



**Roland Hayes Intermediate School 291**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL:** 32K291  
**ADDRESS:** 231 Palmetto Street  
Brooklyn, NY 11221  
**TELEPHONE:** (718) 574-0361  
**FAX:** (718)574-1360

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 32K291      **SCHOOL NAME:** Roland Hayes Intermediate School 291

**DISTRICT:** District 32      **SSO NAME/NETWORK #:** ICI 13

**SCHOOL ADDRESS:** 231 Palmetto Street, Brooklyn, NY 11221

**SCHOOL TELEPHONE:** (718) 574-0361      **FAX:** (718) 574-1360

**SCHOOL CONTACT PERSON:** Principal: Sean J. Walsh      **EMAIL ADDRESS:** [SWalsh5@school.s.nyc.gov](mailto:SWalsh5@school.s.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**      Ms. Pamela Vance

**PRINCIPAL**      Mr. Sean J. Walsh

**UFT CHAPTER LEADER**      Ms. Sharon Bell

**PARENTS' ASSOCIATION  
PRESIDENT**      Ms. Katherine Rodriguez

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*      Not Applicable

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**      Ms. Lillian Druck

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Sean J. Walsh	Principal/Administration	
Sharon Bell	Gym Teacher/UFT/DC37	
Pamela Vance	Science Teacher/School Leadership Team Chairperson	
Tameeka Pigford	ELA Teacher	
Gloria Grant	Librarian	
Catherine Rodriguez	PSA President/General Education	
Martha Garcia	Parent Rep/Special Education	
Shirley Wood	Parent Rep/LEP/Bilingual	
Dorothy Chavez	Parent Rep/Low Income	
	Parent Rep/Honors Programs	

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**

Through extensive continuous improvement efforts under the leadership of a newly appointed principal in 2006, IS 291 is becoming a beacon of light, tackling the many challenges that have been barriers to student progress for our school community over the past several years. Through community outreach effort, faculty team building and by inspiring a sense of pride within our students, we continue to rise above our most pressing obstacles. Our ability to rise above obstacles and project positive perceptions about student life at IS 291 are the most significant of our school's distinctive features. Our primary vision is to prepare every student for success in high school in order to become productive members of the 21 Century. Given our technologically advanced and global community it is imperative that our students are taught to use the latest technology, thus giving them the opportunity to compete and win. To this end, we are dedicated to teaching the whole child by supporting the social and emotional development of each student. It is expected that each student will meet the required New York City and New York State Performance Standards in all core content areas and conduct themselves as responsible citizens to their communities.

We are a school that provides cutting edge instruction, always seeking out new ways and additional resources that will allow us to better engage, motivate and inspire our students. Our efforts have paid off as we are proud recipients of the Computers for Youth, SIFE and the 21<sup>st</sup> Century grants. With these grants we are able implement life changing programs for our students and community members. For the first time in the history of our school we are able to give each six grader a personal computer to take home. Through participation in the *Computers for Youth* program, our students have access to the newest computer based learning programs that are designed to supplement the curriculum outside of the classroom. The SIFE (Students with Interrupted Formal Education) grant, allows us to provide targeted interventions for our ELL students. The ELL student group has demonstrated significant improvement and will continue to make notable academic progress, through the support of the SIFE grant that will provide ELL students with additional resources. We are excited about the possibilities that are afforded to our students as a result of being awarded the prestigious 21<sup>st</sup> Century grant. The 21<sup>st</sup> century grant is sponsored through the Brooklyn College Community Partnership (BCCP). This partnership allows IS 291 to meet the needs of the whole child. Using concepts from the Multiple Intelligence Theory, students will be introduced to varied and multi-sensory learning environments of the BCCP programs that will give them the opportunity to explore their individual strengths and capabilities and to develop self-confidence and a deep interest in learning. We will be provided with a full-time BCCP staff that will work directly with teachers and administrators to coordinate after-school services with the school-day program and ensure that the after-school curriculum is coherently integrated with the school-day program and experiences of the students. Academic activities in particular will be coordinated with the school-day program so that students receive the necessary support for statewide assessment and classroom curriculum achievement. After-school staff will meet regularly with school administrators, guidance counselors and teachers to assess the needs of the program participants.

I.S. 291 is reaching for the stars setting the sky as the limit for student academic achievement. We understand that our students are our future leaders in our society; therefore, we are committed to providing all students with the very best education possible.

## SECTION III – Cont'd

### CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	J.H.S. 291 Roland Hayes						
<b>District:</b>	32	<b>DBN:</b>	32K291	<b>School BEDS Code:</b>	333200010291		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		89.2	89.0	90.9
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	0	0	0		92.0	91.8	88.8
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	254	228	204	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	347	264	225		85.9	93.4	94.5
Grade 8	282	335	254				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		28	8	23
Grade 12	0	0	0				
Ungraded	3	3	3	Recent Immigrants - Total Number:			
Total	886	830	686	(As of October 31)	2006-07	2007-08	2008-09
					50	48	30
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	47	62	62	Principal Suspensions	205	368	234
# in Collaborative Team Teaching (CTT) Classes	11	16	25	Superintendent Suspensions	52	58	28
Number all others	44	49	35				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	79	75	59				
# in Dual Lang. Programs	0	0	0	Number of Teachers	67	74	65
# receiving ESL services only	79	64	70				

**CEP Section III: School Profile**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	9	4	7	Number of Administrators and Other Professionals	16	20	21
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	6	4
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)				% fully licensed & permanently assigned to this school	100.0	100.0	100.0
	10	8	17	% more than 2 years teaching in this school	68.7	64.9	81.5
				% more than 5 years teaching anywhere	49.3	52.7	73.8
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	78.0	76.0	82.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.4	93.7	87.5
American Indian or Alaska Native	0.2	0.6	0.4				
Black or African American	33.4	32.6	29.9				
Hispanic or Latino	64.2	64.7	67.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.9	0.6	1.0				
White	1.2	1.4	1.0				
<b>Male</b>	51.5	50.2	50.9				
<b>Female</b>	48.5	49.8	49.1				
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							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
	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**

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>	√SH	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-				
Black or African American	√SH	√	√			
Hispanic or Latino	√SH	√	√			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
<b>Other Groups</b>						
Students with Disabilities	√SH	√SH	√			
Limited English Proficient	√SH	√	√			
Economically Disadvantaged	√SH	√	√			
<b>Student groups making AYP in each subject</b>	6	6	6	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	63.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment:	11	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:	19.7	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	31.7		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	1.5		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

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

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

## SECTION IV: NEEDS ASSESSMENT

In accordance with NCLB requirements for SINI schools, IS 291 has taken all necessary actions to conduct and complete a careful needs assessment. All current available data was reviewed and a walkthrough was conducted to evaluate IS 291's core curriculum, school allocations, intervention services, scheduling, and the infrastructure of the school's improvement efforts, which included a review of the balanced literacy program and the effectiveness of Advisory, and smaller learning communities. Additionally, the Quality Review process served as a new venue for reviewing the SINI Report as it relates to data trends, instructional initiatives and their effectiveness.

Recommendations regarding areas still in need of improvement from the Quality Review were incorporated in determining school-wide goals for this academic year. Data sources included performance on State assessments, NYSESLAT, Annual School Report Cards, nySTART, DAA test scores and periodic assessments. Additional data was ascertained from Inquiry Team data, teacher data binders, teacher-generated assessments, journal entries, AIS loges and Parent/Teacher conferences. The efforts and conclusions of team inquires was used to inform the instructional leadership (i.e., principal, APs, coaches, lead teachers) who then impart the information to school constituency groups at faculty conferences, SLT and PSA meetings. The team will conduct further studies and results will be used to identify more programs and initiatives that are successful so that they can be proliferated throughout the school with a special focus on students in targeted subgroups including LEP, SWD and at risk students. After conducting a comprehensive review of IS 291's educational programs informed by the most current qualitative and quantitative data available, below **summarizes the major findings** regarding student performance trends.

## PERFORMANCE TRENDS

Data Source: Comparison of Accountability Status Report from 2006-07 and 2007 - 08

**ELA Performance Trends:** This year, all student groups made AYP. The Students with Disabilities and LEP groups made AYP in ELA as a result of qualifying for Science Safe Harbor, while last year, neither group made AYP. The All Student, Black/African American, Hispanic/Latino, LEP and Economically Disadvantaged student groups made AYP and their performance indices exceeds the Effective AMO. The Hispanic/Latino student group had the smallest gap from PI to EAMO while the LEP student group had the widest gap (-24). Additional instructional support in ELA remains a top priority for all of our students. However, the progress of the Black/African American, SWDs, Economically Disadvantaged and LEPs student groups will be carefully monitored through the analysis of data from ARIS, the Progress Report and Inquiry Team work.

**Math Performance Trends:** This year as in last year, all student groups met AYP in Mathematics. Last year one subgroups (students with disabilities) needed safe harbor to make AYP, this year each subgroup made significant progress because they had a performance index that exceeded the Effective AMO; therefore, Safe Harbor was not required to make AYP. This data highlights the tremendous progress that has been made in the area of mathematics. However, the progress of SWDs in mathematics will be carefully monitored through the analysis of data from ARIS, the Progress Report and Inquiry Team work, and additional differentiated instructional support will be provided in order to maintain this positive trend in student achievement.

**Science Performance Trends:** Regarding **participation rate**, as in last year all of our student groups met the criterion for participation. Regarding **test performance**, this year the all of our student groups met the test performance criterion as each group's performance index (PI) exceeded their progress target (PT). Last year only All Student, Hispanic and LEP student groups met the test performance

criterion, while Black/African Americans and Economically Disadvantaged students failed to meet the target. The use of science as a safe harbor continues to be very instrumental in achieving AYP for Math and ELA, thus it is imperative that the quality of science instruction continues to improve and be carefully monitored.

**Data Source: A Comparison of Comprehensive Information Report (NYSED School Report Card) from 2005-06 and 2006-07**

**Social Studies Performance Trends:** Data from the previous Comprehensive Information Report 2005-06, for Grade 8 in **Social Studies**, indicated that 95% of All Students scored at Levels 1 & 2 and only 5% scored at Levels 3 & 4. New data from SY 2006-07 indicates that 94% of All Students tested scored at Levels 1 and Level 2 and 8% met NYS standards by achieving Levels 3 & 4. This is an improvement from the previous year and indicates a **1% increase in the number of students meeting NYSED Standards** in Social Studies. This is a positive trend in student progress most significantly impacted Level 2 as 28% decrease of Level 1 students moved to Level 2 which resulted in a 27% increase of students scoring at Level 2. The progress of Level 1 and 2 students will be carefully monitored and appropriate modifications to teaching and learning will continue to be put into place to better address the needs all students and students in targeted student groups.

**DATA SOURCE: A THREE-YEAR ANALYSIS OF PERFORMANCE TRENDS IN ELA DISAGGREGATED BY GRADE AND TARGETED STUDENT GROUPS**

**ENGLISH LANGUAGE ARTS**

<b>GRADE 6 - ALL STUDENTS</b>								
<b>ELA PERFORMANCE ON STATE ASSESSMENTS</b>								
<b>Year</b>	<b>Level 1 #</b>	<b>Level 1 %</b>	<b>Level 2 #</b>	<b>Level 2 %</b>	<b>Level 3 #</b>	<b>Level 3 %</b>	<b>Level 4 #</b>	<b>Level 4 %</b>
<b>2009</b>	0	0%	78	40.4%	113	59%	2	1%
<b>2008</b>	12	5.5	148	67.6	59	26.9	0	0.00
<b>2007</b>	25	10.2	190	77.6	30	12.2	0	0.0

**Grade Six All Student Trend:** Over a three-year period from 2007-2009, the percentage of all-tested student scoring at Level 1 on the ELA assessment decreased from 10.2% to 0% (-10.2). The percentage of students scoring at Level 2 increased from 60.5% to 67.6% (+7.1). Students scoring at Level 3 increased from 12.2% to 56% (+43.8) and there was an increase in the number of students scoring at a Level 4 from 0% to 1% (+1). An analysis of the three year trend in grade six for all students indicates a significant improvement in the percentage of students that moved from level 1 to level 2 and from Level 2 to Level 3. This overall result indicates significant progress was made in ELA. To continue in this trend I.S. 291 must continue examining it data as a means of identifying areas for improvement.

<b>GRADE 6 - STUDENTS WITH DISABILITIES</b>								
<b>ELA PERFORMANCE ON STATE ASSESSMENTS</b>								
<b>Year</b>	<b>Level 1 #</b>	<b>Level 1 %</b>	<b>Level 2 #</b>	<b>Level 2 %</b>	<b>Level 3 #</b>	<b>Level 3 %</b>	<b>Level 4 #</b>	<b>Level 4 %</b>

<b>2009</b>	0	0	19	66%	10	34%	0	<b>0</b>
<b>2008</b>	9	28.1	20	62.5	3	9.4	0	0.0
<b>2007</b>	13	26	36	72	1	2	0	0.0

**Grade Six Special Education Trend:** Over a three-year period from 2007 –2009, the percentage of special education students scoring at Level 1 on the ELA assessment decreased from 26% to 0% (+26). The percentage of Level 2 students decreased from 72% to 66% (-6). The percentage of Level 3 students increased from 2% to 34% (+32). Once again, SWD students did not achieve at level 4. An analysis of the three-year trend in grade six for SWD students indicates a significant improvement in the percentage of students that moved from level 1 to level 2 and from Level 2 to Level 3. Overall there is a positive trend in SWD as none of our six graders are currently performing at Level 1. However, since over 66% of SWD students remain at Level 2, effective differentiated instructional initiatives must continue to be identified in order ensure student progress to state proficiency at Levels 3/4.

<b>GRADE 6 – LIMITED ENGLISH PROFICIENT ELA PERFORMANCE ON STATE ASSESSMENTS</b>								
<b>Year</b>	<b>Level 1 #</b>	<b>Level 1 %</b>	<b>Level 2 #</b>	<b>Level 2 %</b>	<b>Level 3 #</b>	<b>Level 3 %</b>	<b>Level 4 #</b>	<b>Level 4 %</b>
<b>2009</b>	0	0	28	63	16	36	0	0
<b>2008</b>	5	14.3	26	74.3	4	11.4	0	0.0
<b>2007</b>	12	28.6	30	71.4	0	0.0	0	0.0

**Grade Six LEP Trend:** Over a three-year period from 2007-2009, the percentage of LEP students scoring at Level 1 on the ELA assessment decreased from 28.6% to 0% (-28.6). Level 2 students decrease from 71.4% to 63% (-8.4). Level 3 students increased from 0% to 36 % (+36). The analysis of the three-year positive trend in grade six for LEP indicates a significant improvement in the percentage of students that moved from level 1 to level 2 and Level 2 to Level 3. The overall results indicate significant gains in overall performance in the past three years. However, since 63% of our LEP students remain at Level 2, we will continue to identify instructional initiatives that promote progress in language acquisition and content area skills in order to accelerate this positive trend in LEP student performance.

<b>GRADE 6 – BLACK/AFRICAN AMERICAN STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS</b>								
<b>Year</b>	<b>Level 1 #</b>	<b>Level 1 %</b>	<b>Level 2 #</b>	<b>Level 2 %</b>	<b>Level 3 #</b>	<b>Level 3 %</b>	<b>Level 4 #</b>	<b>Level 4 %</b>
<b>2009</b>	0	0	26	46	31	54	0	0
<b>2008</b>	1	1.41	44	62.0	16	22.54	0	0.0
<b>2007</b>	3	4.0	54	76.0	14	20.0	0	0.0

**Grade Six Black/African American Student Trend:** Over a three-year period from 2007-2009, the percentage of Black/African American students scoring at Level 1 on the ELA assessment decreased from 4% to 0% (-4). The percentage of students scoring at Level 2 decreased from 76% to 46% (-30), while students scoring at level 3 increased from 20% to 54% (+34) and there were no students scoring at Level 4. An analysis of the three- year trend in grade six for Black/African American students

indicates a significant improvement in the percentage of students that moved from level 1 to Level 3. Efforts will be made to accelerate student progress.

GRADE 6 – HISPANIC/LATINO STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2009	0	0	52	39	81	60	2	1.5
2008	8	5.41	93	63.0	36	24.32	0	0.0
2007	22	13.0	132	78.0	15	9.0	0	0.0

**Grade Six Hispanic or Latino Students Trend:** Over a three-year period 2007-2009, the percentage of Hispanic/Latino students scoring at Level 1 on the ELA assessment decreased from 13% to 0% (-13). The percentage of students scoring at Level 2 decreased from 78% to 39% (-39), students scoring at Level 3 increased from 9% to 60% (+.51) and there was a 1.5% increase in the number students scoring at a Level 4. An analysis of the three-year trend in grade six Hispanic/Latino students indicates a significant improvement in the percentage of students that moved from level 1 to level 2. However, since more than 39% of Hispanic/Latino students remain at Level 2, there is a need to identify programs that can accelerate student progress.

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### GRADE 6 OVERALL SUMMARY OF NEEDS ASSESSMENT IN ELA

**Strengths and Weakness (Item Skills Analyses):** According to the ELA **item skills analyses for Sixth Grade** for general education, special education, and LEP students, the following strengths and weaknesses were identified:

**Strengths:**

- Students can identify the ways in which characters change and develop through the story.
- Students can determine the meaning of unfamiliar word by using context clues, a dictionary or a glossary

**Weaknesses:**

- Reading comprehension, inferring, main idea, details, cause and effect and drawing conclusions.
- Identifying missing, conflicting unclear and irrelevant information
- Comparing and contrasting information from multiple sources
- Writing skills
- Vocabulary

**Effectiveness of Curriculum:** The balanced literacy program has many positive components that will foster the effective delivery of the sixth grade English Language Arts curriculum. The program establishes clear rituals and routines that allow students to develop consistent learning patterns and classroom practices that are essential for academic success. The program provides materials and books that are academically challenging, age/grade appropriate and high interest for diverse populations. The Readers and Writers workshop provide rigorous skill building activities that are designed to help

students become proficient readers and writers. To supplement the curriculum students will be encourage to attend our 37 ½ daily tutorials where teachers will use the Step Up to Success Series to differentiate instruction and provide targeted remediation.

**Root Causes/Contributing Factors/Significant Findings:** Teachers are still having difficulty implementing daily rituals and routines, which is affecting classroom management. Although common planning time has been implemented, teachers need to use the time more efficiently thus spending more time collaborating and creating purposeful lessons that are appropriate for sixth grade. Teachers who service SWD and LEP students need additional support in differentiating their instruction thus enabling them to meet the unique needs of their students. Professional development is required in differentiated instruction, classroom management, developing purposeful lessons in the alignment with the balanced literacy program.

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**GRADE 7 ENGLISH LANGUAGE ARTS**

GRADE 7 - ALL STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1%	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2009	1	0.5%	106	54%	89	45%	0	0
2008	6	2.5	168	71.2	62	26.3	0	0.0
2007	54	16.2	211	63.2	69	20.7	0	0.0

**ELA Grade Seven General Education Trends:** Over a three-year period from 2007-2009, the percentage of all-tested students scoring at Level 1 decreased from 16.2% to 0.5% (-15.7). Level 2 students decreased from 63.2% to 54% (-9.2). The percent increase for Level 3 students was 20.7% to 45 (+24.3) and no student scored at Level 4. An analysis of the three-year trend in ELA for seventh grade, all students, indicates a significant improvement in the percentage of students that moved from Level 1 to Level 3.

GRADE 7 - STUDENTS WITH DISABILITIES ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level # 2	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2009	0	0	17	71%	7	29%	0	0
2008	3	5.4	44	78.6	9	16.1	0	0
2007	13	38.2	18	52.9	3	8.8	0	0

**Grade Seven Special Education Trends:** Over a three-year period from 2007 –2009, the percentage of special education students scoring at Level 1 on the ELA assessments decreased from 38.2% to 0%(-38.2) Level 2 students increased from 52.9% to 71% (+18.1). Level 3 students increased from 8.8% to 29%. (+20.2). In grade-seven special education students have demonstrated substantial gains in both Levels 2 and 3. However, since over 71% of our SWD students remain at Level 2, we will continue to identify instructional initiatives that support differentiated learning in order to accelerate this positive trend.

**GRADE 7 – LIMITED ENGLISH PROFICIENT  
ELA PERFORMANCE ON STATE ASSESSMENTS**

Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2009	1	1.8	39	71	15	27	0	0
2008	4	8.7	39	84.8	3	6.5	0	0.0
2007	19	50	18	47.4	1	2.6	0	0.0

**Grade Seven LEP Trends:** Over a three-year period from 2007 –2009, the percentage of LEP students scoring at Level 1 on the ELA assessment decreased from 50% to 1.8% (-48.2). Level 2 students increased from 47.4% to 71% (+23.6). Students scoring at Level 3 students increased from 2.6% to 27% (+24.6%). Once again, LEP students did not achieve at level 4. An analysis of this three-year ELA trend in grade seven for LEP students indicates a notable improvement in the percentage of students that moved from Level 2 to Level 3 and significant progress of students moving from Level 1 to Level 2. However, since over 71% of our LEP students remain at Level 2, we will continue to identify instructional initiatives that promote progress in language acquisition and content area skills in order to accelerate this positive trend in LEP student performance.

**GRADE 7 - Black and African American Students  
ELA PERFORMANCE ON STATE ASSESSMENTS**

Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2009	0	0	36	57	27	43	0	0
2008	2	2.86	43	61.43	17	24.29	0	0.0
2007	15	12.0	88	70.0	23	18.0	0	0.0

**Grade Seven Black and African American Students Trends:** Over a three-year period from 2007-2009 the percentage of Black/African American students scoring at Level 1 on the ELA assessment decreased from 12% to 0% (- 12). The percentage of students scoring at Level 2 decreased from 70% to 57% (-3). Students scoring at level 3 increased from 18% to 43% (+18) and there were no students scoring at Level 4. An analysis of the three-year trend in grade seven for Black/African American students indicates a significant improvement in the percentage of students scoring at Level 3. However, the majority of students in this group remain at Level 2. There is a need to identify instructional programs that can accelerate student progress and achievement at Levels 3 and 4.

**GRADE 7– Hispanic/Latino Students  
ELA PERFORMANCE ON STATE ASSESSMENTS**

Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2009	1	0.8	68	53	59	46	0	0
2008	5	2.78	105	58.33	40	16.67	0	0.0
2007	37	19.0	119	60.0	43	22.0	0	0.0

**Grade Seven Hispanic or Latino Students Trends:** Over a three-year period from 2007-2009, the percentage of Hispanic/Latino students scoring at level 1 on the ELA assessment decreased from 19% to 0.8% (-18.2). The percentage of Hispanic or Latino students scoring at Level 2 decreased from 60% to 53% (-7), scoring at Level 3 increased from 22% to 46% (+24). An analysis of the three-year trend in grade seven for Hispanic or Latino students indicates an improvement in the percentage of students that moved from Level 2 to Level 3. However, since more than 53% of Hispanic/Latino students remain at Level 2, there is a need to identify programs that can accelerate student progress.

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**GRADE 7  
OVERALL SUMMARY OF NEEDS ASSESSMENT IN ELA**

**Strengths and Weakness (Item Skills Analyses):** According to the ELA **item skills analyses for Seventh Grade**, for general education, special education and LEP students have the following strengths and weaknesses were identified:

Strengths:

- Communication skills
- Identifying the author's point of view
- Using knowledge of structure, content and vocabulary to understand informational text

Weaknesses:

- Critical analysis skills and use of prior knowledge
- Drawing conclusions and making predictions
- Using literary devices such as metaphors, similes and personifications to convey the author's message
- Interpreting characters using evidences from the text

**Effectiveness of Curriculum:** The Balance literacy program establishes clear rituals and routines that allow students to develop a consistent learning patterns and classroom practices that are essential for academic success. The author studies that students are required to do allows them to critically analyze the different works from the same author and draw conclusions about their similarities and differences. Teachers use the genre studies to help students build prior knowledge because this unit of study enables students to recall information and character traits. The administration provides materials and books that are academically challenging, age/grade appropriate and high interest for diverse populations. The Readers and Writers workshop provides rigorous skill building activities that are designed to help students become proficient readers and writers. To supplement the curriculum students will be encourage to attend our 37 ½ daily tutorials where teachers will use the Step Up to Success Series to differentiate instruction and provide targeted remediation.

**Root Causes/Contributing Factors/Significant Findings:** Similarly, teachers are still having difficulty implementing rituals and routines, which affect there ability to effectively manage their classes. Teachers have difficulty creating purposeful lessons that not only meet the needs of their students but spark their interest as well. Teachers who service SWD and LEP students need additional support in differentiating their instruction thus enabling them to meet the unique needs of their students. Professional development is required in differentiated instruction, classroom management, developing purposeful lessons in the alignment with the balanced literacy program.

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## GRADE 8 ENGLISH LANGUAGE ARTS

GRADE 8 - ALL STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
<b>2009</b>	15	6%	168	66%	72	28%	0	0
<b>2008</b>	35	11.6	203	67.4	60	19.9	3	1
<b>2007</b>	45	17.3	183	70.4	32	12.3	0	0

**ELA Grade Eight General Education Trends:** Over a three-year period from 2007-2009, the percentage of all-tested students scoring at Level 1 decreased from 17.3% to 6% (-11.3) Level 2 students decreased from 70.4% to 66% (-4.4), Level 3 students increased from 12.3% to 28% (+15.7) Analysis of the three-year trend in eighth grade for all students indicates an improvement in the percentage of students that moved to level 2 and level 3.

GRADE 8 - STUDENTS WITH DISABILITIES ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
<b>2009</b>	8	15%	43	78%	8	15%	0	0
<b>2008</b>	10	27.8	23	63.9	3	8.3	0	0.0
<b>2007</b>	8	73.0	3	27.0	0	0.0	0	0.0

**Grade Eight Special Education Trends:** Over a three-year period from 2007 –2009, the percentage of special education students scoring at Level 1 decreased from 73% to 15% (-58) Level 2 increased from 27% to 78% (+51). Level 3 increased from 0% to 15% (+15) Analysis of the three year trend in eighth grade for special education students indicate a significant increase in the percentage of students moving from level 1 to level 2. As a result of this, an analysis of the 8<sup>th</sup> grade Special Education ELA curriculum needs to be evaluated to meet the needs of these students.

GRADE 8 – LIMITED ENGLISH PROFICIENT ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
<b>2009</b>	11	11	68	71	16	17	0	0
<b>2008</b>	13	35.1	24	64.9	0	0.00	0	0.00
<b>2007</b>	19	48.0	20	50.0	1	3.0	0	0.0

**Grade Eighth LEP Trends:** Over a three-year period from 2007-2009, the percentage of LEP students scoring at Level 1 on the ELA assessment decreased from 48% to 11% (-37) Level 2 students increased

from 50% to 71% (+21) Level 3 decreased from 3% to 17 % (+14), LEP students did not achieve at level 4. An analysis of the three-year trend in grade eight for LEP students indicates a significant improvement in the percentage of students that moved from level 1 to level 2 . The overall results indicate significant gains in overall performance in the past three years.

<b>GRADE 8 – BLACK AND AFRICAN AMERICAN STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS</b>								
<b>Year</b>	<b>Level 1 #</b>	<b>Level 1 %</b>	<b>Level 2 #</b>	<b>Level 2 %</b>	<b>Level 3 #</b>	<b>Level 3 %</b>	<b>Level 4 #</b>	<b>Level 4 %</b>
<b>2009</b>	2	2	52	66	25	32	0	0
<b>2008</b>	4	3.39	82	69.49	21	17.80	1	0.85
<b>2007</b>	16	17.0	68	73.0	9	10.0	0	0.0

**Grade Eight Black and African American Students Trends:** Over a three-year period from 2007-2009, the percentage of Black and African American students scoring at Level 1 on the ELA assessment decreased from 17% to 2% (-15). The percentage of students scoring at Level 2 decreased from 73% to 66% (-6), scoring at Level 3 increase from 10% to 32% (+22) An analysis of the three-year trend in grade eight for Black and African American students indicates a significant improvement in the percentage of students that moved from level 1 to level 2. The overall results indicate significant gains in overall performance in the past two years indicates a significant improvement in the percentage of students that moved from level 1 to level 2 . The overall results indicate significant gains in overall performance in the past two years.

<b>GRADE 8– HISPANIC OR LATINO STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS</b>								
<b>Year</b>	<b>Level 1 #</b>	<b>Level 1 %</b>	<b>Level 2 #</b>	<b>Level 2 %</b>	<b>Level 3 #</b>	<b>Level 3 %</b>	<b>Level 4 #</b>	<b>Level 4 %</b>
<b>200912</b>	12	7.1	112	66	46	27	0	0
<b>2008</b>	28	14.29	108	55.10	35	17.86	2	1.02
<b>2007</b>	28	18.0	109	69	22	14.0	0	0.0

**Grade Eight Hispanic or Latino Students Trends:** Over a three-year period from 2007-2009, the percentage of Hispanic or Latino students scoring at Level 1 on the ELA assessment decreased from 18% to 7.1 (-10.1). The percentage of Hispanic or Latino students scoring at Level 2 decreased from 69% to 66 (-3). scoring at Level 3 increased from 14% to 27% (+13) An analysis of the three- year trend in grade eight for Hispanic or Latino students indicates a significant improvement in the percentage of students that moved from level 1 to level 2 to Level 3 The overall results indicate significant gains in overall performance in the past two years.

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**GRADE 8  
OVERALL SUMMARY OF NEEDS ASSESSMENT IN ELA**

**Strengths and Weakness (Item Skills Analyses):** According to the ELA item skills analyses for **Eighth Grade** for general education and special education students, the following strengths and weaknesses was identified:

Strengths:

- Categorizing new information from one or more sources
- Determine the meaning of unfamiliar words by using context, dictionary or glossary

Weaknesses:

- Reading comprehension
- Inferring and interpreting data
- Recognizing how the author’s use of language conveys images or feelings

**Effectiveness of Curriculum:** The balanced literacy program establishes clear rituals and routines that allow students to develop consistent learning patterns and classroom practices that are essential for academic success. The **author study** enables students to identify recurring themes and character development as they gain understanding of literary devices such as metaphor, figurative language, dialogue, rhythm and simile. Students learn how to use various literary devices to improve their craft as an author and a writer by examining the writing style of the author. **Genre study** is utilized to assist students in the development of skills in research, synthesis and evaluation, the outcome of which is a standard based executive summary. Throughout this unit of study, students continue the development of their writing skills as they learn how to research a problem and support their findings. Both genre and author studies can be used as a vehicle to infuse interactive project based accountable talk into the curriculum. The Readers and Writers workshop provide rigorous skill building activities that are designed to help students become proficient in literacy skills. To supplement the curriculum students will be encourage to attend our 37 ½ daily tutorials where teachers will use the Step Up to Success Series to differentiate instruction and provide targeted remediation.

**Root Causes/Contributing Factors/Significant Findings:** Full implementation of the balanced literacy program has varies because rituals and routines have not yet been clearly established. Teachers have difficulty creating purposeful lessons that not only meet the needs of their students but spark their interest as well. Teachers who service SWD and LEP students need additional support in differentiating their instruction thus enabling them to meet the unique needs of their students. Professional development is required in differentiated instruction, classroom management, developing purposeful lessons in the alignment with the balanced literacy program.

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**SUMMARY OF SCHOOL PERFORMANCE RELATIVE TO AYP 2005-2006 SCHOOL YEAR**

**SINI TARGETS:** Since IS 291 was identified as a SINI school for ELA in January 2006, the SINI target for the 2006-07 school year will be based on 78% of its cumulative grade 6, 7 and 8 State Standard and the minimum will be based on 68% of the grade 6, 7 and 8 State Standard.

**An analysis of IS 291’s performance relative to its AYP is indicated below:**

The LEP subgroup achieved its AYP in ELA as indicated below:

- All Students: PI = 101 with an effective EAMO = 118
- Black/African American: PI = 104 with an effective EAMO = 115
- Hispanic/Latino: PI = 100 with an effective EAMO = 117
- SWD: PI = 72 with an effective EAMO = 112
- LEP: PI = 71 with an effective EAMO = 113
- Low Income: PI = 101 with an effective EAMO = 118

Findings reveal that while all subgroups are below their EAMO target, SWDs and LEPs student groups are farthest from reaching their EAMO. Additionally, SWDs made AYP because they met their Science Safe Harbor target. The data indicates that the majority of students at IS 291 are not meeting New York State ELA standards and require additional layers of instructional support in order to make progress in the upcoming school year.

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**MATHEMATICS**

**THREE-YEAR PERFORMANCE TRENDS IN MATH DISAGGREGATED BY GRADE**

**GRADE 6 - MATHEMATICS**

<b>GRADE 6 - ALL STUDENTS MATH PERFORMANCE ON STATE ASSESSMENTS</b>								
<b>Year</b>	<b>Level 1 #</b>	<b>Level 1 %</b>	<b>Level 2 #</b>	<b>Level 2 %</b>	<b>Level 3 #</b>	<b>Level 3 %</b>	<b>Level 4 #</b>	<b>Level 4 %</b>
<b>2009</b>	18	9%	60	30%	103	51%	22	11%
<b>2008</b>	23	10.2	56	24.8	132	58.4	15	6.6
<b>2007</b>	60	24.0	97	38.0	96	38.0	2	1.0

**Grade Six General Education Trends:** Over a three-year period from 2007-2008, the percentage of general education/All Students tested in the sixth grade scoring at Level 1 decreased from 24% to 9% (-13). The percentage of students scoring at Level 2 decreased from 38% to 30% (-8). Students scoring at level 3 increased from 38% to 51% (+13). Students scoring at Level 4 increased from 1% to 11% (+10). An analysis of the three-year trend in grade six indicates a significant improvement in students moving from Level 1 to Level 2, and from level 2 to level 3. There is also noticeable improvement in the percentage of students scoring at Level 4. Six grade students have made significant gains in their overall performance

<b>GRADE 6 - STUDENTS WITH DISABILITIES MATH PERFORMANCE ON STATE ASSESSMENTS</b>								
<b>Year</b>	<b>Level 1 #</b>	<b>Level 1 %</b>	<b>Level 2 #</b>	<b>Level 2 %</b>	<b>Level 3 #</b>	<b>Level 3 %</b>	<b>Level 4 #</b>	<b>Level 4 %</b>
<b>2009</b>	6	26%	12	52%	5	22%	0	0
<b>2008</b>	19	51.4	14	37.8	4	10.8	0	0.0
<b>2007</b>	17	73.9	6	26.1	0	0	0	0

**Grade Six Special Education Trends:** Over a three-year period from 2007-2009, the percentage of grade 6 special education students scoring at Level 1 in math decreased from 73.9% to 26% (-47.9). Students scoring at Level 2 increased from 26.1% to 52% (+ 25.9), Level 3 increased from 0% to 22% (+22) and there were no students scoring at Level 4. An analysis of the three- year trend in grade six

for SWD indicates a significant improvement in the percentage of students that moved from level 1 to Level 2, however, more support is needed to ensure that students meet the state academic standards.

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## **GRADE 6 OVERALL SUMMARY OF NEEDS ASSESSMENT IN MATHEMATICS**

**Strengths and Weakness (Item Skills Analyses):** According to the math **item skills analyses (Generated from ATS) for Grade Six** pertaining to general education and special education students, the following strengths and weaknesses were indicated:

**Strengths:**

- Patterns and Number Sense and Operations
- List possible outcome for single events experiments
- Solves proportions using equivalent fractions
- Express equivalent ratios

**Weaknesses:**

- Mathematical Reasoning and Measurement
- Probability & Statistics, Modeling, Algebra
- Translate two steps verbal expression into algebraic expression
- Identifying the commutative and associative properties of addition and multiplication
- Adding and subtracting fractions with unlike denominators
- Calculate perimeter of basic geometric shape

**Effectiveness of Curriculum:** *IMPACT* mathematics has many positive components. The problem sets provided rigorous activities that supported collaborative, small group instruction. Additionally, the curriculum provided materials that spiraled back to previously introduced mathematical concepts supporting the linkage of prior knowledge to newly developed concepts. Critical thinking skills are reinforced through journal writing and accountable talk in the classroom. Furthermore, a family letter provides a home-school connection that contains an overview of the unit of study along with extended home activities to reinforce learning. Computers were provided to each six grader through the Computer's for Youth grant; this will enable our teachers to use this technology both inside and outside of the classroom to supplement the math curriculum.

**Root Causes/Contributing Factors/Significant Findings:** We have made significant improvements in the area of mathematics. Using common planning and teacher collaboration we were able to better prepare teachers to meet the needs of their students. The sophistication of the *IMPACT* text, which posed a comprehension problem for many of our students, was resolved through more effective lesson planning. Teachers were expected to infuse a vocabulary component into their lessons, establish interactive word walls within the classroom and use the academic language when instructing students. The common planning sessions also allowed teachers to plan together providing additional instructional supports that addressed the limitations of *IMPACT* for the identified targeted subgroup. Teachers of SWD need additional supports in deepening content knowledge and delivery of instruction for this rigorous mathematics curriculum to meet the differentiated needs of grade 6 students. Although the use of manipulative enhanced instruction, not all teachers are comfortable using them. Therefore, additional professional development in classroom management and the effective use of

math manipulative is required of all teachers including Special Education teachers. Additional support is needed for all teachers in order to ensure continued progress.

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### GRADE 7 - MATHEMATICS

<b>GRADE 7 - ALL STUDENTS</b>								
<b>MATH PERFORMANCE ON STATE ASSESSMENTS</b>								
<b>Year</b>	<b>Level 1 #</b>	<b>Level 1 %</b>	<b>Level 2 #</b>	<b>Level 2 %</b>	<b>Level 3 #</b>	<b>Level 3 %</b>	<b>Level 4 #</b>	<b>Level 4 %</b>
<b>2009</b>	10	5%	78	38%	114	56%	2	1%
<b>2008</b>	32	12.9	131	52.8	82	33.1	3	1.2
<b>2007</b>	82	25.0	181	55.0	68	20.0	1	0.0

**Grade Seven General Education Trends:** Over a three-year period from 2007-2009, the percentage of All Students tested scoring at Level 1 in the grade 7 math assessment decreased from 25% to 5% (-20). The percentage of students scoring at Level 2 decrease from 55% to 38% (+17). Students scoring at Level 3 increased from 20% to 56% (+36). There was a slight increase in the percentage of students scoring Level 4 from 0% to 1% . An analysis of the three-year trend in grade seven for All Students indicates that the percentage of students scoring at Levels 2 and 3 is increasing. While the number of students scoring at Level 1 is decreasing, there needs to be greater movement from Level 2 to Level 3 and Level 3 to Level 4.

<b>GRADE 7 – STUDENTS WITH DISABILITIES</b>								
<b>MATH PERFORMANCE ON STATE ASSESSMENTS</b>								
<b>Year</b>	<b>Level 1 #</b>	<b>Level 1 %</b>	<b>Level # 2</b>	<b>Level 2 %</b>	<b>Level 3 #</b>	<b>Level 3 %</b>	<b>Level 4 #</b>	<b>Level 4 %</b>
<b>2009</b>	6	27%	10	45.5%	6	27%	0	0
<b>2008</b>	16	28.1	28	49.1	13	22.8	0	0.0
<b>2007</b>	14	44.0	15	47.0	3	9.0	0	0

**Grade Seven Special Education Trends:** Over a three-year period from 2007-2009, the percentage of Grade 7 special education students scoring at Level 1 in math decreased from 44% to 27% (-17). Level 2 students decreased from 47% to 45.5% (-1.5). There was a significant increase in Level 3s from 9% to 27%.

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### GRADE 7 OVERALL SUMMARY OF NEEDS ASSESSMENT IN MATHEMATICS

Strengths:

- Number Sense and Operation
- Interpreting data represented graphic
- Identifying two dimensional shapes of three dimensional shapes
- Convert capacities and volume within a given system

Weaknesses:

- Adding, subtracting, multiplying and dividing integers
- Identifying two consecutive whole numbers using a number line

- Solving simple proportions
- Calculating radius or diameter
- Comparing actual results to predicted results
- Identifying stats and graphs
- Word problems

**Effectiveness of Curriculum:** The manner in which *IMPACT* mathematics focuses on select topics is effective for grade 7 because tasks are designed to stress inquiry-based activities. Section and chapter exams are effective because it follows a timeline that is aligned with the pacing of the units of study. The data generated from these assessments can be used to inform instruction and the development of small groups where instructional methods are differentiated to meet the needs of all students.

**Root Causes/Contributing Factors/Significant Findings:** Teacher collaboration at this level is lacking and needs improvement, therefore, more time must be spent exploring with teachers the benefits of teacher collaboration. In addition, SWD require additional time for review and reinforcement of concepts. More emphasis needs to be placed on teaching and learning in the areas of problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning. There is an imbalance between conceptual understanding, skill proficiency and the lessons. Additional emphasis needs to be placed on encouraging investigations, aligning real-world experiences with the mathematical concepts, and hands-on learning. Improving students' problem solving remains a critical focus. Though we have made significant improvement in these areas ongoing support is needed to ensure continued progress.

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## GRADE 8 - MATHEMATICS

GRADE 8 - ALL STUDENTS								
MATH PERFORMANCE ON STATE AND CITY ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
<b>2009</b>	35	13%	137	50%	102	37.5	3	1%
<b>2008</b>	57	18.5	147	47.6	98	31.7	7	2.3
<b>2007</b>	126	46.0	127	46.0	23	8.0	0	0.0

**Grade Eight General Education Trends:** Over a three-year period from 2007-2009, the percentage of All Students tested scoring a Level 1 on the Grade 8 math assessment decreased from 46% to 13% (-33). The percentage of students scoring at Level 2 increased from 46% to 50% (+3). Students scoring at Level 3 also increased from 8% to 37.5(+29.5). An analysis of the three year trend in grade eight math for All Students indicates that the percentage of students scoring at Level 1 have decreased significantly, while the percentage of students scoring at Level 2 and 3 continues to increase.

GRADE 8 – STUDENTS WITH DISABILITIES MATH PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2009	16	28%	29	50%	13	22%	0	0
2008	13	35.1	20	54.1	4	10.8	0	0.0
2007	10	77.0	3	23.0	0	0.0	0	0.0

**Grade Eight Special Education Trends:** Over a three-year period from 2007-2009, the percentage of grade 8 special education students scoring at Level 1 in math decreased from 77% to 28% (-49). The percentage of students scoring Level 2 increase from 23% to 50% (+27). The percentage of students scoring Level 3 increase from 0% to 13% and there were no students scoring at Level 4.

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### GRADE 8 OVERALL SUMMARY OF NEEDS ASSESSMENT IN MATHEMATICS

**Strengths and Weakness (Item Skills Analyses):** According to the math **item skills analysis for Grade Eight** pertaining to general education and special education students, the following strengths and weaknesses was indicated:

Strengths:

- Number Sense, Operations, Patterns, and Modeling
- Describe relationships that matches a given graph
- Use the Pythagorean Theorem to determine unknown length
- Identifying vertical angels as congruent

Weaknesses:

- Calculating distance using a map scale
- Applying % to real life situations
- Multiple and divide monomials
- Add and subtract polynomials
- Calculate unit price using proportions
- Multiply a binomial by a monomial or binomial
- Calculating missing angle measurement
- Word problems
- Measurement, Probability & Statistics, Algebra

**Effectiveness of Curriculum:** Although *IMPACT* mathematics is a comprehensive program for mathematics instruction in grade eight, this curriculum does not adequately address the needs of SWD, many of which have insufficient prior knowledge of basic skills and lack reading comprehension necessary for achievement.

**Root Causes/ Contributing Factors/Significant Findings:** Students in grade eight lack reading comprehension skills and strategies for the effective analysis of word problems. All students especially SWD students lack basic mathematics fluency. The sophistication of the *IMPACT* text, which posed a comprehension problem for many of our students, was resolved through more effective

lesson planning. Teachers were expected to infuse a vocabulary component into their lessons, establish interactive word walls within the classroom and use the academic language when instructing students. The common planning sessions also allowed teachers to plan together providing additional instructional supports that addressed the limitations of *IMPACT* for the identified targeted subgroup. Teachers of SWD need additional supports in deepening content knowledge and delivery of instruction for this rigorous mathematics curriculum to meet the differentiated needs of grade 8 students. Although the use of manipulatives enhanced instruction, not all teachers are comfortable using them. Therefore, additional professional development in classroom management and the effective use of math manipulatives is required.

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**SCIENCE**

**THREE-YEAR PERFORMANCE TREND IN SCIENCE BY THE TWO TARGETED STUDENT GROUPS**

<b>GRADE 8 - ALL STUDENTS SCIENCE PERFORMANCE ON STATE ASSESSMENTS</b>				
<b>Year</b>	<b>Level 1 %</b>	<b>Level 2 %</b>	<b>Level 3 %</b>	<b>Level 4 %</b>
<b>2009</b>	<b>28</b>	<b>51</b>	<b>18</b>	<b>2</b>
<b>2007</b>	<b>37</b>	<b>56</b>	<b>7</b>	<b>0</b>
<b>2006</b>	<b>44</b>	<b>46</b>	<b>10</b>	<b>0</b>
<b>2005</b>	<b>41</b>	<b>41.6</b>	<b>17</b>	<b>3</b>

**Grade Eight General Education Trends:** Over a three-year period from 2005 –2009, the percentage of All Students tested scoring at Level 1 on the Grade 8 Science assessment decreased from 41% to 28% (-13). The percentage of students scoring at Level 2 increased from 41% to 51% (+10%). However the percentage of students scoring at Level 3 has increases slightly from 17% to 18% (1%). For the past two years, no student scored at Level 4 which is a .3 decrease since 2005. An analysis of the three year trend in grade eight Science for All Students indicates a decrease in students scoring at Level 1 and a decrease in students scoring at Level 3. The result of which is an increase in students scoring at Level 2. This lack of progress towards achieving NYS Learning Standards in Science indicates the need for the acceleration of targeted interventions for Level 1 and 2 students so that they can make progress in achieving state standards for the upcoming school year.

<b>GRADE 8 - BLACK/AFRICAN AMERICAN SCIENCE PERFORMANCE ON STATE ASSESSMENTS</b>				
<b>Year</b>	<b>Level 1 %</b>	<b>Level 2 %</b>	<b>Level 3 %</b>	<b>Level 4 %</b>
<b>2009</b>	<b>19</b>	<b>58</b>	<b>21</b>	<b>1</b>
<b>2007</b>	<b>38</b>	<b>58</b>	<b>4</b>	<b>0</b>
<b>2006</b>	<b>32</b>	<b>53</b>	<b>15</b>	<b>0</b>
<b>2005</b>	<b>42</b>	<b>42</b>	<b>15</b>	<b>0</b>

**Grade Eight Black/African American Trends:** Over a three-year period from 2005 –2009, the percentage of students in the Black/African American student group scoring at Level 1 on the Grade 8 Science assessment decreased from 42.2% to 19% (-23). The percentage of students scoring at Level 2 increased from 42.% to 58% (+15.6%). Students scoring at Levels 3 increased from 15.% to 21% (+6), and there was a slight improvement (1%) in the number of students are scoring at Level 4. This three year data trend in grade eight Science for Black Students indicates a decrease in students scoring at Level 1 and a decrease in students scoring at Level 3. The result of which is an increase in students scoring at Level 2. This lack of progress towards achieving NYS Learning Standards in Science indicates the need for the acceleration of targeted interventions for Level 1 and 2 students so that they can make progress in achieving state standards for the upcoming school year.

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## GRADE 8

### OVERALL SUMMARY OF NEEDS ASSESSMENT IN SCIENCE

**Strengths and Weakness (Item Skills Analyses):** The Grade 8 Science assessments along with school-based assessments were used to determine the needs of general education, Black/African American, SWD and LEP students. The following strengths and weaknesses were indicated:

#### Strengths:

- Grade 6: Student communicate scientific concepts such as heat, simple machines and weather
- Grade 7: Students successfully engage in explorations and investigations and make real world connections.
- Grade 8: Students apply the scientific method effectively and work in groups using scientific equipment

#### Weaknesses:

- Grade 6: Application of the Scientific Method, graphing, data collection and calculations
- Grade 7: Scientific calculations, use of scientific calculator and graphing
- Grade 8: Writing using scientific language and developing expressing written conclusions

**Effectiveness of Curriculum:** Currently, IS 291 is using the Glenco Science program. This program is effective because it has a spiraling approach and the curriculum is aligned to the NYS standards. The Science Lab will be fully utilized as our new lab specialist will engage all eighth grade students in scientific experiments that are aligned to the curriculum, inquiry based and fun. To supplement the curriculum teachers will use Measuring Up to provide targeted instruction.

**Root Causes/ Contributing Factors/Significant Findings:** In the 2006-2008 school year a lot was done in an effort to refurbish the science department. Microscopes and triple beam balances were located and placed back into classes. The science lab had was renovated and completely refurbished with computers, appropriate tables, chairs, and materials necessary to perform scientific experiments. In addition, a weather station was installed allowing students to study and give accurate weather reports. Using State standards and the new city scope and sequence regarding teaching and learning, it was determined that the pacing of the curriculum was slow and this prevents the completion of the curriculum in all grades. Therefore, a *lab specialist* is being added to the science teaching staff to assist in the preparation of labs and the distribution of materials. .

It is of the utmost importance that teachers who are highly qualified and who are familiar with strategies that would greatly benefit LEP students teach science. Since a great deal of teacher preparation is needed and required to ensure comprehension on the part of the students, teachers of

science would greatly benefit from professional development opportunities that integrate both language and content. Professional development in QTEL Science will be made available to all teachers of LEPs.

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**SOCIAL STUDIES**

**THREE - YEAR PERFORMANCE TRENDS IN  
SOCIAL STUDIES FOR ALL STUDENTS**

<b>GRADE 8 - ALL STUDENTS SOCIAL STUDIES PERFORMANCE ON STATE ASSESSMENT</b>				
<b>Year</b>	<b>Level 1 %</b>	<b>Level 2 %</b>	<b>Level 3 %</b>	<b>Level 4 %</b>
<b>2009</b>	<b>27</b>	<b>58</b>	<b>14</b>	<b>0</b>
<b>2007</b>	<b>18</b>	<b>76</b>	<b>5</b>	<b>1</b>
<b>2006</b>	<b>46.0</b>	<b>49.0</b>	<b>5.0</b>	<b>0.0</b>
<b>2005</b>	<b>27.6</b>	<b>56.8</b>	<b>15.6</b>	<b>00</b>

**Grade Eight General Education Trends:** Over a three year period from 2005-2009, the percentage All Students tested in Social Studies scoring at Level 1 decreased from **27.6%** to **18%** (-9.6 % decrease in Level 1s). The percentage of students scoring at Level 2 increased from **56.8%** to **76%** (19.2% increase in Level 2s). However, the percentage of students scoring at Level 3 decreased from **15.6%** to **5%** (-10.6% decrease in Level 3s). There was a 1% increase in students scoring at Level 4 from 0% to 1%. An analysis of the three year trend in grade eight Social Studies for All Students indicates a decrease in students scoring at Level 1 and a decrease in students scoring at Level 3 with a marginal increase of Level 4s (+1%). While the Level 1s are progressing to Level 2, the percentage of students scoring at Level 3 (with the exception of 1% who elevated to Level 4) shifted downward to Level 2. This lack of progress towards achieving NYS Learning Standards in Social Studies indicates the need for differentiated instructional strategies targeting Level 1 and 2 students so that their progress can be accelerated.

**GRADE 8  
OVERALL SUMMARY OF NEEDS ASSESSMENT IN SOCIAL STUDIES**

**Strengths and Weakness (Item Skills Analyses):** According to the social studies **item skills analyses for Grade Eight** pertaining to both general education which includes all LEPs and special education students including the bilingual and ESL, the following strengths and weaknesses was indicated:

Strengths:

- Listing current and past events
- Understanding events on a timeline
- Identifying similarities and differences of various cultures

Weaknesses:

- Need to develop their analytical skills to enable them to respond accurately to the different types of document-based questions.
- Need to work on writing constructive responses to historical documents
- Need to make historical connections
- Have difficulty with non-fiction text
- Making connections and applying facts and historical events to real life situations
- Essay Writing

**Effectiveness of Curriculum:** At IS 291, the social studies curriculum is effective, as it is being delivered by teachers who are not only knowledgeable of its content but of their students' strengths and weaknesses. Utilizing key concepts in history, geography, economics, and civics, students are required to gather, organize and present information. Teachers create a student centered learning environment where students are expected to excel and achieve daily goals extracted from the curriculum. The curriculum will be delivered in a learning environment where student achievement is evident. Teachers will model the curriculum standards and use differentiated instruction to set the pace for student learning. The use of technology has come to the forefront in social studies through the state and city initiatives of the Title II grants. Additionally, educators have been attending symposiums offered through the "Teaching American History" Grant and "Literacy in the Content Area." This information was turn-keyed to the staff at professional development sessions.

Pre-assessments were administered to our students; these results offered a comprehensive look at student strengths and weaknesses. Using this data, teachers are able to differentiate their lessons to meet the unique needs of each student. The social studies department at 291 is determined to continue the drive to achieve academic excellence. Social Studies classrooms provide a platform to ignite inspirational and life changing discussion. These discussions will be used not only to teach historical content but also to motivate and inspire students to make positive changes in their school and community. The social studies curriculum will be used as a vehicle to educate and empower students.

**Root Causes/Contributing Factors/Significant Findings:** Possible significant variables affecting student achievement:

- Low student reading comprehension levels in English and Spanish in the bilingual classes:
  - Responding to inferential questions
  - Grasping main idea or overall meaning
  - Making prediction and drawing conclusions
  - Evaluation of skills analysis

In order to improve in this content area where complex language plays a pivotal role, LEP students need access to content based literature to raise the level of proficiency in the L1 and L2. It is of utmost importance that teachers who are highly qualified and who are familiar with strategies that would greatly benefit LEP students teach social studies. Since a great deal of teacher preparation is needed and required to ensure comprehension on the part of the students, teachers of social studies would greatly benefit from professional development opportunities that integrate both language and content.

## **GREATEST ACCOMPLISHMENTS**

As evidenced by the results of our last (May 28, 2009) Quality Review, I.S. 291 has made many significant achievements, and some of our greatest are:

- ***The principal's dynamic leadership is having a major impact on the rapid improvement in all aspect of the work of the school as evidenced by the development of a leadership team that is fully focused on improving the learning outcomes of all students.***

The principal, ably supported by other cabinet members, provides dynamic leadership, which is the driving force for improving all aspects of the work of the school. The school has gone through a rapid and major improvement program in the last two years and this is beginning to have an impact on the quality of instruction and student progress. This has been achieved through a complete turnaround in the culture in the school, which is now built on mutual care and respect. The leadership team and teachers use data effectively to monitor student progress and plan individual, group and intervention activities.

- ***Use a wide variety of data to effectively and regularly monitor student progress and achievement.***

School leaders and teachers effectively use a wide variety of data to monitor student progress and achievement on a regular basis. Teachers receive valuable training in the use of data to inform their instructional planning. They make very good use of Acuity and Scantron to analyze students' strengths and areas for improvement. They also use the information very well to plan individual, group and whole class instruction. Senior leaders make effective use of the available information about each student prior to them joining the school. They provide teachers with benchmark data for each student in order for them to plan their curriculum and instruction. The administration rigorously analyzes test outcomes to monitor progress within the school year, as well as the school's progress over time. Annual test data is disaggregated to review the progress of all groupings of students by gender and ethnicity. As a result, the school and classroom libraries have been enhanced to cater for boys' interests in order to encourage them to read more.

- ***Provide excellent support for students with the greatest need of improvement, which allows them to make significant progress.***

Special education students receive very good support and make good progress in their achievement levels. The teachers use a variety of effective strategies and programs in self-contained and collaborative team teaching classrooms to meet the identified learning goals of the students. A significant number of the students have made very good gains in achievement in the State tests. English language learners receive good support, with a wide range of excellent programs used to accelerate their learning and provide useful opportunities for the students to enhance their vocabulary, reading and writing skills. Computerized programs provide very valuable differentiated activities to increase the students' progress in reading and math. As a result, students at all levels are making good gains in their achievement levels.

- ***Use the school curriculum and after-school program to provide very good levels of engagement and interest for students' academic and social development.***

The core curriculum provides many opportunities for teachers to generate data to monitor the progress students make in their content and skills development. The curriculum is structured effectively by use of the workshop model. Learning objectives are on display and students are able to articulate the learning outcomes for their activities. A range of arts subjects, together with an extensive after-school program, create high levels of engagement and interest for students' academic and social development. The programs include art, robotics, filmmaking, theatre, poetry and many other enrichment activities. Senior leaders effectively hold teachers accountable for making the curriculum and instruction interesting and engaging by monitoring student progress and through classroom walkthroughs. Many teachers use data effectively to differentiate the instruction to meet the identified needs of their students. However, there is not yet consistency in the differentiation of instruction and activities to create sufficient engagement, challenge and interest for the higher achieving students.

- ***Integrating well-structures professional development programs into the school's improvement agenda.***

The school has an observation team of highly skilled classroom practitioners who undertake frequent classroom walkthroughs to monitor the effectiveness of the curriculum and instruction. Teachers received valuable feedback and, where improvement areas are identified, a support team of coaches and lead teachers provide expert advice and guidance. They work effectively with the teachers on instructional planning, undertake demonstration lessons and set up inter-visitations within the school. Professional development programs are focused on the school's improvement agenda and are having a significant impact on improving teachers' skills, knowledge and classroom instruction. Teachers attending off-site training complete a useful review and receive a classroom visit when they are required to demonstrate the impact of their training on student learning. They also turnkey their newly acquired knowledge and skills to colleagues in their subject area. The principal has introduced the innovative Healthy Habits for Teachers training interacting positively with students in respect of their learning, feelings and concerns. Teachers work effectively and collaborative in daily common planning time to prepare curriculum and instruction and to review student progress. New teachers receive excellent support from a mentor, coaches and assistant principals. They regularly meet to discuss their practice and have opportunities to view demonstration lessons, visit classrooms and share ideas with other teachers.

- ***Successfully establishing a caring school culture built on mutual respect between members of the school and community.***

The school has excellent programs for supporting the academic and personal development of the students. The student government has representatives from each class and has successfully introduced the student of the month award, chosen the colors for painting the school and is deciding on a name for the newly renovated outdoor sports and recreation area. The school provides an effective program of social and personal education, which covers health, physical and emotional issues relevant to the students' age group. The leadership program helps students to take responsibility and accountability for their involvement in community activities. Over the past two years, the school has implemented clear procedures and expectations, which have significantly changed the culture of the school. This has created a very positive learning environment, where students are now demonstrating high levels of self-discipline and respect for others. A variety of partnerships is providing very good opportunities for students' academic and personal development. These include an after-school academic and social support program, as well as a community service program where the students are presently engaged in the physical decoration of the building and its perimeter.

## **MOST SIGNIFICANT AIDS TO CONTINUOUS SCHOOL IMPROVEMENT**

Two of the key elements that will continue to positively impact the improvement of I.S. 291 are the revitalization of our staff and the inquiry team. Like any organization, we still have a few nay-sayers, however, the majority of our teachers and staff are on board with the mission and vision of I.S. 291. With our newly developed professional development lab, teachers will have a completely furnished resource center where they can exchange ideas while continuously widening the scope of their knowledge. Our teachers will become more knowledgeable; collaborate with their colleagues while having the constant guidance of coaches and administrators. Our Inquiry Team will be vital in getting our staff to pay closer attention to the students who are not making progress for reasons that are not easily diagnose. Based on the findings of the inquiry team, some of the students in the study failed to make progress because they found classes boring and felt that the teachers did not care. In some instances we there were students who were excelling with one teacher and then the same group of students were failing with another teacher. The inquiry team will publish frequent news letters where such findings will be highlighted and will encourage teachers to examine their level of expectations for all students as well as effectiveness of their daily lessons. The inquiry team will continue to work with the administrative team to ensure that all relevant student data is disseminated to teachers and staff. Whenever necessary the inquiry team will also conduct professional development designed to share and disaggregate student data.

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## **AIDS TO CONTINUOUS IMPROVEMENT**

In addition to dynamic leadership provided by the principal in conjunction with supervisors, coaches and lead teachers, a significant aid to continuous school improvement can be attributed to the work form the Inquiry team process, which developed and sustained a community of inquiry. With the implementation of our Inquiry Team, this has been a challenging yet rejuvenating school year. Choosing our team members required thought, as our selections were based on our instructional focus, the individual's experience and expertise in ELA and academic intervention. Team members were also selected based on their ability to analyze and use data to differentiate instruction. We select people who were a part of the instructional leadership and who had the ability to foster and implement change. Our team members were instrumental in identifying and selecting our target population. We selected our target population from students who tested in the bottom 1/3 on the NYS ELA exam. Using student data we identified specific needs and set individual goals for each student. Working with the classroom teachers, SES providers, and AIS specialist we sought out all possible means for student improvement. Acuity and Scantron provided us with the resources/means to measure progress. The Inquiry Team had a positive impact on our school and was a significant aid to continuous improvement. The team cast the spotlight on students who were failing and forced the staff to engage in conversations regarding reasons and remedies for their failure. Staff members now had to think about what happened to students when they do not learn. Teachers working with the target population were awakened by the realization that they can be a part of the reason, if not the reason why a youngster fails. Though the team itself has much to improve upon, its benefits far out weight the many challenges that we encountered.

## **BARRIERS TO CONTINUOUS IMPROVEMENT**

The work of the Inquiry team was useful in identifying some of the barriers to continuous improvement that help explain the reasons that cause children to fail. One of the major findings related to student attendance. Through the inquiry process, team members gained a deeper understanding as to why students do not attend school regularly. For example, two students from our target population didn't like coming to school because they found it boring. School, they say, didn't have any fun activities or any competitive sports. Thus, with the opening of our new playground, we will continue to build upon the activities that we started with the Leadership Program. We will create more extra-curricula activities and programs that will serve as attendance incentives and motivate excellence. The curriculum will also be amended to infuse what we are calling "life lessons". These are lessons that will be designed to teach students how to rise above and overcome obstacles. Life lessons will use methods that our students can relate to, to foster self empowerment and motivation skills. Teachers will also be trained how to build positive student/teacher rapport.

Additional barriers to continuous improvement were identified during the Quality Review process and are as follows:

- There is a need to improve procedures for establishing whole school and interim subject goals based on students' present and projected achievement levels.
- The consistency of goal-setting across all subjects needs to be improved to ensure that students have an understanding of their next steps of learning.
- There is a need to develop consistency in the use of differentiated instruction and activities to create greater levels of engagement, challenge and interest for the higher achieving students.
- Regular in-depth disaggregated analysis of data must be used systemically to identify trends in strengths and improvement areas for all subgroups, to inform instructional planning.

Although IS 291 has made great strides in the improvement of the school environment, data from the Progress Report 2006-07 indicated that IS 291 received an overall score of 6.3 out of 15 for School Environment. Relative to its Peer Horizon, IS 291 ranks below the 50% for Safety and Respect, Academic Expectations and Communication. This is partially due to the fact that many parents are not actively engaged in their child's education. This is evident by low participation at parent meetings and workshops. Additionally, parents and students are limited in their involvement regarding individual student goals and progress targets for each content area. As a result, a very small number of parents and/or guardians have the necessary information about school goals and specific academic goals for their child. Therefore, parents remain limited in their ability to become full partners in school-wide efforts to accelerate the continuous improvement of student achievement.

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## SECTION V: ANNUAL SCHOOL GOALS

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

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

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### SCHOOL-WIDE GOALS FOR 2009-10

Based on the findings and implications from the comprehensive needs assessment, I.S. 291's school-wide instructional goals for 2009-10 will be as follows:

1. After careful review of our gains report and other school-wide summative data, we found that most of our L2 students were on the cusp of moving to L3. As a result, we expect to gain a 4% increase in the number of students making more than one year's progress in ELA, as measured by the New York State ELA assessment.
2. After conducting a needs assessment and targeting students in the lowest 1/3 in mathematics, we expect to gain a 5% increase in the number of students making more than one year's progress in math, as measured by the New York State math assessment.
3. Based on school accountability reports, the following sub-groups did not meet AYP in science: Hispanics, Students with Disabilities, Limited English Proficient, and Economically Disadvantaged. As a result, we have made progress for these sub-groups a priority goal for the 2009-10 school year. Progress will be measured by the New York State Science Assessment, Exit Projects, Teacher Assessments and Lab performance.
4. After review of Achieve Now (program for overage students) data, we found an increase in the graduation rate of our overage population. Using the same program, we expect a 35% increase in the number of overage students meeting graduation requirements by June 2010 as measured by successful performance on state assessments and attendance report.
5. To meet quality review recommendations and enhance the curriculum for students already meeting SED standards, will create enrichment programs by June 2010, as evidenced by a 3% increase in the number of students exceeding performance standards on New York State Assessments.

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To achieve a 4% increase in the number of students making more than one years progress in ELA, as measured by the New York State ELA assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Actions/Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>• Students and parents will be given clear goals and expectations</li> <li>• Students will be held accountable for quality standard based work</li> <li>• Parents will be notified of their child’s progress or lack there of</li> <li>• Encourage administrators and teachers to call parents</li> <li>• Work with the Parent Coordinator to host an ELA open house and pep rallies</li> <li>• Prepare ELA information centers for open school night and afternoon.</li> <li>• Provide teachers with the needed resources</li> <li>• Monitor the use of common prep and meeting times for grade level teachers</li> <li>• Use professional development to help teachers master effective instructional/classroom management and discipline techniques and methods</li> <li>• Provide additional levels of support to teachers by increasing the visibility and availability of coaches, Lead teachers, APs, and the AIS liaison in classrooms</li> <li>• Teachers will be held accountable for using data to provide standard based student centered differentiated instruction</li> <li>• Require teachers to use data to set instructional goals and create action plans that address the needs of their students</li> <li>• Teachers will be monitored and assessed for effectiveness and based on identified need teachers will be provided with training and professional development.</li> <li>• Students will be encouraged to utilized AIS and SES programs to enhance their</li> </ul>

	<p>academic skills</p> <ul style="list-style-type: none"> <li>• Students will be encouraged to attend 37 ½ minutes tutorial intervention sessions, where they will work with their teachers using resources designed to remediate specific skills</li> <li>• Students will be given frequent assessments some that mirror the NYS assessment others that are designed to test progress made in a specific skill area.</li> <li>• Ensure curriculum map is aligned to New York State’s ELA learning standards while addressing the needs of our students.</li> </ul> <p><b>Responsible Staff Members:</b> Assistant Principals, ELA Teachers, Literacy Coach, Lead Teacher, Principal, and Parents/Caregivers</p> <p><b>Implementation Timelines:</b> August 2009 –October 2009</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Aligning Resources:</b> Literacy Coach, Lead Teacher. Literacy Teachers, ELA Teachers, Principal, Assistant Principals, Network Support Specialists and BETAC  Tax Levy, Title I, Title II, Title III</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Instrument(S) Of Measure:</b></p> <ul style="list-style-type: none"> <li>• Acuity</li> <li>• Scantron</li> <li>• Teacher written and oral assessments</li> <li>• Diagnostic Reading Assessment</li> <li>• Quality and accuracy of student Homework and Class work</li> <li>• Conference with Students</li> <li>• Informal and Formal Observations</li> <li>• Learning Walkthroughs</li> <li>• Coach and Lead Teachers Logs</li> <li>• Teacher Assessment Notebooks</li> </ul> <p><b>Interval Of Periodic Review:</b></p> <ul style="list-style-type: none"> <li>• Predictive-benchmark assessment/October, Scantron reading-benchmark assessment/October, ITA/November/2% gain on each grade level, NYS ELA Assessment/January/4% gain school-wide, ITA/March/4% gain on each grade level,</li> </ul> <p><b>Projected Gains:</b> 4% of students increase moving from level 1 and 2 to 3 and 4</p>

## SECTION VI: ACTION PLAN

Subject/Area (where relevant): MATHEMATICS

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To gain a 4% increase in the number of students making more than one years progress in math, as measured by the New York State math assessment.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Actions/Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• Use the workshop model to delivery effective math lessons using Impact Math and supplemental materials English/Spanish</li><li>• Utilization of the Balanced Mathematics program to deliver the IMPACT curriculum</li><li>• Continue supporting the enrichment program: Accelerated Mathematics Program started in grade six.</li><li>• Systemic use of writing as a vehicle for learning mathematics</li><li>• Problem of the week using the “Four-Square Writing Method”</li><li>• Utilizing the revision process</li><li>• Train teachers how to use the TI-34II calculator effectively.</li><li>• Mandate the use of Hot Words/Hot Topics as a supplement and encourage the implementation of word walls in each math classroom.</li><li>• Monitor the use of teacher common planning sessions to ensure that it is being used effectively and efficiently.</li><li>• Use the observation process to monitor and assess the effectiveness of math instruction and to identify areas for teacher development and training</li><li>• Provide professional development training designed to address the specific needs of math teachers.</li><li>• Provide teachers with individual student data that will allow them to tailor instruction to meet their unique needs.</li><li>• Require teachers to use data to set instructional goals and create action plans that address the needs of their students</li><li>• Infuse the use of Kaplan test materials</li><li>• Infuse the use of bilingual glossaries</li></ul>

	<ul style="list-style-type: none"> <li>• Conduct frequent assessments to monitor the effectiveness of teacher instruction and track student progress</li> <li>• Students and parents will be given clear goals and expectations</li> <li>• Students will be help accountable for quality standard based work</li> </ul> <p><b>Responsible Staff Members:</b> Assistant Principals, Math Teachers, Math Lead Teacher, Principal, Guidance Counselors</p> <p><b>Implementation Timelines:</b> August 2009 - November 2009</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Aligning Resources:</b></p> <ul style="list-style-type: none"> <li>• Impact Math, Kaplan Test Materials, AIS and SES, Saturday Math Academy, 21<sup>st</sup> Century Grant, SIFE Grant, Support Staff and Administrators</li> <li>• Title I and Title III Funds</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Instrument(S) Of Measure:</b></p> <ul style="list-style-type: none"> <li>• Acuity</li> <li>• Scantron</li> <li>• Teacher written and oral assessments</li> <li>• Quality and accuracy of student Homework and Class work</li> <li>• Conference with Students</li> <li>• Informal and Formal Observations</li> <li>• Learning Walkthroughs</li> <li>• Coach and Lead Teachers Logs</li> <li>• Teacher Assessment Notebooks</li> </ul> <p><b>Interval Of Periodic Review:</b> ITA/November/2% gain on each grade level, Math Predictive/December/3% gain, NYS Math Assessment/March/3-4% gain school-wide, Math Predictive/June/4% gain school-wide.</p> <p><b>Projected Gains:</b> 4% of students increase in the number of students achieving the state performance standard in mathematics.</p>



	<ul style="list-style-type: none"> <li>• Conduct frequent assessments to monitor the effectiveness of teacher instruction and track student progress</li> <li>• Monitor the use of teacher common planning sessions to ensure that it is being used effectively and efficiently.</li> <li>• Students and parents will be given clear goals and expectations</li> <li>• Students will be help accountable for quality standard based work</li> </ul> <p><b>Responsible Staff Members:</b> Assistant Principals, Science Teachers, Principal, Guidance Counselors</p> <p><b>Implementation Timelines:</b> August 2009 – December 2009</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy Funds <b>Excellence (C4E) Allocations, Where Applicable:</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Instrument(S) Of Measure:</b></p> <ul style="list-style-type: none"> <li>• Science Journals</li> <li>• Marking Period Exam</li> <li>• Report Card Data</li> <li>• Eighth Grade Science State Assessment</li> <li>• Exit Projects</li> <li>• Quality and accuracy of student Homework and Class work</li> <li>• Conference with Students</li> <li>• Informal and Formal Observations</li> <li>• Learning Walkthroughs</li> <li>• Coach and Lead Teachers Logs</li> <li>• Teacher Assessment Notebooks</li> </ul> <p><b>Interval Of Periodic Review:</b> Marking period assessments/October/January/March/May/3% gain, NYS Science Assessment/March-April/3% gain</p> <p><b>Projected Gains:</b> 3% increase in the number of students meeting NYS performance</p>



standards

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>.</p> <p>By June 2010 the number of overage students meeting graduation requirement will increase by 35%, as measured by successful performance on state assessments and attendance report.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Actions/Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>• Identify and inform teachers of overage students within their classes</li> <li>• Conference with student and their parents regarding their academic status and progress</li> <li>• Use data to create academic intervention plans that will help each student to meet his or her set academic goals</li> <li>• Create programs that will promote accountability while inspiring students to rise above their obstacles.</li> <li>• Ensure that each students’ progress and attendance is actively monitor by a guidance counselor</li> <li>• Set clear expectations for each student and monitor for progress</li> </ul> <p><b>Responsible Staff Members:</b> Assistant Principals, Teachers, Principal, Guidance Counselors</p> <p><b>Implementation Timelines:</b> September 2009 – December 2009</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy Funds</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Instrument(S) Of Measure:</b></p> <ul style="list-style-type: none"> <li>• Progress Report</li> <li>• Marking Period Exams</li> <li>• Attendance Report</li> <li>• Guidance Meetings</li> </ul>

- Report Card Data
- Eighth Grade Assessment
- Quality and accuracy of student Homework and Class work
- Conference with Students
- Informal and Formal Observations
- Teacher Assessment Notebooks

**Interval Of Periodic Review:**

Marking period assessments/October/January/March/May/3% gain, NYS Assessment/June/3% gain

**Projected Gains:** 3% increase in the number of students meeting NYS performance standards



**Indicators of Interim Progress and/or Accomplishment**

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

Student Data, Student Profile, Attendance Reports, ATS Report,

- AIS Lab will be used to provide intervention and enrichment
- Student advisory will be a means of enrichment and progress will be measured by an increase in positive student behavior
- Parents and students will receive quarterly progress reports
- Increase in the number of parents attending parent teacher conferences and other required meetings.

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

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

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

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

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

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

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

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

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

**APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	160	79	82	150	119	3	5	11
7	174	163	158	162	114	5	7	10
8	240	204	197	218	149	4	6	13
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><b><i>AIS in ELA is being implemented in several different ways:</i></b></p> <ul style="list-style-type: none"> <li>• One 45 minute period per week for teachers whose program allows us to do so</li> <li>• Differentiate instruction in all ELA classes – Tier I Intervention</li> <li>• Through frequent content and skills based assessments, the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be services through the AIS lab, where a specific plan will be tailored to meet their unique needs.</li> <li>• The director of the AIS lab is given student data which allows him/her to identify all students who have not met state performance standards in the core content areas. Using this information the AIS director creates small instructional groups and assign a qualified provider (teachers assigned to work in the lab or teacher volunteers) to each group. The provider uses all available data and work closely with the classroom teacher to create a plan to meet the specific needs of each student. The AIS provide utilizes all the recourses in the fully equip lab to remediate skills and assess student progress.</li> </ul> <p><b>English as a Second Language:</b></p> <p><b><i>AIS in ESL is being implemented in several different ways:</i></b></p> <ul style="list-style-type: none"> <li>• One 45 or 90 minute period per week for teachers whose programs allow us to do so</li> <li>• Differentiates instruction in all ELS classes – Tier I intervention.</li> <li>• Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not making progress from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be service through the AIS lab, where a specific plan will be tailored to meet their unique needs.</li> <li>• The director of the AIS lab is given student data which allows him/her to identify all students who have not met state performance standards in the core content areas. Using this information the AIS director create small instructional groups and assign a qualified provider (teachers assigned to work in the lab or teacher volunteers) to each group. The provider uses all available data and work closely with the classroom teacher to create a plan to meet the specific needs of each student. The AIS provide utilizes all the recourses in the fully equip lab to remediate skills and assess student progress.</li> </ul>

<p><b>Mathematics:</b></p>	<p><i>AIS in math is being implemented in several different ways:</i></p> <ul style="list-style-type: none"> <li>• One 45 or 90 minute period per week for teachers whose program allow us to do so</li> <li>• Differentiate instruction in all math classes – Tier I intervention</li> <li>• Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not making progress from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be service through the AIS lab, where a specific plan will be tailored to meet their unique needs.</li> <li>• The director of the AIS lab is given student data which allows him/her to identify all students who have not met state performance standards in the core content areas. Using this information the AIS director create small instructional groups and assign a qualified provider (teachers assigned to work in the lab or teacher volunteers) to each group. The provider uses all available data and work closely with the classroom teacher to create a plan to meet the specific needs of each student. The AIS provide utilizes all the recourses in the fully equip lab to remediate skills and assess student progress.</li> </ul>
<p><b>Science:</b></p>	<p><i>AIS in science is being implemented in several different ways:</i></p> <ul style="list-style-type: none"> <li>• In addition to the State mandated periods of science instruction students will receive an additional 45 minute period of AIS instruction in science per week.</li> <li>• The science lab will be used as a vehicle to provide AIS instruction for seventh and eighth grade students</li> <li>• The AIS lab will be equipped to provide Tier II intervention in science</li> <li>• The director of the AIS lab is given student data which allows him/her to identify all students who have not met state performance standards in the core content areas. Using this information the AIS director create small instructional groups and assign a qualified provider (teachers assigned to work in the lab or teacher volunteers) to each group. The provider uses all available data and work closely with the classroom teacher to create a plan to meet the specific needs of each student. The AIS provide utilizes all the recourses in the fully equip lab to remediate skills and assess student progress.</li> </ul>
<p><b>Social Studies:</b></p>	<p><i>AIS in social studies is being implemented in several different ways:</i></p> <ul style="list-style-type: none"> <li>• In addition to the State mandated periods of social studies instruction students will receive an additional 45 minutes period of AIS instruction in social studies per week.</li> <li>• The additional AIS period will be tailored to meet the specific needs of each student</li> <li>• The AIS lab will be equipped to provide Tier II intervention in science</li> <li>• The director of the AIS lab is given student data which allows him/her to identify all students who have not met state performance standards in the core content areas. Using this information the AIS director create small instructional groups and assign a qualified provider</li> </ul>

	(teachers assigned to work in the lab or teacher volunteers) to each group. The provider uses all available data and work closely with the classroom teacher to create a plan to meet the specific needs of each student. The AIS provide utilizes all the recourses in the fully equip lab to remediate skills and assess student progress.
<b>At-risk Services Provided by the Guidance Counselor:</b>	School counselors will provide guidance and crisis counseling services during the school day, one period per week or more frequently if needed, to all students deemed at risk especially in grades 6-8. The service is offered in English and Spanish. Guidance counselors will visit classrooms to provide information that will benefit the entire student body. Guidance counselors will also be given student data that will allow them to track student progress as well create meaningful peer groups for specific student activities and guided programs. Students will assisted in learning how to deal with various personal issues including school, friends, family current events, etc.
<b>At-risk Services Provided by the School Psychologist:</b>	The school psychologist will offer clinical services, agency referrals, and educational, social and personal services during the school day on an needed basis to students deemed at risk. These service will identify emotional, social, neurological factors that impede student performance and provide prescriptive measures that address student needs by suggesting additional student support services.
<b>At-risk Services Provided by the Social Worker:</b>	Social Workers will provide counseling services to students deemed at risk and their families during the school day, one period or more frequent if needed. Students will be assisted in learning how to deal with various personal and family issues that are adversely effecting student progress.
<b>At-risk Health-related Services:</b>	Health related services are offered during the school day, one period a week or as needed, to all students in grades 6-8. Students will assisted in learning how to cope with health related issues as obesity, diabetes, asthma, etc.

**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:**

**LEP 130**

**Non-LEP N/A**

**Number of Teachers 6**

**Other Staff (Specify) N/a**

**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.

**I.S. 291, located in the Bushwick Community in Brooklyn, within Community District 32 has a comprehensive transitional Spanish Bilingual/ESL Program for approximately students. ESL classes range from Beginner to Advanced Levels. At I.S. 291, we offer Bilingual and ESL Programs. Students in the ESL Freestanding Program will be serviced in compliance with CR Part 154 Regulations. All Beginners students will receive two 45 minutes periods of ESL a day, Intermediate students will receive two 45 minutes periods of ESL a day while our Advanced students will receive one 45 minutes period of ESL a day and one 45 minutes of ELA a day.**

## **Free Standing Program**

**students will be mainstreamed for all subjects, such as Social Studies, Math, Science, Gym, Art, and Technology. All LEPs are expected to meet the NYS ESL Learning Standards. Certified ESL Teachers will follow a "push-In" model to service the students. All ESL students will receive their appropriate amount of ESL instruction based on their level of proficiency level in compliance with the Language Allocation Policy. Our program will focus on improving the listening, speaking, reading and writing skills in the content areas through the utilization of ESL methodologies. The Workshop Model will be used in all subject areas. Using such strategies as paired reading, read-aloud, re-telling, graphic organizers, journals, portfolios, etcetera. This allows teachers to focus on student understanding in content and linguistic structures. Teachers will use ESL strategies that make learning more comprehensive and meaningful for LEPs. The instruction allows students to acquire the academic language of the subject necessary to assure the students meet the content area standards. ESL classes are offered in grades 6-8.**

## **Transitional Bilingual Program**

**Bilingual Spanish classes are offered in grades 6-8 in Native Language Arts, Math, Social studies and Science. Spanish and English are both used for the language of instruction. Instructional strategies applied in Cooperative Learning, and the The Workshop Model. Second language acquisition will be addressed in all ESL/Bilingual content area classes. The textbooks and instructional materials will adhere to the New York State ESL Learning Standards, NYS Native Language Arts Standards and the City of New York Performance Standards.**

All current LEPs will take the New York State English as a Second Language Achievement Test (NYSESLAT) in May,, which measures students' progress in English language proficiency and to determine continued eligibility for participation in the ESL program. In the area of Technology LEP students will have access to computers in all subject areas. They will receive training in basic computer skills and in the use of the internet for gathering information and for research purposes. Lep students have access to all our academy programs and participate in all schools extra curricular activities, plays and trips. Additional support is provided to LEPs by tutorial services offered by our Title III after school program. Students receive help in literacy preparation for the NYSESLAT and English Language Arts Examination. Certified Bilingual Content Area Teachers also offer content area preparation classes. Transitional Bilingual Program classes are offered in grades 6-8. There are 1 in the 6th grade, 2 in the 7th grade and 2 in the 8th grade

### **Self Contained Model**

Students in self-contained program will be programmed for all subjects, such as Social Studies, Math, Gym, Art and Technology. All LEPs are expected to meet the NYS ESL Learning Standards. Students will be serviced by certified ESL teachers for the ESL periods and certified content area teachers with ESL methodology. All LEP students will receive their appropriate amount of ESL instruction based on their proficiency levels. Our program will focus in improving the listening, speaking, reading and writing skills in all the content areas through the utilization of ESL methodologies. The Workshop Model will be used in all subjects areas. Using such strategies as paired reading, read-aloud, re-telling, graphic organizers, journals, portfolios, "literature circle", etc. This allows teachers to focus on student understanding in content and linguistic structures. Teachers use ESL strategies that make learning more comprehensive and meaningful for LEPs. The integration of concept development in the content areas with language instruction allows students to acquire the academic language of the subject necessary to assure that the students will meet the content area standards. Self-Contained ESL classes are offered in grades 6-8. There is 1 in the 6th grade, 2 in the 7th and 2 in the 8th grade.

### **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.

For the 2009-2010 school year there will be regularly scheduled professional development blocks a month. Teachers as well as various staff members such as SBST Team, Guidance personnel, and AIS specialists, parent and Coach and Lead Teacher will be involved in our workshops. BETAC will also be involved in conducting professional development to our teachers.

Some of the areas we plan to address are:

1. The C.E.P.
2. Successful Parent Conferences

Using Various Assessment Tools

3. Working with Children with Special Needs

There will be at least six sessions devoted to Strategies for Helping the LEP. In addition, we will focus on strengthening teachers' understanding and knowledge of Balanced Literacy Model and the Math curriculum. Teachers will get further staff development on how to use the assessments results to make informed instructional decisions that will move LEP students academic gains. The workshop are the following:

1. October-Identifying the LEP student
2. Scaffolding in the Content Areas for the LEP students
3. Using Data to Drive Instruction for LEPs
4. NYS ESL Learning Standards
5. Preparing for the NYSESLAT/ESL-Knowing the four modalities
6. Native Language Arts Standards

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-  
-  
**Form TIII – A (1)(b)**

-  
-  
**School: Roland Hayes 291**  
**BEDS Code: 333200010291**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	23,131.68	<b>Teachers, Supervisor, per session for extended day program.</b>  <b>(Teachers) (Sessions) (Hours) (Rate)= (3) (22) (3) (2)=16,624.08</b>  <b>(Adminisrator) (sessions) (hours) (rate)=(1) (22) (2) (3)=5,798.76</b>

<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	877.50	<b>Strategies for Test Taking <a href="#">Success-Math-15@19.50</a></b>  <b>Strategies for Test Taking Success in <a href="#">Reading-15@19.50</a></b>  <b>Strategies for Test Taking Success in <a href="#">Writing-15@19.50</a></b>  <b>Strategies for Test Taking Success: Writing, Reading, Math <a href="#">CD-ROM@59.50</a></b>
<b>Educational Software (Object Code 199)</b>	N/A	N/A
<b>Travel</b>	N/A	N/A
<b>Other</b>	550.00	<b>Parents meetings refreshments \$300.00</b>  <b>Instructional Supplies and materials to focus on the needs of the student in the program Chart paper, graph paper, pencils, markers \$250.00</b>
<b>TOTAL</b>	<b>1427.5</b>	

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

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

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

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

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.

**LEPs are identified by reviewing the Home Language Survey with parents and conducting an interview during admission. In The Home Language Survey, parents identify the language spoken at home by the student and parents. Based on that information, we determine if student is eligible to be tested with LAB-R Assessment.**

**All communication materials will be sent to the students' home in the language the parents have selected in Part 3 of the Home Language Survey.**

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.

**The oral interpretation provided by I.S. 291 will be Spanish. This was determined after reviewing the Home Language Survey for "language spoken at home".**

**In addition, the school will provide to the parents whose vernacular language is other than English, a notification of their rights.**

**Notices will be posted as well in the Parent's Coordinator's Office regarding their rights their rights to obtain documentation or oral translation in their spoken language.**

### **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.

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.

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>

## 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:	900,605.00	53,701.00	1908612
2. Enter the anticipated 1% set-aside for Parent Involvement:	9,006.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		540.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	3,250.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		2,685.00	
6. Enter the anticipated 10% set-aside for Professional Development:	96,000.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		5,370.00	

1. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: \_\_\_\_\_
2. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

#### 1. School Parental Involvement Policy – Please attach copy

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy.

The template is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of

parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

**School Parental Involvement Policy**  
**I.S. 291K ROLAND HAYES**  
**Parent Involvement policy**

**As stated in the I.S. 291K mission statement ‘all members, staff, students and parents are actively engaged in the educational process.’ To ensure that parents are actively engaged, I.S. 291 has formulated this Parent Involvement Policy in collaboration with teachers, parents and the parent coordinator.**

**I. General Expectations**

I.S. 291K agrees to implement the following requirements with its Parent Involvement Committee:

- Plan and monitor programs, activities and procedures for parent involvement in collaboration with PSA, SLT and staff.
- Meet the requirements of section 118(b) of ESEA and create a school-parent compact consistent with 11189b) of ESEA in order to strengthen the involvement of families
- Ensure that the Parent Involvement Policy is included in the Comprehensive Education Plan (CEP)
- Ensure that all parents are informed of parent involvement activities and are provided with copies of the school-parent compact and parent involvement policy in the home language, as mandated by CR-A-663.
- Ensure that parents are involved in the determination of how Title I, Part A funds for parent involvement is spent.
- Use the definition of parent involvement as a guide to monitor all programs, activities and procedures.

***Definition:*** parent Involvement means the participations of parents in regular, two-way, and meaningful communication with the school. Parents are an integral partner in their child’s learning, actively involved in their child’s education and are encouraged to participate in decision-making and advisory committees at the school.

**II. Implementation**

1. I.S. 291K established a parent involvement committee in which the parent coordinator has recruited an equal number of parent participants to teachers. This committee is responsible for the creation of the parent involvement plan; therefore, parents are involved in the development of the plan.
2. I.S. 291K involves parents in school review and improvement by having parent’s complete needs assessment surveys, participate in PSA, School Leadership Team, participate in the parent involvement committee and volunteer as learning leaders.
3. I.S. 219K will inform parents of current units of study in reading, writing, science, social studies and math through a centrally located bulletin board. Teachers will inform parents of new units of study and invite parents to end of unit curriculum celebration throughout the year.
4. I.S. 291 will increase parent involvement with all academy programs by inviting parents from each academy to I.S. 291’s parent workshop, and celebrations.

5. I.S. 291 will conduct an annual assessment survey to determine the effectiveness of its parental involvement policy for all parents, especially for parents with limited income, special needs, limited English proficiency, limited literacy and including all ethnic groups. The results of this survey will be used to plan parental involvement activities and programs to meet their needs and school goals.
6. I.S. 291K will build school and parent capacity by providing the following activities:
  - Inform parents of state academic standards, benchmarks, standardized testing requirements, promotional criteria and how to monitor their child’s progress.
  - Inform parents of supplemental educational services available
  - Provide materials and training to foster literacy and parental involvement through programs such as GED preparation, ESL, Nutrition, Math and Literacy, Preparing Parents for parents-teacher conferences and knowledge on how to acquire community resources.
  - Coordinate and integrate parent involvement programs with high school students through HS orientation, college fairs, and inviting high school parents to attend I.S. 291K parent workshops
  - I.S. 291K makes every effort to insure that information is made available in the parent’s language of understanding through written translation of fliers, memos; parent notices and provides oral translation during parent workshops and meetings

**III. Discretionary Activities**

I.S. 291K will continue to develop and maintain model approaches for improving parent involvement such as:

- Creating and maintaining a parent lending library
- Continuing an In-House Translation Team to assist with communication between home and school.
- Adult literacy workshops.

**IV. Adoption**

This school parental involvement policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the I.S. 291K School PSA agenda. This policy was adopted by I.S. 291K On June 9, 2006 and will be in effect for the period of 2009-2010 school year. The school will distribute this policy to all parent of participating Title 1, part A children in their language of understanding on or before September 15, 2009, November 16 & 17, 2009.

**1. School-Parent Compact - Attach a copy of the school’s Parent Involvement Policy.**

**The School-Parent Compact**

**I.S. 291 – ROLAND HAYES  
Student-Parent-School Compact**

<b>Mission Statement</b>
The mission of I.S. 291 is designed around the values of clear and high academic expectations, an all-encompassing commitment to learning and meaningful relationships. Our school community, together with

parents, will provide challenging, engaging teaching and learning practices, effective programs and instructional, collaborative leadership. We are committed to academic rigor and a high standard of productive and effective teaching, classrooms organized for student success, creating an alliance of mutual respect, and a strong emphasis on knowing and caring about our students.

<b>Student Pledge</b>	<b>Family Pledge</b>	<b>Faculty/Staff Pledge</b>
<p>As a student, I will strive to:</p> <ul style="list-style-type: none"> <li>♦ Let my teacher and family know if I need help.</li> <li>♦ Read on my own and with my family, everyday.</li> <li>♦ Do my homework everyday, and turn in all assignments when they are due.</li> <li>♦ Obey the school rules and follow the school’s discipline code.</li> <li>♦ Respect myself, adults, and other students.</li> <li>♦ Come to school everyday prepared to learn by, having school supplies and wearing appropriate school uniform.</li> </ul>	<p>As a parent, I will strive to:</p> <ul style="list-style-type: none"> <li>♦ Stay aware of what my child is learning and communicate regularly with the school staff and my child.</li> <li>♦ Reach out to the school community.</li> <li>♦ Assist with homework and read with my child every day.</li> <li>♦ Monitor the content and amount of my child’s television viewing and video gaming.</li> <li>♦ Make sure my child arrives to school on time everyday, attends regularly, and follows the school’s discipline and dress codes.</li> <li>♦ Attend parent teacher conferences, workshops, Parent staff Association meetings, and participate in school activities.</li> </ul>	<p>As a member of the school community, I will strive to:</p> <ul style="list-style-type: none"> <li>♦ Create a partnership with every family.</li> <li>♦ Provide high quality curriculum and instruction.</li> <li>♦ Provide the necessary books and materials to support curriculum and instruction.</li> <li>♦ Monitor the progress of all students and provide interventions as needed.</li> <li>♦ Attend professional development to stay current in best practices.</li> <li>♦ Inform parents of programs/services that are available for their children.</li> <li>♦ Provide information in the home language through translation at PSA meetings, in memos and newsletters.</li> <li>♦ Respect the cultural and linguistic diversity of the students and their families.</li> <li>♦ Develop activities that encourage parent involvement to promote academic achievement and build home-school connections.</li> </ul>

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

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

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

Data Source: Comparison of Accountability Status Report from 2006-07 and 2007 - 08

**ELA Performance Trends:** This year, all student groups made AYP. The Students with Disabilities and LEP groups made AYP in ELA as a result of qualifying for Science Safe Harbor, while last year, neither group made AYP. The All Student, Black/African American, Hispanic/Latino, LEP and Economically Disadvantaged student groups made AYP and their performance indices exceed the Effective AMO. The Hispanic/Latino student group had the smallest gap from PI to EAMO while the LEP student group had the widest gap (-24). Additional instructional support in ELA remains a top priority for all of our students. However, the progress of the Black/African American, SWDs, Economically Disadvantaged and LEPs student groups will be carefully monitored through the analysis of data from ARIS, the Progress Report and Inquiry Team work.

**Math Performance Trends:** This year as in last year, all student groups met AYP in Mathematics. Last year one subgroups (students with disabilities) needed safe harbor to make AYP, this year each subgroup made significant progress because they had a performance index that exceeded the Effective AMO; therefore, Safe Harbor was not required to make AYP. This data highlights the tremendous progress that has been made in the area of mathematics. However, the progress of SWDs in mathematics will be carefully monitored through the analysis of data from ARIS, the Progress Report and Inquiry Team work, and additional differentiated instructional support will be provided in order to maintain this positive trend in student achievement.

**Science Performance Trends:** Regarding **participation rate**, as in last year all of our student groups met the criterion for participation. Regarding **test performance**, this year the all of our student groups met the test performance criterion as each group's performance index (PI) exceeded their progress target (PT). Last year only All Student, Hispanic and LEP student groups met the test performance criterion, while Black/African Americans and Economically Disadvantaged students failed to meet the target. The use of science as a safe harbor continues to be very instrumental in achieving AYP for Math and ELA, thus it is imperative that the quality of science instruction continues to improve and be carefully monitored.

**Data Source: A Comparison of Comprehensive Information Report (NYSED School Report Card) 2006-07 and 2007 -08**

**Social Studies Performance Trends:** Data from the previous Comprehensive Information Report 2005-06, for Grade 8 in **Social Studies**, indicated that 95% of All Students scored at Levels 1 & 2 and only 5% scored at Levels 3 & 4. New data from SY 2006-07 indicates that 94% of All Students tested scored at Levels 1 and Level 2 and 8% met NYS standards by achieving Levels 3 & 4. This is an improvement from the previous year and indicates a **1% increase in the number of students meeting NYSED Standards** in Social Studies. This is a positive trend in student progress most significantly impacted Level 2 as 28% decrease of Level 1 students moved to Level 2 which resulted in a 27% increase of students scoring at Level 2. The progress of Level 1 and 2 students will be carefully monitored and appropriate modifications to teaching and learning will continue to be put into place to better address the needs all students and students in targeted student groups.

2. Schoolwide reform strategies that:

IS 291 will continue to implement the following schoolwide reform strategies that are in alignment with prescribed SINI recommendations established in January 2006:

- We will offer extensive after-school programs and Saturday programs for reading, mathematics, bilingual studies, ESL, content area study and technology. Additionally, parent programs will also be offered after school and during Saturday sessions.
- Continue efforts to recruit parents to attend activities scheduled for the school
- Design differentiated professional development that continues to support effective classroom management techniques.
- Ensure the appropriate implementation of the balanced literacy.
- The Beacon Program services the entire school and neighborhood community in the evenings and on weekends. Homework helper, reading/math programs and ESL classes are offered as well. A full schedule of sports, arts and crafts and dance are also accessible to students.
- Continue to schedule a common planning times for all core content areas

- With our new partnership with Brooklyn College, our seventh and eighth grade students will benefit from creative programs designed to inspire and motivate academic excellence. Students will be given the opportunity to visit the Brooklyn College Campus and learn how they can overcome obstacle and become college graduates.
- Maintain a school-based In House suspension room that supports only IS 291 students.
- Expand training in peer-mediation to key staff and student leaders
- Enforce a well defined school discipline plan

### 3. Instruction by highly qualified staff.

Targeted Professional Development activities have been planned in conjunction with the Integrated Curriculum and Instruction (ICI) Learning Support Organization (LSO) through the Executive Officer of Instruction (EOI) and the Network Support Specialists (NSS) and BETAC (LIU) on specific areas of concern. A series of workshops will be made available to bilingual, ESL and monolingual teachers. These workshops have been scheduled on a monthly basis beginning in November 2007 and ending in May 2008. Some of these workshops are the following:

- Differentiated Instruction in the Content Areas - November
- Scaffolding Techniques - December
- QTEL Strategies - January
- Aligning America's Choice and Best Practices - February
- Aligning the ELA, ESL and NLA Standards - March
- Assessment: April
  - State ( NYSESLAT, ELA, Social Studies, and Science)
  - City and District Assessments: LEP Interim Assessment, Princeton Review, Grow Report
  - Alternate Assessments: Portfolios, teacher assessments, conferring, student work etc.
- Overview of the Language Allocation Policy - May
- Model Lessons by ELL-ISSs - Ongoing throughout the year

Coaches and Lead Teachers will also give classroom teachers support by planning demonstration lessons and coaching in ELA and Math for both general education, ESL and Special Education teachers.

### 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.

The goal of on- going professional development will be to:

- To provide differentiated professional development for teachers and paraprofessionals that is data driven and in alignment with student needs.
- To train teachers in the effective use of summative and periodic assessment tools in order to drive planning and instruction in the classroom. Teachers will learn to use information obtained from state (ELA, Math) assessments, Acuity (periodic) assessments and other assessments (i.e., DRA) to identify by these assessments.
- Effective goal setting
- To use appropriate intervention strategies, designed to help students remain in regular education
- To continue implementing the New York State Standards in Science and increase the use of “hands on” activities in the classroom.
- To focus on the new document based social studies format and the use of higher order questioning techniques.
- To continue training teachers in the use of computer technology as a means of enhancing content area instruction.

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

Attracting highly qualified teachers remains a priority at IS 291. Therefore, several strategies have been put in place to attract highly qualified teachers. As a restructured school, IS 291 is implementing smaller learning communities and smaller class sizes under the NYS sponsored Contracts for Excellence (CFE). IS 291 is presented to prospective candidates as a safe work environment with smaller class sizes and decreasing incident reports. Additionally, a committed instructional leadership team paints an attractive learning environment for highly qualified teachers. In addition, differentiated professional development and an advisory program that fosters increased teacher/students connections are additional strategies that attract qualified teachers. These strategies coupled with ever improving community relationships presents IS 291 as a strong school community with community based supports that includes the voices of every constituency group i.e., parents, students and teachers and the outside neighboring communities.

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

The parent involvement goals for IS 291 are to increase student achievement by building parent capacity and awareness by the following:

- Providing parents with translated information regarding curriculum, student placement, school activities, student services, and community/city programs
- Informing parents on all updates regarding the school’s accountability status and NCLB requirements.
- Conducting Parent-Teacher conferences with parents at least twice a year, with follow-up meetings as needed that accommodate the varied schedules of parents and language translation needs.
- Coordinating ESL classes for parents.

- Providing staff development, for all school staff, regarding effective communication techniques and the importance of regular communication between the school and the family.
  - Implementing a parental involvement policy that supports and respects all families, recognizing cultural and religious diversity.
  - Establishing a way for immediate and regular contact between parents and teachers when concerns arise.
  - Linking parents to programs and resources within the community that provide support services to families.
  - Sharing accountability reports on school performance with parents at open meetings and soliciting input for future goals.
  - Providing an accessible parent/family information and resource center to support parents and families with training, resources, and other services for LEP and SWD students.
  - Utilizing the SLT committee as a vehicle for involving parents in setting student goals in order to prepare them for secondary education and careers.
  - Providing information regarding how parents can foster learning at home, give appropriate assistance, monitor homework, and give feedback to teachers.
  - Expanding parents' decision-making capacity regarding their child's educational options and needs by providing professional development workshops for parents of all students including parents of LEP, bilingual students and Students with Disabilities.
  - Enabling parents to internalize the significance of student periodic assessment results, report cards and item analysis of their children's performance on State standardized assessments.
  - Communicating with parents continually through teacher contact, administrative and support staff contact, student progress reports, letters published in English and in languages spoken in the homes.
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.

***NOT APPLICABLE***

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.

Teachers will be trained in the effective use of academic assessments and data analysis as a means of gaining insight to student strengths and weaknesses in order to modify teaching and learning at the classroom level. On a grade-wide/school-wide level, training on data analysis will assist in measuring the effectiveness of various programs and determining root causes. Collaborations on the data will result in the modification of current programs that are not deemed effective and the selection of alternative solutions.

Under the Chancellor's new accountability, initiatives a school-based inquiry team (including administrators and teachers) will be established with the assistance of the Senior Achievement Facilitator (SAF). This team will monitor the progress of select students in order to evaluate the efficacy of instruction and instructional programs. Modifications will be made based on data analysis and Inquiry Team suggestions. Additional avenues to use academic assessments and data analysis to measure academic progress will include but not be limited to department meetings,

common preps, academy meetings, Principal's Advisory Board, Extended Cabinet meetings and Student-Teacher Town Hall Meetings, PA meetings and SLT meetings.

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.

Acuity Periodic Assessments will be used to ensure that students' difficulties are identified on a timely basis. These periodic assessments are designed to provide sufficient information to determine if the current instructional plan is effective. School Leadership along with the Network Leader and select member from the network team (Network Support Specialists – NSSs) will evaluate and monitor the student, class and teacher performance and then work with the school's leadership team to address needs and suggest possible solutions.

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

The SDIL, SGO, VESID, BTAC and RSSC will work with various members of the IS 291 community and ICI's network team to insure integration, implementation, compliance with **Federal and State mandates/services along with local services and programs**, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, adult education, vocational and technical education, and career training.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

*NOT APPLICABLE*

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

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

**NCLB/SED Status:** Restructuring Year 1 - ELA      **SURR<sup>1</sup> Phase/Group (If applicable):** Phase XIII

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

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school's findings of the specific academic issues that caused the school to be identified.

**Refer to Pgs 10-18 of the CEP.**

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.

The focused interventions IS 291 will implement to support improved achievement in grades 6-8 in the area of ELA for which the school was identified will include the following actions, strategies, and interventions:

- Students and parents will be given clear goals and expectations
- Students will be held accountable for quality standard based work
- Parents will be notified of their child's progress or lack thereof
- Teachers will be held accountable for using data to provide standard based student centered differentiated instruction
- Require teachers to use data to set instructional goal and create action plans that address the needs of their students
- Teachers will be monitored and assessed for effectiveness and based on identified need teachers will be provided with training and professional development.

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

- Students will be encouraged to utilize AIS and SES programs to enhance their academic skills
- Students will be encouraged to attend 37 ½ minutes tutorial intervention sessions, where they will work with their teachers using resources designed to remediate specific skills
- Students will be given frequent assessments some that mirror the NYS assessment others that are designed to test progress made in a specific skill area.
- Continuous development and assessment of individualized student goals.
- Analysis and implementation of complete Student Intervention Plan.
- Small group intervention in the AIS Lab.
- After school SES programs that provide remediation in ELA.
- After school and Saturday Bilingual/ESL Academy.
- Additional instruction for SIFE students in the technology lab.
- Lead teacher to increase instructional rigor in the classroom through professional development throughout the day.
- Full implementation of New York City Periodic Assessment Program in order to continuously monitor student progress and target appropriate interventions.
- Full implementation of Performance Series to determine student's level of performance and identify individual student abilities.
- More consistent use of technology to assess and monitor student progress.
- Implementation of Wilson Program to close the reading gap for struggling students by using multi-sensory teaching techniques.
- Homework support with the Beacon Program through the Hispanic Coalition.
- Restructuring of teacher programs to accommodate common planning times during circular 6 for consistent, continuous, and quality professional development.
- Provide every 6<sup>th</sup> grade student with a computer-based Home Learning Center loaded with bilingual educational software to encourage parental involvement, support classroom instruction by assigning homework that encourages students to use the computer to build knowledge and practice skills.
- Students will use the internet for research, take virtual field trips, create project-related powerpoint presentations, and use Excel to analyze data they gather for class research projects.

**AIS in ELA will be implemented as follows:**

- One 45 minute period per week for teachers whose program allows us to do so
- Differentiate instruction in all ELA classes – Tier I Intervention
- Through frequent content and skills based assessments, the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be services through the AIS lab, where a specific plan will be tailored to meet their unique needs.
- The director of the AIS lab is given student data which allows him/her to identify all students who have not met state performance standards in the core content areas. Using this information the AIS director creates small instructional groups and assign a qualified

provider (teachers assigned to work in the lab or teacher volunteers) to each group. The provider uses all available data and work closely with the classroom teacher to create a plan to meet the specific needs of each student. The AIS provide utilizes all the recourses in the fully equip lab to remediate skills and assess student progress.

**AIS for LEPs will be implemented as follows:**

- One 45 or 90 minute period per week for teachers whose programs allow us to do so
- Differentiates instruction in all ELS classes – Tier I intervention.
- Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not making progress from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be service through the AIS lab, where a specific plan will be tailored to meet their unique needs.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information: 2008-09 anticipated Title I allocation = \$997,804; 10% of Title I allocation = \$99,780.

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

IS 291 will use 10 percent of the Title I funds for professional development to remove the school from school improvement as follows:

- Utilize per session funds to ensure appropriate implementation of balanced literacy with assistance from support staff and ICI's Research & Development Team, and the network team.
- Provide professional development to assist in developing effective classroom management techniques, rituals and routines.
- Provide differentiated professional development to teachers who are assigned to the time out/in-school suspension room.
- Provide training in peer-mediation to key staff and student leaders.
- Provide per session to teachers who will deliver professional development to parents based on parent and student needs.
- Schedule per session time before or after school for curriculum mapping in all core subjects.

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

New teachers form the basis of cohort professional development, which targets specific teacher needs based on instructional goals, objectives and actions that are established in the CEP action plans. Therefore, Coaches, Lead Teachers and Assistant Principals will implement an effective

mentoring program for new teachers and a differentiated program that supports the needs of teachers requiring additional support. High-quality professional development will be provided in the form of inter-classroom visitations and professional development workshops on the core curriculum. Experienced teachers will be encouraged to collaborate with new teachers in each subject area, which will be supported by weekly meetings on curriculum, followed by opportunities to plan and share instructional ideas.

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.

The parent involvement goals for IS 291 are to increase student achievement by building parent capacity and awareness by the following:

- Providing parents with translated information regarding curriculum, student placement, school activities, student services, and community/city programs
- Informing parents on all updates regarding the school's accountability status and NCLB requirements.
- Conducting Parent-Teacher conferences with parents at least twice a year, with follow-up meetings as needed that accommodate the varied schedules of parents and language translation needs.
- Coordinating ESL classes for parents.
- Providing staff development, for all school staff, regarding effective communication techniques and the importance of regular communication between the school and the family.
- Implementing a parental involvement policy that supports and respects all families, recognizing cultural and religious diversity.
- Establishing a way for immediate and regular contact between parents and teachers when concerns arise.
- Linking parents to programs and resources within the community that provide support services to families.
- Sharing accountability reports on school performance with parents at open meetings and soliciting input for future goals.
- Providing an accessible parent/family information and resource center to support parents and families with training, resources, and other services for LEP and SWD students.
- Utilizing the SLT committee as a vehicle for involving parents in setting student goals in order to prepare them for secondary education and careers.
- Providing information regarding how parents can foster learning at home, give appropriate assistance, monitor homework, and give feedback to teachers.
- Expanding parents' decision-making capacity regarding their child's educational options and needs by providing professional development workshops for parents of all students including parents of LEP, bilingual students and Students with Disabilities.
- Enabling parents to internalize the significance of student periodic assessment results, report cards and item analysis of their children's performance on State standardized assessments.

- Communicating with parents continually through teacher contact, administrative and support staff contact, student progress reports, letters published in English and in languages spoken in the homes.

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** Elementary/Middle Level ELA

**SURR Group/Phase:** Phase XIII

**Year of Identification:** 2006

**Deadline Year:** 2009

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

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>
<ul style="list-style-type: none"> <li>• SURR Visit, January 2006</li> <li>• Biweekly visits by SED Liaison Sept. 2007- June2008</li> <li>• Monthly Visits by SDIL Sept. 2007- June2008</li> </ul>	<p><b>A. School Mission and Goals</b></p> <p><i>Recommendations - School Mission and Goals:</i></p> <ul style="list-style-type: none"> <li>• The mission statement should make specific reference to the importance of parent involvement in the school.</li> <li>• The 2005-06 Comprehensive Education Plan (CEP) should be updated to reflect the current mission statement displayed throughout the building.</li> <li>• The revised mission statement needs to be shared with students, parents, faculty and the entire school community.</li> <li>• The mission statement should be displayed throughout the building in both English and Spanish.</li> </ul>	<p><b>A. School Mission and Goals</b></p> <p><i>Revisions to School Mission and Goals:</i></p> <p>The Mission Statement has been addressed at the School Leadership Team meeting. After the working draft was developed, it was shared with the entire school community, was adopted and has been disseminated. The mission is <b>clearly posted in each classroom and throughout the building on each floor in both Spanish and English.</b></p> <p><i>The Vision of I.S. 291 is to prepare every student in our school for access to and success in, high school and beyond. In addition, students will be empowered to succeed and achieve personal goals in a technologically advanced and global community.</i></p> <p align="center"><b>SCHOOL MISSION</b></p> <p><i>The Mission of I.S. 291 is designed around the values of clear</i></p>

		<p><i>and high academic expectations, an all-encompassing commitment to learning, and meaningful relationships. Our School community, <b>together with parents</b>, will provide challenging engaging teaching and learning practices, effective programs and instructional, collaborative leadership. We are committed to academic rigor and high standard of productive and effective teaching, classrooms organized for student success, creating an alliance of mutual respect, and a strong emphasis on knowing and caring about our students.</i></p>
	<p><b>B. Administrative Leadership and Organization</b></p> <p><b><i>Recommendations - Administrative Leadership and Organization:</i></b></p> <ul style="list-style-type: none"> <li>• The role of the assistant principals needs to be refocused on providing instructional leadership and promoting the use of effective instructional practices.</li> <li>• The local instructional superintendent (LIS) and the principal need to ensure that funds in the budget are encumbered in a timely and efficient manner.</li> </ul>	<p><b>B. Administrative Leadership and Organization</b></p> <p><b><i>Reorganization of Administrative Leadership and Organization Modifications:</i></b></p> <p>The Role of the Assistant Principals has been realigned to meet the needs of the students and the school. We Currently have five AP's. Three are assigned to academies while at the same time oversee core areas of instruction and oversee the Guidance Counselors and Family Workers in their academies. There is an Assistant Principal of Administration and Testing as well as an Assistant Principal of Instruction, Curriculum and Professional Development who oversees AIS as well as other schoolwide initiatives. The Instructional Cabinet meets weekly to discuss, review and analyze the relevant data as to keep the staff informed of up to date assessment needs and instructional focus. In Addition these cabinet meetings serve as supervisor support in the following areas:</p> <ul style="list-style-type: none"> <li>• <i>Observations</i></li> <li>• <i>Student Engagement</i></li> <li>• <i>Academic Rigor</i></li> <li>• <i>Classroom Organization</i></li> <li>• <i>Time Management</i></li> <li>• <i>Collaborative Leadership</i></li> <li>• <i>The use of data to inform instruction</i></li> <li>• <i>The importance of understanding the "LEP"</i></li> </ul>

		<p><i>population and methodology of instruction</i></p> <ul style="list-style-type: none"> <li>• <i>Best Practices</i></li> <li>• <i>Classroom Management</i></li> <li>• <i>Recognizing Excellent Instruction</i></li> <li>• <i>Establishing Meaningful relationships with students and staff.</i></li> </ul> <p>The Administration of IS 291 has written its own mission statement and has established Core Values, which represent Teachable Points of View.</p> <p>The data used to generate the information is as follows: (Grow Report, Princeton Review, NY State Assessments-as it relates to informing curriculum and instruction in connection with the America’s Choice program.).</p>
	<p><b>C. Instructional Resources</b></p> <p><i>Recommendations - Instructional Resources:</i></p> <ul style="list-style-type: none"> <li>• An inventory needs to be taken to highlight shortages of texts and other materials.</li> <li>• A review of the above-mentioned inventory and the budget should be undertaken to identify areas where shortages exist. This information should then be used to create a textbook replacement plan.</li> <li>• The region should ensure that adequate quantities of textbooks and other appropriate classroom materials are purchased for all the school’s classes, including the bilingual and ESL classes.</li> <li>• The region and the DOE should help the school’s administration create a plan for the implementation of instructional technology. This plan should include the use of computer hardware and software to support and enhance classroom instruction, as well as training for the instructional staff.</li> <li>• The region and the school’s administration should</li> </ul>	<p><b>C. Instructional Resources</b></p> <p><i>Reallocation of Instructional Resources:</i></p> <ul style="list-style-type: none"> <li>• An AP Organization has been dedicated to oversee inventory for the building. This includes textbooks and materials.</li> <li>• As outlined in the standard operating procedures, inventories will be taken in September and April to highlight shortages of texts and other materials and ensure the timely replenishment there of.</li> <li>• A NYSTL Needs Assessment form will be generated to identify areas where shortages exist. This information will be used to create a textbook replacement plan. This will include the increased availability of Spanish textbooks and supplementary materials that will be made available for all bilingual classrooms.</li> <li>• The Network Leader from the ICI LSO will support the school to ensure that adequate quantities of textbooks and other appropriate classroom materials are purchased for all the school’s classes special focus will be placed on overseeing the inventory of bilingual and ESL materials.</li> </ul>

	<p>do what is necessary to ensure that IS 291's LMC is supplied with modern resources, and that the book collection is substantially expanded with materials that are appropriate for the students' grade levels. These materials should be selected to help make the LMC a viable instructional resource, as well as a welcoming place for the students to pursue their interests.</p> <ul style="list-style-type: none"> <li>• The administration should take steps to ensure that the LMC comes to be viewed by teachers as a highly useful instructional resource for augmenting instruction and supporting the curriculum. Similarly, steps should be taken for the LMC to be viewed by students as an interesting place to pursue their interests and engage in independent learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The Technology support specialist from the ICI LSO will assist the school's administration in the development create a technology plan that addresses the effective use of technology to enhance instruction. This plan will include the use of computer hardware and software to support and enhance classroom instruction, as well as training for the instructional staff.</li> <li>• The Library Liaison and Central will assist the school's administration to ensure that IS 291's LMC is supplied with modern resources, and that the book collection is substantially expanded with materials that are appropriate for the students' grade levels. As a result, the LMC will become a viable instructional resource and a place that welcomes students to pursue their interests. The revitalizing of the library will ensure that the LMC is viewed by students as a welcoming place where they can pursue their interests and engage in independent learning.</li> <li>• The LMC is in the process of being reconfigured to ensure full utilization by teachers as an instructional resource for improving and supporting the curriculum.</li> </ul>
	<p><b>D. School Climate</b></p> <p><i>Recommendations - School Climate:</i></p> <ul style="list-style-type: none"> <li>• Teachers should make every effort to display current samples of exemplary student work.</li> <li>• Teachers should be as visible as possible during the passing of classes. This could be accomplished by all teachers greeting their students at the classroom door.</li> <li>• Classroom rules need to be clearly understood, meaningful and consistently enforced.</li> <li>• The administration needs to establish a policy that provides coverage for deans and other key personnel.</li> </ul>	<p><b>D. School Climate</b></p> <p><i>Actions to Improve School Climate:</i></p> <ul style="list-style-type: none"> <li>• Assistant principals ensure that teachers display current samples of exemplary student work.</li> <li>• Teachers are encouraged to greet and dismiss students during the passing of classes. APs randomly observe this practice take appropriate actions when this best practice is not adhered to by all teachers.</li> <li>• The infusion of AC rituals and routines is ongoing.</li> <li>• The principal or principal designee reviews the list of staff members who are absent or away from the building and provides for coverage whenever a dean or key personnel are unavailable.</li> </ul>

	<ul style="list-style-type: none"> <li>• The academy structure has much potential strength. However, a building-wide council comprised of representatives from each academy should be established to facilitate communication and cooperation throughout the building.</li> <li>• The review team would encourage the New York City Department of Education to rethink its prohibition on the use of the schoolyard and create a plan that allows for student use of the yard while maintaining a safe and secure environment.</li> </ul>	<ul style="list-style-type: none"> <li>• With the institution of a Dean of Security, there is a system in place that provides coverage for deans and other key personnel when they are not available</li> <li>• A schoolwide student government has been established. This council is comprised of faculty and student representatives from each academy and has been established to facilitate communication and cooperation throughout the building.</li> <li>• A plan is in effect for the redevelopment of a functionally safe and secure schoolyard. The projected start for this project is Summer of 2007. School yard will include the following: <ul style="list-style-type: none"> <li>• Security gates to prevent additional scanning</li> <li>• Four half basketball courts</li> <li>• Scenic design on the building wall</li> <li>• Foliage will be planted and maintained by the custodial staff</li> <li>• New dumpsters will be relocated outside school grounds</li> </ul> </li> </ul>
	<p><b>E. Curriculum, Instruction, Assessment and Professional Development</b></p> <p><i>E.1 Recommendations – Curriculum:</i></p> <ul style="list-style-type: none"> <li>• The school’s leadership should objectively evaluate the usefulness of the existing academy themes. There may be choices that are more relevant to the school’s function.</li> <li>• Students must have access to a rigorous curriculum that is based on high academic expectations. The school’s administration and the regional leadership need to examine the Commissioner’s Regulations and bring each of the school’s programs into compliance.</li> <li>• More specifically, since IS 291 is mandated to</li> </ul>	<p><b>E. Curriculum, Instruction, Assessment and Professional Development</b></p> <p><i>E.1 Curriculum Modifications:</i></p> <ul style="list-style-type: none"> <li>• Based on a needs assessment, the school’s leadership objectively evaluated the usefulness of the existing academy themes. It was determined that the LEP academy should be dissolved and the LEP student would be provided with equity and access to all academies.</li> <li>• The AP Curriculum was put into place to ensure academic rigor and high academic expectations, while ensuring that each program is scheduled in compliance with the Commissioner’s Regulations. Additionally the AP Curriculum will ensure that the America’s Choice as instructional delivery system is correctly.</li> </ul>

	<p>implement all provisions of a Model A school, as defined by the Board of Regents, the region should take action to assist the school in complying with Commissioner’s Regulations Part 100.4, which mandates the following program requirements for students in grades seven and eight:</p> <ul style="list-style-type: none"> <li>• languages other than English (LOTE) – one unit of study;</li> <li>• home and careers – three-quarters of a unit of study;</li> <li>• technology education – one unit of study;</li> <li>• health education – one-half unit of study;</li> <li>• physical education – one unit of study;</li> <li>• the arts – one-half unit of study in the visual arts as well as one-half unit of study in music.</li> <li>• In addition, Commissioner’s Regulations require that students in grades seven and eight be provided with library and information skills instruction for one period each week.</li> <li>• The school’s reliance on America’s Choice as the primary instructional delivery system should be objectively examined.</li> <li>• Appropriate regional and/or DOE staff should provide additional training to supervisors and staff regarding ESL/bilingual programming and instruction. This training should include detailed information about state and federal program requirements.</li> <li>• The region should closely monitor the implementation of the school’s ESL/bilingual programs.</li> </ul>	<ul style="list-style-type: none"> <li>• IS 291 continues to be a Model A school, as defined by the Board of Regents, the LIS will ensure that the school is in compliance with Commissioner’s Regulations Part 100.4, which mandates the following program requirements for students in grades seven and eight: <ul style="list-style-type: none"> <li>- languages other than English (LOTE) – one unit of study;</li> <li>- home and careers – three-quarters of a unit of study;</li> <li>- technology education – one unit of study;</li> <li>- health education – one-half unit of study;</li> <li>- physical education – one unit of study;</li> <li>- the arts – one-half unit of study in the visual arts as well as one-half unit of study in music.</li> <li>- In addition, Commissioner’s Regulations require that students in grades seven and eight be provided with library and information skills instruction for one period each week.</li> <li>- Open access to the foreign language proficiency exam. ELL ISSs will conduct workshops to promote interest in encouraging students to participate in the program.</li> </ul> </li> <li>• ELL NSS, the ELL Compliance and BETAC LIU will provide additional training to supervisors and staff regarding ESL/bilingual programming and instruction (QTEL). This training will include detailed information about state and federal program requirements. All LEP initiatives will be closely monitored by the ELL Compliance.</li> </ul>
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**E. Curriculum, Instruction, Assessment and Professional Development**

***E.2 Recommendations – Instruction and Assessment:***

- The regional leadership and the school’s leadership need to take steps that will:
  - substantially raise the school community’s expectations for the students’ academic performance;
  - implement the professional development program recommended in the next subsection.
  - bring about the implementation by all teachers of instructional strategies that are designed to meet their students’ academic needs and engage their students in classroom activities.
  - capitalize on the expressed desire of many staff members for positive change and take steps to collaboratively involve the teachers and other instructional staff in learning about and implementing the types of instructional strategies discussed above.
  - implement a proven, academic-intervention-type (i.e., remedial) reading program that is appropriate for the age levels of the school’s general-education students. This program must be specifically designed to engage and benefit middle-level and possibly over-age students.
- The systematic monitoring of student progress on a daily basis must become an expectation for all teachers.
- The school’s leadership should review student performance data frequently and regularly, on an ongoing basis, and take steps to ensure that this information is used by teachers to inform the instruction they deliver in all school programs.

**E. Curriculum, Instruction, Assessment and Professional Development**

***E.2 Instruction and Assessment Instruction Modifications***

- The Network Leader will continue to assist IS 291 in conducting regularly scheduled performance reviews to increase expectations for students’ academic performance.
- A partnership with ICI and the school’s leadership was formed to develop a mechanism for addressing school needs, including the implementation of the following:
  - Differentiated instructional strategies designed to meet students’ academic needs.
  - A vehicle for staff members to effect positive change that involves teachers and other instructional staff in designing a professional learning environment that supports the implementation of effective instructional strategies including:
    - A proven, academic-intervention-program for ELA, Math, Science and Social Studies for all students.

**Over-Aged Students:** The needs of over-aged students are addressed through the implementation of the *Excel Program*, which targets middle-level and over-age students. This program is implemented through a partnership with Brooklyn College (BC). The principal closely oversees the progress of this targeted population and personally provides advisory support in the form of leadership training. A model of this program includes:

- ELA
- Instruction in the effective completion of Science/Social Studies Exit Projects is scheduled on alternate days.

	<ul style="list-style-type: none"> <li>• The principal should encourage teachers to participate in common planning time, using the provisions of Circular 6R, as stated in the UFT contract.</li> <li>• The roles and responsibilities of paraprofessionals and ancillary service providers must be consistent with the academic goals for all students. These individuals should work in tandem with academic teachers to plan for, support and assess student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Technology</li> <li>• PE requirements met with outside excursions</li> <li>• AIS is provided through One-On-One tutorial program</li> <li>• All teachers are highly qualified based on mandates established in NCLB.</li> <li>• Push in instruction in graduation requirements</li> </ul> <p>Six mentor/advisors from BC work with Excel teachers and students in the Excel program to ensure that they focus on passing exams, completing proficient exit projects, and homework assistance their assessments and completing their exit projects.</p> <ul style="list-style-type: none"> <li>• The Diagnostic Reading Assessment (DRA), Teacher Assessment Notebook (TAN), and conferring notes serve as a systematic approach for the monitoring of student progress on a daily basis.</li> <li>• The instructional cabinet regularly reviews student data as a means of determining teacher and program efficacy and as a vehicle for informing instruction.</li> <li>• The administration continues to encourage teachers to participate in common planning time.</li> <li>• The AP Special Education meets with paraprofessionals, and related service providers to review roles and responsibilities to ensure that they are in alignment with the academic goals for all students, which includes the collaborative planning.</li> </ul>
	<p><b>E. Curriculum, Instruction, Assessment and Professional Development</b></p> <p><i>E.3 Recommendations – Professional Development:</i></p> <ul style="list-style-type: none"> <li>• A systematic, focused, comprehensive and individualized professional development plan should be devised for teachers and administrators.</li> </ul>	<p><b>E. Curriculum, Instruction, Assessment and Professional Development</b></p> <p><i>E.3 Professional Development Modifications</i></p> <ul style="list-style-type: none"> <li>• The administrative staff worked collaboratively with the Principal and the LIS to design a comprehensive</li> </ul>

	<p>This professional development plan needs to be responsive to the individual needs of the faculty members.</p> <ul style="list-style-type: none"> <li>• The plan suggested above should provide for such professional development methodologies as inter-visitations, model lessons and expert facilitators in the content areas. The plan should detail specific strategies, activities, the person(s) responsible, a proposed timeline and performance measures.</li> <li>• The school’s leadership and the region should consider creating a Teacher Center as an anchor for the systematic professional development program recommended above.</li> <li>• Special education teachers should be trained in the use of a research-based, basic reading program (e.g., Wilson Reading Program).</li> </ul>	<p>professional development plan to meet the individualized need of teachers and administrators.</p> <ul style="list-style-type: none"> <li>• A professional development plan was designed in collaboration with A.Ps, Coaches, lead teachers and the AC field liaison. This plan details specific strategies, activities, the person(s) responsible, a proposed timeline and performance measures.</li> <li>• Due to budget constraints, the school’s leadership created a Teacher Resource Center in lieu of a Teacher center as an anchor for continued self-directed professional development.</li> <li>• Special education teachers were trained in the use of the research-based, Wilson Reading Program.</li> <li>• Bilingual, ESL, Special Education, Content Area and ELA teachers, and teachers who service LEP students, will be trained by the ELL-NSSs , ELL Compliance, and BETAC LIU on NYS ESL, NLA and ELA Standards and their alignment. They will also be trained in the research-based QTEL strategies, which are aligned to all NYS Standards. A series of Professional Development activities have been developed for this school year.</li> </ul>
	<p><b>F. Academic Intervention Services (AIS)</b>  <b>Recommendations - Academic Intervention Services (AIS):</b></p> <ul style="list-style-type: none"> <li>• The school should implement the region’s procedures for providing academic intervention services (AIS) in social studies and science outlined in the Regional District Comprehensive Educational Plan (RDCEP) for 2005-2006. In addition, the parent or person in parental authority of an eligible student must be notified in writing by the principal of the school that his/her child will be receiving AIS. This notification must be provided in English and translated, when</li> </ul>	<p><b>F. Academic Intervention Services (AIS)</b>  <b>Academic Intervention Services (AIS) Modifications:</b></p> <ul style="list-style-type: none"> <li>• The school has developed an AIS plan that addresses the needs of students in the areas of Social Studies and Science. An entrance criterion for AIS services has been established. Student eligibility for AIS in Science and Social Studies is determined by class exams/grades, teacher recommendations, and data assessment of performance on State Assessments. During the 37 1/2 minutes, AIS instruction focuses on students scoring at Level 1 &amp; 2. Grade 8 students focus on improving Laboratory skills. Grade 6 &amp; 7</li> </ul>

	<p>appropriate, into the parent’s native language. The notification must include the following:</p> <ul style="list-style-type: none"><li>▪ the date the services will begin;</li><li>▪ a summary of the AIS to be provided;</li><li>▪ the reason(s) the student needs such services; and</li><li>▪ the consequences of a student’s not achieving the expected performance levels.</li></ul> <p>When a student no longer needs AIS, the parent or person in parental authority of an eligible student must be notified in writing by the principal of the school that AIS will be discontinued. The notice must be provided in English and translated, when appropriate, into a parent’s native language. The notification must include:</p> <ul style="list-style-type: none"><li>▪ the ending date of AIS;</li><li>▪ the criteria for ending services; and</li><li>▪ the performance level the student has obtained on assessments.</li></ul>	<p>focuses on improving skills in designing proficient exit projects.</p> <ul style="list-style-type: none"><li>• Parent notification as to student eligibility is documented and includes the following:<ul style="list-style-type: none"><li>• the date the services will begin;</li><li>• a summary of the AIS to be provided;</li><li>• the reason(s) the student needs such services; and</li><li>• the consequences for students who do not achieve expected performance levels.</li></ul></li></ul> <p>An exit criterion has been established. When a student no longer needs AIS, the parent or guardian is notified in writing by the principal that AIS will be discontinued. The notice is provided in English and translated, when appropriate, into a parent’s native language. The notification includes:</p> <ul style="list-style-type: none"><li>• the ending date of AIS;</li><li>• the criteria for ending services; and</li><li>• the performance level the student has obtained on assessments.</li></ul>
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**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

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

The instructional cabinet examined curriculum maps to ensure alignment with NYS education standards. Educational staff developers (AUSSIE) were hired to work with a team of our teachers and administrator to ensure that curriculum maps were aligned to states standards and outlining teacher and student expectations. Principal and Assistant Principals conducted learning walks, where classroom instruction was carefully reviewed and finding discussed in cabinet meetings. Finding from the learning walks were used in conjunction with a wealth of other school-wide data to determine how effective resources are being used. Using the observations process, instructional practices were noted and discussed with teachers. Based on the findings of these formals observations as well as the instructional walks a professional development action plan was created and implemented. Teachers were also asked to complete a needs assessment to help pinpoint areas for professional growth. Each assistant principal met with the content area teachers under their supervision and conducted a thorough inventory of instructional materials and intervention resources.

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?

Over the past two years the administration of I.S. 291 has worked very hard to ensure that the written, tested and taught curriculum is aligned to New York State education standards. To this end we have:

- Revised curriculum maps that moves beyond content, including skill expectations, assessment/interventions and students and teacher expectations
- Use data to make informed decisions and purchased materials designed to meet the academic need of all our sub groups and students with varied abilities.

- Assess the needs of our teachers and provide professional training to address those needs. Provide competent mentoring for all new and inexperienced teachers. Provide teachers with an effective support staff (assistant principals, deans and guidance counselors).
- Teachers were held accountable for implementing quality standard-based instruction and assessing based on the taught curriculum that is expected to mirror the state standards
- Assistant Principals were held accountable for quality of instruction (must model lesson whenever necessary) and review assessment to ensure that the taught curriculum was the tested curriculum and the tested curriculum was the written curriculum.

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.

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## **1B. Mathematics**

### **Background**

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

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

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

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

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

The instructional cabinet examined curriculum maps to ensure alignment with NYS education standards. Educational staff developers (AUSSIE) were hired to work with a team of our teachers and administrator to ensure that curriculum maps were aligned to states standards and outlining teacher and student expectations. Principal and Assistant Principals conducted learning walks, where classroom instruction was carefully reviewed and finding discussed in cabinet meetings. Finding from the learning walks were used in conjunction with a wealth of other school-wide data to determine how effective resources are being used. Using the observations process, instructional practices were noted and discussed with teachers. Based on the findings of these formal observations as well as the instructional walks a professional development action plan was created and implemented. Teachers were also asked to complete a needs assessment to help pinpoint areas for professional growth. Each assistant principal met with the content area teachers under their supervision and conducted a thorough inventory of instructional materials and intervention resources.

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

Applicable X  Not Applicable

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

Over the past two years the administration of I.S. 291 has worked very hard to ensure that the written, tested and taught curriculum is aligned to New York State education standards. To this end we have:

- Revised curriculum maps that moves beyond content, including skill expectations, assessment/interventions and students and teacher expectations
- Use data to make informed decisions and purchased materials designed to meet the academic need of all our sub groups and students with varied abilities.
- Assess the needs of our teachers and provide professional training to address those needs. Provide competent mentoring for all new and inexperience teachers. Provide teachers with an effective support staff (assistant principals, deans and guidance counselors).
- Teachers were held accountable for implement quality standard- based instruction and assessing based on the taught curriculum that is expected to mirror the state standards
- Assistant Principals were held accountable for quality of instruction (must model lesson whenever necessary) and review assessment to ensure that the taught curriculum was the tested curriculum and the tested curriculum was the written curriculum.

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.

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

*Instructional walks and the observations process were the main instruments used to assess whether this finding was relevant to our school's educational program. The administration visited classes on a daily basis, interview students, coaches and other support staff. The information gathered was carefully analyzed and the conclusion was drawn by the principal's cabinet and the SLT.*

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

X  Applicable    Not Applicable

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

The finding is applicable to our school based on:

- *Failure to effectively implement differentiated instruction*
- *Evidence of teacher directed instruction*
- *Too many classrooms are still in rows*

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.

- *Continue providing professional development in differentiated instruction*
- *Encourage classroom inter-visitation allowing teachers to learn from each other*
- *Provide teachers with common planning time thus allowing them to collaborate and develop student centered units and lesson plans.*
- *Increase technology training for all teachers*
- *Increase the availability of smart boards and other instructional technology to all teachers.*

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## **2B – Mathematics Instruction**

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

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

classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

*Instructional walks and the observations process were the main instruments used to assess whether this finding was relevant to our school's educational program. The administration visited classes on a daily basis, interview students, coaches and other support staff. The information gathered was carefully analyzed and the conclusion was drawn by the principal's cabinet and the SLT.*

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

X  Applicable    Not Applicable

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

- *Failure to effectively implement differentiate instruction*
- *Evidence of teacher directed instruction*
- *Too many classrooms are still in rows*

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.

- Math teachers completed a two day extensive workshop on "Differentiated Instruction in the Mathematics Classroom" held at City College in October 2009.
  - Teachers will be provided with effective data analysis training enabling them the create meaningful student groups that supports differentiated instruction
  - Common planning used a content specific component will provide transparency and collaboration thus enabling teachers to create interactive, student centered lessons.
  - Common planning will also afford teachers the opportunity to collaborate and set goals for target group/ individuals thus fostering a cooperative learning environment.
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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

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

*Teachers were asked to complete a survey rating different aspect of the school. They were also asked to list any suggestions for improving teacher support and retention. Data from the progress report (teacher survey) were carefully analyzed and used to address teacher concerns.*

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?

*Just about 100% of our teachers are highly qualified and over the past three years have we retained 90% of our teachers.*

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

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

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

Please respond to the following questions for Key Finding 4:

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

*The assistant principal supervising the department of English Language Learners surveys teachers in an effort to assess professional needs. Professional development activities offered by the Office of English Language Learners, are forwarded to teachers and they are strongly encouraged to attend. Where a teacher demonstrates a specific instructional need, workshops are sought out and training session and designed to address that area of need. These workshops are not an option for teachers who are new for whose work is found unsatisfactory.*

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?

- *District attendance records*
- *All assistant principals have been QTEL trained*
- *Teachers knowledge of QTEL and improvement in ESL instruction*
- *Our ability to bridge the gap between the NLA and ESL classroom*

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.

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

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

Please respond to the following questions for Key Finding 5:

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

I.S. 291 is committed to providing quality education for our ELL students. Prior to enrollment our students and their parents sit through an interview process. This process allows us to ascertain key information regarding the child's education history. Based on interview and supporting evidence the child will be placed and schedule for the Lab-R. The Lab-R provides key information for the classroom teacher. In

addition classroom teachers is given the NYSESLAT used to evaluate student's mastery of four key skills (speaking, reading, writing, listening) teachers are trained how to effectively analyze this document, thus using it to drive instruction. Teachers have access to a complete technology lab, dedicated to ELL remedial studies. The lab is equipped with programs such as "Achieve 3000" and "Rigor". These programs allow teacher to provide both academic intervention and track the progress to each student.

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

Applicable  Not Applicable

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

- The extensive interview process for new arrivals
- Required use of Lab-R assessment
- Data training that is given to all teachers
- Mandatory data binder kept by teachers and review with supervising assistant principal
- Creation of technology lab dedicated to academic intervention of ELL students
- Use of NYSESLAT, Lab-R, predictive assessment in teacher team meeting to plan lessons

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.

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

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

Please respond to the following questions for Key Finding 6:

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

Teachers are asked to complete a needs assessment. Surveys are reviewed and teacher's professional needs are noted. The principal's cabinet creates an action plan document how the identified needs will be met.

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

Applicable  Not Applicable

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

- Annual IEP Training
- Access to IEP made easy, copied to CDs and given to teachers
- Common planning allow teachers to create and share differentiate lessons
- Over the past three years we have added three CTT classes
- Professional development addressing specific needs

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.

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

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

Please respond to the following questions for Key Finding 7:

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

All special education teachers are given an extensive IEP training. After completion of an IEP the teacher must make an appointment with the department supervisor for the purpose of revision. The supervisor ensures that each IEP meets the set standards and signs off on the document.

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

Applicable X  Not Applicable

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

- Goals and objectives are reviewed by department supervisor ensuring alignment with modified promotion criteria
- Classroom activities and lessons reflect compliance
- Teacher's assessment and evaluation method is in compliance
- Evidence of differentiated materials
- Teacher's knowledge of individual student need and modification requirements

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: CONTRACT FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09**

*All schools that receive C4E funding in FY'09 must complete this appendix.*

**Directions:** Schools will be asked to complete this appendix via a web-based survey. The URL for this survey will be posted on the NYCDOE website and announced in an upcoming edition of Principal's Weekly. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2008-09 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

**Additional Guidance:** In the May 20 edition of "Principals' Weekly", the Office of Teaching & Learning will release a memo mapping instructional strategies to some of the most common high-level school goals as identified through the CEP process. This document will specifically call out initiatives that meet C4E eligibility requirements and is intended to help principals and SLTs brainstorm ways that C4E funds can be effectively and creatively deployed to support overall educational goals.

**I. Class Size Reduction**

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2008-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)  
 No (If no, proceed to Section II – Time on Task)

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

- Yes  
 No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2007-08	# New Classrooms/ Class Sections	Projected Average Class Size 2008-09

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

- Yes
- No

*Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:*

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Teacher-Student Ratio 2007-08	# Classes Targeted	Projected Teacher-Student Ratio 2008-09

**II. Time on Task**

Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. Dedicated instructional time
- D. Individualized tutoring

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

- Yes
- No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Lengthened school day** (beyond the contractual 37½ minutes)

Program Description:

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

- B. Lengthened school year** (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

**C. Dedicated instructional time** (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation  
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**D. Individualized tutoring** (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation  
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

### III. Teacher and Principal Quality Initiatives

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)
- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT)** (e.g., Lead Teacher program)

Program Description:

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**B. Professional mentoring for beginning teachers and/or principals** (consistent with SED mentor-teacher certification requirements, and limited to 1<sup>st</sup> and 2<sup>nd</sup> years of teacher/principal assignment)

Program Description:

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**C. Instructional coaches for teachers** (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**D. Instructional coaches for principals** (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

#### **IV. Middle and High School Restructuring**

- A. Implement Instructional Changes
- B. Structural Changes to Organization (must also include instructional changes)

*For schools with middle or high school grades only:*

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
- No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2008-09, or whether the changes are the expansion or modification of a current strategy.

Program Description:

## V. Full-Day Pre-Kindergarten Programs

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes  
 No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

- New implementation  
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

## VI. Model Programs for Students with Limited English Proficiency (English Language Learners)

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

Yes

No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2008-09, or whether it is the expansion or modification of a current strategy.

Program Description: