

**[INTERMEDIATE SCHOOL 292]**

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

**SCHOOL: 19K 292**

**ADDRESS: 301, VERMONT STREET, BROOKLYN, NY 11207**

**TELEPHONE: 718 498 6560**

**FAX: 718 345 3327**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 292 **SCHOOL NAME:** Margaret Douglas Intermediate School

**SCHOOL ADDRESS:** 301 Vermont Street, Brooklyn, NY 112078

**SCHOOL TELEPHONE:** 718 249 5925 **FAX:** 718 345 3327

**SCHOOL CONTACT PERSON:** Everett Hughes **EMAIL ADDRESS:**  
EHUGHES3@SCHO  
OLS.NYC.GOV

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>Lorraine Evans</u>
<b>PRINCIPAL:</b>	<u>Everett Hughes</u>
<b>UFT CHAPTER LEADER:</b>	<u>Chaitram Aklu</u>
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	<u>Natalie Mc Nichols</u>
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	<u></u>

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 19 **SSO NAME:** Knowledge Network

**SSO NETWORK LEADER:** Kathleen Cashin

**SUPERINTENDENT:** Martin Weinstein

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

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

Name	Position and Constituent Group Represented	Signature
Everett Hughes	*Principal or Designee	
Chaitram Aklou	*UFT Chapter Chairperson or Designee	
Natalie Mc. Nichols	*PA/PTA President or Designated Co-President	
Vivian Washington	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Evelyn Maxfield	Member/Assistant Principal	
Sylvia Joseph	Member/Parent	
	Member/	

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

\* Core (mandatory) SLT members.



### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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

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With the ubiquitous goal of providing exceptional educational services, Intermediate School 292 is home to approximately 680 students, in the sixth, seventh and eighth grades. This excellence in education is realized via intense sessions of preparation by the members of the administration and staff as they work collaboratively to develop curriculum and lesson plans to target the needs our students, by class, in groups and individually. As described by one of our school's quality reviewers, "The school runs particularly smoothly and it is a safe, well-organized oasis of calm, quiet, challenge and purpose."

The mission of I.S. 292 is to create a safe and secure environment that embraces each student's individual talents and maximizes their potential. Our goal is to provide every student with the knowledge and skills necessary to compete in a technologically complex society. In pursuing this mission, I.S. 292 will provide instructional programs aligned with the New York State and City Standards. Our programs will assist in preparing students for a higher education while developing their sense of responsibility and building self-esteem.

More than gear our instruction and curriculum towards the mandates of the state assessments, we insist on preparing students for life. In our quest to produce successful young adults we have created an open door policy where teachers, parents and students work side by side on academics and life experiences to further the growth of students. This is done by the implementation and sustenance of mentoring groups such as the Phenomenal Young Women, the Butterfly Girls Group and the Student Council which focus on fostering leadership potential, community service and helping students to gain the world view that they need, thus, broadening their horizons so that they may compete in an ever changing, complex society.

This nurturing and mentoring is a constant in the lives of our students. Our school is a pillar in our community. Aware of the many socio-economic issues that plague our students, we try to provide them with as much financial and emotional help as we can, yet we imbue in them a sense of philanthropy, to wit, our students conduct many fund raising ventures that, in the vein of charity beginning at home, we firstly assist students that are underprivileged, then contribute to charities such as "The St. Jude's Hospital" and the "Malaria for Africa" effort. In this Malaria effort, we've raised

funds and bought treated mosquito nets that were donated to families in Africa, through the United Nations "Africa Now" program. Our students know that these families now have a greater chance of survival because of their input. These programs will assist in preparing students for a higher education while developing their sense of responsibility and building self-esteem.

Continuing the spirit of excellence, we have a Specialized High School program that gives students the opportunities to attend schools with the academic rigor that will prepare them to compete on an international market. Every year since we have started, we have had an average of eight students who are accepted into the Specialized High schools such as Brooklyn Tech and Stuyvesant High School of Science. Additionally, our eighth grade students have taken the Regents High School examinations in math and social studies and have achieved 98% pass rate. We will continue in this tradition by offering the English High School Regents to our students in the 2009-10 school year.

Our goal is to produce that well-rounded student that leaves us thoroughly prepared for high school. To have each child realize his or her true talents and potentials, we offer courses in the performing arts. Courses are available in drama, contemporary and traditional dance, African drumming and African dance, computer repair, technology, video technology, chorus, martial arts, culinary arts, instrumental music, visual arts and fitness. Of great pride to us and everyone in the East New York community, is our Soul Tigers marching band. Our band performs within the community of Brooklyn, other boroughs of New York City, within the tri-state area and other states. They have the distinction of being the only African-American band to have led the Macy's Thanksgiving Parade.

Building partnerships with corporate America and Community Based Organizations is a continuous process. Tommy Hilfiger has sponsored our marching band by initially providing uniforms for the members of the band. This partnership has grown to the point where Tommy Hilfiger now sponsors fund raising events for our band and additionally, he has our band performing at major events in New York City. Diesel, the clothing line, is also another partner in our growth and development as they use our marching band to launch the beginning of their world-wide tours. In the vein of educational excellence we also partnered with Per Scholars, a Community Based organization that donates computers to the parents of students in our school. The aim of this program is to provide a computer in every home. Last year computers were donated to the parents of students in the sixth and seventh grades and this year they will continue this tradition of philanthropy by donating computers to the parents of the students in the sixth grade. Groundwork, another community based organization has partnered with us to provide our students with a blend of academics and the arts in our after-school program.

In recognition of our stalwart achievements, we have been awarded a partnership with "Publicolor", an organization designed to keep students off the streets and imbue them with a sense of community service, while providing an artistic outlet through painting. Added to all of the developmental

programs that we offer is Project Excel, funded by Brooklyn Colony South Houses. This program ensures that our students attend school on a regular basis and provides support to those families that find it difficult to supply the basic necessities to have their children in school.

Intermediate School 292 integrates academics, the arts and community service to nurture and ultimately produce citizens worthy of consideration in the local, international and global market.

## **SECTION III – Cont’d**

### **Part B. School Demographics and Accountability Snapshot**

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

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SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	J.H.S. 292 Margaret S. Douglas								
<b>District:</b>	19	<b>DBN:</b>	19K292	<b>School BEDS Code:</b>	331900010292				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	√	11		
	K		4		8	√	12		
	1		5		9		Ungraded	√	
	2		6	√	10				
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Pre-K	0	0	0				90.7	90.7	TBD
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 3	0	0	0				88.8	87.7	TBD
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	225	210	210	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 7	273	215	242				76.2	79.3	TBD
Grade 8	267	280	211						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 11	0	0	0				16	51	TBD
Grade 12	0	0	0						
Ungraded	0	1	5	<b>Recent Immigrants - Total Number:</b>					
Total	765	706	668	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							6	7	1
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
# in Self-Contained Classes	59	53	55	Principal Suspensions			0	18	TBD
# in Collaborative Team Teaching (CTT) Classes	21	18	22	Superintendent Suspensions			41	47	TBD
Number all others	54	66	39						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
				CTE Program Participants			0	0	0
				Early College HS Program Participants			0	0	0
<b>English Language Learners (ELL) Enrollment:</b>				<b>Number of Staff - Includes all full-time staff:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	0						
# in Dual Lang. Programs	0	0	0	Number of Teachers			65	59	TBD
# receiving ESL services only	48	46	42						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	2	15	Number of Administrators and Other Professionals	12	11	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	15	9	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	64.6	71.2	TBD
				% more than 5 years teaching anywhere	50.8	54.2	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	80.0	85.0	TBD
American Indian or Alaska Native	0.8	0.6	0.4		67.5	76.2	TBD
Black or African American	60.9	61.5	63.6				
Hispanic or Latino	34.6	34.1	32.0				
Asian or Native Hawaiian/Other Pacific Isl.	2.5	2.7	3.3				
White			0.0				
<b>Male</b>	54.4	51.6	51.8				
<b>Female</b>	45.6	48.4	48.2				
<b>2009-10 TITLE I STATUS</b>							
√	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
				√	√	√	√
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced				√		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area AYP Outcomes:</b>			
<b>Elementary/Middle Level</b>		<b>Secondary Level</b>	
ELA:	X	ELA:	
Math:	√	Math:	
Science:	√	Graduation Rate:	-

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	√	√	√	-	-	-	
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√		-	-	-	
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	X	√				-	
Limited English Proficient	X	√	-				
Economically Disadvantaged	√	√		-	-	-	
<b>Student groups making AYP in each subject</b>	<b>4</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	81	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment: <i>(Comprises 15% of the Overall Score)</i>	8.3	Quality Statement 2: Plan and Set Goals	
School Performance: <i>(Comprises 25% of the Overall Score)</i>	21.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	44.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit:	6.8	Quality Statement 5: Monitor and Revise	

<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

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

An analysis of NYS test English Language Arts results over the past four years revealed a 13.8% decrease in students performing at level 1 and a 9.9% decrease in students performing at level 2. The data also reveal that there is a 23.7 increase in students performing at levels 3 and above in English Language Arts. However, our Students With Disabilities and English Language Learners did not meet their AYP in the area of English Language Arts. Our Students With Disabilities showed a Performance Index of 122, missing their Effective AMO by 12 points. Similarly, our English Language Learners did not meet the required criterion and missed their Effective AMO by 10 points. These two subgroups, our Students With Disabilities and our English Language Learners will be our priority goals in the 2009-2010 school year.

Results of the analysis of the NYS math also show a 28% decrease in students performing at level 1 and an 11.7% decrease in students performing at level 2. Significantly, there has been a 39.7 % increase in students performing at levels 3 and 4 in mathematics. In the NYS science test, we attained 29.5% of level 1, 38.3% in level 2 and 32.4% of levels 3 and 4 passes. Our Black or African American and our Student With Disabilities had a few challenges in meeting their Annual Yearly Progress targets.

Our greatest achievements over the last few years have been sustained and remarkable growth in the area of mathematics and English Language Arts as evidenced by the results of the NYS tests. Additionally, we continue to foster an environment that produces a well-rounded child. This is accomplished through our efforts to integrate academics and the arts. Our growing performing arts program boasts 11 (eleven) electives, where students receive instruction that complements their instruction. Student growth and achievement was also evidenced through analysis of student portfolios and teacher made and departmental assessments. Although we have experienced remarkable growth, the above data shows a need to continue to focus on moving at-risk level 2s in every grade in English Language Arts, math and the science content area. Of specific interest are students who are high level twos and low level threes. Students in this focus group are seen as our at-risk group since they have the propensity to slip into a level two or move toward a level three. We must ensure that systems are in place to prevent this slippage in all core subject areas. This will be done through targeted instruction where the specific weaknesses of these students will be identified and these weaknesses will be addressed, as much as possible, across the subject areas. Modifications or differentiations for this focus group will be included in customized curricula in the core subject areas based on the needs of our students. Considerations for this curriculum are based on the New York State standards, the demands of the Knowledge network and intimate knowledge of

the needs of our students. Vocabulary diaries (in addition to any other journals, diaries, or sourcebooks), word study and etymology lessons and anticipation guides will be used to focus instruction. In addition, theme-based units of study with inter-disciplinary connections, where possible will be implemented to provide increased opportunities for success.

Even though we have shown significant growth, there are barriers that continue to impinge on our success. Our students in the subgroups that are not meeting their AYP are the students who do not participate in the After-School and Saturday Enrichment programs that we provide, with a view to targeting their weaknesses. Additionally, there is a lack of strong and consistent parental involvement. Too often we provide programs that target parenting skills and ways of getting parents more involved in the lives of their students only to have parents not participate on these events. We will continue to strive towards parents seeing the school and community as a partnership so that we may forge ahead in the successful education of our students.

Grade	ELA				MATH				SCIENCE			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
6	0	36	60	4	4	26	53	17	NT			
7	1	35	62	2	1	16	64	19				
8	3	50	46	1	5	35	51	9	29.5	38.3	30.8	1.6
ES	2	41	55	2	4	27	55	14	NT			
SE-6	2	63	33	2	14	39	43	5				
SE-7	6	59	34	0	3	47	50	0				
SE-8	12	76	12	0	19	54	25	2				
SE-ES	7	67	26		13	47	40					
ELL-6	6	76	18	0	11	50	39	0	NT			
ELL-7	7	79	14	0	0	43	43	14				
ELL-8	0	82	18	0	5	58	37	0				

**SECTION V: ANNUAL SCHOOL GOALS**

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

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

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**Based on the findings from and implications of the comprehensive needs assessment, we have developed four goals to be reached by June 2010.**

**Goal #1:** English Language Learners will increase their performance as evidenced by a minimum of 10% increase in students performing at or above level 3 in the New York State English Language Arts examination by June 2010.

Having conducted a thorough needs assessment, the School Leadership Team found that the ELL student subgroup has underperformed other subgroups in the area of English Language Arts for the 2008-2009 school year. Therefore, we have prioritized the progress of our ELL subgroup for the 2009-2010 school year

**Goal #2:** Students With Disabilities will increase their performance as evidenced by a 10% increase performing at or above level 3 in the New York State English Language Arts examination by June 2010:

After conducting our needs assessment, the School Leadership Team found that the Students With Disabilities subgroup has underperformed all other subgroups in the area of English Language Arts. Subsequently, we have made progress for the Student with Disabilities subgroup a priority goal for the 2009-2010 school year.

**Goal #3:** Students With Disabilities will show a 10% increase their science Performance Index as evidenced by a 10% increase in students performing at or above level 3 by June 2010, and will be assessed using the New York State (NYS) science written and performance examinations.

For the 2008-2009 school year, our Students With Disabilities subgroup underperformed all other subgroups in the area of science. Our School Leadership team therefore decided to make progress for this group a priority goal in the 2009-2010 school year

**Goal #4:** Students With Disabilities will improve their Performance Index in math as evidenced by a minimum of 5% increase in their performance at or above level 3 by June 2010 at the New York State math examination.

Because our needs assessment showed that our Students With Disabilities underperformed other subgroups in the area of mathematics, the School Leadership Team has decided to make the improvement of our Students With Disabilities one of our priority goals for the year 2009-2010. This is in an effort to close the achievement gap

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>English Language Learners will increase their performance as evidenced by a minimum of 10% increase performing at or above level 3 in the New York State English Language Arts examination by June 2010.</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>	<ul style="list-style-type: none"> <li>➤ Instruction will be based on a needs analysis of students. In addition to the NYSELAT scores and the New York State Test in English Language Arts score, diagnostic tests will be conducted to determine the strengths and weaknesses of these students. Once these strengths and weaknesses are analyzed, students will be grouped according to their language proficiency levels: beginning, intermediate and advanced, and additionally, their skill level will be taken into consideration as we begin to tailor instruction to raise the competence of these students. The ESL teacher will work in cohort with the regular education teacher to structure, implement and develop customized programs for these students.</li> <li>➤ As we work throughout the year, we will continuously analyze and evaluate data which will be accrued from periodic and predictive assessments and samples of student work. This data from formative assessments: unit tests, teacher-made tests, progress reports, samples of student work, and portfolios will inform our decisions with regard to curricular and instructional changes as we seek to ensure that our English Language Learners are meeting the standards as outlined by New York State for English language arts. Instruction will be done in five to six week skill-based cycles and students will be evaluated using a pre-test, post-test mode.</li> <li>➤ Students will be instructed in 90 minute blocks that focus on the workshop model with whole group and small group instruction.</li> <li>➤ The English as a Second Language teacher will use a combination of the push-in and pull-out models to supplement the instruction provided and reinforce the continuity of</li> </ul>

instruction.

- Students will be exposed to authentic literature as they navigate the nuances of the English language. As they explore literature, they will examine the underpinnings of the language as it relates to morphology, phonology and syntax as they explore the vocabulary, grammar, pronunciation and other intricacies of the English language. Reading and responding to that which is read will become routine for these English language learners.
- Through journal entries, listening and note-taking, public speaking, and responding to the written and auditory text, students will develop skills in the areas of competence in the English language: reading; writing; listening; speaking.
- Students will also experience support from their peers for conscious efforts will be made to group students with other students who have greater language proficiency than theirs.
- The incorporation of technology into the teaching of English language arts will be an additional boost to this program. Students will use audio-visual equipment to listen to comprehension passages and thereafter answer questions based on these passages in writing and orally.
- The Renzulli learning system will also be used to develop learning profiles for these students, thus making it more viable to customize instruction to meet their needs as groups and individually.
- Additional bi-lingual communication with the home, including their parents more often in the academic process, and celebrating the diversity of our community of learners through curricular modifications as well as social skill building activities will also aid the language acquisition process.
- ESL classes for parents, conducted by our Parent Teacher Association, will also help to improve the language competence of our parents, who will then play a pivotal role in enhancing the language proficiency of their children.
  
- The ESL teacher will attend mandatory professional development sessions, of 90 minutes per week, which is built into her schedule. This will ensure that she remains in tune with the demands of the English language arts curriculum and the New York State tests in April of 2010. Additionally, the ESL teacher will attend professional development sessions offered by the Knowledge network to further augment her skills in this area.
  
- Students at beginning and intermediate levels will also become part of our Inquiry

	<p>Team. This will ensure that strategies used to ensure their success will also be employed to other subgroups.</p> <p>➤</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>Title I, Title III and Tax Levy funds will be allocated as follows:</p> <ul style="list-style-type: none"> <li>- supplies, resources, technology to support curricular focus areas necessary for ELLs to achieve proficiency in English language acquisition</li> <li>- per session for 1 bilingual teacher</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>-10% increase in ELL students performing at or above level 3 on interim/benchmark assessments reflective of the NYSSELAT format as well as the actual exam, in addition to ITAs in English Language Arts and the NYSELA Exam</li> <li>-10% increase in ELL student attendance through bi-lingual outreach to parents</li> <li>-10% increase in ESL performance through small group instruction focusing on targeted language acquisition skills as evidenced in student portfolios</li> <li>-Review/analysis of student work during weekly professional development that focuses on specific instructional paradigms that support unique requirements and learning styles for ELL students</li> </ul>

**Subject/Area (where relevant):** English Language Arts - Students  
With Disabilities

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Students With Disabilities will increase their performance as evidenced by a 10% increase performing at or above level 3 in the New York State English Language Arts examination by June 2010.</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>	<ul style="list-style-type: none"> <li>➤ Instruction will be based on a needs analysis of students. Diagnostic tests will be conducted to determine the strengths and weaknesses of these students. Once these strengths and weaknesses are analyzed, students will be grouped according to their language proficiency levels. Additionally, their Individual Educational Plans (IEP’s) will be taken into consideration as we begin to tailor instruction to raise the competence of these students. Students will be instructed in 90 minute blocks that focus on the workshop model with whole group and small group instruction.</li> <li>➤ As we work throughout the year, we will continuously analyze and evaluate data which will be accrued from periodic and predictive assessments and samples of student work. This data from formative assessments: unit tests, teacher-made tests, progress reports, samples of student work, and portfolios will inform our decisions with regard to curricular and instructional changes as we seek to ensure that our Students With Disabilities are meeting the standards as outlined by New York State for English Language arts.</li> <li>➤ Students will be exposed to authentic literature as they navigate the nuances of the English language. As they explore literature, they will examine the underpinnings of the language as it relates to morphology, phonology and syntax as they explore the vocabulary, grammar, pronunciation and other intricacies of the English language. Reading and responding to that which is read will become routine for Students With Disabilities.</li> <li>➤ Through journal entries, listening and note-taking, public speaking, and responding to the written and auditory text, students will develop skills in the areas of competence in</li> </ul>

	<p>the English language: reading; writing; listening; speaking.</p> <ul style="list-style-type: none"> <li>➤ Students will also experience support from their peers for conscious efforts will be made to group students with other students who have greater language proficiency than theirs.</li> <li>➤ The incorporation of technology into the teaching of English language arts will be an additional boost to this program. Students will use audio-visual equipment to listen to comprehension passages and thereafter answer questions based on these passages in writing and orally.</li> <li>➤ The Renzuilli learning system will also be used to further develop learning profiles for these students, thus making it more viable to customize instruction to meet their needs as groups and individually.</li> <li>➤ Additional communication with the home, including their parents more often in the academic process, and celebrating the successes of our community of learners through curricular modifications as well as social skill building activities will also aid the language acquisition process.</li> <li>➤ GED classes for parents, conducted by our Parent Teacher Association, will also help to improve the language competence of our parents, who will then play a pivotal role in enhancing the language proficiency of their children.</li> <li>➤ The Special Needs teachers will attend mandatory professional development sessions, of 90 minutes per week, which is built into their schedules. This will ensure that they remain in tune with the demands of the English language arts curriculum and the New York State tests in April of 2010. Additionally, the Special Needs teachers will attend professional development sessions offered by the Knowledge network to further augment their skills in this area.</li> <li>➤</li> </ul>
<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>Title I, Title III and Tax Levy funds will be allocated as follows:  - supplies, resources, technology to support curricular focus areas necessary for ELLs to achieve proficiency in Mathematics</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>	<ul style="list-style-type: none"> <li>-10% increase in SWD students performing at or above level 3 on interim/benchmark assessments like the ITAs in Mathematics and NYS ELA Exam</li> <li>-10% increase in SWD student attendance through bi-lingual outreach to parents</li> <li>-10% increase in SWD performance through small group instruction focusing on targeted language skills as evidenced in student portfolios</li> <li>-Review/analysis of student work during weekly professional development that focuses on specific instructional paradigms that support unique requirements and learning styles for SWD students</li> </ul>
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**Subject/Area (where relevant):** Science- Students with Disabilities

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Students With Disabilities will show a 10% increase their science Performance Index as evidenced by a 10% increase in students performing at or above level 3 by June 2010, and will be assessed using the New York State (NYS) science written and performance examinations.</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>	<ul style="list-style-type: none"> <li>➤ Instruction will be based on a needs analysis of students. Diagnostic tests will be conducted to determine the strengths and weaknesses of these students. Once these strengths and weaknesses are analyzed, we will begin to tailor instruction to raise the competence of these students. Students will be instructed in 90 minute blocks that focus on the workshop model with whole group and small group instruction.</li> <li>➤ As we work throughout the year, we will continuously analyze and evaluate data which will be accrued form periodic and predictive assessments and samples of student work. This data from formative assessments: unit tests, teacher-made tests, progress reports, samples of student work, and portfolios will inform our decisions with regard to curricular and instructional changes as we seek to ensure that our Students With Disabilities are meeting the standards as outlined by New York State for science.</li> <li>➤ In addition to the 180 minutes of instruction per week, students will exposed to additional labs and instruction during a special Saturday program designed to address the weaknesses identified in these students in science.</li> <li>➤ Through journal entries, students will reflect on what was taught and make connections to the every-day world of science activities.</li> <li>➤ Students will also experience support from their peers for conscious efforts will be made to group students with other students who have greater science skills than theirs.</li> <li>➤ Classroom libraries will help to support and reinforce the concepts taught during science classes.</li> <li>➤ The incorporation of technology into the teaching of science will be an additional boost to this program. Students and teachers will use Video Streaming, a program where every concept taught will be explored and enhanced through the use of videos.</li> <li>➤ The Renzuilli learning system will also be used to develop learning profiles for these students, thus making it more viable to customize instruction to meet their needs as groups and individually.</li> <li>➤ Additional communication with the home, including their parents more often in the academic process, and celebrating the diversity of our community of learners through curricular modifications as well as social skill building activities will also aid the language</li> </ul>

	<p>acquisition process.</p> <ul style="list-style-type: none"> <li>➤ GED classes for parents, conducted by our Parent Teacher Association, will also help to improve the language competence of our parents, who will then play a pivotal role in enhancing the language proficiency of their children.</li> <li>➤ The Special Needs teachers will attend mandatory professional development sessions, of 90 minutes per week, which is built into their schedule. This will ensure that they remain in tune with the demands of the science curriculum and the New York State tests in June of 2010. Additionally, the science and special needs teachers will attend professional development sessions offered by the Knowledge network to further augment her skills in this area.</li> </ul>
<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>Title I, Title III and Tax Levy funds will be allocated as follows:</p> <ul style="list-style-type: none"> <li>- supplies, resources, technology to support curricular focus areas necessary for all students with disabilities will increase proficiency in English Language Arts</li> <li>-per session for teacher of students with disabilities</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>	<ul style="list-style-type: none"> <li>-10% increase in students with disabilities performing at or above level 3 on interim/benchmark assessments like ITAs in science and the NYS science Exam</li> <li>-10% increase in student attendance through outreach to parents of students with disabilities</li> <li>-10% increase in student performance through individualized and small group instruction focusing on targeted science skills based on student portfolios and practice exam</li> <li>-a minimum of 50% improvement from unit pretest to post tests for students with disabilities</li> <li>-Review/analysis of student work during weekly professional development that focuses on specific instructional paradigms that support unique requirements and learning styles for students with disabilities</li> </ul>

**Subject/Area (where relevant):** Mathematics- Students with Disabilities

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Students With Disabilities will improve their Performance Index in math as evidenced by a minimum of 5% increase in their performance at or above level 3 by June 2010 at the New York State math examination. This is in an effort to close the achievement gap.</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>	<ul style="list-style-type: none"> <li>➤ Immediate identification and systematic provision of AIS for level 1 and 2 students to include scheduled push-in/pull-out support for level 1 and 2 students during lunch/non-major subjects; differentiated Extended Day/Saturday Academy intervention classes and activities</li> <li>➤ Instruction will be based on a needs analysis of students. Diagnostic tests will be conducted to determine the strengths and weaknesses of these students. Once these strengths and weaknesses are analyzed, students will be grouped accordingly. Instruction will be tailored based on the results from the data analyzed and the criteria as set out in their Individual Education Plan (IEP).</li> <li>➤ As we work throughout the year, we will continuously analyze and evaluate data which will be accrued from periodic and predictive assessments and samples of student work. This data from formative assessments: unit tests, teacher-made tests, progress reports, samples of student work, and portfolios will inform our decisions with regard to curricular and instructional changes as we seek to ensure that our Students With Disabilities are meeting the standards as outlined by New York State for Mathematics</li> <li>➤ Students will be instructed in 90 minute blocks that focus on the workshop model with whole group and small group instruction.</li> <li>➤ Materials that target the weaknesses of these students will be implemented and incorporated into the material already in use.</li> <li>➤ Students will also experience support from their peers for conscious efforts will be made to group students with other students who have greater language proficiency than theirs.</li> <li>➤ The incorporation of technology into the teaching math will be an additional boost to this program.</li> <li>➤ The Renzuilli learning system will also be used to develop learning profiles for these students, thus making it more viable to customize instruction to meet their needs as groups and individually.</li> <li>➤ Additional communication with the home, including their parents more often in the academic process, and celebrating the diversity of our community of learners through</li> </ul>

	<p>curricular modifications as well as social skill building activities will also be implemented.</p> <ul style="list-style-type: none"> <li>➤ The Special Needs teachers will attend mandatory professional development sessions, of 90 minutes per week, which is built into their schedules. This will ensure that they remain in tune with the demands of the math curriculum and the tests New York State tests in May of 2010. Additionally, the Special Needs teachers will attend professional development sessions offered by the Knowledge network to further augment their skills in this area.</li> </ul> <p>Immediate identification and systematic provision of AIS for level 1 and 2 students to include scheduled push-in/pull-out support for level 1 and 2 students during lunch/non-major subjects; differentiated Extended Day/Saturday Academy intervention classes and activities</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>Title I, Title III and Tax Levy funds will be allocated as follows:</p> <ul style="list-style-type: none"> <li>- supplies, resources, technology to support curricular focus areas necessary for all students with disabilities will increase proficiency in Mathematics</li> <li>- per session for teacher of students with disabilities</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>	<ul style="list-style-type: none"> <li>-10% increase in students with disabilities performing at or above level 3 on interim/benchmark assessments like ITAs in Mathematics and the NYS Math Exam</li> <li>-10% increase in student attendance through outreach to parents of students with disabilities</li> <li>-10% increase in student performance through individualized and small group instruction focusing on targeted Math skills based on portfolios</li> <li>- 10% increase on unit assessments based on the diagnostic benchmark exam</li> <li>-Review/analysis of student work during weekly professional development that focuses on specific instructional paradigms that support unique requirements and learning styles for students with disabilities</li> </ul>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	61	45	4	4	15	4		8
7	78	65	4	4	21	6		12
8	77	38	8	8	8	3		9
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)	<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.).
<b>ELA:</b>	-Students will be registered on the Renzulli Learning website complemented by a collaboratively designed, needs-specific curriculum -Push-in/Pull Out AIS teacher- small group and one-to-one differentiated instruction; 45 min./wk -Extended Day, Saturday Academy- for at-risk students, Levels 1 and 2; needs based additional practice in reading and math skills; performing arts electives available after instruction
<b>Mathematics:</b>	Students will be registered on the Renzulli Learning website complemented by a collaboratively designed, needs-specific curriculum -Push-in/Pull Out AIS teacher- small group and one-to-one differentiated instruction; 45 min./wk -Extended Day, Saturday Academy- for at-risk students, Levels 1 and 2; needs based additional practice in reading and math skills; performing arts electives available after instruction
<b>Science:</b>	Students will be registered on the Renzulli Learning website complemented by a collaboratively designed, needs-specific curriculum -Push-in/Pull Out AIS teacher- small group and one-to-one differentiated instruction; 45 min./wk -Extended Day, Saturday Academy- for at-risk students, Levels 1 and 2; needs based additional practice in reading and math skills; performing arts electives available after instruction
<b>Social Studies:</b>	Students will be registered on the Renzulli Learning website complemented by a collaboratively designed, needs-specific curriculum -Push-in/Pull Out AIS teacher- small group and one-to-one differentiated instruction; 45 min./wk -Extended Day, Saturday Academy- for at-risk students, Levels 1 and 2; needs based additional practice in reading and math skills; performing arts electives available after instruction
<b>At-risk Services Provided by the Guidance Counselor:</b>	-Group/individual counseling- small group counseling and intervention; grades 6-8 -Home Visits- family counseling , students not meeting promotional criteria -Parenting tips/counseling- homework help, referrals to outside agencies -Participation in monthly PTA meetings
<b>At-risk Services Provided by the School Psychologist:</b>	-Group/individual counseling- small group counseling and intervention; grades 6-8 -Home Visits- family counseling , students not meeting promotional criteria
<b>At-risk Services Provided by the Social Worker:</b>	

**At-risk Health-related Services:**

- Annual hearing and sight exams; free eyeglasses
- Dispensation of necessary medication(s)
- Maintenance of shot/health records
- individual and group health counseling

**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.

FY 2009-2010

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**Part A: Language Allocation Policy (LAP)**

Attach a copy of your school’s current year (2008-2009) LAP narrative to this CEP.

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**I. Language Allocation Policy Team Composition:**

<i>Principal:</i>	Everett Hughes	<i>ESL Teacher:</i>	Inocencia Barth
<i>Assistant Principal:</i>	G.Williams-Nandan	<i>Assistant Principal:</i>	E. Maxfield
<i>Guidance Counselor:</i>	A.Salazar	<i>Literacy Coach:</i>	NA
<i>Content Area Teacher:</i>	K. Poslett	<i>Math Coach:</i>	NA
<i>Content Area Teacher:</i>	K.Williamson	<i>Parent Coordinator:</i>	Juanita Jenkins

**II. Teacher Qualifications**

There is one certified ESL teacher to serve 50 ELLs at IS 292.

**III. School Description and ELL Demographics**

With the ubiquitous goal of providing exceptional educational services, Intermediate School 292 is home to approximately 680 students, in the sixth, seventh and eighth grades. This excellence in education is realized via intense sessions of preparation by the members of the administration and staff as they work collaboratively to develop curriculum and lesson plans to target the needs our students, by class, in groups and individually. As described by one of our school’s quality reviewers, “The school runs particularly smoothly and it is a safe, well-organized oasis of calm, quiet, challenge and purpose.”

The mission of I.S. 292 is to create a safe and secure environment that embraces each student’s individual talents and maximizes their potential. Our goal is to provide every student with the knowledge and skills necessary to compete in a technologically complex society. In pursuing this mission, I.S. 292 will provide instructional programs aligned with the New York State and City Standards. Our programs will assist in preparing students for a higher education while developing their sense of responsibility and building self-esteem.

More than gear our instruction and curriculum towards the mandates of the state assessments, we insist on preparing students for life. In our quest to produce successful young adults we have created an open door policy where teachers, parents and students work side by side on academics and life experiences to further the growth of students. This is done by the implementation and sustenance of mentoring groups such as the Phenomenal Young Women, the Butterfly Girls Group and the Student Council which focus on fostering leadership potential, community service and helping students to gain the world view that they need, thus, broadening their horizons so that they may compete in an ever changing, complex society.

This nurturing and mentoring is a constant in the lives of our students. Our school is a pillar in our community. Aware of the many socio-economic issues that plague our students, we try to provide them with as much financial and emotional help as we can, yet we imbue in them a sense of philanthropy, to wit, our students conduct many fund raising ventures that, in the vein of charity beginning at home, we firstly assist students that are underprivileged, then contribute to charities such as “The St. Jude’s Hospital” and the “Malaria for Africa” effort. In this Malaria effort, we’ve raised funds and bought treated mosquito nets that were donated to families in Africa, through the United Nations “Africa Now” program. Our students know that these families now have a greater chance of survival because of their input. These programs will assist in preparing students for a higher education while developing their sense of responsibility and building self-esteem.

Continuing the spirit of excellence, we have a Specialized High School program that gives students the opportunities to attend schools with the academic rigor that will prepare them to compete on in an international market. Every year since we have started, we have had an average of eight students who are accepted into the Specialized High schools such as Brooklyn Tech and Stuyvesant High School of Science. Additionally, our eighth grade students have taken the Regents High School examinations in math and social studies and have achieved 98% pass rate. We will continue in this tradition by offering the English High School Regents to our students in the 2009-10 school year.

Our goal is to produce that well-rounded student that leaves us thoroughly prepared for high school. To have each child realize his or her true talents and potentials, we offer courses in the performing arts. Courses are available in drama, contemporary and traditional dance, African drumming and African dance, computer repair, technology, video technology, chorus, martial arts, culinary arts, instrumental music, visual arts and fitness. Of great pride to us and everyone in the East New York community, is our Soul Tigers marching band. Our band performs within the community of Brooklyn, other boroughs of New York City, within the tri-state area and other states. They have the distinction of being the only African-American band to have led the Macy’s Thanksgiving Parade.

Building partnerships with corporate America and Community Based Organizations is a continuous process. Tommy Hilfiger has sponsored our marching band by initially providing uniforms for the members of the band. This partnership has grown to the point where Tommy Hilfiger now

sponsors fund raising events for our band and additionally, he has our band performing at major events in New York City. Diesel, the clothing line, is also another partner in our growth and development as they use our marching band to launch the beginning of their world-wide tours. In the vein of educational excellence we also partnered with Per Scholars, a Community Based organization that donates computers to the parents of students in our school. The aim of this program is to provide a computer in every home. Last year computers were donated to the parents of students in the sixth and seventh grades and this year they will continue this tradition of philanthropy by donating computers to the parents of the students in the sixth grade. Groundwork, another community based organization has partnered with us to provide our students with a blend of academics and the arts in our after-school program.

In recognition of our stalwart achievements, we have been awarded a partnership with “Publicolor”, an organization designed to keep students off the streets and imbue them with a sense of community service, while providing an artistic outlet through painting. Added to all of the developmental programs that we offer is Project Excel, funded by Brooklyn Colony South Houses. This program ensures that our students attend school on a regular basis and provides support to those families that find it difficult to supply the basic necessities to have their children in school. Intermediate School 292 integrates academics, the arts and community service to nurture and ultimately produce citizens worthy of consideration in the local, international and global market.

IV. ELL Identification Process & Parent Choice      Include a brief paragraph to describe in detail:

During the admission process, parents of all students complete a Home Language Identification Survey (HLIS). Students who are identified in this process as speakers of another language are further tested with the LAB-R to determine eligibility for services. The LAB-R exam further defines the student’s proficiency level, beginning, intermediate, advanced or proficient. ELL students are placed in ESL/freestanding program based on the LAB-R test results and parental choice.

**Parent Choice**

Parents are involved in the decision making process through their participation on the school Leadership Team, during PTA meetings, as “classroom parents”, in Saturday literacy and math workshops. The use of the language interpretation program Easy Translator 4 allows us to continue to translate correspondences including the monthly school calendar.

In addition, parents are invited to special awards assemblies/performances, and appreciation breakfasts/dinners. These school wide events have fostered an increase in the number of parents involved in the school community.

Parents of ELL students are invited to review programs available for ELL students. After listening to a presentation and viewing the DOE program video, parents are provided an opportunity to select the best program to meet the needs of their child. A selection form is provided to parents for this purpose.

**V. Current English Language Learners Instructional Programs**

**Describe program design and implementation**

The program offers instruction in English 100% of the time. The students’ native language is used to support student comprehension of concepts in content area lessons including math, science, social studies. ESL instruction is facilitated by a fully certified ESL teacher who is a native speaker of Spanish. The teacher provides clarification in Spanish where needed to support student learning in ESL and in content area subjects. All ELL student participate in classes where English is the language of instruction. The ESL program offers instruction in English only using intensive ESL methodology and content-rich, lower level, high interest texts and novels, including *High Point* texts and all of its components. Push-in and pull-out services are provided depending on the need(s) of the student(s). Those needs will also determine whether the student receives 180 or 360 minutes of weekly service. One full-time ESL teacher works closely with the administration to develop a comprehensive program for ELLs to ensure provision of adequate and appropriate service to all ELLs. There are approximately 50 ELL students in ESL Classes by grade Education Programs. ELLs are served in an ESL Push –In model by grade. The ESL teacher works with the ELA teacher to further differentiate instruction for ELLs and support their ESL language needs.

**VI. Years of Services / Programs / ELLS by Sub-groups**

The following data includes:

➤ Number of ALL ELLs	50
➤ Number of SIFE	8
➤ Number of Newcomers	7
➤ Number of ELLs in grades 4-6	16
➤ Number of ELLs in special education	11
➤ Number of Long – term ELLs	26

**VII. Home Language Breakdown and ELL Programs**

Grade	Spanish	Bengali	French	Haitian Creole	other
6	13	2	1	1	1
7	17	0		1	1
8	13	0		0	

VIII. Program and Schedule Information

The program offers instruction in English 100% of the time. The students' native language is used to support student comprehension of concepts in content area lessons including math, science, social studies. ESL instruction is facilitated by a fully certified ESL teacher who is a native speaker of Spanish. The teacher provides clarification in Spanish where needed to support student learning in ESL and in content area subjects. All ELL student participate in classes where English is the language of instruction. The ESL program offers instruction in English only using intensive ESL methodology and content-rich, lower level, high interest texts and novels, including *High Point* texts and all of its components. Push-in and pull-out services are provided depending on the need(s) of the student(s). Those needs will also determine whether the student receives 180 or 360 minutes of weekly service. One full-time ESL teacher works closely with the administration to develop a comprehensive program for ELLs to ensure provision of adequate and appropriate service to all ELLs.

IX. Intervention Programs for ELLs (AIS)

A.I.S. is provided to all ELLs as part of the 37 1/2 minutes extended day program, Mondays through Thursdays. The focus of instruction is ELA/ESL.

X. Transitional Student Support Plan ( ELLs that pass NYSESLAT are Transitional students for 2 years)

The goal at IS 292 is to produce a well-rounded student that upon graduation is prepared for high school both academically and socially. Student schedules/programs include courses in the performing arts including drama, contemporary and traditional dance, African drumming and African dance, computer repair, technology, video technology, chorus, martial arts, culinary arts, instrumental music, visual arts and fitness. ELL students participate in all activities offered to students at the school.

XI. Future Plans for ELL Programs –Describe changes planned- improvements, discontinued programs

XII. Equal access to all programs

All ELLs are provided an opportunity to participate in all school wide programs including clubs and enrichment activities.

XIII. After school programs for ELLS

ELL students are involved in one on one tutoring provided by Liberty Learning Lab in the mornings, before the start of school. Additionally, they participate in the Groundwork afterschool program, which offers homework support and performing arts programs. ELLs also participate in the Saturday Academy and The Sports and Arts program.

XIV. Instructional materials including technology

The ESL program offers instruction in English only using intensive ESL methodology and content-rich, lower level, high interest texts and novels, including *High Point* texts and all of its supplementary components including their technology component. In addition, students work in Achieve 3000, a literacy based program that is technology based in delivery.

XV. Instructional materials in Content Areas

Content area materials include core curriculum text as well as supplementary materials to further differentiate and support student learning.

XVI. Native Language Support

ESL instruction is facilitated by a fully certified ESL teacher who is a native speaker of Spanish. The teacher provides clarification in Spanish where needed to support student learning in ESL and in content area subjects.

XVII. Support Services

There are a number of support services to ensure that ELLs fully participate and achieve at their highest level. These include:

- Bilingual guidance counselor support
- Translation services for parents
- Project Excel to support attendance
- Project CEIS-Achieve 3000
- Title III supplementary services for ELLs

**XVIII. Current English Language Learners Instructional Programs**

**A- Describe program design and implementation**

During the admission process, parents of all students complete a Home language identification Survey (HLIS). Students who are identified in this process as speakers of another language are further tested with the LAB-R to determine eligibility for services. The LAB-R exam further defines the student's proficiency level, beginning, intermediate, advanced or proficient. ELL students are placed in ESL/freestanding program based on the LAB-R test results and parental choice. The program offers instruction in English 100% of the time. The students' native language is used to support student comprehension of concepts in content area lessons including math, science, social studies. ESL instruction is facilitated by a fully certified ESL teacher who is a native speaker of Spanish. The teacher provides clarification in Spanish where needed to support student learning in ESL and in content area subjects. All ELL student participate in classes where English is the language of instruction. The ESL program offers instruction in English only using intensive ESL methodology and content-rich, lower level, high interest texts and novels, including *High Point* texts and all of its components. Push-in and pull-out services are provided depending on the need(s) of the student(s). Those needs will also determine

whether the student receives 180 or 360 minutes of weekly service. One full-time ESL teacher works closely with the administration to develop a comprehensive program for ELLs to ensure provision of adequate and appropriate service to all ELLs.

#### **B- Supplementary Programs**

ELLs participate in a performing arts activity each week during their performing arts period. Additional tutoring/instruction is provided to advanced level ELLs and to transitional students to ensure that they maintain a successful transition towards ELA. Additional service and support is also provided during the additional 37½ minutes and Saturday Academy.

#### **XIX. Plan for Newcomers**

All efforts will be made to ensure that newcomers adapt as smoothly to the general classroom rituals and routines. With the aid of the ESL teacher and the content area teachers, needs analyses will be conducted so that there is a point of reference at which to begin instruction.

#### **XX. Plan for SIFE**

At IS 292, nurturing and mentoring is a constant in the lives of our students. Aware of the many socio-economic and academic issues that impact the ELL students, the staff provides additional support and help through tutorials and Saturday instruction.

#### **XXI. Plan for Long Term ELLs**

LT- ELL students receive additional language acquisition instruction, computer training, and Job Corp registration assistance. Students are provided small group instruction and opportunities to attend extended day/week programs.

#### **XXII. Plan for ELL Special Needs Students**

Special needs student who are also ELLs are provided support through ESL, and special classes as required and indicated on the student IEP. In addition students participate in targeted assistance small group instruction using Achieve 3000. Instruction is provided by an additional ESL specialist hired part time to work with students.

#### **XXIII. Professional Development**

Professional development is provided for all ESL service providers and content area teachers at the school. Topics include current research and materials, best practices, ELL data review and ESL / ELA standards, core curriculum, and the ESL prototype to support a balanced literacy approach. Inquiry team meetings address teaching strategies, and student specific questions and concerns. Professional development meetings take place monthly while school-based meetings are arranged more frequently depending on the progress of the students as evidenced by student periodic assessments. Built-in, weekly, grade-specific professional development as well as weekly cabinet meetings, offer ample opportunity to share and

discuss best practices and next steps in addition to being able to assess ELL student progress in other content areas with those teachers during professional development periods.

Ninety minutes of professional development time is scheduled weekly for each teacher at the school. Professional Development topics include, but are not limited to:

- “Data Driven Instruction”;
- “Developing Vocabulary Strategies to Support Content Area Instruction”;
- “Supporting ELLs in the Subject Area Classroom”
- “Analyzing Student Work”
- “Differentiating Instruction to Meet the Needs of ELLs”
- Effective Inquiry Teams

Professional development is ongoing and continues throughout the year to meet the needs of teachers and students. Teacher planning groups, student assessment review and formal and informal observations form critical components in the school wide review and revise process that supports student achievement.

#### **XXIV. Assessment Analysis**

##### ➤ **Implications for Instruction**

The general trends noticed in our ELL population are very similar to that of our overall population. In both English language Arts and math there are many students who scored either high twos or low threes on the NYS tests. This means that a great deal of focus needs to be placed on this group of at-risk students.

##### ➤ **Implications for LAP in English Language Arts Area**

While 6 (six) of our students are at the beginner level, 25 (twenty-five) are intermediate and 18 (eighteen) are at the advanced level. It therefore means that a differentiated form of instruction will have to be implemented, where we initially, based on the needs of our students, we tailor lessons to help them improve their language proficiency. In cases where the students’ deficiencies are in the area of reading and writing, more emphasis will be placed on reading and writing strategies. The planning and implementation of lessons will be a joint effort between the ESL teacher and the English language Arts teacher. In addition, Achieve 3000 has been introduced to further support students in literacy.

➤ ***Implications for LAP in Mathematics Content Area***

Our students have shown significant growth in this area. We will continue to take a skills-based approach to the teaching of mathematics. Our ELL students have been tested through the Orchard Program which identified their strengths and weaknesses. The teachers are trained to work with student data. This will allow them to reach each child and try to ensure his progress, through a series of rigorous lessons. More importantly, our teachers will make all efforts to make relevant connections to everyday life as they seek to make learning interesting and beneficial to our ELL students.

➤ ***Implications for LAP in Science Content Area/ Social Studies Content Area***

There is a dedicated focus to integrate the use of science and social studies texts that are written in Spanish. This is in an effort to help ELLs grasp the concepts of that may prove very challenging when presented only in English.

XXV. Describe ELL program success

The success of the ESL/ELA program is evidenced by the results of the NYSESLAT data. Only fourteen percent of ELLs are beginners as opposed to fifty percent intermediate students and thirty-six percent are advanced. Therefore, eighty-six percent of ELLs score at the intermediate or advanced level of proficiency in English.

In addition, a review of the ELA data indicates that ELLs score within levels two and three reflecting a progressive move towards meeting state standards by all students.



**Assistant Principal in charge of literacy will create programs to ensure provision of adequate and appropriate service to all ELLs. Two F-status teachers provide additional tutoring to advanced level ELLs and those transitioned into monolingual classes to ensure that they maintain a successful transition. Additional service and support is also provided during the additional 37 and ½ minutes and Saturday Academy.**

**Our ELLs did not meet their AYP in English language arts and our analysis of internal and eighth grade scores on the NYS science tests show that our students are struggling in the area of science. The instructional focus of the Saturday Academy will therefore be English language arts and science. An integrated and content area approach will be taken, where we will merge science content and English language arts skills. This approach will serve to deepen the students' knowledge of science, while enhancing and deepening their comprehension skills. The Saturday Academy runs for 17 (seventeen) four hour sessions during the spring of 2010. The program begins January 9, 2010 and ends May 15, 2010. Two teachers, one licensed in English as a Second Language and another licensed in English will be employed to teach in this program. One supervisor will also be assigned to this program. Students from the sixth, seventh and eighth grades will be targeted for this program and they will be grouped according to their strengths and weaknesses. Based on their diagnostic tests and available data from ATS, Acuity and ARIS, students will be placed into two focus groups.**

**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.

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**Regional and school-based professional development will be provided for all ESL service providers, regardless of status. Topics will include current research and materials, best practices, and alignment with standards, core curriculum, and the regional ESL prototype. Subsequent meetings will address individual teacher, school and/or student specific questions and concerns. Regional meetings will take place monthly while school-based meetings may be arranged more frequently depending on the progress of the students. Built-in, weekly, grade-specific professional development as well as weekly cabinet meetings, offer ample opportunity to share and discuss best practices and next steps in addition to being able to assess ELL student progress in other content areas with those teachers during professional development periods.**

**Ninety minutes of Professional Development per week is built into the ESL teacher's schedule. Professional Development topics include, but are not limited to:**

**MAY 2009**

“Using Data to Inform Instruction”;

“Incorporating and Developing Vocabulary Strategies into Writing”;

“Supporting ELLs in the General Education Classroom”

“Analyzing Student Work”

“Differentiating Instruction to Meet the Needs of ELLs”

Professional development is ongoing and will continue based on the needs of teachers and students as we continue our formative assessments and formal and informal observations.

**Form TIII – A (1)(b)**

School: 19K292

BEDS Code: \_\_\_\_\_

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

Allocation Amount: \$15,000.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> I. Per session	\$6785.04  \$3550.28	<b><u>Saturday Academy</u></b> <b>68 hours of per session for one ESL and</b> <b>One General Ed teacher to support ELL Students at the rate of \$49.89</b>  <b>One supervisor will also be employed for this program for 68 hours and will be paid \$52. 21 per hour.</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials.	\$1706.25 \$1000.00 \$ 958.43 \$1000.00	<b>Copies of Elements of Literature anthologies @ \$68.25 each</b> <b>Leveled library novels for guided, shared and independent reading.</b> <b>Audio-visual material</b> <b>Xerox Paper</b>

- Must be clearly listed.		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>\$15,000</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**

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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. One of our guidance counselors who is bilingual, translates all written communication to the home in Spanish. In addition, our guidance counselor and school aides help with oral translations for parents.
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.

#### **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:	\$701,750	\$112, 513	\$814,263
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,017		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,125	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$35,085		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$5,625	
6. Enter the anticipated 10% set-aside for Professional Development:	\$70,175		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$11,251	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 84.7

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

**Teachers hired will only be highly qualified and we make a concerted effort to assign teachers in their area of license. Teachers that are eligible will be encouraged and supported to complete the HOUSSE. Professional development and support are provided for all teachers, especially those that are deemed not highly qualified.**

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

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

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

### Parent Involvement Policy 2009-2010

I.S 292, in compliance with Section 1118 of Title 1, Part A of the No Child left behind (NCLB) act, has implemented a parent policy that strengthens the link between the school and community. The policy is designed to keep parents informed by actively engaging them in planning and decision making. Parents are encouraged to actively participate on School Leadership Teams, parent Associations and Title 1 parent Advisory Councils as trained volunteers and welcomed members of the school community.

The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents’ questions and concerns.

Training for parents will include:

- Support for parents understanding of, and participation in instructional initiatives
- Parent literacy development (basic education, GED and ESL classes and computer classes)
- Learning leaders Parent Volunteer Program
- Support for increased parent participation on the school leadership team and sub-committees
- Family support resources in the form of career development, health, and social services.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement, problem solving, comprehensive education plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

Our Parent Coordinator will continue to provide parents with workshops and other forms of parental out-reach on a consistent, ongoing basis as well as supporting the needs of the school's parents at district-wide forums and training sessions. We will communicate the school's curricular and extra-curricular activities through monthly memos to parents.

Ongoing workshops will be provided to enhance parent leaders' abilities to develop socialization and operational skills necessary to effectively run a parent organization.

We will continue to stock a library with parenting and intervention materials, learning aids and other resources to of interest to parents.

Train parents to read and interpret the information provided by ARIS and involve them in the understanding of the standards, assessments and the core subject areas.

We understand the need to maintain outreach and recruitment programs/services for children and youth where we provide emotional support, mentoring, athletic skills and fine and performing arts. We also provide group sessions for parents as an opportunity to share common experiences, gain emotional support, and learn practical parenting and problem solving skills from each other.

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

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

I.S 292 staff and the parents of students participating in activities and programs funded by Title 1, agree that this compact outlines how parents and the entire school staff and students will share the responsibility for improved academic achievement and the means by which a school/parent partnership will be developed to ensure that all children achieve State standards.

## **SCHOOL RESPONSIBILITIES**

I.S 292 staff will provide high quality curriculum and instruction consistent with state standards to enable participating children to meet the state's standards by using time efficiently; providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians; respecting cultural, racial and ethnic differences, implementing a curriculum aligned with state standards;

offering high quality instruction in all areas; providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by No Child Left Behind (NCLB) act.

I.S 292 will address communication issues between teachers and parents by:

- conducting parent-teacher conferences each semester during which the individual child's achievements will be discussed as well as how this compact is related
- convening an annual meeting (early in the year) for parents of students participating in the Title 1 program and their right to be involved;
- arranging additional meetings at other flexible times, i.e, and providing (if necessary funds are available) transportation, child care or home visits for parents who cannot attend a regular school meeting;
- ensuring that information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format, and to an extent practicable, in a language that parents can understand;
- involving parents in planning, reviewing, evaluating and improving Title 1 programs and the parent involvement policy
- providing parents with timely information, regarding performance profiles and individual student assessment results for each child and other pertinent individuals and ensuring that the parent involvement policy and School-Parent Compact are distributed and discussed with students.
- notifying parents of the procedures to arrange an appointment with their child's teacher;
- providing for open school activities that include observations of classroom activities.

I.S 292 will provide support to parents by:

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development activities. Times will be scheduled so that the majority of parents can attend; sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; and supporting parental involvement activities as requested by parents.

### **SCHOOL-PARENT COMPACT**

**Family/Parent Pledge: We/I agree to carry out the following responsibilities to the best of my ability:**

- **Ensure that my child is fully immunized as per state regulations**
- **Provide a quiet place for homework and monitor TV viewing.**
- **Look over homework assignments daily to check for understanding.**
- **Sign and return all papers that require a parent or guardian's signature in a timely manner**
- **Read to or encourage my child to read every day**
- **Ensure that my child arrives at school on time every day**
- **Regularly monitor my child's progress in school**
- **Make every effort to become a member of the PTA and attend regularly scheduled meetings**

- Discuss and reinforce the importance of self-discipline, appropriate behavior, and good work habits with my child
- Respect the school, staff, parents and families
- Ensure that my child gets adequate sleep, regular medical attention and proper nutrition.
- Attend parent/teacher conferences in November and March. If I cannot attend the above conferences, I will make an appointment to meet with the teacher.

**Student Pledge:** I agree to carry out the following responsibilities to the best of my ability:

- Come to school every day ready to learn and work hard.
- Take home materials and information needed to complete assignments
- Bring to school necessary materials, completed assignments and homework.
- Complete homework daily in a thorough, legible, and timely manner.
- Know and follow class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV viewing
- Respect the personal rights and property of the staff, classmates, families and school property.
- Try to solve disagreements or conflicts peacefully.
- Accept responsibility for my actions and suffer the consequence of negative behavior.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

**This answer may be found in SECTION IV: Needs Assessment, pages 11&12**

2. Schoolwide reform strategies that:

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

**This answer may be found in SECTION VI: Action Plan, pages 15-20**

3. Instruction by highly qualified staff.

**The school currently has 84.7% highly qualified pedagogical staff.**

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

**High-quality and ongoing professional development seminars will be provided 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. Teachers on each grade level/content area have weekly, 90-minute professional development sessions that are both teacher and contract facilitator led sessions. The purpose of these seminars is to cover a wide array of pedagogical topics, that positively impact and correlate with teacher professional practices. Coaches and Administrators consistently monitor individual teacher professional development to provide assistance in all areas of mandated expertise. Monies have been set aside to contract facilitators who will help to provide quality Professional Development sessions.**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
**Administrators attend NYCDOE Career Fairs to invite HQTs to consider working at school by describing the wide array of instructional programs offered to students. School has programs that range literally from Special Education to Intellectually/ Artistic/ Talent based Gifted Programs. Teachers are given tremendous support and leverage by Administration and this is also used to attract HQTs to the school.**
6. Strategies to increase parental involvement through means such as family literacy services.

**The school now offers computer training/classes in C+ and other programs for the parents of our students. The 15-week training course results in certification and job placement assistance. Each homeroom will appoint a class parent to assist with school-parent contact and motivation to participate in school activities. Saturday literacy circles and math institutes that focus on curricular material and homework resources are also offered**

7. 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.

**In addition to opportunities during professional development, teachers are also engaged in the curriculum planning process during vacation breaks. Various resources and strategies are incorporated into a standards-based curriculum plan/map.**

8. 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**

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.

**The Inquiry Team analyzes the school wide data at the end of the previous school year. During the summer, plans are put into place to target the weaknesses of these students in summer school and then, continue during the current academic year. Having identified these weaknesses, six week, skill-based cycles of instruction are planned and monitored so that students will achieve their proficient or academic levels. Teachers who have been assigned to provide Academic Intervention Services are an integral part of this process.**

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.

**A wide array of programs is offered at our school that integrates Federal, State, and local services and programs. Project Excel offers assistance in the areas of attendance and drop-out prevention. The employees of this program also works with the population of students in temporary housing and provide Saturday and Summer camps, where students are taken on field trips outside of their**

neighborhoods, so that they may gain a better appreciation for the arts and the developments taking place around them. We also have the Butterfly Sisters, a group designed primarily to mentor girls. In this group, girls are counseled about self-esteem issues, how to assume leadership roles and nutrition and making the right choices. Connect With kids help to imbue our students with coping skills. Students are taught the nuances of gang awareness and gang prevention and are also exposed to information on bullying and other social issues. In partnership with Perscholas, adults in the community are involved in an A-Plus training program where they receive training in computer technology and repair. Armed with this training, the participants are provided with jobs in many organizations. Additionally, we offer a GED and ESL program to parents and other adults in our community. This ensures that our adults are provided with the basic skills necessary to enter the work force.

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

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

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

#### **Section IV, Needs Assessment, Page 11**

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.

#### **Section VI, Action Plan, Pages 15-20**

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

**A facilitator, who is a retired principal, has been contracted to work with an Assistant Principal and teachers. As a team, they will determine areas of need and work on strategies to remedy these areas of need and enhance teaching practices. She will work specifically with the ESL teachers and the teachers of Students With Disabilities who are our focus groups. The team will work on strategies to differentiate instruction for all groups while ensuring that the demands of a rigorous curriculum are met.**

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

**A Mentoring System is utilized to pair veteran with newer staff members to assist in their ongoing professional practice. Their work is monitored by administrators in our building along with a Lead Instructional Mentor who is part of our School Support Organization**

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<sup>1</sup> School Under Registration Review (SURR)  
MAY 2009

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.

As per NCLB requirements parents are notified in a timely fashion via notices sent home in multiple languages to inform them of the school's status. Monthly memos are sent to parents to keep them abreast of school wide curriculum, instructional, and programmatic developments so that they remain equal partners with school personnel, in terms of providing support for their child's academic achievement.



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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

<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>

**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

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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.

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

– **English Language Learners**

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

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

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

**Our administrators, along with licensed English teachers examined our current curriculum for English Language Arts to determine its alignment with the State's curriculum. We also examined all our consistent assessments/benchmarks provide the necessary data needed to determine the effectiveness of the curricular material**

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

Applicable    Not Applicable

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

**Performance of ELLs has not reached the anticipated/projected levels. Progress is slow for beginning students, as assessed by the LAB-R and our ELLs performance on the NYS English Language Artd test. We have obviously not been catering effectively to the needs of our ELL subgroup.**

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.

**The approach to reaching the New York State's standards will be differentiated for different target groups. As stated in the needs assessment, target groups are ELLs and Students With Disabilities.**

**Subsequently, students performing at levels 3 and 4 will be provided enrichment material/classes through the project based learning component of our Gifted and Talented program as well as differentiated resources provided to every teacher.**

## 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 Assistant Principal in charge of math and the math teachers evaluate our curriculum for its alignment with the state's curriculum. In addition we analyzed assessments/benchmarks to provide the necessary data needed to determine the effectiveness of the curricular material. Both the math AP and teachers have reviewed the data and made any changes to ensure that there is a stronger alignment to the New York State's curriculum.**

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

Applicable  Not Applicable

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

**Consistent improvement of math performance levels, alignment of the curriculum to state standards, and multiple means of differentiation and support have improved math scores for all groups.**

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.

During Professional Development sessions, the teachers and the assistant principal in charge of math will continue to analyze our curriculum maps to ensure its alignment with the state's curriculum. In addition, they will analyze samples of student work to determine whether the students are meeting the standard required of the state.,

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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.

The administrative staff conducted formal and informal observations and focused walkthroughs through which they observed teachers engaging students.

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

Applicable    Not Applicable

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

Many of our teachers are involved in focused instruction, of which direct instruction is a major component.

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.

IS 292 has conducted professional development aimed at helping teachers to release some of the responsibilities of the learning to the students. Additionally, we have contracted vendors who have done workshops on differentiated instruction, where students will be encouraged to work independently, in pairs and in cooperative groups.

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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 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:

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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.

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

The administrative staff conducted formal and informal observations and focused walkthroughs through which they observed teachers engaging students.

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

Applicable  Not Applicable

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

Focused engagement is a part of our daily routines. Our students and teachers engage in activities that target not only math skills, but make connections across the curriculum.

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.

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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.

**Teacher turnover is low at this middle school and very few teachers (low single digits) leave this institution each school year**

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

Applicable  Not Applicable

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

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 relevance of this finding to our school was realized through discussion with district administrators, school administrators and the ESL teacher.

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

Applicable    Not Applicable

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

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.

**This was done through discussion with the ESL teacher, entire staff and administrators.**

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?

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

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

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

Please respond to the following questions for Key Finding 6:

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

This was done through formal and informal observations of teachers of students with special needs and teachers of students in the regular education program. Additionally, discussion was held among administrators.

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

Applicable    Not Applicable

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

Many teachers were not aware of the rudiments of reading and understanding the implications of the IEP.

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.

Ongoing professional development is provided for general education teachers who work in Collaborative Team Teaching (CTT) class configurations and with general education classrooms with Special Education students so that they are able to effectively use student IEP data to plan and implement differentiated instructional programs specifically designed to meet the unique needs of special needs students. Additionally,

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

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

Please respond to the following questions for Key Finding 7:

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

This was done through an analysis of IEP's by the Special Education Supervisor, teachers and other administrators.

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

Applicable  Not Applicable

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

The team found that often Students With Disabilities are transferred into our school with incomplete IEP. Additionally, some of the IEP's do not have all of the required components, including accommodations and modifications.

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.

IS 292 school already has an IEP Supervisor and team of Special Education teachers who meet weekly to deal with all matters regarding coherence between individual student IEPs and their prescribed educational mandates.. Students are monitored closely by the aforementioned team of educators, so that they continue to make progress in which ever kind of Special Education class they may be placed for instructional purposes. This finding is not relevant to this school's educational program.

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

*This appendix will not be required for 2009-10.*

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
36 students
2. Please describe the services you are planning to provide to the STH population.  
Students in Temporary housing benefit from the following services:
  - Saturday Academy that targets academics and the performing arts
  - A.I.S services by F stats teachers
  - Counseling Services
  - Project Excel: weekend and summer camp
  -

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
36

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
  - Saturday Academy that targets academics and the performing arts
  - A.I.S services by F stats teachers
  - Counseling Services
  - Project Excel: weekend and summer camp
  
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.