Per grade, expectations for publishing/completion will be agreed upon per grade and per class, and the most effective strategies for arriving at those goals will be planned. At departmental meetings, teachers will reflect upon how their reading instruction will translate into independent reading, how expectations for students can be created in a realistic and achievable way, and how consistent assessments can be used and understood by teachers and students.

Based on our assessment that the *quality* of student writing is below what we'd like according to curricular rubrics, teachers will be requested create their own models for student writing to share with students. Those models will contain elements expected in students' own writing, and will also work to increase teacher's understanding of the thinking and stamina needed to complete tasks.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Annual Goal(s):

1. Increase the number of students meeting proficiency levels including economically disadvantaged, ELL and Special Needs students, documented progress towards achieving state standards as measured by 10% increase in students scoring Level 3 on the NYS ELA standardized assessment.
2. Increase extended, inferential thinking about texts at independent reading levels documented by reading logs and ELA conferencing notes within data folios for students, including economically disadvantaged, ELL and Special Needs (reading levels will be assessed under the TC assessment (assessment scheduled November 2009, February 2010, April 2010, and June 2010).

Objectives:

1. Students in grade 6, 7, and 8 including ELL and Special Needs Students will show at least a measurable increase from levels I to II and a measurable increase from levels II to III as evidenced by the 2009/2010 New York State English exam.
2. Students will demonstrate thinking past retelling in their Readers' notebooks, increasing measured scores by 50%, as evidenced by department-standardized rubrics for assessing Readers notebooks.
3. Teachers will be issued and asked to maintain data folios on at-risk students.
4. Parent participation will increase through participation in PTA, School Leadership and Parent Teacher Conferences.

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): English Language Arts (Reading, writing, and accountable conversations)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the number of students meeting proficiency levels including economically disadvantaged, ELL and Special Needs students, documented progress towards achieving state standards as measured by 10% increase in students scoring Level 3 on the NYS ELA standardized assessment.</p> <p>Students in grade 6, 7, and 8 will show at least a measurable decrease in levels I and a measurable increase from levels II to III as evidenced by the 2009/2010 New York State English exam.</p> <p>When:</p> <ul style="list-style-type: none"> ➤ Classroom Instruction: through June 2010 ➤ Weekly grade level meetings begin September 2009, through June 2010 ➤ Monday PD time begins September 2009 ➤ Literacy coach support begins September 2009, through June 2010 ➤ Monthly TC calendar days begin with September 2009, through June 2010
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Analysis of student ACUITY reports, ELA scores, and NYSESLAT scores where applicable to determine individual and class areas that need improvement • Incorporate clear, purposeful modeling in both reading and writing instruction • Provide direct instruction of reading comprehension strategies with shared reading and guided reading • Ongoing daily assessments through reading conferences, writing conferences and running records • Collaboration of AIS teachers and ELA, ESL and Special Education classroom teachers • Challenging, grade-appropriate assessments in writing. Revision of rubrics to assess writing. • Implement a period of word study weekly as part of the Literacy Block • Guaranteed daily independent reading time in all Literacy classes • Use of reading logs and reasonable reading rubrics to hold students accountable for reading • Classroom libraries clearly leveled according to reading levels • Weekly grade level department meetings

	<ul style="list-style-type: none"> • Ongoing professional development provided by literacy coach and TC calendar days • School-wide celebrations of reading and writing such as Poetry Slam and interclass sharing of response to published pieces • Saturday Academy for ESL students • ELA test preparation with SES provider • AIS programs including Wilson Reading Program • Parent workshops that focus on preparing students for the state ELA exam • Creation of Honors Program
<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>Resources: fiction and non-fiction books on varying reading levels, Wilson training, Saturday Academy, SES program</p> <p>Funding: Tax Levy, and Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ 10% increase in student NYS ELA exam scores ➤ Informal and formal observations that demonstrate teaching methods to classroom teachers using techniques demonstrated at grade level meetings, Teachers College coaching class and in exemplar classrooms ➤ Reading logs that show students completing at least a book a week with rigorous thinking ➤ Reading notebooks that show an increase in students writing about what they are reading. Literacy Coach and Assistant Principal will review reading notebooks at least twice a month. ➤ Writing notebooks that show an increase in the volume of writing. Literacy Coach and Assistant Principal will review writing notebooks with teachers at least twice a month ➤ Reading and writing conference logs that show teachers are conferring with all students at least once a week. Logs must show what was taught. ➤ Periodic Assessments that show students are applying the reading and writing strategies taught in class. ➤ TC IRL assessments completed on a quarterly basis, September 2009, November 2009, February 2010, and May 2010.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4			N/A	N/A				
5			N/A	N/A				
6	70	60	55	55	6	0	6	1
7	61	42	20	20	4	0	7	6
8	55	50	47	23	10	1	13	18
9			N/A	N/A				
10			N/A	N/A				
11			N/A	N/A				
12			N/A	N/A				

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

- o Students in Grades 6 – 8 who are at-risk for not meeting State standards as determined by their formal and informal assessments.
- o Students in Grades 6 - 8 who are performing at Level 1 or 2 on New York State English language arts and mathematics assessments.
- o Students in Grades 6 – 8 who are performing in Level 1 or 2 are deemed at risk for not meeting State standards in science and social studies.
- o Identified ELL students in grades 6-8 who are performing in Level 1 or 2 on the New York State English language and mathematics assessments, additionally have not tested as proficient on the NYSELAT examination.

- Identified Special Education students in grades 6-8 who are performing in Level 1 – 2 on the New York State English language and mathematics assessments.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Wilson,-additional instruction for higher risk students, am/pm ETS and targeted intervention Monday – Thursday</p> <p>Great Leaps - 1 to 1 as needed, primarily grades 6 & 7 NurtureArt Partnership pm ETS</p> <p>- Small group tutoring offered during the school day, am/pm and on Saturday.</p> <p>Literacy INC.(teen tutoring)- during the day for 6th grade</p> <p>Achieve 3000 – ELL and Special education student focus</p> <p>Saturday Language Academy Program – (Special Education grant funded program)</p> <p>ELL Saturday Intervention Program – Title III funded program.</p> <p>Center for Family Life (CBO) – Language, Science, and Mathematical investigation in the community.</p> <p>School wide initiatives to enhance organizational skills by using agendas</p> <p>SES program offered during PM hours</p>
Mathematics:	<p>Targeted instruction based on ITA</p> <p>School-wide collaboration with Penny Harvest – Common Cents (intra-curricula investigation)</p> <p>Small group tutoring offered during the school day, am/pm ETS, and on Saturday</p> <p>Math Fair Projects- Small group tutoring offered during the school day, am/pm.</p> <p>Saturday Math Academy Program – (Special Education grant funded program)</p> <p>Saturday Math Intervention Program – (General Education student focused)</p> <p>Center for Family Life (CBO) – Language, Science, and Mathematical investigation in the community.</p> <p>SES program offered during PM hours</p> <p>Budget and computational skills-students with functional bank accounts</p>
Science:	<p>Small group tutoring offered during the school day, am/pm ETS</p> <p>Science Exit Projects: Small group tutoring offered during the school day, am/pm ETS</p> <p>Recycling Club – Golden Apple: (Partnership with the Department of Sanitation)</p> <p>Remote viewing of surgery</p> <p>Paleontology Trips</p> <p>Garden Project</p> <p>Camping</p> <p>Center for Family Life (CBO) – Language, Science, and Mathematical investigation in the community.</p> <p>Science career exploration; hands on instructional opportunities offered to all students.</p>

	Geography skills enhanced through various rain forest projects
Social Studies:	<p>Small group tutoring offered during the school day, am/pm ETS.</p> <p>Social Studies Exit Projects/Clubs (Brooklyn Public Library)- Small group tutoring offered during the school day, am/pm ETS</p> <p>Penny Harvest Partnership: Geography and Community Standards reinforced school-wide thru partnership.</p> <p>Geography skills enhanced through various rain forest projects</p> <p>BRIC Rotunda Gallery project</p> <p>CFL interclass projects through out the school day as part of the regular curriculum</p>
At-risk Services Provided by the Guidance Counselor:	<p>One on one counseling services and group counseling done during school day and after the school day.</p> <p>Crisis counseling as needed and referred.</p> <p>Crisis Intervention Teacher: (.5) – Guidance and peer mediation support to staff and school wide student population (primary focus – special education)</p>
At-risk Services Provided by the School Psychologist:	<p>One on one counseling offered during the school day</p> <p>Pre-referral conferences allowing for school wide targeted interventions to address both teacher and student needs.</p>
At-risk Services Provided by the Social Worker:	<p>Small group counseling offered three times a week and daily one on conferencing. These services are provided during the school day.</p>
At-risk Health-related Services:	<p>Group workshops during the school day.</p> <p>Lutheran Health Clinic on site</p> <p>Vision, dental and hearing screening annually</p>

Part A: Language Allocation Policy (LAP)

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-8 LANGUAGE ALLOCATION POLICY
WORKSHEET**

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

**LANGUAGE ALLOCATION POLICY
School Year 2009-2010**

At Charles O. Dewey we create rich learning environments that encourage and respect the diversity of students, staff and community and meet the linguistic, social, academic, physical and emotional needs of our ELLs. We believe that a student’s native language supports progress in English literacy and therefore all ELLs are provided with the same high quality instruction which monolingual students receive. We currently have one bilingual/ESL class and one freestanding ESL class on all grade levels. The bilingual classes receive instruction in their native language except for their English class. The freestanding ESL classes are taught in English using ESL methodologies and native language instruction of support for a specific amount of time using their NYSELAT scores.

Language Allocation Policy Team Composition

SSO/District Bradbury CFN2/15K	School Charles O. Dewey Middle School 136
Principal Eric Sackler	Assistant Principal Sarah Hervert/Diana Safyan
Coach ELA Coach, Julie Schildkraut	Coach Simone Bingham, Math Coach
ESL Teacher S.Gonzalez,D.Levine,S.Pacos	Guidance Counselor Carmen Castro
Teacher/Subject Area S.Gonzalez/ESL	Parent Pomposa Pena
Teacher/Subject Area S.Pacos/ESL	Parent Coordinator Damaris Garica
Related Service Provider D.Levine/ESL	SAF Linda Waite

Network Leader Marisol Bradbury	ELL Coordinator Harriet Hoffman
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B. Teacher Qualifications

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	1	Number of Certified NLA/FL Teachers	1
Number of Content Area Teachers with Bilingual Extensions	3	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	496	Total Number of ELLs	174	ELLs as Share of Total Student Population (%)	35.08%
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Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The process for initial identification of those students who may be English language learners are as follows:

- The PPT secretary (trained by the ELL/testing coordinator) and the ELL coordinator conduct the initial screening with the Home Language Identification Survey (HILS). A SIFE oral interview is administered for a Spanish speaking native new to New York City school system. Interviews are conducted for Chinese and Arabic in their native language. Translators are provided by the school. The child is administered the Academic Language and Literacy Diagnostic (ALLD) if they have 2 or more years of interrupted education.
- The surveys are then handed to the ELL/testing coordinator for determination of who should be tested for the Lab-R exam. The coordinator looks up the students RLAT and RESI for any testing history. This information supports placement in the proper program.
- The parent coordinator invites parents of ELLs to attend a workshop within a 10 school day window of initial enrollment. At this workshop she shows the Chancellor mandated EPIC DVD, as well as, administers and reviews the parent survey for English language learners which indicate full participation by students in the Bilingual/ESL program across the grades that were made possible by parent choice. Translation services are available for Chinese and/or Arabic. The parent coordinator sends home the parent survey, letter of entitlement and/or transitional letter if a parent can not attend the workshop to ensure parent choice. The parent coordinator and ELL coordinator calls homes as a follow up to ensure that the entitlement letters, Parent Surveys and Program Selection forms are returned.
- Parents are notified that at the current time the school offers one TBE and one Free Standing ESL class on each grade. However, they are told that if 15 or more parents request for a dual language program, then the school is required to comply with that request.
- Parents then choose program after initial workshop and/or orientations that are provided at the school level. Participation in ESL programs across all grades is made possible by over 90% parent choice. Trends demonstrate that parents have actively participated in selecting the ESL programs. They deem the freestanding ESL program to be most appropriate for their children's academic success.
- Students are then placed in either a Transitional Bilingual or Freestanding ESL class based upon results from the Lab-R exam and Home Language Identification Survey (HILS). In addition, students receive the ELE exam (Spanish Reading Exam), the ELL Periodic and Spanish Proficiency Test. Students are also assessed through curriculum based assessments.
- An orientation program is offered over the summer for newcomers. However, we have found that the trend in our student population is an influx during the first week of school.

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							1	1	1	3
Dual Language (50%:50%)							0	0	0	0
Freestanding ESL										
Self-Contained							1	1	1	3
Push-In/Pull-Out							1	1	1	3
Total	0	0	0	0	0	0	3	3	3	9

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____

Number of third language speakers: ____

Ethnic breakdown of EPs (Number)

African-American: ____

Asian: ____

Hispanic/Latino: ____

Native American: ____

White (Non-Hispanic/Latino): ____

Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	TOTAL
Spanish							44	29	22	95
Chinese							2	2	2	6
Russian										0
Bengali										0
Urdu										0
Arabic								2	1	3
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0
TOTAL	0	0	0	0	0	0	46	33	25	104

Programming and Scheduling Information

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

Curriculum

There are 3 Bilingual/ESL classes and 3 freestanding ESL classes. Three classes are taught subject matter in their native language, except for their English Class with transition towards English language instruction. The Freestanding ESL classes are taught primarily in English. All teachers providing ESL services are city and state certified. Students receive 450 minutes of ESL instruction on a weekly basis. ESL instruction is aligned to ESL and ELA state standards and includes the development of all four language skills: listening, speaking, reading and writing. To address the different student proficiency levels, differentiated instruction is practiced. The following instructional materials are being utilized: Achieve 3000 with KidBiz and TeenBiz. KidBiz and TeenBiz utilize the simple five step process that improves vocabulary, comprehension, reading fluency as well as writing skills. These programs utilize the five step literacy routine which involves setting a schema, reading for information, demonstrating mastery, constructing meaning, and forming an opinion. Achieve 3000 and Read 180 provides the first Web-based individualized instructional solutions for reading and writing that reaches every student at his or her level. The activities included address Bloom's Taxonomy which monitors the levels of intellectual behavior important in learning. Keys to Learning and Visions are textbooks that contain content based readings that incorporate scaffolding using a three pronged approach to meeting the standards: introduce, practice and assess. The student activity book reinforces state standards with practice and expansion of skills and content. In addition, each classroom contains a library that is culturally diverse, leveled and contains literature in different genres. Students have access to appropriate software aligned to standards-based core curriculum and used to promote language development and content are instruction. Instruction is designed to accommodate newcomers, intermediate students and advanced students.

The Bilingual component: Students receive native language instruction in the content areas and the ESL teacher confers with the content areas teachers to reinforce language acquisition by aligning with the state standards. ESL certified teachers pull-out and/or push-in the content classes to reinforce the curriculum.

The Freestanding component: Teachers utilize ESL methodologies within the Teacher's College framework. The Teacher's College model uses journals, writer's notebooks, reader's notebooks, portfolios and read alouds. Current research-based ESL strategies and methodologies are used in the classrooms. Each teacher keeps a portfolio and data-folio that contains reading and writing samples that are assessed periodically. This provides necessary language developmental support to meet the individual student language proficiency levels.

Our special education classes are departmentalized. We have three ESL certified teachers and one ESL/SP ED certified teacher teaching the literacy component. We also have push-in and pull-out models for students in these classes as well. In addition, ESL services are provided during extended day.

Supplemental programs for ELLs include: students receive 2 ½ hours per week for AIS services that includes literacy and math tutoring, as well as homework help and additional instructional support. Our LTEs use the Read 180 program for 5 hours and 20 minutes a week of reading intervention strategies and direct instruction targeting literacy deficits. Students receive Supplemental Education Services (SES) in Mathematics. SETSS students receive supplemental services on Saturdays for Literacy to include support with reading and writing skills.

We offer a Saturday Academy for support in mathematics for our level beginner ELL students. In addition, students participate in the Title III Saturday program for ELL language acquisition. Emphasis is based upon life skills and navigating the language of examinations.

The primary focus of the Title III literacy Saturday program is to develop English literacy skills by increasing academic language and proficiency and also expanding on the themes and topics that are being developed in the classrooms. The teachers use instructional scaffolding incorporating the eight comprehensive strategies for ELLs. To ensure that this program supports the instruction in the classroom, articulation between the Saturday morning personnel and the classroom teachers is an essential component of this program. The Literacy program uses research based ESL programs (Avenues, Amazing English, English is Fun) that offer standards based instruction with specialized strategies for ELL's. In order to incorporate the technology and literacy, we will implement the Rosetta Stone software program using the school laptops. This is an individualized program and each student will work at his or her own pace. Rosetta Stone will motivate and increase instructional levels. These programs offer differentiated instruction for students across the stages of language acquisition. This allows teachers to individualize more instruction and meet the needs of these students. The Saturday Morning Program is designed as described below:

- I. 3 teachers licensed in ESL will provide instruction to 45 ELL students in grades 6-8 who are new entrants or have scored a Level I in ELA
- II. Each class will be composed of 15 students
- III. The session will begin in November and end in May.
- IV. Sessions will take place on Saturday Mornings from 8:30am – 12:30pm

V. 20 sessions

- VI. 1 teacher licensed in Common Branches/ELA will provide instruction to non English speaking parents

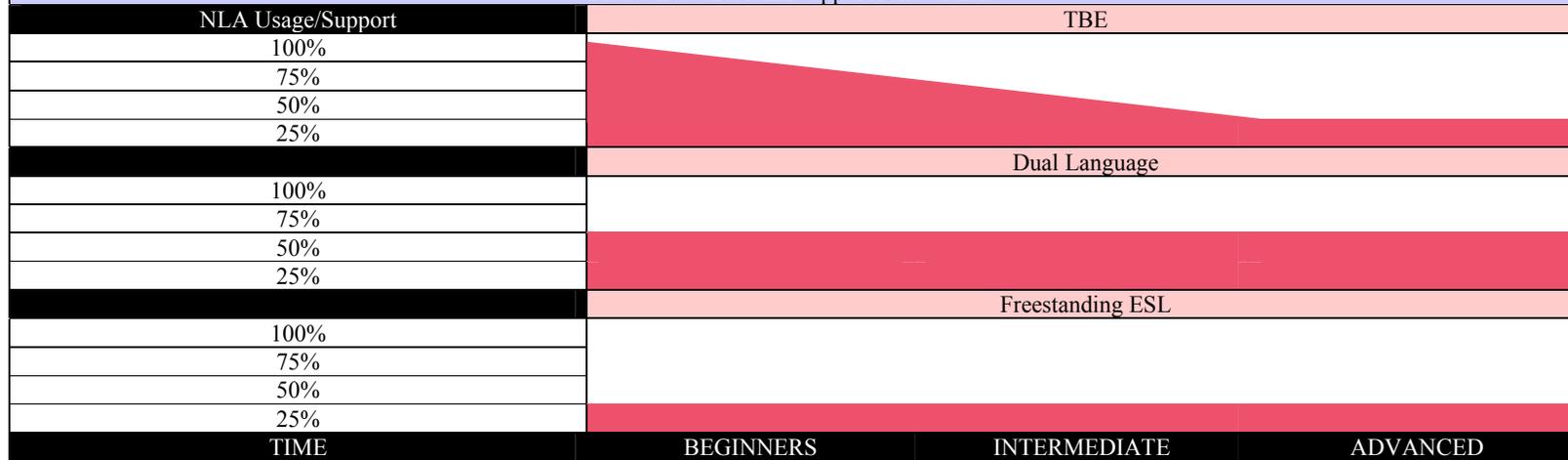
Student assessments will be ongoing and include a pretest, unit assessments, oral presentations, project evaluation, teacher's observations and a post test. Newcomers who speak Arabic, Mandarin, and/or Cantonese are given a translator for content area tests.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.
Please note that NLA support is never zero.



Programming and Scheduling Information—Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.

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2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Class 711	Mon	Tues	Wed	Thu	Fri
HR:					
1	SOC/104	ESL/205	ESL/205	MATH/105	GYM
2	SCI/104	ESL/205	ESL/205	MATH/105	ESL/205
3	NLA/207	SOC/104	SOC/104	NLA/205	ESL/205
4	L	U	N	C	H
5	MATH/105	MATH/105	NLA/203	NLA/205	SOC/104
6	MATH/105	NLA/201	SCI/210	SCI/105	MATH/105
7	ESL/205	SCI/205	GYM	ESL/205	MATH/105
8	ESL/205	SCI/205	MATH/105	ESL/205	NLA/204

ABOVE IS AN EXAMPLE STUDENT SCHEDULE 2009-10(Bilingual)

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

School District: _____15_____ School Building: _____136_____

Targeted Intervention

Literacy:

- An ESL teacher works with targeted level 1 students in 8th grade literacy in a pull-out model. The teacher tracks student progress and articulates with other ESL teachers, ELL coordinator and the reading coach.
- After-School programs in literacy and mathematics will target level 1 and 2 students. They will work in groups no larger than 15 and will focus on developing basic math and literacy skills. Appropriate math and literacy games will be incorporated into the programs. Teachers and students will use manipulatives to teach and learn.
- Students with interrupted formal education (SIFE) and long term ELLs are offered placement in an on-site ELL Saturday program, which provides extra enrichment in preparation for the NYSESLAT exam.

- Upon reaching the proficiency level, students are then transitioned into a mainstream general education class but are still provided two years of continued ESL services.
- Content area teachers allow glossaries and translators for TBE students while instruction is being given. This will help to reinforce fluency.
- TBE and Freestanding ELLs keep journals in their content area classrooms to further drive instruction.
- Differentiated is in TBE and Freestanding classrooms with stations. For example: Leap frog for listening, Achieve3000 and Read 180 for fluency, book clubs for reading, fluency, stamina and guided lesson on reading/writing with the teacher.
- Students that have scored proficient on the NYSESLAT exam are still given two years of ESL services in extended day, including, but not limited to testing accommodations.

SIFE

If we had a strong SIFE population then we would use the data from ALLD in literacy and math for proper placement and instruction for the student.

Professional Development

Our professional development plan is based upon the interpretation and analysis of ELL data which is based on Acuity, ELL periodic assessments, NYSESLAT, ELA Exam and Achieve 3000.

ESL/Literacy:

All ESL teachers are state certified

In addition, teachers will participate in professional development that focuses on

- incorporating ESL strategies into the Teacher's College Model.
- scaffolding instruction in literacy
- language acquisition
- Achieve3000 is used in ELL classrooms to support instruction in their native language.
- Submission of a Read 180 technology based programs grant to support language development for our long term Ells and SIFEs

Mathematics:

Teachers will participate in professional development that focuses on

- scaffolding instruction in mathematics
- the effective use of math strategy charts
- the effective use of word walls to support teaching and learning

The principal, assistant principal, SBST and parent coordinator attend several ELL methodology focused meetings throughout the year. For example: the assistant principal, ELL coordinator, NLA teacher and Parent coordinator are an intricate part of the AAELL cohort research group. All staff members participate in weekly professional learning communities focusing on data folios on student intervention, based on needs regarding language academic and emotional deficits. A support model has been developed so that all teachers target a similar population for academic intervention; all teams consist of general, special, and ESL pedagogues. In the future we are planning to hold PD for new staff to ensure that all content teachers have the required ESL training. The principal provides bilingual teachers the opportunity to articulate with ESL and ELA teachers as reflected in work plans, notes, interviews, and common planning time with literacy coach.

Parental Involvement

Middle School 136 has a wide range of parental involvement activities. We offer PTA and school leadership meetings monthly. We provide Saturday morning parental programs that include parent workshops in technology (computer), art, math and ESL. Parents are afforded the opportunity to meet with school officials and teachers at least twice a year, as evidenced by a schedule, parent notices, attendance sheets, logs, agenda and interviews. The school parent coordinator establishes a partnership in a positive and welcoming environment within the school to help parents support the instructional program and services. The parent coordinator is actively involved in providing parents with parent advocacy in negotiating school related issues, bilingual guidance services and linkages with social services and community based organizations. Parents are encouraged to attend orientation sessions that address the plans and needs for our ELL population. In order to ensure effective involvement of parents and to support a partnership among the CBO (Center for Family Life), and the community to improve student academic achievement, through the following activities specifically described below:

- The school provides assistance to parents of children served by the school, as appropriate, in understanding topics such as the following. Undertaking and integrating the state's academic content standards in conjunction with the state's student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part A program(s).
- The parent component of our Saturday Program uses the From Home to School Series: Stories and Activities for Parents. This series takes into mind that the adult ESL learner is simultaneously leading the role of parent/family member. This program will help adult learners to develop reading fluency while inviting meaningful interaction related to everyday concerns parents have about school related topics.
- We are looking at adding supporting native language resource materials in our school libraries to add to the Saturday Program. This program will increase literacy skills for LEP/ELLs and support immigrant parents with materials on how to acculturate to school environment and access social support services.
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by offering training session when appropriate for parents and providing and disseminating materials. M.S.136 will also build schedules for parent/teacher conferences that will enable parents to work with their children to achieve academic success. The school will provide a warm and supportive climate.
- The school will, with the assistance of the CBO and CFN to educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate and work with parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided by the parents through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel.
- The school may provide an interpreter to provide information that needs to be communicated orally to parents.

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible student consistent with section 1118-parental involvement of the elementary and secondary education act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- 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 (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school report required under section 111- state plans of the ESEA in an understandable and uniform format and, including alternative formats upon request and, to the extent practicable, in a language the parent understands.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A, 1% set aside funds, reserved for parental involvement is spent.

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)							19	33	27	79
Intermediate(I)							11	13	16	40
Advanced (A)							31	17	7	55
Total Tested	0	0	0	0	0	0	61	63	50	174

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING/ SPEAKING	B							0	3	6
	I							2	4	7
	A							31	24	11
READING/ WRITING	B							5	7	14

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

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

ECLAS-2						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	100.00%	%
Chinese Reading Test	%	%

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Review and Revision of Language Allocation Policy

The Language Allocation Team evaluates the success of our programs for the ELLs by reviewing the data gathered from statewide testing. This data will be reviewed at least twice during the school year (in September when TC Reading Levels, NYSESLAT data, ELL Periodic is available and then in July when NYSESLAT, ELA-Reading data is available). The Language Allocation Team will include the Academic Intervention Specialist, the Reading Coach, the principal or his/her designee, ELL coordinator, the Parent Coordinator, the assistant principal supervising literacy/ESL, an ESL teacher and a literacy teacher. Through our data findings, administration has created two separate professional learning communities to focus on specific data relevant to different ELL groups. One PLC is our Saturday Literacy Inquiry group, which is comprised of Special Needs students, ESL and ELA certified teachers and administrators to review data of our Special Needs ELLs in our Saturday Intervention Program. Another PLC for is for our LTEs. This group is comprised of an administrator, Ell coordinator, data specialist and ESL certified teachers for our extended day Literacy Enrichment Program. Both PLCs turn key their findings with each other, administration and the staff to further drive academic achievement of our ELLs.

After reviewing the data on the RLAT in ATS and ARIS, we have found that our incoming LTE sixth graders had a significant drop in the listening modality (between grades 2-5). This problem was not present in our 7th and 8th graders. We have also found that our newcomers who score proficient in the Spanish Lab and test Beginner on the English Lab usually progress at a higher rate than those that are not proficient in their native language. The advanced ELLs that are approaching the LTE level reach a plateau on the NYSELAT. All ELLs consistently perform on a low level on the writing portion. Since students score lower on the reading and writing portion of the NYSELAT, it is determined that more instructional focus and rigor on reading and writing modalities must be provided in the classroom.

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sarah Hervert	Assistant Principal		
Damaris Garcia	Parent Coordinator		
Sarah Pacos	ESL Teacher		
Pomposa Pena	Parent		
Iris Reilly	Teacher/Subject Area		
J. Schildkraut	Coach		
S. Bingham	Coach		
Carmen Castro	Guidance Counselor		
Linda Waite	School Achievement Facilitator		
Marisol Bradbury	Network Leader		
Harriet Hoffman	ESL Coordinator		
Sharon Abrams	ESL Certified		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

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.

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

Form TIII – A (1) (a)

Grade Level(s) 6, 7, 8 _____ **Number of Students to be served:** 45 LEP X Non-LEP

Number of Teachers 3 **Other Staff (Specify)** 1 assistant principal

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

The rationale for using our title III funding is to provide academic activities that promote conceptual and linguistic support for our newcomers (0-3 years) and potential long term ELLs (4-6years). Our purpose is to increase the achievement of newcomers in order to prevent them from becoming LTEs. Our population for the Saturday Program is comprised of TBE and Freestanding ESL students. We currently have 93% Hispanic, 5% Chinese and 2% Arabic. We choose our potential students based on data analysis from the ELL period assessment, teacher assessment and RLAT report. Upon reviewing the data we found that the LTEs in our program, achieve a score of a level 1 on NYS ELA exam. In disseminating the NYSESLAT modalities, we’ve noticed in the listening stimuli feature, that our newcomers conversational discourse and response to authentic task-based questions are weak. Through further analysis of the NYSESLAT, we have found that the informational and functional mode in the reading component confuses our potential LTEs and all of our ELLs are weak in topic based writing.

The primary focus of the Title III literacy Saturday program will be the development of English literacy skills by increasing academic language and proficiency by expanding on the themes and topics that are being developed in the classrooms. Teachers will use sheltered English strategies in order to assure the acquisition of English. To ensure that this program supports the instruction in the classroom, articulation between the Saturday morning personnel and the

classroom teachers will be an essential component of this program. The Literacy program will use research based ESL programs (Avenues, Amazing English, English is Fun) that offer standards based instruction with specialized strategies for Ell's and Attanasio's Getting Ready for the NYSESLAT. will also be used to build upon the lack of academic skills that we noticed in our data analysis and provide opportunity for test-taking skills mastery. For example, one of the themes in Avenues focuses on immigration and cultural history. One cross curriculum connection to the Saturday program is the 8th grade exit project in social studies. The theme of this project is immigration with a personal connection to self and family. Research and one trip will be done at The Grand Army Plaza which is Brooklyn Library's main building. We strive to have our classroom and Saturday program libraries rich in multicultural materials that consider the family, cultural and language background of our students. These libraries include Oxford dictionaries in Simple Chinese, Arabic and Spanish.

Student assessments will be ongoing and include a pretest, unit assessments, oral presentations, project evaluation, teacher's observations and a post test. In addition to purchasing English is Fun, Vocabulary Connections, Amazing English, Rosetta Stone software and general supplies such as books, pencils, paper, folders, etc. will be purchased to support the program. In order to incorporate the technology and literacy, we will implement the Rosetta Stone software program using the school laptops. This is an individualized program and each student will work at his or her own pace. Rosetta Stone will motivate and increase instructional levels. School outings will provide cross-cultural connections as well as language building and life skills. Students will be able to apply new skills to prior knowledge in order to assess and reflect on English language acquisition. Busses will be provided for school outings for safety concerns. The busses will provide a secure, self-contained environment for our students.

The Saturday Morning Program is designed as described below:

- VII. 3 teachers licensed in ESL will provide instruction to 45 transitional bilingual and freestanding ELL students in grades 6-8, some of whom have scored a Level I in ELA
- VIII. Each class will be composed of 15 students
- IX. The session will begin on November 14, 2009 and on May.1, 2010
- X. Sessions will take place on Saturday Mornings from 8:30am – 12:30pm
- XI. 20 sessions**

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.

A comprehensive ongoing professional development program has been implemented for all staff members. We will provide extensive professional development for staff members based on scientific research related to the education of ELLs including the theory and practice from the Teacher's College Workshop model to achieve balanced literacy. The teachers selected for our ESL instruction are bilingual/ESL licensed with strong academic language proficiency. These teachers will develop strategies that build understanding of different modes of comprehension. These modes are on the agenda for weekly meetings, built around the guided question and thematic units from the text. These modes are:

- Initial understanding
- Interpretation/inference
- Vocabulary and idioms in context

Our Saturday program activities are targeted mini-lessons, shared and independent reading, word study and writing workshop. Teachers in the Saturday program will meet weekly to engage and reflect in the organic process of a professional learning community to focus on a guided question for action research. The question is as follows: "How can I scaffold language for my second language learners in order to improve academic achievement?" Teachers will focus on identifying scaffolds, language structures and functions for the literacy unit of study. They will also develop and use performance-based assessment scoring guides to collect

evidence of student learning and assess the progress of each student. Teachers will document the curriculum and assessment process in a teacher portfolio learning log. The professional learning community will be led by the Assistant Principal of ESL and facilitated by the ESL coordinator. Teachers will receive per session.

It will consist of 20 professional development sessions in total. Teachers will meet for 1 hour once per week.

Parental Involvement Program

Please give a description of the parent program as demonstrated in the budget. List the activities mentioned.

The parent component will use the From Home to School Series: Stories and Activities for Parents. This series takes into mind that the adult ESL learner is simultaneously leading the role of parent/family member. This program will help adult learners to develop reading fluency while inviting meaningful interaction related to everyday concerns parents have about school related topics. The instructor of the parent component has an administrative license and has conducted parent workshops with the parent coordinator in the past. The instructor will provide English language services to parents who have their children enrolled in the Saturday Title III program. It will consist of 20 sessions in total.

The goals as instructors for our ESL instruction are the following:

- 1) Assess English Language Proficiency at the courses.
- 2) Create a needs assessment to shape instruction.
- 3) Develop thematic units allowing more confident, productive English Language interactions within the community.
- 4) Improve reading, writing and conversational English skills by **providing the parents with an adult classroom library specifically designed for adult English language learners.**

Thematic units we have developed revolved around topics that would directly and immediately have our students practicing their English outside the classroom. All units include content specific vocabulary, relevant grammar lessons, reading comprehension tests and role playing games. All units include authentic materials taken from newspapers, magazines, internet resources and the community of Sunset Park. The lessons' vocabulary and skills are then further reinforced with the related technology lesson that day.

Topics covered are:

- 1) medical health and advocacy in health care
- 2) careers, job skills, resume creation and interview practice
- 3) travel, passing through customs, reservation inquiries
- 4) education, how to assist students with homework, parent teacher conferences
- 5) housing, how to find it, communication with landlords, map and direction skills
- 6) finance, banking, vocabulary, budgeting, shopping

We have also been using the newly purchased curriculum that centers instruction on parent and child school interactions. Reading and writing skill development are focused on issues of improving student performance and encouraging parent involvement with the school. Along with vocabulary and pronunciation practice our students have responded enthusiastically to this new curriculum.

All classes begin with new vocabulary exposure, allowing for pronunciation and use practice. A brief inquiry based discussion occurs to give context to the new vocabulary and to activate prior knowledge.

After a brief listening reading comprehension activity a grammar mini lesson is given. Student practice is monitored and individual conferring occurs with students. Next students participate in role playing activities. This happens in pairs or small groups, which when confident to do so, present in front of the class. Finally the previous week's homework is reviewed, usually a grammar and vocabulary topic, and new homework is assigned. If relevant, it will be used to connect to the next week's lesson at the start of class.

One goal is to teach adults basic and intermediate computer skills, which can help them navigate most technological situations they may encounter.

The basic skills portion of the class consists of:

- 1) Introductions to operating system
- 2) Opening, saving and closing applications and documents
- 3) Internet research skills
- 4) Setting up and maintaining an email account

The intermediate portion of the class consists of:

- 1) Word processing skills using Microsoft word
- 2) Creating a resume
- 3) Writing formal letters
- 4) Creating presentations using Microsoft power point
- 5) Using Adobe Photoshop

Form TIII – A (1) (b)

School: Middle School 136K BEDS Code: 331500010136

**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 - Supervisor per session	\$11,973.60 \$4176.80	20 sessions x 240 hours (4 hours per session) 240 hours of per session for ESL teachers to support ELL Students: 240 hours x \$49.89 = \$11,973.60 20 sessions x 4 hours per session= 80 hours 80 hours x \$52.21 = \$4176.80
Professional Development - Per session	\$2993.40	Based upon scientific research related to the education of ELL students. Scaffolding language for second language learners in order to improve academic achievement 20 sessions x 3 hours (1 hour per session) 60 hours x \$49.89 = \$2993.40
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. The materials we will purchase will support the activities that promote language acquisition.	\$498 \$3138.00	Parent Library from Attanasio Company. Library includes a collection of titles appropriate for language acquisition. 25 copies quick word beginning writers \$1.40 each 25 copies quick word everyday writers \$1.20 each 25 copies phonics handbook \$2.50 each 25 copies phonics for reading level 1 \$7.70 each 25 copies phonics for reading level 2 \$7.70 each 25 copies phonics for reading level 3 \$7.70 each 25 copies quick write for everyday writers beginning \$1.85 each 25 copies spellex word finder \$3.65 each 25 copies spellex beginning thesaurus \$3.65 each 25 copies phonics we use beginning \$12.57 each 25 copies phonics we use level 1 \$12.57 each 43 copies of All About Me journals \$7.98 25 copies of ESL Beginner: ESL made nice and Easy \$10.44 each 20 Oxford mini Spanish dictionaries \$4.90 each 3 Chinese mini dictionaries \$6.13 each

		3 Arabic compact dictionaries \$6.13 each Puffin easy levels 1 and 2 10 titles \$31.90 each Puffin Fantastic tales 10 titles \$25.52 each Puffin early chapter collection \$109.20 each Puffin easy to read level 1 \$135.75 each Puffin easy to read level 3 \$126.70 each Rookie Readers super value pack \$205.92 each Rookie reader science \$23.80 each Rookie reader geography \$26.67 each Rookie readers Level A \$48.23 each Rookie readers Level B \$51.94 each Rookie readers Level C \$51.94 each
Travel	\$900	Busses for transportation for school outings. Busses will provide a secure, self contained environment for safety. Trips to the Liberty Science Center and the NY Aquarium. These activities align with the thematic units that are covered in the textbooks that are used in the program.

Total = \$23, 680.00

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Reviewed schools ATS census report and incoming student and parent interviews and language surveys to determine community needs.

- a. ELL teacher / coordinator & Parent Coordinator analyzes Parent Language Survey
- b. ELL teacher / coordinator & Parent Coordinator compiles list of languages spoken

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.

Findings were reported through the Parent Coordinator, PTA and School Leadership Team.

Translations were needed for the following languages:

- Spanish
- Arabic
- Mandarin
- Cantonese

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.

- a. All letters sent home to parents will be translated
- b. Monthly parent newsletter will be translated
- c. Translations will be done by ELL teacher (Spanish), and parent volunteers (other languages listed)
- d. Translator unit and outside translators will be utilized as needed.

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.

- When parents come to the building, the ELL teacher and office staff will orally translate for Spanish speakers
- When parents of the other identified languages will be given appointments to meet with teachers so that parent volunteer translators will be available. Outside contractors will be utilized as required for individual meetings.

- For school-wide functions, translators will be available.
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>
- Letters will be sent home via U.S. mail alerting parents to the translation services available for school communication and school visits
 - Posters and brochures will be displayed and made available at the main office and visible at the main entrance.

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:	\$549,534.00	\$123,141.00	\$672,675.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5496.00		\$5496.00
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1232.00	1232.00
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$27,477.00		\$27477.00
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$ 6158.00	\$6158.00
6. Enter the anticipated 10% set-aside for Professional Development:	\$155,720.00		\$151,196.00
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		16,852.00	\$16,852.00
8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: <u>96%</u>			
9. If the percentage of high quality teachers during 2009-2010 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.			
a. Math pedagogue who is not currently listed as highly qualified is awaiting certification review of university materials from the NYSED.			
b. English pedagogue who is not currently listed as highly qualified is licensed in Literacy not ELA.			

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

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

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

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

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

M.S 136 SCHOOL PARENTAL INVOLVEMENT POLICY

Part I- GENERAL EXPECTATIONS

Middle School 136 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible student consistent with section 1118-parental involvement of the elementary and secondary education act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- 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 (LEP), parents with disabilities, and parents of migratory children. This will include

providing information and school report required under section 111- state plans of the ESEA in an understandable and uniform format and, including alternative formats upon request and, to the extent practicable, in a language the parent understands.

- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A, 1% set aside funds, reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement.

Parental involvement means the participation of parents in regular two-way, and meaningful communication regarding student academics and other activities, including -

- ***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 assisting the education of their child;***
- ***The carrying out of other activities such as those described in section 118-parental involvement of the ESEA.***

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. M.S. 136 will take the following action(s) to involve parents in the joint development of the district parental involvement plan (contained in the RDCEP/DCEP Addendum) under section 112-*local education Agency Plans* of the ESEA:

- Through the implementation and use of the parent leadership committee in conjunction with faculty and administration, parents will develop a parental improvement plan as described in the **RDCEP/DCEP** Addendum.

2. M.S. 136 will take the following action(s) to involve the parents in the process of school review and improvement under section 1116-Academic assessment and local Educational Agency and school improvement of the ESEA.

- Parents will be given the opportunity to help with and continually refine the local annual review, in an instructionally useful manner, to help all children in the Title I; Part A programs meet the challenging state student academic achievement standards.

3. M.S. 136 will coordinate and integrate parental involvement strategies in Title I, part A with parental involvement strategies under the following other programs:

- M.S. 136 will coordinate with the PPT monitors and/or guidance intervention program to effectively work with parents.

4. M.S.136 will take the following actions: Involvement of parents, and 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 about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parent) its parental involvement policies.

5. M.S.136 will build the parent's 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:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following. Undertaking and integrating the state's academic content standards in conjunction with the state's student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part A program(s).
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by offering training session when appropriate for parents and providing and disseminating materials. M.S.136 will also build schedules for parent/teacher conferences that will enable parents to work with their children to achieve academic success. The school will provide a warm and supportive climate.
- The school 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 and work with parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided by the parents through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel.
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities. The school will conduct and/or encourage participation in activities, such as parent Resource Center, that support parents in more fully participating in the education of their children.
- The school may provide an interpreter to provide information that needs to be communicated orally to parents.

M.S 136 and the parents of the students participation 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 student 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 States high standards.

This School- Parents Compact is in effect during school year 2009-2010.

PART I- REQUIRED SCHOOL- PARENTS COMPACT PROVISIONS

School Responsibilities

M.S. 136 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 follow:** Through the establishment and continuation of holding high expectations of students M.S.136 will foster a learning environment that ensures equality and excellence for students. A rigorous, integrated and standards-driven system of curriculum, instruction and assessment will help to provide the organizational structure the students need for success. Development of partnerships with parents, businesses and communities will help to extend opportunities for learning. These concepts in unison with continuous progress and a continuity of caring will create a spirited learning environment to help children meet the challenges of the future.
- **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.** These conferences will be held at the end of designated marking periods. Parents will have the option of conferring with their child's teacher during the afternoon or the evening. These conferences will occur the week after report cards are distributed. Furthermore, the staff will be available to conference with parents upon appointment throughout the semester. These conferences may occur in person or over the telephone per the convenience of the parent.
- **Provide parents reasonable access to staff. Specifically, staff be available for consultation with parents as follows:** Teachers and administration at M.S 136 will be in communication with parent/guardians in a number of ways. Parents will be provided at the beginning of the school year with information regarding parent/teacher conferences and important events. Parents will be given the opportunity to meet with their child's classroom teacher at least two times a year at the parent/teacher conferences. Teachers will also be available to speak with during PTA meeting and by appointment throughout the year.
- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follow:** M.S 136 will foster parental involvement in regular and meaningful communication involving students' academic learning. This will include ensuring that parents play an integral role in assisting in their child's learning, that parents are encouraged to be actively involved 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 school will help to provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities in accessing information in an understandable format.

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 school activities everyday;**
- **Scheduling daily homework time;**
- **Providing an environment conducive for study;**
- **Making sure that homework is completed;**
- **Monitoring the amount of television my child watches;**

- Participating, as appropriate, in decisions relating to my child's education;
- Promoting positive use of my child's extracurricular time;
- Participating in school activities on a regular basis;
- Staying informed about the child's education by promptly reading and/or responding to school communications.
- Reading together with my child everyday;
- Providing my child with a library card;
- Communicating positive values and character traits, such as respect, hard work and responsibilities;
- 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' discipline policy;
- Expressing high expectations and offer praise and encouragement for achievement;

School Responsibilities:

Involve parents in the planning, review, and improvement of the schools parental involvement policy, in an organized ongoing and timely way;

- Involving parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;
- Hold an annual meeting to inform parents of the schools participation in Title I, part A programs, and to explain the Title I, part A requirements, and the right of parents to be involved in Title I; offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, part A programs, and will encourage them to attend;
- Provide to parents of participating students information in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language the 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 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 English language arts and mathematics; and

STUDENT RESPONSIBILITIES

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

- Come to school ready to do our best and be the best;
- Come to school with all the necessary tools of learning: pens, pencils, books, etc.
- Listen and follow directions;
- Participate in class discussions and activities;
- Be honest and respect the rights of others;
- Follow the school/class rules of conduct;
- Follow the school dress code;
- Ask for help when we don't understand;
- Do our homework every day and ask for help when we need to;
- Read at least 30 minutes every day outside of school time;
- Read at home with our parents;
- Use the library to get information and to find books that we enjoy reading;
- Give to our parents or to the adult who is responsible for our welfare, all notices information we receive at school every day.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a schools wide 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.
Review pages 57-95.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the school wide program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.**Review pages 57-95.**
3. Instruction by highly qualified staff.
Review pages 57-95.
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.
Review pages 57-95.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Review pages 57-95.
6. Strategies to increase parental involvement through means such as family literacy services.
Review pages 57-95.
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.
Review pages 57-95.

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.
Review pages 57-95.
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.
Review pages 57-95.
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.
Review pages 57-95.

School Wide Program

English Language Arts

Areas of Weaknesses and Root Causes

Last year, we noted some areas of deficiency in reading and writing instruction. While all teachers were using mini-lessons, some were too long to hold students' attention. Other mini-lessons were too "packed" and seemed to attempt to teach too many things in too short a span. While the school regularly orders books to refresh libraries, a few libraries seem poorly maintained. We've also noted that some teachers' use of modeling as a way to bridge student comprehension was inconsistent or misunderstood. Lastly, the value placed on reading with independence is inconsistent, and so the assessment of the quality and quantity of independent reading is inconsistent.

We are also concerned that student writing should be stronger. This applies both to writing that comes out of the Writers Workshop and writing produced about reading. We are continuing the conversation on what standards-based writing and exceptional writing looks like, using exemplars from student notebooks and published pieces and professionally written samples. We are striving for consistency between classrooms, with consistency between teachers as well as student work.

Based on our needs assessment we have sought to strengthen our program for instruction. We have adjusted our curricular calendars to meet the improvements in and introduce new challenges for our student body. Our unit structure is based on the Teachers College Reading and Writing Project. We encourage teachers to attend calendar days and communicate with teachers in other schools who use this framework, but we also are refocusing our thinking about planning to start with what we understand to be valuable, effective and desirable in our work together thus far. .

The Literacy Coach's work with teachers supports curriculum development and delivery, student assessment and classroom management. The Literacy coach works with the department as a whole once a week, and with individual teachers based on need and request. Teachers are encouraged to share ideas within and across grades. The staff will meet on Mondays, beginning in November to have longer conversations about assessment and curriculum planning.

As a department, we've only started to use data well. Teachers have been trained on how to access, analyze and use data to inform instruction. The 2009-10 school year will see teachers learning to use the ACUITY data management system and the TC Assessment system to access student achievement levels on the new periodic assessments that will replace the Princeton Review interim assessments we're familiar with.

We continually strive to push engagement with texts. Teachers have been encouraged to assist in the ordering process and to select the books they want for their classroom libraries. Selected teachers will assist the Literacy coach in researching titles that will engage our readers. This year we are working hard to ensure that teachers demonstrate engagement with texts, using modeled think-aloud and responses the literature. We feel that student interest in reading will become more authentic in classrooms where teacher interest in their texts feels authentic to students.

Areas of Strength

- Most teachers understand the methods and rationales behind our use of Balanced Literacy and Workshop Model

- Teachers know how to administer Teachers College reading assessments
- Leveled books have become part of the general library in all classrooms
- Teachers incorporate read aloud into most lessons
- Extensive departmental resources including lower level texts, engaging non-fiction texts, and poetry collections
- Multiple copies of texts to facilitate partner reading and book clubs and sharing between classes
- Wilson trained teachers provide extra support for selected students
- All teachers attend weekly departmental meetings, including separate Special Education and ESL meetings
- Most teachers adjust units based on student need
- Department-created test preparation materials
- Class celebrations of writing
- All writing and reading is rubric assessed, with department-created systems based on State standard

Implications for the Instructional Program

Based on our assessment we have chosen to continue our study within the Teachers College Reading and Writing Project units

Before units begin, the Literacy coach will reintroduce teachers to each unit, asking them to consider what went well last year and what they can predict might be areas of concern within a unit this year. Per grade, expectations for publishing/completion will be agreed upon and per class, the most effective strategies for arriving at those goals will be planned. At departmental meetings, teachers will reflect upon how their reading instruction will translate into independent reading, how expectations for students can be created in a realistic and achievable way, and how consistent curriculum-based and periodic assessments can be used and understood by teachers and students.

Based on our assessment that the *quality* of student writing is below what we'd like based upon curricular standards, teachers will be encouraged to create their own models for student writing to share with students. Those models will contain elements expected in students' own writing, and will also work to increase teacher's understanding of the thinking and stamina needed to complete tasks.

M.S. 136 has established the following *educational priorities* and goals for the 2009-10 school year in support of student achievement

1. Use student notebooks to discover areas of strength and need in reading; raise the standard with each unit.
2. Prioritize in-class reading so that students have at least 25 minutes per delivered lesson.
3. Develop departmental system to hold students *and teachers* accountable for reading work
4. Ongoing formal and informal reading assessments to ensure that students are matched appropriately with independent reading books
5. Ongoing one-on-one or small group conferences with students
6. Ongoing professional development in accessing and using data from ACUITY and ARIS
7. Parent involvement in supporting independent reading by students.

Annual Goals

Increase the number of students meeting proficiency levels including economically disadvantaged, ELL and Special Needs students, documented progress towards achieving state standards as measured by 10% increase in students scoring Level 3 on the NYS ELA standardized assessment.

Increase extended, inferential thinking about texts at independent reading levels documented by reading logs and ELA conferencing notes within data folios for students, including economically disadvantaged, ELL and Special Needs (reading levels will be assessed under the TC assessment (assessment scheduled November 2009, February 2010, April 2010, and June 2010).

Strategies and Activities for Improvement and/or Enrichment

For all grades 6th, 7th, and 8th the following strategies will be used including our ELL and Special Needs Students

- Analysis of student ACUITY reports, ELA scores, and NYSESLAT scores where applicable to determine individual and class areas that need improvement
- Incorporate clear, purposeful modeling in both reading and writing instruction
- Provide direct instruction of reading comprehension strategies with shared reading and guided reading
- 39.7% of the student population is tracked in teacher's Data folios.
- Ongoing daily assessments through reading conferences, writing conferences and running records
- Collaboration of AIS teachers and ELA, ESL and Special Education classroom teachers
- Challenging, grade-appropriate assessments in writing
- Revision of rubrics to assess writing
- Implement a period of word study weekly as part of the Literacy Block
- Guaranteed daily independent reading time in all Literacy classes
- Use of reading logs and reasonable reading rubrics to hold students accountable for reading
- Classroom libraries clearly leveled according to reading levels
- Weekly grade level department meetings
- Ongoing professional development provided by literacy coach and TC calendar days
- School-wide celebrations of reading and writing such as Poetry Slam, presentations of Social Studies/Science research projects
- Saturday Academy for ESL students
- ELA test preparation with SES provider
- AIS programs including Wilson Reading Program
- Parent workshops that focus on preparing students for the state ELA exam
- Creation of Honors Program
- Saturday Language Academy for students (who are our designated special education/ELL population) receiving targeted instruction for identified literacy deficits.
- At risk students receive targeted skill development through the use of Achieve 3000.

Action Plan

<p>Annual Goal</p>	<p>Increase the number of students meeting proficiency levels including economically disadvantaged, ELL and Special Needs students, documented progress towards achieving state standards as measured by 10% increase in students scoring Level 3 on the NYS ELA standardized assessment.</p>
<p>WHAT needs to be done to accomplish objective?</p> <p>➤ .</p>	<ul style="list-style-type: none"> • Analysis of student ACUITY reports, ELA scores, TC reading assessments/predictives, and NYSESLAT scores where applicable to determine individual and class areas that need improvement • Incorporate clear, purposeful modeling in both reading and writing instruction • Provide direct instruction of reading comprehension strategies with shared reading and guided reading • Ongoing daily assessments through reading and writing conferences, running records, and journal responses. • Collaboration of AIS teachers and ELA, ESL and Special Education classroom teachers • Challenging, grade-appropriate assessments in writing. Revision of rubrics to assess writing. • Implement a period of word study weekly as part of the Literacy Block • Guaranteed daily independent reading time in all Literacy classes • Use of reading logs and reasonable department wide reading rubrics to hold students accountable for reading • Classroom libraries clearly leveled according to reading levels • Weekly grade level department meetings • Ongoing professional development provided by literacy coach and TC calendar days • School-wide celebrations of reading and writing such as Poetry Slam and interclass sharing of response to published pieces • Saturday Academy for ESL students • ELA test preparation with SES provider • AIS programs including Wilson Reading Program • Parent workshops that focus on preparing students for the state ELA exam • Creation of Honors Program
<p>FOR WHOM?</p> <p>➤ Identify Target Population (Include ELL and students with disabilities)</p>	<p>All students including special education and ELL</p>

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<p>WHEN?</p> <ul style="list-style-type: none"> ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration 	<ul style="list-style-type: none"> ➤ Classroom Instruction: through June 2010 ➤ Weekly grade level meetings begin September 2009, through June 2010 ➤ Monday PD time begins September 2009 ➤ Literacy coach support begins September 2009, through June 2010 ➤ Monthly TC calendar days begin with September 2009, through June 2010 ➤ TC assessments in September 2009, November 2009, Feb. 2010 and May 2010.
<p>BY WHOM?</p> <ul style="list-style-type: none"> ➤ Person(s) or Positions(s) Responsible (* denotes Lead person) 	<ul style="list-style-type: none"> ➤ Literacy Coach * ➤ Assistant Principal* ➤ Principal ➤ ELA, ESL, and Special Education teachers * ➤ AIS teachers
<p>SUPPORT</p> <ul style="list-style-type: none"> ➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III, etc.) 	<p>Resources: fiction and non-fiction books on varying reading levels, Wilson training, Saturday Academy, SES program</p> <p>Funding: Tax Levy, and Title I</p>
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <ul style="list-style-type: none"> ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains 	<ul style="list-style-type: none"> ➤ Measurable increase in student NYS ELA exam scores ➤ Informal and formal observations that demonstrate teaching methods to classroom teachers using techniques demonstrated at grade level meetings, Teachers College coaching class and in exemplar classrooms ➤ Reading logs that show students completing at least a book a week with rigorous thinking ➤ Reading notebooks that show an increase in students writing about what they are reading. Literacy Coach and Assistant Principal will review reading notebooks at least twice a month. ➤ Writing notebooks that show an increase in the volume of writing. Literacy Coach and Assistant Principal will review writing notebooks with teachers at least twice a month ➤ Reading and writing conference logs that show teachers are conferring with all students at least once a week. Logs must show what was taught. ➤ Periodic Assessments that show students are applying the reading and writing strategies taught in class. ➤ Reading assessments are completed on a quarterly basis allowing for teachers to receive updated instructional materials and texts to accommodate student performances.

<p>Annual Goal</p>	<p>Increase extended, inferential thinking about texts at independent reading levels documented by reading logs and ELA conferencing notes within data folios for students, including economically disadvantaged, ELL and Special Needs (reading levels will be assessed under the TC assessment (assessment scheduled November 2009, February 2010, Feb. 2010 and June 2010.</p>
<p>WHAT needs to be done to accomplish objective?</p> <p>➤</p>	<ul style="list-style-type: none"> • Analysis of student ACUITY and ARIS reports, ELA scores, TC reading assessments/predictives, and NYSESLAT scores where applicable to determine individual and class areas that need improvement • Incorporate clear, purposeful modeling in both reading and writing instruction • Provide direct instruction of reading comprehension strategies with shared reading and guided reading • Ongoing daily assessments through reading and writing conferences, running records, and journal responses. • Collaboration of AIS teachers and ELA, ESL and Special Education classroom teachers • Challenging, grade-appropriate assessments in writing. Revision of rubrics to assess writing. • Implement a period of word study weekly as part of the Literacy Block • Guaranteed daily independent reading time in all Literacy classes • Use of reading logs and reasonable department wide reading rubrics to hold students accountable for reading • Classroom libraries clearly leveled according to reading levels • Weekly grade level department meetings • Ongoing professional development provided by literacy coach and TC calendar days • School-wide celebrations of reading and writing such as Poetry Slam and interclass sharing of response to published pieces • Saturday Academy for ESL students • ELA test preparation with SES provider • AIS programs including Wilson Reading Program • Parent workshops that focus on preparing students for the state ELA exam • Creation of Honors Program
<p>FOR WHOM?</p> <p>➤ Identify Target Population (Include ELL and students with disabilities)</p>	<p>All students including special education and ELL</p>

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<p>WHEN?</p> <ul style="list-style-type: none"> ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration 	<ul style="list-style-type: none"> ➤ Classroom Instruction: through June 2010 ➤ Weekly grade level meetings begin September 2009, through June 2010 ➤ Monday PD time begins September 2009 ➤ Literacy coach support begins September 2009, through June 2010 ➤ Monthly TC calendar days begin with September 2009, through June 2010 ➤ TC assessments in September 2009, November 2009, March 2010, and June 2010.
<p>BY WHOM?</p> <ul style="list-style-type: none"> ➤ Person(s) or Position(s) Responsible (* denotes Lead person) 	<ul style="list-style-type: none"> ➤ Literacy Coach * ➤ Assistant Principal* ➤ Principal ➤ Data Specialist ➤ ELA, ESL, and Special Education teachers * ➤ AIS teachers
<p>SUPPORT</p> <ul style="list-style-type: none"> ➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, Title I, Title II, Title III, etc.) 	<p>Resources: fiction and non-fiction books on varying reading levels, Wilson training, Saturday Academy, SES program</p> <p>Funding: Tax Levy, and Title I</p>
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <ul style="list-style-type: none"> ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains 	<ul style="list-style-type: none"> ➤ Measurable increase in student NYS ELA exam scores ➤ Informal and formal observations that demonstrate teaching methods to classroom teachers using techniques demonstrated at grade level meetings, Teachers College coaching class and in exemplar classrooms ➤ Reading logs that show students completing at least a book a week with rigorous thinking ➤ Reading notebooks that show an increase in students writing about what they are reading. Literacy Coach and Assistant Principal will review reading notebooks at least twice a month. ➤ Writing notebooks that show an increase in the volume of writing. Literacy Coach and Assistant Principal will review writing notebooks with teachers at least twice a month ➤ Reading and writing conference logs that show teachers are conferring with all students at least once a week. Logs must show what was taught. ➤ Periodic Assessments that show students are applying the reading and writing strategies taught in class. ➤ Reading assessments are completed on a quarterly basis allowing for teachers to receive updated instructional materials and texts to accommodate student performances.

Mathematics

M.S. 136 has the following strengths in the Mathematics program:

- Use of data folios to analyze student work and drive instruction
- Design and implement supplemental programs for a variety of learning needs (i.e. level 1 students; Beginner ESL students)
- Teachers possess working knowledge of Workshop Model
- Math libraries to supplement lessons
- Math Projects
- Math journal entries
- *Art in the Classroom* for two general education 8th grade classes.
- Manipulative use that coincides with instruction offering hands-on learning.
- Use of technology in the classrooms including laptop carts, mimeos, and Smart-Boards
- Weekly departmental meetings by grade for common planning and to discuss and analyze student work.
- Teacher designed department pacing calendar and curriculum map.
- Integrated math program supplemented with practice books, student work books, and teacher ready teaching tools.
- Regularly administered classroom assessment.
- Regularly administered unit assessment.
- Bilingual mathematic (Spanish) instruction addressing student needs and current content mastery in their native language.

M.S. 136 has the following weaknesses in the Mathematics program:

- Large number of students scoring Level 2 in mathematics.
- Teachers in many classrooms are in the beginning stages of creating and using data folios efficiently on an ongoing basis.
- Lack of highly skilled math licensed teachers which contributes to limited differentiated instruction in the classroom.
- Lack of collaboration between resource room teachers and Math teachers during pull out sessions.
- Lack of interdisciplinary planning due to scheduling conflicts.

Implications for the Instructional Program

Teachers will be granted greater professional development opportunities through workshops and/or conferences to increase content knowledge and pedagogy strategies. Technology will be a key focus in catering to the myriad of learning styles in the mathematics classrooms. Teachers will be trained on manipulative usage and how to offer students' opportunities to utilize manipulative to increase understanding. Students will be offered after-school and Saturday programs opportunities to enhance understanding. An in-house curriculum will be established to address the needs of the students. This curriculum will supplement the region wide curriculum from the city.

M.S. 136 has established the following *educational priorities* and goals for the 2009-10 school year in support of student achievement

- Offer academic support for low level students through tutorial services (SES, extended day, AIS, individual teacher tutoring, and Saturday programs).

- Offer academic intervention services to ELL, ESL and/or students with Special Needs.
- Provide students multiple entry points to complete assigned task on a satisfactory level.
- Increase teacher content knowledge through professional development and pedagogy techniques.
- Integrate technology in the classroom using Smart Boards.
- Provide small group learning opportunities through pull-out academic intervention service.
- In-house interim assessments generated from ACUITY/ARIS data bank using test aligned questions.
- Manipulative usage throughout all classrooms.
- Data analysis from ACUITY/ARIS reports for guide lesson planning and drive instruction.
- Mobile laptops to integrate technology in the lesson.
- Weekly grade wide common planning meetings.
- Use of data folios to monitor student progress and academic improvement.
- Small group instruction via team teaching and push-in services.
- Ongoing teacher professional development at workshops and professional conferences.
- Developing a Math Regents tutorial extended day program.

Annual Goal

1. Measurable student acquisition of grade level content as evidenced by content ITA and predictive periodic assessments administered throughout the year on a quarterly basis.

Strategies and Activities for Improvement and/or Enrichment

For all grades 6th, 7th, and 8th the following strategies will be used including our ELL, ESL and Special Needs Students

- Small group enrichment class to prepare for the Specialized High School Prep and Regents Exam.
- Planning guide-pacing and alignment calendar provided by the city and in-house.
- Use and implementation of strategies targeted towards student deficits identified by ACUITY data management system; running records, and teacher observations.
- Math enrichment during after school tutorial (ETS).
- Saturday academy program-open to all performance levels.
- 90 minute math blocks for grades 6 – 8.
- Professional Development for teachers through weekly common planning meetings, monthly department meetings, and independent professional providers.
- Workshop model lesson flow which includes:
 - Mini-Lesson
 - Guided Practice
 - Independent Practice
 - Think/Discuss
 - Homework/Skills Practice/ Test Prep
- Parent workshops that teach strategies on how to help students become better problem solvers.

- Teachers pushing in to classes to provide math intervention to struggling students.

Action Plan

Annual Goal	To increase student achievement as demonstrated by student movement from performance level 2 to 3 in grades 6 th – 8 th .
Related Objective	By May 2010, students in grade 6, 7, and 8 will show at least a measurable increase from levels II to III and a measurable increase from levels III to IV as evidenced by the Spring 2010 New York State Mathematics exam.
WHAT needs to be done to accomplish objective?	<ul style="list-style-type: none"> - In-house quarterly interim assessments generated from the ACUITY test generating system aligned to state test questions - Continue use of manipulatives and mathematical materials in all classroom - Data analysis from ACUITY/ARIS data management system to guide lesson planning and drive instruction - Mobile laptops to integrate technology in the lesson - Weekly grade wide common planning meetings - Math portfolios monitoring student progress and academic improvement - Small group instruction via team teaching and push-in - Ongoing teacher professional development at workshops and professional conferences
FOR WHOM? ➤ Identify Target Population (Include ELL’s, ESL, and students with disabilities)	All students eligible for testing in grades 6, 7, and 8. (ELL, ESL, and students with Special Needs inclusive)
WHEN? ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration	Beginning Sept 2009, the following activities will be performed as follows: Interim Assessments – 4 periodic assessments Data analysis – ongoing during weekly and monthly meeting. Test prep – Weekly from Sept 2009 – March 2010; Bi-weekly, and daily through May 2010
BY WHOM? ➤ Person(s) or Positions(s) Responsible (* denotes Lead person)	Principal, Assistant Principal, Math Coach* Math Teachers* Data Specialist Special Education Providers; Special Education Teachers
SUPPORT ➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III, etc.)	Funding: Tax levy , Title I

Science

Charles O. Dewey, M.S. 136 has the following strengths in the area of science:

- Offers a Living Environment Regents class for 8th grade students.
- Teacher made pacing calendar and curriculum maps which is aligned with NYS Scope and Sequence.
- Set up classroom libraries to supplement lessons.
- Teachers using their own time as well as the weekly common planning to discuss teaching methodologies and content.
- Create uniform grade level exams, assessments, and exit projects in order to discuss and measure student achievement, and guide lesson planning.
- Weekly department common planning meetings.

Charles O. Dewey, M.S. 136 has the following weaknesses in the area of science:

- Incoming students lack adequate prior knowledge in the content area.
- Lack of allocated time to collaborate with math teachers to aid students' knowledge and experience with various common themes and overlap in the curriculum.

Root causes were identified:

- Lack of cross curriculum lesson planning.
- Students are struggling readers and have difficulty comprehending science textbooks and non fiction texts.
- Sizeable ELL, ESL student population with identified deficiencies in content literacy.

There has been a 33% increase in license area teachers; currently at 83.3%. Science teachers are doing hands-on experiments and following a teacher created pacing calendar which is aligned with the scope and sequence. This year we will overcome this obstacle by having on-site staff development, conversion of three regular classrooms into science labs due to loss of labs space with shared school on site and hire additional certified science teachers. Science teachers will also be frequently observed to make sure they are following the science curriculum and pacing calendar.

Implications for the Instructional Program

- Implement and enforce NYS Science standards so that curriculum is aligned accordingly for students to be prepared for state exams.
- Implementation of instructional strategies that will contribute to overall student achievement, including extensive writing in science. Students will be encouraged to use scientific language and vocabulary. They will also be encouraged to write journals and use technology to communicate their findings.
- Continued provision of Academic Intervention Services (AIS) to all students who are not meeting state standards. AIS tutoring in science is provided before and after school.
- All teachers will become familiar with and use the reading strategies that are based on scientifically based research: 1) being able to decode unfamiliar words; 2) being able to read fluently; 3) attaining background knowledge and vocabulary to foster reading comprehension; 4) developing

appropriate active strategies to construct meaning from print-comprehension; and 5) developing and maintaining motivation to read by being able to select science related topics that are of interest.

- Incorporate non-fiction science related books and articles so that are able practice literacy skills to reinforce nonfiction/research based literacy skills.
- Curriculum maps will be developed for each grade level; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Teachers will use data from both formative and summative assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- Teachers will use multi-sensory instructional practices, including models, multimedia, use of the internet, laboratory work, as well as an inquiry-based approach to science.
- Students will be provided with the opportunities to investigate important concepts in depth and explore their own investigations, using hands-on approach.
- Students will be encouraged to make meaningful connections between theory and their investigations of scientific phenomenon in the real world.

Program modifications include:

- Before and after school programs to support science exit projects, and NYS practical and written exams.
- Using comprehension strategies in the science classroom.
- All students achieve a 2 or above on the NYS Science exam.
- Weekly common planning for the department.
- Intra class visitations and inter-class visitation.
- Collaboration between ELA and Science teachers on writing pieces for the science projects.
- Professional development for Science teachers in the area of reading and writing non-fiction.
- Development and usage of data folios to drive instruction and modify lesson plans according.

M.S. 136 has established the following *educational priorities* and goals for the 2009-10 school year in support of student achievement

- All students achieve a 2 or above on the NYS Science exam.
- Have senior science teachers mentor new hires.
- Develop an after school program for Living Environment Regents class.
- Interdisciplinary collaboration between teachers on writing pieces for the science projects and report writing.
- Professional development for Science teachers in the area of reading and writing non-fiction.
- Weekly common planning as a department including senior teachers mentoring non-tenured teachers.
- Use of data folios to measure student achievement and use the information to differentiate instruction.

Annual Goal

1. Increase the number of students displaying content as evidenced by successful completion of grade level exit projects, teacher assessment, and NYS Science examination including our ELL, ESL and Special Needs students.

Strategies and Activities for Improvement and/or Enrichment

For all grades 6th, 7th, and 8th the following strategies will be used including our ELL, ESL and Special Needs Students

- Hands-on science activities.
- Integrating more technology in science classroom.
- Professional development for science teachers on using literacy strategies.
- Monthly common planning with ELA teachers to develop mini lessons related to Science exit projects.
- Collaboration with Math teachers to plan lessons to support students’ knowledge and experience with measuring tools and formulas.
- Science related field trips.
- Lessons will include visual aids and hands on activities for ELL, ESL, and Special Needs students.
- Parent workshops to focusing on teaching parents how to assist students with their exit projects.
- After-school program to support students completing science fair and exit projects.
- Science related field trips.
- Teachers pushing into classrooms as well as pull out to provide academic intervention services to students who are not meeting or at risk of not meeting state standards.
- Monthly meetings for science and math teachers to identify and discuss struggling students, as well as set up intervention strategies.
- Project based learning through grant funded community based partnerships.

Action Plan

Annual Goal	Increase the number of students including economically disadvantaged, ELL, and Special Need students displaying content mastery as evidenced by successful completion of grade level exit projects, teacher curriculum based assessments, and NYS Science examination. (Quarterly measurement of student performance within the content area).
Related Objective	Students in grade 8 including our ELL, ESL, and Special Needs students will show at least a measurable decrease from levels I and a measurable increase from levels II to III as evidenced by the Spring 2010 New York State Science exam.
WHAT needs to be done to accomplish objective? ➤	Weekly departmental meetings to focus on student work, analyze data, and set up intervention for identified students. Integrating more technology in science classroom Using comprehension strategies to read non fiction Science classroom libraries

	Professional development for science teachers on using literacy strategies Collaboration with Math teachers to plan lessons to support students' knowledge and experience with measuring tools and formulas Science related field trips Visual activities for ELL, ESL, and Special Needs students (differentiated instruction)
FOR WHOM? ➤ Identify Target Population (Include ELL and students with disabilities)	All 8 th grade students including special education, ESL, and ELL's
WHEN? ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration	Begin September 2009– June 2010 Weekly departmental meetings Monthly faculty meetings
BY WHOM? ➤ Person(s) or Positions(s) Responsible (* denotes Lead person)	8 th grade science teachers * Assistant Principal Principal 8 th grade ELA teachers 8 th grade Math teachers Technology teacher Technology technician Special Education Teachers and Providers
SUPPORT ➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III, etc.)	Resources: technology, classroom libraries, fieldtrips, educational partnerships with science organizations. Funding: Tax Levy, Title I
INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working? ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains	Observations Portfolios Lab reports that show student work Classroom observations that show teacher using techniques studied in professional development. Formative and summative examinations Data folio reviews

Social Studies

Charles O. Dewey MS136 has the following strengths in their Social Studies Department:

- Increase number of 8th grade students whose Social Studies exit projects were publicly displayed at Grand Army Plaza Library.
- Laptop carts and mimeos in all rooms with access to the internet for research purposes

- Increased use of project based assessment
- Partnerships with Center for Family Life, BRIC Rotunda Gallery and Brooklyn Public Library.
- Teachers using their own time to discuss teaching methodologies and content.
- 6th grade Social Studies integrates some aspects of reading strategies from Literacy class work
- Many well-planned field trips expose students to history in many forms
- 8th grade Student Council that meets at the District level

Charles O. Dewey MS136 has the following weaknesses in the Social Studies Department:

- No common planning time for Social Studies department
- Lack of explicit teaching of reading comprehension strategies in most Social Studies classrooms
- Lack of differentiation of texts for in-class use

Root Causes

- Newer Social Studies teachers have little exposure to Balanced Literacy as it is laid out in the Literacy classroom
- Social Studies teachers have not received much professional development in ESL methodologies for differentiated instruction.
- Structured common planning time isn't available for teachers to create common goals
- The core curriculum texts and materials for Social Studies are too difficult for our students to read

Implications for the Instructional Program

- Encourage teachers to attend outside professional development sessions relating to both content
- Encourage more conversation between Social Studies and Literacy teachers regarding methods of differentiating text and use of explicit reading and writing strategies
- Continue engaging students with field trips and partnerships

M.S. 136 has established the following *educational priorities* and goals for the 2009-10 school year in support of student achievement

1. Increased professional development for Social Studies teachers in the area of incorporating nonfiction reading strategies and ESL methodologies.
2. Interdisciplinary planning
3. Diversifying reading level of social studies textbooks and classroom libraries

Annual Goal

1. Increase the number of students meeting proficiency on NYS Social Studies Exam, exit projects, unit dioramas and teacher assessments including ELL and Special Needs Students (as documented within teacher data folios and quarterly assessment reports).

Strategies and Activities for Improvement and/or Enrichment

In order to achieve Social Studies objectives and meet annual Social Studies goals the following strategies will be implemented in order for all students including ELL and Special Education students to achieve success:

- Read alouds
- Shared reading
- Independent reading using reading-level appropriate texts
- Accountable talk
- Project-based assessment
- Professional development supporting the use of ESL methodologies and reading comprehension strategies
- Enrichment activities including grade level celebrations of unit completions
- Teachers pushing into class to provide academic intervention services to students who are not meeting or at risk of not meeting state standards
- Academic intervention provided to students focusing on exit projects and nonfiction reading strategies
- Use of CICERO (Teaching History Beyond the Classroom) in all Social Studies classrooms.
- Continuation of all partnerships for the Social Studies Departments

These strategies will enhance instructional practices and build capacity by supporting the Principles of Learning for Effort-Based Education

Action Plan

Annual Goal	Increase the number of students meeting proficiency on NYS Social Studies Exam, exit projects, unit dioramas and teacher assessments including ELL and Special Needs Students (as documented within teacher data folios and quarterly assessment reports).
Related Objective	Students in grade 8, including ELL and Special Education students , will show at least a measurable decrease from levels I and a measurable increase from levels II to III as evidenced by the Spring 2010 New York State Social Studies exam
WHAT needs to be done to accomplish objective? ➤	<ul style="list-style-type: none"> ➤ All Social Studies and ELA teachers will share strategies for teaching students how to navigate non-fiction social studies texts that they can read and how to negotiate texts that are too hard ➤ All students will have independent work time daily ➤ All students will engage in accountable talk related to their social studies reading on a weekly basis. ➤ Teachers will receive ongoing professional development on incorporating literacy strategies. ➤ In-house and outside professional development for S.S. teachers ➤ Common planning time on a voluntary basis
FOR WHOM? ➤ Identify Target Population (Include ELL and students with disabilities)	➤ All Social Studies students, including ELL and Special Education students

<p>WHEN?</p> <ul style="list-style-type: none"> ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration 	<ul style="list-style-type: none"> ➤ Beginning in September 2009 through January 2010 ➤ Implementation of interdisciplinary unit of study November 2009 and students work on Exit projects weekly in class through May 2010
<p>BY WHOM?</p> <ul style="list-style-type: none"> ➤ Person(s) or Position(s) Responsible (* denotes Lead person) 	<ul style="list-style-type: none"> ➤ Social Studies teachers * ➤ ELA teachers ➤ Literacy Coach ➤ Assistant Principal ➤ Principal ➤ Community LSO Staff Developer
<p>SUPPORT</p> <ul style="list-style-type: none"> ➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III, etc.) 	<p>Resources: Mobile laptops, Mimeos, Cicero, Middle School 136 library resources, classroom library resources, Funding (Title 1 , Tax Levy,)</p>
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <ul style="list-style-type: none"> ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains 	<ul style="list-style-type: none"> ➤ Increased student understanding of content area, as evidenced by informal and formal assessments, data folios and observations of written and/or oral presentations ➤ Increased ability to be independent in texts, as evidenced by observations and formal assessments ➤ Teacher reflections on effectiveness of strategies

Foreign Language

Charles O. Dewey MS136 has the following strengths in their Foreign Language:

- Certified foreign language instructor
- Laptop carts and mimeos in all rooms with access to the internet for research purposes
- 8th grade students take the NYS Spanish Proficiency Exam in June
- Foreign Language Club

Charles O. Dewey, M.S. 136 has the following weaknesses in the area of Foreign Language instruction:

- Insufficient classroom space to allow for Spanish Language instruction for all students.
- Many of our Spanish speaking students have trouble with written Spanish and reading comprehension.
- Traveling foreign language pedagogue, does not allow for a foreign language classroom to exist at this time.

Implications for the Instructional Program

- Concentrate resources on 8th grade students
- Offer after school programs to help prepare students for the proficiency examination.

M.S. 136 has established the following *educational priorities* and goals for the 2009-10 school year in support of student achievement

1. Provide comprehensive Spanish Language Instruction to help students pass the proficiency exam and earn high school credit.

Annual Goal

Students will develop increased balanced literacy in the Spanish Language as evidenced in data folios (i.e, both informal and formal assignments, fieldtrips and partnered collaborations throughout school year 2009-2010).

Strategies and Activities for Improvement and/or Enrichment

- Use elements of Balanced Literacy--Read alouds, shared reading and independent reading to teach Spanish
- Accountable talk
- Students attend several field trips relating to the study of Spanish language and culture such as trips to the Museum El Barrio
- School-wide celebration of Hispanic arts and culture
- Professional Development for Spanish teacher
- CD-ROMs and videos

Action Plan

Annual Goal	Increase the number of students meeting proficiency on NYS Social Studies Exam, exit projects, unit dioramas and teacher assessments including ELL and Special Needs Students (as documented within teacher data folios and quarterly assessment reports).
Related Objective	All students including ELL and Special Needs students will have completed a year of Spanish instruction before graduation.
WHAT needs to be done to accomplish objective? ➤	➤ Use elements of Balanced Literacy--Read alouds, shared reading and independent reading to teach Spanish ➤ Accountable talk ➤ Students attend several field trips relating to the study of Spanish language and culture such as trips to the Museum El Barrio, Spanish and Latino restaurants ➤ School-wide celebration of Hispanic arts and culture ➤ Professional Development for Spanish teacher ➤ Artist lecture series provided by NurtureArt ➤ CD-ROMs and videos

FOR WHOM? ➤ Identify Target Population (Include ELL and students with disabilities)	➤ Various grades including ELL and Special Education
WHEN? ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration	➤ Spanish classes for students September 2009-10 ➤ Quarterly field trips September 2009 – June 2010 ➤ Hispanic Heritage celebration.
BY WHOM? ➤ Person(s) or Positions(s) Responsible (* denotes Lead person)	➤ Spanish Teacher * ➤ Assistant Principal ➤ Principal ➤ ESL Teacher ➤ Parent Coordinator ➤ PTA
SUPPORT ➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III, etc.)	Resources: Spanish text books, read-aloud books, CD-ROMs, videos, guest speakers Funding: Tax Levy
INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working? ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains	➤ Students programmed for forty–five minute periods of Spanish ➤ Data folios ➤ Student field trip participation ➤ Classroom observations ➤ Results from the Spanish Proficiency Exam.

The Arts

Dewey’s Art curriculum is very challenging. All students are expected to participate to the best of their abilities. Our curriculum is based in classical training that involves simple drawing from objects, to color theory in painting and finally the study of sculpture. Last year’s goal for the Art Department was to present our student’s art work to the public and to promote professions in the arts. We were very successful with two in house art shows held at Middle School 136, where we showcased artwork created from our student body, and through our partnerships that were formed with NurtureArt, BRIC Rotunda Gallery and our in-house CBO Center for Family Life. Through these collaborations, students have participated in artist studio tours, art internships, art seminars, and workshops that connect them to artists in their community. Students that participated showed their work at Gala events in Chelsea, Downtown Brooklyn and Williamsburg, Brooklyn. Students will continue to show their work publicly through our *House Shows and Gala Events*. The first Gala Event is at the Claire Oliver Gallery in NYC on October 12th, 2009. We will also showcase work at the Brooklyn Army terminal in June, Kids Art at Rotunda in June and at our in *House Shows* in December and June.

Charles O. Dewey, M.S. 136 has the following weaknesses in the area of Arts instruction:

- Shared space
- Inconsistent schedules for arts teachers
- Lack of explicit teaching of reading comprehension strategies in most Social Studies classrooms

Implications for the Instructional Program

- Continue offering classes in visual arts.
- Collaboration between Arts teachers and content area teachers.
- Integration of Arts in content area classes.
- Relevant professional development for Arts teachers related to their subject area and also professional development in comprehension strategies.
- More field trips so students can experience the Arts first-hand.
- Incorporate projects from other content area classes into a school-wide celebrations or host art show.
- Visits from guest artists to expose students to a wider array of arts.
- Inform parents sooner of upcoming performance/events.
- Having a consensus of opinion regarding program scheduling prior to the school year.

M.S. 136 has established the following *educational priorities* and goals for the 2009-10 school year in support of student achievement

- Having more student artwork entered in juried shows and exhibitions.
- Adequate space to accommodate work, our CBO and materials.
- Common planning time for arts teachers.
- Collaboration between Arts teachers and content area teachers.
- Implement more math and literacy in the arts' classes.
- Begin in the 7th grade developing the portfolios of students who are interested in attending art high schools.
- Create more internships between artists and students

Annual Goals

1. To provide a standards based arts program aligned with the National Arts Standards and the NYC Blueprint for the Arts resulting in high student achievement for all students including ELL and students with Special Needs as evidenced by student/teacher portfolios.
2. To enrich students' lives through performances and creation of art work, and participation in community projects/exhibitions (i.e., NurtureArt, Rotunda, and CFL).

Strategies and Activities for Improvement and/or Enrichment

- Integrate arts in content area lesson plans. Teachers will employ unit-based design, create strong sequences of units and develop cross-curriculum units through team planning.

- Integrate literacy through read alouds relating to specific arts class.
- Campus calendar to assign shared space.
- Field trips.
- Guest speaker.
- School-wide Arts celebrations.
- After-school clubs relating to the Arts. Teachers and administrators will continue to encourage student involvement in before school and Saturday enrichment family workshops, partnerships with NurtureArt gallery, Center for Family Life, the Sunset Park Water Front Festival, Brooklyn Library, and BRIC Rotunda Gallery.
- Professional development relating to effective Arts pedagogy and integrating arts in content areas.
- The use of data folios and portfolios to measure whether that are achieving or meeting the arts standards. Administrators will enhance communication among teachers and facilitate the assessment of individual student needs, particularly for ELL and special education students.
- Individualized Performance Contracts.

Action Plan

Annual Goal	To provide a standards based arts program aligned with the National Arts Standards and NYC Blueprint for the Arts resulting in high student achievement for all students including ELL and students with Special Needs as evidenced by student/teacher portfolios.
Related Objective	By June 2010, all students will be exposed to a rich variety of work within their arts subject, as measured by the creation of portfolio works in a variety of mediums and genres.
WHAT needs to be done to accomplish objective? ➤	By June 2010, all students will have a strong foundation in the visual arts to ensure the success of future learning in a related field of their choice and remain lifelong consumers of the arts. Be exposed to a variety of arts programs (throughout the year) Conduct after school programs through NurtureArt and CFL outreach to the Sunset Park Arts Community to enlist the assistance of local artists in developing the arts program. Use early morning intervention for extra performing, visual and community arts programs we may or may not see during school hours. Ensure that students in arts programs participate in performances, exhibitions and other events for the greater school community. Field trips to enhance the arts curriculum
FOR WHOM? ➤ Identify Target Population (Include ELL and students with disabilities)	All students in 6 th , 7 th and 8 th grades including special education and ELL
WHEN? ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration	September 2009-June 2010

<p>BY WHOM?</p> <ul style="list-style-type: none"> ➤ Person(s) or Positions(s) Responsible (* denotes Lead person) 	<p>Visual Arts Teachers * Assistant Principal* Technology Teacher Principal Center for Family Life NurtureArt Liaison</p>
<p>SUPPORT</p> <ul style="list-style-type: none"> ➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III, etc.) 	<p>Tax Levy/Title 1 Materials for the Arts Project Arts BWAC</p>
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <ul style="list-style-type: none"> ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains 	<p>Student work, student performances, contests, and exhibitions Attendance at performances Number of artists who are enlisted to work with students Number of student artists involved in outside, higher-learning activities Classroom observations Authentic assessments (portfolios) Data folios Individualized performance contracts (self-evaluation) Rubrics Report card grades</p>

<p>Annual Goal</p>	<p>To enrich students’ lives through performances and creation of art work, and participation in community projects/exhibitions (i.e., NurtureArt, Rotunda, and CFL).</p>
<p>Related Objective</p>	<p>By June 2010, all students will be exposed to a rich variety of work within their arts subject, as measured by the creation of portfolio works in a variety of mediums and genres.</p>
<p>WHAT needs to be done to accomplish objective?</p> <ul style="list-style-type: none"> ➤ 	<p>By June 2010, all students will have a strong foundation in the visual arts to ensure the success of future learning in a related field of their choice and remain lifelong consumers of the arts. Be exposed to a variety of arts programs (throughout the year) Conduct after school programs through NurtureArt and CFL outreach to the Sunset Park Arts Community to enlist the assistance of local artists in developing the arts program. Use early morning intervention for extra performing, visual and community arts programs we may or may not see during school hours. Ensure that students in arts programs participate in performances, exhibitions and other events for the greater school community. Field trips to enhance the arts curriculum</p>

<p>FOR WHOM?</p> <p>➤ Identify Target Population (Include ELL and students with disabilities)</p>	<p>All students in 6th, 7th and 8th grades including special education and ELL</p>
<p>WHEN?</p> <p>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	<p>September 2009-June 2010</p>
<p>BY WHOM?</p> <p>➤ Person(s) or Positions(s) Responsible (* denotes Lead person)</p>	<p>Visual Arts Teachers * Assistant Principal* Technology Teacher Principal Center for Family Life NurtureArt Liaison</p>
<p>SUPPORT</p> <p>➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III, etc.)</p>	<p>Tax Levy/Title 1 Materials for the Arts Project Arts BWAC</p>
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <p>➤ Interval of Periodic Review</p> <p>➤ Instrument(s) of Measure; Projected Gains</p>	<p>Student work, student performances, contests, and exhibitions Attendance at performances Number of artists who are enlisted to work with students Number of student artists involved in outside, higher-learning activities Classroom observations Authentic assessments (portfolios) Individualized performance contracts (self-evaluation) Rubrics Report card grades Data folios</p>

School Library/Media Services

Charles O. Dewey, M.S. 136 demonstrated the following strengths in their Library/Media Services program:

- Some content area teachers use the library to conduct research.
- Librarian conducts orientation sessions at the request of classroom teachers.
- Librarian visits ELA classrooms at teachers’ request.

- Ample and varied collection of non-fiction books.
- 10 PC computer stations available for student use.
- Wireless internet connection.
- Full time librarian shared with other middle school in the building.
- Parent and student volunteers assist the Librarian.
- Scholastic book fair held every year.

Charles O. Dewey, M.S. 136 noted the following weaknesses:

- Library houses minimal, outdated video collection.
- Insufficient number of current periodicals of interest to students.
- No professional journals for staff.
- Library is not yet automated.

Root causes

Our librarian is starting her third year in the building. Most of the first year was spent organizing and clearing out the library of three years of neglect and mixed use between the two schools housed in the building.

Implications for the Instructional Program

1. Update and diversify resources.
2. Regular collaboration between librarian and content area teachers.
3. Consistent use of library for research and leisure reading by students.
4. Automate the library and bar code the entire collection.

M.S. 136 has established the following *educational priorities* and goals for the 2009-10 school year in support of student achievement

- Automate library.
- Update and diversify book/media collection.
- Increase library usage for research and independent reading.

Annual Goal(s)

1. All students including both ELL and Special Need populations will develop library/research skills which will promote life-long library use by participating in library workshops (i.e., documented use of library throughout the school year in all content areas to support classroom instruction).

Strategies and Activities for Improvement and/or Enrichment

For all grades 6th, 7th, and 8th the following strategies will be used including our ELL and Special Needs Students

- Collaboration between librarian, subject area teachers and instructional coaches to develop research projects.

- Library orientation sessions for all students in September and October.
- Use library resources to increase student independent reading.
- Lunch-time book clubs for all students with particular focus on reluctant readers.
- Modernize library information system by computerizing card catalog system.
- Update library resource including fiction holdings, periodicals, professional resources, content area related video and DVD resources.
- Professional Development for teachers for teachers on how to use the library as tool for motivating students.

Action Plan

Annual Goal	All students including both ELL and Special Need populations will develop library/research skills which will promote life-long library use by participating in library workshops (i.e., documented use of library throughout the school year in all content areas to support classroom instruction).\
Related Objective	<u>Increase library use by students including ELL's and Special Needs students and staff by 50%</u>
WHAT needs to be done to accomplish objective? ➤	<ul style="list-style-type: none"> • Collaboration between librarian, subject area teachers and instructional coaches to develop research projects. • Library orientation sessions for all students in September and October. • Use library resources to increase student independent reading. • Lunch-time book clubs for all students with particular focus on reluctant readers. • Modernize library information system by computerizing card catalog system. • Update library resource including fiction holdings, periodicals, professional resources, content area related video and DVD resources. • Update library resource including fiction holdings, periodicals, professional resources, content area related video and DVD resources. • Professional Development for teachers for teachers on how to use the library as tool for motivating students. • Professional Development for teachers for teachers on how to use the library as tool for motivating students.
FOR WHOM? ➤ Identify Target Population (Include ELL and students with disabilities)	All students in 6 th , 7 th and 8 th grades including special education and ELL
WHEN? ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration	➤ Begin September 2009 through June 2010
BY WHOM? ➤ Person(s) or Positions(s) Responsible (* denotes Lead person)	*Librarian Assistant Principal

<p>SUPPORT</p> <ul style="list-style-type: none"> ➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, Title I, Title II, Title III, etc.) 	<p>Tax Levy</p>
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <ul style="list-style-type: none"> ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains 	<ul style="list-style-type: none"> • Surveys given to students and teachers to measure effectiveness of library. • Frequent walkthroughs to monitor use of library. • Sign-in sheets analyzing to measure the amount of students and teachers using library <p>All students in 6th, 7th and 8th grades including special education and ELL.</p>

Health Education

Charles O. Dewey, M.S. 136 has strengths in the following areas:

- Licensed health teachers teach all health classes.
- Health Classes participate in field trips and team building activities at Aviator Sports Center and within school science gardening project.
- Lutheran Hospital maintains a clinic within the school that provides additional health education services and counseling.

Charles O. Dewey, M.S. 136 has weaknesses in the following areas:

- Students do not perceive academic rigor within the health curriculum.
- Lack of health educational resources.
- All students do not receive health education in every academic year.

Root Causes

- Health teachers are not designing hands on engaging lessons.
- School places a large emphasis on core subjects and health education has not been made a priority.

Continuation

All students will have had a health class by their graduation.

Modifications

Health teachers will integrate literacy strategies into their lesson planning.

Health teachers will attend professional development.

Project based learning and interdisciplinary lessons required.

Implications for the Instructional Program

- Purchase updated, relevant Health textbooks.
- Purchase Health resources including videos, CD ROMs, magazines.
- Development of Leadership Training Program.
- Introduce project-based assessments in the Health education classroom.

M.S. 136 has established the following *educational priorities* and goals for the 2009-10 school year in support of student achievement

1. Purchase updated, relevant Health education resources including textbooks, videos, CD-ROMs, magazines.
2. Ongoing professional development for Health education teachers.
3. Field trips relevant to sports and physical activities.

Annual Goal(s)

1. All students including ELL's, ESL, and Special Needs students meet standards in Health Education class and are knowledgeable in healthy lifestyle choices documented thru the completion of Health Smart Curriculum and participation in Aviator site health/fitness programs (ongoing throughout SY 2009-2010).

Strategies and Activities for Improvement and/or Enrichment

For all grades 6th, 7th, and 8th the following strategies will be used including our ELL, ESL, and Special Needs Students

- Integration of Balanced Literacy strategies such as read alouds, shared reading and independent reading related to Health topics.
- Project based assessments.
- Focus on teaching content area vocabulary.
- Student journals.
- Accountable talk.
- Evaluation of teen representation in media.
- Investigations of current health problems facing teens
- Guest speakers.
- Viewing of video, websites relating to Health issues.
- Field trips.
- Ongoing professional development for health education teachers.
- Collaboration between health teachers and content area teachers.
- School-wide health fair displaying student health projects.
- Workshops for parents and students about health issues relating to teens.

Action Plan

<p>Annual Goal</p>	<p>All students including ELL's, ESL, and Special Needs students meet standards in Health Education class and are knowledgeable in healthy lifestyle choices documented thru the completion of Health Smart Curriculum and participation in Aviator site health/fitness programs (ongoing throughout SY 2009-2010).</p>
<p>Related Objective</p>	<p><u>100% of students including ELL and Special Needs students pass Health education class</u></p>
<p>WHAT needs to be done to accomplish objective? ➤ Refer to specific actions, strategies, and activities described in Part D.</p>	<ul style="list-style-type: none"> ➤ Order resources on a variety of reading levels in order to meet the needs of struggling readers ➤ Order resources in varied forms including text books, periodicals, non-fiction texts relating to health, CD-ROMs.
<p>FOR WHOM? ➤ Identify Target Population (Include ELL and students with disabilities)</p>	<ul style="list-style-type: none"> ➤ All students programmed for Health education class including special education and ELL
<p>WHEN? ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	<ul style="list-style-type: none"> ➤ Purchasing of health materials in September 2009 and ongoing through June 2010.
<p>BY WHOM? ➤ Person(s) or Positions(s) Responsible (* denotes Lead person)</p>	<ul style="list-style-type: none"> ➤ Health education teachers* ➤ Assistant Principal ➤ Principal
<p>SUPPORT ➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III, etc.)</p>	<p>Funding: Tax Levy</p>
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working? ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains</p>	<ul style="list-style-type: none"> ➤ Teacher made assessments ➤ Report card grades ➤ Increased levels of literacy ➤ Class participation in field trips

Physical Education

The students at MS 136 receive Physical Education twice a week for 40 minutes. They are introduced to a variety of sports throughout the year to promote knowledge of the game, motor skills, sportsmanship, teamwork, social skills, and future participation for lifelong activity. Along with the regularly scheduled P.E. program, students are offered an array of after school programs throughout the year; including, handball, floor hockey, fitness club, girls' softball, boys' baseball, volleyball, flag football, basketball, and a running team. The availability of these programs has helped the school in meeting the long term goals for students.

Implications for the Instructional Program

To improve the curriculum for the following school year, students should receive a minimum of 3 – 40 minute periods of physical education per week. Allowing more time in physical education will help ensure that the goals for the next school year are met. The Fitness-gram test should be performed twice a year. This will help the parents see how their child has improved throughout the school year.

M.S. 136 has established the following *educational priorities* and goals for the 2009-10 school year in support of student achievement

The school's educational priorities for the improvement of the instructional program for fitness and physical education is to ensure that all students are physically fit and have the necessary skills and knowledge to maintain a healthy fitness level throughout their life. Participation in regular physical activity will help meet the annual goal as well as provide enjoyment, self-expression, social interaction, and continued participation in regular physical activity throughout adulthood. Once all of these goals are met, students will be able to enjoy a longer and healthier life.

Annual Goal(s)

1. All students including ELLs and Special Needs demonstrate competency in a variety of sports and physical activities to improve current physical fitness level which will be administered by licensed P.E. teachers quarterly SY 2009-2010.

Strategies and Activities for Improvement and/or Enrichment

In order to achieve success and meet the annual goals students will understand what the expectations are for the school year. They will understand the importance of improving and achieving a healthy fitness level. Students who have made the most improvement will receive a certificate of achievement at the end of the school year. Students will also be able to evaluate their own achievements based on the standards posted in the gymnasium and the Fitness-gram that will be administered in November and in May. Students will also use a rubrics assessment test to evaluate themselves for mastery of specific sport skills.

It is important to note that student success also depends on the availability of funds to purchase equipment necessary to successfully run the P.E. program and to fund the after school sports programs; which half of the students attend. The availability of professional development for the P.E. teachers has also been an important factor in the success of the students. It has helped the teachers in learning new strategies to implement a successful P.E. program. It has also helped the teachers learn about other programs outside of the school that are available to the students and about possible health and P.E. grants that the school may apply for in the near future.

Currently, there is no extended day, summer school, or weekend health or P.E. related programs available to the students. It would be beneficial to many students who have high health risk factors to be able to participate in such programs. These programs should also be available to parents so that parents can also learn about the importance of maintaining a healthy body. The parents will then be another support that the students will have to help with the nation-wide epidemic of obesity.

Action Plan

Annual Goal	All students including ELLs and Special Needs demonstrate competency in a variety of sports and physical activities to improve current physical fitness level which will be administered by licensed P.E. teachers quarterly SY 2009-2010.
Related Objective	<ol style="list-style-type: none"> 1. Students will be able to demonstrate competency of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (based on rubrics tests). 2. Students will be able to participate in regular physical activity during class time or in one of the after school programs 3 times a week. 3. Students will be able to achieve and maintain a health-enhancing level of physical fitness through participation of sports and improve their Fitness-gram scores by 20% within one school year.
<p>WHAT needs to be done to accomplish objective?</p> <p>Refer to specific actions, strategies, and activities described in Part D.</p>	<p>In order to achieve success and meet the annual goals students will understand what the expectations are for the school year. They will understand the importance of improving and achieving a healthy fitness level. Students who have made the most improvement will receive a certificate of achievement at the end of the school year. Students will also be able to evaluate their own achievements based on the standards posted in the gymnasium and the Fitness-gram that will be administered in November and in May. Students will also use a rubrics assessment test to evaluate themselves for mastering of specific sport skills.</p> <p>It is important to note that student success also depends on the availability of funds to purchase equipment necessary to successfully run the P.E. programs and to fund the after school sports programs; which half of the students attend. The availability of professional development for the P.E. teachers has also been an important factor in the success of the students. It has helped the teachers in learning new strategies to implement a successful P.E. program. It has also helped the teachers learn about other programs outside of the school that are available to the students and about possible health and P.E. grants that the school may apply for in the near future.</p> <p>Currently, there is no extended day, summer school, or weekend health or P.E. related programs available to the students. It would be beneficial to many students who have high health risk factors to be able to participate in such programs. These programs should also be available to parents so that parents can also learn about the importance of maintaining a healthy body. The parents will then be another support that the students will have to help with the nation-wide epidemic of obesity.</p>

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FOR WHOM? Identify Target Population (Include ELL and students with disabilities)	All students are expected to meet the annual goals. Emphasis will be placed on students who are well below the standard for physical fitness. They will be encouraged to participate in all activities available to them to ensure improvement throughout the school year.
WHEN? Implementation Timeline: Start/End Dates, Frequency, and Duration	These strategies will be applied from September 2009 to June 2010 3 times a week for 40 minutes.
BY WHOM? Person(s) or Positions(s) Responsible (* denotes Lead person)	The physical education department staff will be responsible for implementing these strategies to meet the annual goals. The health department will also aide in meeting the annual goals by teaching the students about proper diet and nutrition to maintain a healthy body.
SUPPORT Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III, etc.)	Funding must be available to continue the after school programs. These programs have been very important to student success in physical fitness.
INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working? Interval of Periodic Review Instrument(s) of Measure; Projected Gains	Success will be based on the improvement of the Fitness-gram scores and rubrics used to measure the concepts and knowledge of skills learned throughout the school year. Students are expected to improve their fitness levels by a minimum of 20%.

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Career and Technical Education

Charles O. Dewey, M.S. 136 has the following strengths in the areas of technology and career education:

- In-house computer technician.
- Full time technology teacher.
- All classrooms have Smart boards, Mimeos and laptop carts.
- Majority of teachers possess working knowledge of technology.
- Mobile computers allow easy access in all classrooms.
- All classrooms have wireless internet connection.

- Many teachers used technology in their classroom in a variety of ways including direct instruction, student research and student motivational activities.

Charles O. Dewey, M.S. 136 has the following weaknesses in the area of technology and career education:

- Teachers need additional professional development in the use of technology such as Smart_boards, Power Point, Excel, Mimeo, Publisher and newly purchased software.
- More technology needs to be purchased to support increased technology use.
- Career education is not infused regularly in content areas.
- Talk of incorporating a career day for the following year.

Implications for the Instructional Program

Continuation of the following strategies:

- On-site professional development provided by ARIS or other regional personnel

Modification of current program in the following areas:

- Creation of career content lessons and career day.
- In-house technician will work on a creating a network in the building for staff and students.

M.S. 136 has established the following *educational priorities* and goals for the 2008-09 school year in support of student achievement

- On-site professional development in the use of technology for teachers.
- Creating a network.
- Integration of career education in content area units of study.

Annual Goal(s)

1. All students will demonstrate increased use of technology during instructional time in all content areas for all students including ELL and Special Needs students.

Strategies and Activities for Improvement and/or Enrichment

For all grades 6th, 7th, and 8th the following strategies will be used including our ELL and Special Needs Students

- Direct instruction on use of Microsoft Word, internet, Power Point and Publisher.
- Project based assessments.
- Integrate technology in content areas.
- Teacher receive on-site professional development on integrating technology in their classrooms.
- Teachers receive on-site professional development on using available technology such as Smart boards, mobile laptops, wireless internet.
- Teachers collaborate to create Career Awareness Curriculum.
- Integration of career information in content area classes through read alouds, shared readings and independent reading.

- Utilize variety of resources including library collection of non-fiction career books, websites and periodicals.
- Guest speakers related to careers.
- Formation of a Career Day Committee to facilitate the planning and running of school's annual Career Day.

Action Plan

Annual Goal	All students will demonstrate increased use of technology during instructional time in all content areas for all students including ELL and Special Needs students.
Related Objective	1a. All core teachers will have used technology in their classroom 20% of instructional time
WHAT needs to be done to accomplish objective? ➤	Project based assessments. Integrate technology in content areas. Teacher receive on-site professional development on integrating technology in their classrooms. Collaboration between technology instructor, core teachers, librarian, and technician on developing lesson plans that infuse technology.
FOR WHOM? ➤ Identify Target Population (Include ELL and students with disabilities)	Teachers on all grade levels. All students including special education and ELL.
WHEN? ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration	Begin September 2009 and continue through June 2010 a series of regular class demonstrations, after school and weekend workshops.
BY WHOM? ➤ Person(s) or Positions(s) Responsible (* denotes Lead person)	Technology teacher* Classroom teachers Technician* Assistant Principal Principal
SUPPORT ➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III, etc.)	Resources: Regional Technology Staff, Technology Instructor, Teaching Matters Personnel, LCD projectors, Smart_boards, desktop PCs or laptops. Funding: Tax Levy and Title I
INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working? ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains	The Mouse Squad Classroom observations Teacher attendance sheets at Tech workshops Lesson plans Student project based assessments

STUDENT SUPPORT SERVICES

Charles O. Dewey, M.S. 136 has strengths in the following areas of Student Support Services including:

- Student Support personnel including 1 full time guidance; part-time school psychologist and social worker; full time family worker; Lutheran Health Care Clinic on site, IEP teacher, three Resource Teachers, Speech Teacher, AIS coordinator, Two Deans and a Crisis Intervention Teacher.
- Involvement with Community Based Organizations including the Center For Family Life, the Brooklyn Library and the 72nd precinct of the NYC Police Department, BRIC Rotunda gallery, NurtureArt Gallery, Garden Project and several more.
- Professional development for teachers on the needs of the adolescent learner provided by Ramapo and gang awareness task force.
- Increased student attendance during academic school year.
- SAVE room established.
- Teacher lead but student driven Peer mediation and conflict resolution.

Charles O. Dewey, M.S. 136 has the following weaknesses in the areas of Student Support Services including:

- Student attendance rates below targets.
- High rate of student tardiness.
- High rate of dean referrals.
- Inconsistent meetings of Pupil Personnel Team.
- Low parent participation rate.
- Cultural issues that exist allow students and parents to place lower priority on middle school than other family needs.

Implications for the Instructional Program

Continuation of the following strategies:

- Continued partnering with Center for Family Life and Lutheran Health.
- Professional development for teachers on needs of adolescents.
- Deans and Save Room.
- Peer mediation and conflict resolution.
- Classroom management/behavioral modification support to teachers by Crisis Intervention Teacher.

Modifications of program:

- Consistent and scheduled meetings of Pupil Personnel Team.
- Student incentives to increase attendance and lower tardiness.
- Increased participation in CBO programs.

Hiring of an additional social worker to work with students with severe behavioral issues

M.S. 136 has established the following *educational priorities* and goals for the 2008-09 school year in support of student achievement

1. Improve student attendance and reduce lateness.
2. Reduce number of discipline referrals and suspensions.
3. Increase student involvement in school activities which will lead to improved school climate.
4. Increase parent involvement.

Annual Goal(s)

The improved school climate of Charles O. Dewey will be improved by addressing teacher and student identified needs as documented and programmed by the parent coordinator for SY 2009-2010.

Strategies and Activities for Improvement and/or Enrichment

- Incentives for student attendance and punctuality.
- Incentives for appropriate behaviors.
- Creation of Behavior Intervention Team.
- Conflict mediation program.
- Individual/group counseling/crisis and conflict resolution.
- Assembly programs.
- Guest speakers, i.e. Police officers, Youth officers.
- Life Lines/Center for Family Life program.
- Regularly scheduled Pupil Personnel team meetings.
- Ongoing professional development on needs of adolescent learners.
- CIT provides classroom support to address individual student needs.

Action Plan

Annual Goal	The improved school climate of Charles O. Dewey will be improved by addressing teacher and student identified needs as documented and programmed by the parent coordinator for SY 2009-2010.
Related Objective	<u>Attendance rates increases to 95%</u>
WHAT needs to be done to accomplish objective? ➤	<ul style="list-style-type: none"> • Creation of Behavior Intervention Team • Incentives for student attendance and punctuality • Incentives for appropriate behaviors • Conflict mediation program • Individual/group counseling/crisis and conflict resolution • Assembly programs • Guest speakers, i.e. Police officers, Youth officers • Center for Family Life program

	<ul style="list-style-type: none"> • Regularly scheduled Pupil Personnel team meetings • Ongoing professional development on needs of adolescent learners All students in 6th, 7th and 8th grades including special education and ELL.
FOR WHOM? ➤ Identify Target Population (Include ELL and students with disabilities)	All students in 6 th , 7 th and 8 th grades including special education and ELL
WHEN? ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration	Begin September 2009 and continue through June 2010.
BY WHOM? ➤ Person(s) or Positions(s) Responsible (* denotes Lead person)	*Behavior Intervention Team Social Worker *Deans Teachers
SUPPORT ➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, , Title I, Title II, Title III, etc.)	Tax Levy
INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working? ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains	Surveys Review of suspension rate monthly Review of teacher referrals

PARENT AND COMMUNITY ENGAGEMENT

Current level of parent and community engagement is about 5%

Charles O. Dewey M.S. 136 has strengths in Parent and Community Engagement in the following areas:

- New parent orientations.
- Making the parents feel welcomed and respected.
- Parent Teacher Conferences.
- Special Events.

- Parent Coordinator and teacher relationships.
- Relationships with CBOs.
- Relationships with community.
- Parent volunteers when needed.
- Cohort of Parent Involvement.
- PTA/Parent Coordinator workshops.
- Parent/Student Trips.
- Automated phone system.
- Parents must pick up report cards during 1st and 2nd marking period.
- Activity Calendar.
- Parent response when called for conference with school personnel.
- Data specialist led presentations regarding ARIS Parent Link.

Charles O. Dewey M.S. 136 has weaknesses in the following area of Parent and Community engagement:

- Lack of attendance at PTA meetings.
- Lack of alternative PTA meeting times.

Root Causes

- Parents work two and three jobs 5 to 6 days in the week.
- Parents will not come to alternate meeting time due to work hours.
- Child care is needed for parents to attend many meetings.

Implications for the Current Program

- Parent Coordinator must communicate CEP action plan to school community.
- Create a regular platform for Parent Coordinator to communicate with full faculty.
- Create more collaboration between stake holders.
- Use events that parents do attend in large numbers as an opportunity to share information and engender support.

M.S. 136 has established the following *educational priorities* and goals for the 2009-10 school year in support of student achievement

1. Increase parent participation.

Annual Goal(s)

1. To significantly increase the level of parent involvement at Charles O. Dewey Middle School 136 thru workshops geared towards parent interest (i.e., immigration resources, ESL services, high school application process, stress relief, gang awareness, as facilitated/scheduled by parent coordinator)

Improvement Strategies and Activities

- School wide celebrations including Performing Arts events, Literacy Nights, Studio Gallery Night, Science Fairs, Poetry Readings to encourage parent attendance.
- Hold PTA meetings prior to school wide celebration events.
- Develop PTA newsletter.
- Utilize school automated phone system to notify parents of upcoming events.
- Notify parents several days in advance of event and again on day of the event.
- Notices sent home via students and via mail.
- Notices translated in Spanish, Mandarin, and Arabic.
- Parent notification via phone available in Spanish.
- Series of workshops pertaining to critical parental issues.
- Develop system for updating Blue Card information.
- Designate 15 minutes at the beginning of every full faculty meeting to Parent Coordinator for updates.
- Parent Coordinator attends monthly grade level meetings and weekly departmental meetings as necessary.
- Individual conferences.
- School/parent community trips.

Action Plan

Annual Goal	To significantly increase the level of parent involvement at Charles O. Dewey Middle School 136 thru workshops geared towards parent interest (i.e., immigration resources, ESL services, high school application process, stress relief, gang awareness, as facilitated/scheduled by parent coordinator)
Related Objective	Increase parent involvement from less than 5% to 8%
WHAT needs to be done to accomplish objective? ➤	<ul style="list-style-type: none"> ➤ School wide celebrations including Performing Arts events, Literacy Nights, Studio Gallery Night, Science Fairs, Poetry Readings to encourage parent attendance. ➤ Hold PTA meetings prior to school wide celebration events. ➤ Develop PTA newsletter. ➤ Utilize school automated system to notify parents of upcoming events. ➤ Notify parents several days in advance of event and again on day of the event. ➤ Notices sent home via students. ➤ Notices translated in all appropriate languages. ➤ Parent notification via phone available in Spanish. ➤ Series of workshops pertaining to critical parental issues. ➤ Develop system for updating Blue Card information. ➤ Distribute calendars with testing, report card distribution and school events and PTA meetings.

<p>FOR WHOM?</p> <ul style="list-style-type: none"> ➤ Identify Target Population (Include ELL and students with disabilities) 	<ul style="list-style-type: none"> ➤ All parents and caregivers of M.S. 136 students
<p>WHEN?</p> <ul style="list-style-type: none"> ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration 	<p>Begin September 2009– June 2010 on a weekly, monthly basis</p>
<p>BY WHOM?</p> <ul style="list-style-type: none"> ➤ Person(s) or Positions(s) Responsible (* denotes Lead person) 	<ul style="list-style-type: none"> ➤ Parent Coordinator* ➤ PTA president* ➤ Teachers ➤ Assistant Principal ➤ Principal ➤ Support personnel
<p>SUPPORT</p> <ul style="list-style-type: none"> ➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, Title I, Title II, Title III, etc.) 	<p>Resources: automated phone system, Spanish language translator, CBO participation</p> <p>Funding: Title I Parent Involvement Funding</p>
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <ul style="list-style-type: none"> ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains 	<ul style="list-style-type: none"> ➤ 25% increase in number of parents attending each of two open school after school afternoons & evenings ➤ 25% increase in parent attendance at school wide events ➤ Increase number of parent participation in PTA ➤ Parent Surveys

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.
Review pages 57-95.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
Review pages 57-95.
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;**Review pages 57-95.**
4. Coordinate with and support the regular educational program;
Review pages 57-95.
5. Provide instruction by highly qualified teachers;
Review pages 57-95.
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
Review pages 57-95.
7. Provide strategies to increase parental involvement; and
Review pages 57-95.
8. Coordinate and integrate Federal, State and local services and programs.
Review pages 57-95.

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

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

NCLB/SED Status: Year 2 PFR **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

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

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

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

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

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. MS136 continually re-evaluates and revises curriculum. While we use the Teacher's College 6-8 Units of Study as a guide, we spend time differentiating those units by grade and planning how instruction will look, organizing sets of teaching points to be used week-by-week. Strategies for assessment are created and adjusted before and during units. Vertical alignment is consideration during all stages of planning so we can avoid repetition of unit goals and structures across grades and so we teach students to apply what they've learned in previous grades to current work. Teaching is mostly "horizontally aligned" at General Education and Special Education, respectively. Our ESL curriculum at the Beginner level only partially follows the Units of Study, while at the Intermediate/Advanced level students mostly follow the Units of Study (herein called *UoS*). All UoS use in ESL and Special Education classes is closely modified and differentiated at the classroom, group and student levels to be as relevant, rigorous and reasonable as possible.

We will keep working on our curriculum in this same manner this year. Regarding materials, MS136 is very well appropriated with a wide array of fiction and non-fiction materials for teacher and student use alike. We mostly use student response to assess the quality of those materials in terms of interest levels and relevance. These texts are ordered for their complexity and relevance to our teaching. We have assessed that we need more texts that are written by Hispanic, Asian and Middle Eastern authors for those same audiences, and we need more texts that are leveled between A and O that are created for *adolescent* English Language Learners.

While our ELL instruction has not varied much from last year to this year, through review of the curriculum and student artifacts we understand that there are areas of uncertainty in how to teach using ELL-specific strategies. Likewise, review of the curriculum across *all* ELA instruction shows that there are still gaps in teaching and learning, specifically where it applies to grammar and spelling instruction.

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

Applicable X Not Applicable

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

Horizontal alignment is visible in most classrooms in the reading and writing workshop. Curricular revisions and additions are decided on at departmental meetings and are circulated and discussed with ELA teachers, administrators and other support providers. Teachers are articulate and thoughtful about what works and what doesn't work within UoS. Teachers are clear about the need for vertical alignment and make it a point to insure that alignment is transparent. Student work in writing and student book talk and independent reading levels explicitly mirror what was learned in the previous grade. Student excitement about the books in class libraries and in new shipments supports the idea that materials are abundant. Disparities in

ESL planning and curriculum are clear in the abundance of revisions at all stages of UoS. Illustrating further instructional and curricular gaps, we can often see below-grade-level vocabularies and grammar used across grades and type of student

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

We would like additional support from Central in addressing the needs of our LTE and our lowest-functioning Special Education students. In the meanwhile, teachers will continue to receive support from the Literacy coach, IEP teacher, Special Education supervisor and collaborations between ESL teachers. Teachers will be encouraged to attend outside workshops and symposia that may be available to address the needs of these groups. ELA programs in general will be reconsidered for pushing in spelling instruction.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

- Aussie consultant providing grade level, department, and one-to-one professional development support both in differentiated instruction techniques and content delivery.
- Grade level department meetings to review, synthesis, and engage in professional discourse surrounding the topic of process versus content instruction.
- Teacher class inter-visitation to review instructional practices of senior teachers allowing for on-site review of instructional methodologies.
- Data foliocreation, with teacher focus on descriptive processes regarding student meta-cognition and as a tool to shape instruction both on an individual and whole class spectrum.

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?

- Met AYP goals in the area of Mathematics.
- High levels of student engagement in extracurricular activities focused on mathematic and science investigation.

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.

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

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

The ELA, ESL and Special Education teachers at MS136 will continue to explore the relevancy of the findings at weekly department meetings. At those meetings, ongoing support is provided by the Literacy coach in creating instructional plans that balance direct, group-based and facilitative instruction. Rigor is expected, but the department re-evaluates it is expectation based on student performance. We will study our classrooms for evidence of focus (and lack of focus) and modify our teaching to engage students, paying close attention to the clarity, brevity and content of our modeling. We value independent work as its prevalence shows growth. We hope to increase independent seatwork in both the reading and writing workshops.

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?

This finding is applicable in some ways to our school. Direct instruction is still the primary means of instruction at MS136 inside ELA, ESL and Special Education classrooms, but we have worked hard to shorten the time that lessons run while tightening the focus and clarity of instruction. As stated in 2A.1, we strive to use other forms of instruction. Less time in direct instruction means that there is more time for the independent work that we value. In most classrooms, teachers are run well-structured, routine based classrooms where short spans of time in direct instruction are realistic. Approximately 50% of our reading workshop time is spent in independent and differentiated group work, and approximately 35% of writing workshop time is spent in independent work. In this sense, MS136 exceeds the findings. Engagement is increasing in some classrooms, but it is lower than the findings suggest. Those teachers who struggle with engagement receive support from colleagues, the Literacy coach and administrators. Engagement is well tied to highly focused time in educationally relevant activities. In some classrooms, teachers struggle with maximizing time-on-task. This issue is addressed in departmental and individual meetings with the Literacy coach or administrators, and, at the school-wide level, in academically-oriented cabinet meetings.

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.

MS136 will continue to address relevant issues using a) self-reflection for analysis of instruction, delivery and student performance, b) data analysis to target areas of growth, weakness and stability in instruction and student performance and c) peer observations to understand colleagues' classrooms and then share best practices. We will not need additional support from Central to address issues.

2B – Mathematics Instruction

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

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

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

- Informal/formal observations of mathematical instruction by department chair and Aussie consultant.
- New teacher mentorship by NYCDOE mentors.
- Professional conversations with New York City Teaching Fellows Mentors supervising first year instruction.
- Department meetings to discuss educational methodologies and differentiated instruction in the content area of Mathematics.

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?

- Teachers incorporate the use of technology via laptop and/or computers in all math classes
- Students are given the opportunity to work independently and/or in groups after the mini lesson is taught
- Students use various modalities to support and reinforce their learning in the classroom (i.e. mathematical games across various levels on the computer, visualization of math concepts, small group instruction)
- Teachers use practical ideas for motivating students to appreciate mathematics, and show students how math applies to real-life situations.

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

- Conceptually based instruction is implemented in the classroom, which emphasizes understanding of the underlying concepts in mathematics as it fosters deep-processing strategies and a task-orientation rather than traditional textbook learning, which emphasizes learning "math facts" and formulas
- Teachers differentiate math instruction based on students' learning styles, interests, and readiness levels by incorporating technology (math games based on different concepts)
- Teachers encourage the acquisition of meaning rather than rote memorization in their instruction

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. To assess whether this finding is relevant, MS136 will interview teachers on how the school has accommodated them in order to retain HQT.

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

Applicable X Not Applicable

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

MS136 does not have a high turn over in teachers. We offer several programs for the teachers besides outside PD and out of state conferences.

- Peer mentors for first year teachers and mentors from the CFN .
- Teachers have access to the principal weekly, teacher weekly, professional journals, Protraxx, the ISC, and outside sources.
- Wilson training provided in house.
- ARIS training provided in house.
- CPR training provided in house.
- Gang prevention/awareness provided in house.
- Financial planning from UFT workshops provided in house.
- Differentiated instruction training provided in house by the ISC.
- On-going classroom management training provided by Ramapo.

Findings:

- The tone in the building among staff members is progressively turning positive towards evaluating students work to plan lessons.
- Teachers volunteer their time to meet to discuss student outcomes of groups and at-risk individuals.
- Students respect for learning and routines are visibly greater than previous years.

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

Please respond to the following questions for Key Finding 4:

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

To assess whether this finding is relevant, MS136 will interview ESL teachers to learn which data they received so far has informed them of current PD offerings.

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

Applicable X Not Applicable

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

Teachers are sometimes unaware of current PD offerings due to lack of use of their DOE email account. Those that do use their account said they receive the following information on an ongoing basis:

- Current professional development offerings from the Office of English Language Learners.
- Access to the principal weekly, teacher weekly, professional journals.
- PD offerings for the CFN and outside sources.

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 ELL' 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 ELL or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. To assess whether this finding is relevant, MS136 will interview ESL teachers to learn which data they received so far has informed instruction and their total knowledge of their students.

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

X Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Teachers are sometimes unaware of what data are available to them, and when they are aware of the data they aren't always certain how to access it. Some teachers who hold data are not sure how to interpret the codes that come with data.

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.

MS136 has collected and will continue to collect all data available to us [through ATS, Acuity and other venues] and manually disaggregate that data. Data will be made more accessible to teachers. Our Data Specialist will assist teachers in understanding data. Central may be helpful in collecting biographical data.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

- In the beginning of the school year all teachers who have students with IEP's in their classroom are provided with a copy of the IEP, ELA and Math score for the past two years in order for them to know how to better accommodate the needs of their student both academically and behaviorally.
- General Education teachers actively participate in IEP meeting which discuss the needs of students and set goals together with the IEP team.
- Ongoing collaboration between general education teachers, special education teachers, special education service providers, guidance counselor, AIS teacher, Deans, and administrators with regard to mainstreaming, Least Restrictive Environment for students.
- Usage of data folios in order to set goals, monitor academic, and social emotional growth for students.
- RAMAPO training for teachers.

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

Applicable x Not Applicable

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

- Pupil Personnel Team Meetings.
- Least Restrictive Environment Committee.
- Ongoing professional development on Differentiated Instruction (Content, Process, Product).
- Crisis Intervention Teacher assists general education and special education teachers to better understand specific behaviors, what triggers specific behaviors, how to minimize negative behaviors, and creates behavioral intervention plans to be followed in the classroom
- Special Education Service providers use the "push in" model.
- Special Education Teachers are familiar with the NYS Teaching Standards and NYS State performance indicators.

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

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

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

Please respond to the following questions for Key Finding 7:

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

- Professional development series regarding the drafting, review, implementation of academic and behavioral modifications for students with a disability.
- SETSS and general education teacher collaboration in reviewing student needs for those designated with an IEP.
- Ongoing professional development for special education teachers and special education service providers on how to write a quality IEP which includes modifications and/or accommodation for students in the class environment (page 3).
- Teachers utilize the NYS performance indicators to help link the student’s goals to their current grade level.

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?

- Instructional and classroom management support by full time mandated counselor, crisis intervention teacher and special education administrator.
- All general and special education students have received the Individualized Educational Plans for those students on their instructional rosters.
- Full time crisis intervention and IEP compliance teacher assisting both special and general education teachers.
- Students receiving formal mainstreaming in all content areas.
- Completion of IEP reviews with parents reviewing both academic and environmental modifications to meet students abilities throughout the academic school year.

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.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program. To assess whether this finding is relevant, MS136 will interview ESL teachers to learn which data they received so far has informed instruction and their total knowledge of their students.

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

X Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Teachers are sometimes unaware of what data are available to them, and when they are aware of the data they aren't always certain how to access it. Some teachers who hold data are not sure how to interpret the codes that come with data.

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.

MS136 has collected and will continue to collect all data available to us [through ATS, Acuity and other venues] and manually disaggregate that data. Data will be made more accessible to teachers. Our Data Specialist will assist teachers in understanding data. Central may be helpful in collecting biographical data.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

- In the beginning of the school year all teachers who have students with IEP's in their classroom are provided with a copy of the IEP, ELA and Math score for the past two years in order for them to know how to better accommodate the needs of their student both academically and behaviorally.
- General Education teachers actively participate in IEP meeting which discuss the needs of students and set goals together with the IEP team
- Ongoing collaboration between general education teachers, special education teachers, special education service providers, guidance counselor, AIS teacher, Deans, and administrators with regard to mainstreaming, Least Restrictive Environment for students.
- Usage of data folios in order to set goals, monitor academic, and social emotional growth for students.
- RAMAPO training for teachers

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

Applicable x Not Applicable

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

- Pupil Personnel Team Meetings.
- Least Restrictive Environment Committee.
- Ongoing professional development on Differentiated Instruction (Content, Process, Product).
- Crisis Intervention Teacher assists general education and special education teachers to better understand specific behaviors, what triggers specific behaviors, how to minimize negative behaviors, and creates behavioral intervention plans to be followed in the classroom.
- Special Education Service providers use the "pull out" model.
- Special Education Teachers are familiar with the NYS Teaching Standards and NYS State performance indicators .

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

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

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

Please respond to the following questions for Key Finding 7:

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

- Professional development series regarding the drafting, review, implementation of academic and behavioral modifications for students with a disability.
- SETSS and general education teacher collaboration in reviewing student needs for those designated with an IEP.
- Ongoing professional development for special education teachers and special education service providers on how to write a quality IEP which includes modifications and/or accommodation for students in the class environment (page 3).
- Teachers utilize the NYS performance indicators to help link the student's goals to their current grade level.

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?

- Instructional and classroom management support by full time mandated counselor, crisis intervention teacher and special education administrator.
- All general and special education students have received the Individualized Educational Plans for those students on their instructional rosters.
- Full time crisis intervention and IEP compliance teacher assisting both special and general education teachers.
- Students receiving formal mainstreaming in all content areas.
- Completion of IEP reviews with parents reviewing both academic and environmental modifications to meet students abilities throughout the academic school year.

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

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.)

-We currently have five students in STH.

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

The family is provided with:

- Community resources through Center for Family Life.
- In house at risk counseling.
- Transportation provided independent of location to secure stability.
- Funding is allocated in galaxy to provide school supplies and/or clothing .
- Referrals to community based organizations for support.

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..