



[THE SCHOOL OF INTEGRATED LEARNING]

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 17/ BROOKLYN/ 354

ADDRESS: 1224 PARK PLACE, BROOKLYN, NY 11213

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 354 **SCHOOL NAME:** The School of Integrated Learning

SCHOOL ADDRESS: 1224 Park Place, Brooklyn NY 11213

SCHOOL TELEPHONE: 718-774-0362 **FAX:** 718-774-0362

SCHOOL CONTACT PERSON: Monique Campbell **EMAIL ADDRESS:** MCAMPBELL3@
SCHOOLS.NYC.
GOV

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Betty Nieves

PRINCIPAL: Monique Campbell

UFT CHAPTER LEADER: None

PARENTS' ASSOCIATION PRESIDENT: Bernard Ford

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 17 **SSO NAME:** CLSO

SSO NETWORK LEADER: Joanne Meijas

SUPERINTENDENT: Rhonda Hurdle-Taylor

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
Ms. M. Campbell	*Principal or Designee	
Ms. K. Layne	*UFT Chapter Chairperson or Designee	
Mr. B. Ford	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. G. Grant	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	
Ms. B. Nieves	Member/Grade 8 teacher	
Mr. K. Smith	Member/Dean	
Ms. K. Cox	Member/Grade 8 parent	
Ms. J. Henderson	Member/Grade 7 parent	
Mr. R. Elliot	Member/Grade 7 parent	
Ms. A. Davis	Member/Grade 6 parent	

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

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The School of Integrated Learning, as its name implies, makes its name a “living” epitaph by integrating curriculum as much as possible. The spirit of integration is carried into the effort to immerse the arts into the school program. Although we are not able to offer dance, music, and poetry in our regular curriculum, provisions have been made to bring such programs to our students. Teachers are trained and encouraged to integrate technology in the everyday flow of school life. Smart Boards are used to enhance teaching and learning with increased frequency. Students are also encouraged to live the school's mission statement. Assemblies, motivational speeches, disciplinary conferences, and conversations are usually framed in terms of “making right choices”—key to the mission statement. As a result, discipline and conversations with students at MS 354 has a common language.

The school's size distinguishes it in that it is a small school of 240 students housed in a multi-school complex. This is our fifth year since the opening of our school and the third year that we have the full compendium of grades. With our 8th grade added the third year, our personnel needs have increased as well. To serve our growing community of learners we have introduced a curriculum supervisor and 8 new teachers, and an additional guidance counselor. Two of these “new to the building” teachers are first year teachers.

Our vision is “to form a “professional learning community” where as a “team” we are able to do “whatever it takes” to ensure academic and emotional success for our students and all members of our school community.” Our mission is to guide our community individually and collectively towards success by making good choices that address academic needs and enhance social development while awakening and nurturing interests and talents. We are presently in the norming stage. In fostering the school's vision and mission we have facilitated data driven teacher collaboration and capacity building to improve student achievement by hiring a data specialist to disseminate data to teachers and to help teachers understand and implement the implications of the data. We have openly established rules and set parameters for students and teachers to help students make good choices; subgroups are being targeted for strategic interventions that will help to close the achievement gap. We have revved up our efforts to involve and communicate with parents in response to data from the Environmental Learning Surveys, etc. We mail documents to parents in addition to giving them to students; we hired a parent coordinator and placed the office strategically at the entrance to the main hub of the school; we set up electronic contacts in addition to daily contacts from the parent coordinator; we have frequent parent meetings; we send curriculum to parents; we have guidance interventions.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	The School of Integrated Learning						
District:	17	DBN:	17K354	School BEDS Code:	331700010354		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		√	11	
	K		4		√	12	
	1		5			Ungraded	
	2		6	√	10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		90.5	90.3	91.1
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	0	0	0		93.6	88.0	91.9
Grade 4	0	0	0	Poverty Rate - % of Enrollment:			
Grade 5	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 6	92	71	69		77.9	83.1	86.7
Grade 7	98	102	73	Students in Temporary Housing - Total Number:			
Grade 8	0	91	106	(As of June 30)	2006-07	2007-08	2008-09
Grade 9	0	0	0		3	3	12
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 12	0	0	0		4	5	4
Ungraded	0	0	0	Special Education Enrollment:			
Total	190	264	248	(As of October 31)	2006-07	2007-08	2008-09
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	21	29	31	Principal Suspensions	40	18	17
# in Collaborative Team Teaching (CTT) Classes	11	16	17	Superintendent Suspensions	44	18	13
Number all others	9	9	15	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Teachers	12	26	24
# receiving ESL services only	7	16	18				

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	3	4	5
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	3
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	4	7	5	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	23.1	33.3
				% more than 5 years teaching anywhere	25.0	46.2	54.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	67.0	58.0	83.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.4	97.6	100.0
American Indian or Alaska Native	0.5	0.0	0.0				
Black or African American	94.2	88.3	85.9				
Hispanic or Latino	4.7	10.6	12.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.4	0.4				
White	0.5	0.8	1.6				
Male	57.4	53.8	52.4				
Female	42.6	46.2	47.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		X	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		X	√	√			
Hispanic or Latino		-	-	-			
Asian or Native Hawaiian/Other Pacific Islander		-	-				
White		-	-				
Other Groups							
Students with Disabilities		X	√SH	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√SH	√	√			
Student groups making AYP in each subject		1	4	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	94.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	25	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	50.5						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	9						

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Last year the Inquiry Team selected some to the targeted students for most in need of academic support. They are the students in the 7th grade that performed at a level 2 or lower in the State Math and ELA exams. This year the target population expands to include some more students who did not score a level 3 in Math or ELA and some present 7th graders whose situation is similar. The rationale behind this target population is based partly on data from a diversity of sources. In many cases the criteria of selection overlap and the same students fall within these overlapping criteria. NYC Department of Education criteria for 8th grade promotion have changed dramatically. The present 8th graders are the first crop to "benefit" from these more academically rigorous expectations. Therefore we must focus on the groups of students aforementioned. ELL and SE students are also on the school's radar. Most of the level 1 scores in either subject were for students in one or the other of those categories. Some of those ELL's will be in their second or third year.

In the 2008-2009 school's Progress and Learning Environment Survey, parents scored the school low in communication about curriculum and in the level of safety about their children. Staff members' responses reflected limited proficiency regarding the school's goals. Recommendations from the Quality Review stress the need for differentiation for cohorts of students in order to maintain academic rigor, using data to drive this differentiation. It also recommends continued thrust for greater parental involvement.

Therefore in 2009-2010, examining all these criteria in developing strategies for closing the achievement gap between the target population and the state level 3 performance, the school as a unit, chose to focus on using data as the primary basis for implementing differentiation strategies that are practical and effective for maintaining academic rigor as well as helping to close the gap. Our assessment of the needs of the students pushed us to see the gaps in the teacher capacity to fulfill that goal – closing the student achievement gap. If students are to succeed, they must be given the tools by the instructional experts. In order for these experts (teachers) to give the appropriate tools, they must feel sufficiently capable and comfortable with providing these tools. In surveying the teachers, the consensus of opinion is that they need ongoing professional development which helps to translate data from abstract to concrete and practical, and to give strategies in differentiation which are not just stylistically different. Tiering lessons for multiple levels of performance is a high needs area. Observation of lessons also reveal these opinions as deficits in the assessment of the gap between expected outcome of student performance and the tools with which to bridge this gap. Persistently failing students will receive a multiple of services. A fulltime AIS provider has been identified. Funding would provide the much needed multiple fulltime providers. Teachers whose schedules are not at maximum are scheduled for AIS services for these persistently failing students. The 150 minutes of extended time are being used to target those students. They will be grouped together for high impact instruction. They will form the core group to be targeted for the Enquiry Team microscopic inspection. For these students guided reading, The Wilson Program,

during the day will be used as models of instruction. After school and Saturday Academies are also to be used to help provide scaffolding for these students.

Considering the social dynamics of the students in this targeted group, guidance will target these students for counseling – individually and in groups. The Parent Coordinator will hold sessions with the parents of these students providing opportunities for workshops to address areas of greatest deficits. The vision and mission of the school are being used as teaching tools in advisory classes in order to promote positive personal expectations. School aids and security are posted at strategic points to prevent truancy and cutting. The uniform policy is being enforced in order to cut down on the harassment and insecurity associated with “street clothes”. The seniors have a “senior shirt”. All these social, environmental and academic interventions are strategically planned to be proactive in helping this group. Students will be tracked. A binder of intervention strategies/implementation/results is kept to provide data for analysis/use to support teachers and students.

However, the limited funds with which to develop more parent programs and programs for adolescent development are still challenges in the realization of the vision. For the teachers and leaders, the faculty conference, lunch and learn meetings, grade meetings and cabinet meetings are an opportunity to study and analyze professional literature with a view to understanding and applying the tenets and practices in the teaching learning process. From its inception, the school leader has been committed to the authentic collaborate capacity building and distributed leadership. Team roles have emerged among teachers. We were able to select lead teachers from among staff; many staff members are vested. They have been here since the school’s inception. Many of those are assuming roles on the planning team. We have allowed for collaboration through scheduling of common planning time; paid time for collaboration in curriculum building; data collection and analysis have been added to address specific areas of school change – parent coordinator, curriculum specialist, CTT teachers, coaches, and AIS providers. We are working on the development of the self-esteem of students and teachers through the provision of PD’s and sessions to address deficiencies and specific needs.

Currently, one of our most significant barriers is the attendance-we have a low register. Therefore, we are in deficit. Funding remains a primary challenge. Another challenge that we’re experiencing is in mobilizing staff to provide meaningful differentiation of instruction. For the SE population and severely deficient students we are actively researching grants and partnerships and using corrective reading and reading enrichment programs to supplement core curriculum. We are also looking to implement the College Board program.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal 1

Writing: Students' writing will improve with most students at levels 3 and 4 using a common rubric across the curricula. All students will produce at the least 4 major pieces of writing – one in each quarter, across all curricula in response to integrated curricula prompt.

Goal 2

Reading: By June 2010, at least 50% of special education students who are currently reading at K – 5 and who are in grades 6 – 8 will show increased reading levels at least 2 levels above their starting point in September. General education, including ELL students identified with reading levels between K – 5 will show improvement in reading levels at least 2 reading levels by June 2009. *Special Education students who are reading at K – 3 levels will show improvement in reading levels by at least 2 levels. Those reading at levels between 4 and 5 at all grade levels will improve their reading levels. General education students including ELL's in either category will show improvement in reading levels.*

Goal 3

- **Maintaining ELA and Math:**
- **5% increase of students performing in levels 3 and 4 in ELA and math**
- **5% decrease in students performing at level 2 as a result of moving to level 3**
- **5% decrease of students performing at level 1**
- **5% increase of students getting passing scores in Regent Algebra**
- **At least 5 students scoring passing grades in Regents Science**

Goal 4

Integrated Curriculum: 100% of teachers will be involved in the implementing integrated curriculum units using their academics subject base knowledge to provide subject differentiation by the end of the school year.

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.

Writing

Students' will improve writing with most students at levels 3 and 4 using a common rubric across the curricula. All students will produce at the least 4 major pieces of writing – one in each quarter, across all curricula in response to integrated curricula prompt.

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Objective</u></p> <p>60% of general education students will achieve proficiency in 3 out of 5 competencies using common rubric across all curricula in 2 out of 4 major writing assignments which are prompted from the integrated curriculum.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Action Plan</u></p> <ol style="list-style-type: none"> 1. The services of a writing consultant from Columbia University will be procured to boost the teachers' writing acumen in order for them to deliver consistently high quality of writing instruction across all curricula 2. We are looking into the acquisition of a web based writing tool which not only provides rubrics and grammar checks for students, but the writing handbook as well 3. We are partnering with the ATLAS Learning Community to support the building and strengthening of a professional learning community which will support collaboration among staff and students. This will also support processes and systems for the integration of curriculum and protocols for looking students work with same criteria, standards, expectations, language and perspective 4. We have started partnership with AED Middle Start to support staff in understanding the needs and characteristics of the adolescent learner in order to provide appropriate support, scaffolding and challenges for the improvement of writing. 5. We will use the same writing process and writing graphic organizers in all subjects areas and grades 6. We have upgraded the ELA curriculum and The Integrated Curriculum to make writing a focal

point

7. Common rubric for assessing, teaching and conferencing about writing with students has been developed
8. The DRA will continue to be used as an assessment and diagnostic tool for students' writing
9. Journal writing will be used as a daily tool in all subject areas to boost students' writing, encourage prolific writing, acclimatize students to a new writing culture in the school and to serve as quick assessment tool
10. Common Planning times, PD's, faculty conferences will be used as media for planning next steps in writing, discussing students' progress in writing, assessing students' needs in writing and assessing and addressing the needs of staff regarding the writing initiative
11. The data consultant will support admin and teachers in assessing student data in writing and planning for using data to drive writing instruction.

Target Population is all students in general. Students whose DRA shows writing performance at 1 or 2 and students scored a 1 or 2 in ELA State test 09 are main target population.

Responsible Staff are ELA teachers primarily. All subject area staff who will deliver instruction in integrated curriculum; the writing and data consultants; the staff developer will have the role of providing in-house PD on writing strategies for staff, support teachers writing instruction efforts in the classroom and liaison with administration to inform the needs of staff and participate in think tanks about best practices to support teachers in order for us to reach and supersede this goal.

Implementation Timelines:

- In May and June of 2008 – 2009 school year we started work with AED Middle Start.
- In August – September 2 of 2009 – 2010 school year the work with ATLAS will begin and will continue throughout the school year. Work with writing consultant will begin in the fall of the 2009 – 2010 school year. The data consultant will work with administration to create the process for the writing assessments in the summer of 2009 and will conduct the work throughout the school year.
- There will be 4 (quarterly) writing benchmarks in November, January, March and June.
- Daily Journal writings and quick writes, throughout the school year.
- Monthly writing tests.
- One major writing test in each of 5 ELA units.
- One major writing for Science and S.S. in each unit.
- 4 integrated writing assignments for each of the 4 integrated units in all subject areas.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Aligning Resources</u></p> <ul style="list-style-type: none"> • Contract for Excellence allocations will continue to fund AIS teachers to support writing in all grades. • Middle School Reform Grant funds will fund the writing consultant, ATLAS, AED Middle Start and the data specialist. • Title I funds will be used to support the purchase of materials. • Technology grant funds (if received this year) will be used to provide more computers for students in order to support the web based writing program.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Interim Progress/Accomplishments</u></p> <ul style="list-style-type: none"> ✓ Quarterly benchmarks in writing which shows students writing at level 3 or 4 at least 2 out the 3 times ✓ Daily Journal writing which indicates characteristics of levels 3 – 4 writing elements. ✓ ELA state tests which show an increase of the # of students who perform at levels 3 and 4.

Reading

Subject/Area (where relevant):

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2010, at least 50% of special education students who are currently reading at K – 5 and who are in grades 6 – 8 will show increased reading levels at least 2 levels above their starting point in September. General education, including ELL students identified with reading levels between K – 5 will show improvement in reading levels at least 2 reading levels by June 2010.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

Action Plan

1. The AIS teacher will target general education students identified with significantly delayed reading levels and will use SRA corrective reading daily to deliver corrective reading instruction.
2. The special education teachers will use SRA daily to deliver SRA corrective reading instruction to students with identified significant reading delay.
3. The ESL teacher will use the New Heights Reading Program to deliver reading intervention services daily to ELL’s to boost their reading.
4. The special education teachers will use the New Heights Reading Program to deliver daily reading intervention to students to support reading instruction.
5. The AIS teacher will use New Heights Reading Program and corrective reading program for students who are in need if pull out reading intervention.
6. Regular ELA teachers will use the New Heights Reading Program as independent reading to support reading and fluency.
7. Guided reading instruction will be delivered two times weekly in general education ELA classes to support reading acumen, strategies, skills, intervention, etc.
8. Reading workshops will be conducted daily in ELA classes for general education students to support reading acumen.
9. Test preparation as a genre instruction will be delivered to students one period weekly to support the acquisition and retention of reading skills and strategies.
10. Novel study units, poetry units, non-fiction units and drama units have been built into the ELA curriculum to support reading.
11. The AM Extended Day curriculum will address reading at least two times weekly.

Responsible Staff

ELA teachers, special education teachers, AM extended day teachers, AIS and ELL teachers will deliver direct instruction in reading. The staff developer will support reading instruction by offering PD, coaching, modeling and co-teaching and assessing teacher needs in supporting teachers’ reading instructions. The administrators will monitor, support and evaluate the staff in the progress towards reaching this goal.

The **implementation timeline** is September 2009 – June 2010.

The **target population** is all students reading below grade level.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Aligning Resources</u></p> <ul style="list-style-type: none"> • Contract for Excellence allocations will continue to fund AIS teachers to support reading in all grades. • Middle School Reform Grant funds will fund the reading consultant, ATLAS, AED Middle Start and the data specialist. • Title I funds will be used to support the purchase of materials. • Technology grant funds (if received this year) will be used to provide more computers for students in order to support the web based reading program.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Indicators of Interim Progress/Accomplishments</u></p> <ul style="list-style-type: none"> ✓ Two DRA's – one in September and the other in May. The May DRA should indicate at least a 2 level improvement. ✓ Bi-monthly (minimum) Running Records which should show progress towards reaching the goal; students should show fewer errors even if they have not gone up a level in reading. Fluency should also increase. ✓ SRA assessments should indicate students moving at least 1 level in the text by June 2010. They should be making the progress in the individual check outs and progress sheets in the SRA. ✓ Students should show at least 2 levels of reading gain in the <i>Fountas & Pinnell</i> System by June ✓ State ELA Test in 2010 should indicate that these students move from levels 1 to 2 and 2 to 3 by at least 5%.

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, students, performance in core curriculum areas will show...</p> <ul style="list-style-type: none">- 5% increase of students performing in levels 3 and 4 in ELA and math- 5% decrease in students performing at level 2 as a result of moving to level 3- 5% decrease of students performing at level 1- 5% increase of students getting passing scores in Regent Algebra- At least 5 students scoring passing grades in Regents Science
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Action Plan</p> <ul style="list-style-type: none">- Lead teacher in Math will conduct Math PD's coaching, model and co-teach lesson- Lead teacher will deliver AIS pull out services in Math- Lead teacher in math will deliver AIS push in service- AIR math teacher will deliver upper level course work in Math, co-teach math as AIS in all grades- AM extended day will focus on Math at least once weekly- Math guided instruction small groups will address student deficits in the classroom- ELA will be supported by the strategies in the Action plan under goal # 112 ATLAS AED- New Heights Program- Test taking as a genre- modified curriculum in ELA and math- Integrated curriculum.- Math lead teacher responsible for coaching of staff and supporting math instruction.- The staff developer to support and provide P.D and relate staff needs to administer the ELA lead teacher to support ELA instruction.- AIS teacher to provide push-in, pull out service, guided reading and reading intervention.- ELA and Math teacher to use curriculum maps and data of skills and strategies tested in NYS test to provide Driven instruction.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Interim Program: Time line – Benchmarks quarterly to assess progress towards goal. Monthly curriculum maps to guide</p>

Integrated Curriculum

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>100% of teachers will be involved in implementing integrated curriculum units using their academic subject base knowledge to provide subject differentiation by the end of the school year</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action Plan</p> <ol style="list-style-type: none"> 1. Implementation of 4 units of integrated curriculum from September to June in various subject areas : the environment, science, music, health and fitness and money 2. The writing consultant will train and supply teachers in how to teach and assess writing 3. The integrated curriculum differentiation to address students learning styles, intelligence preferred anode of response to literature 4. The writing responses are scaffolded to address the performance levels of students in ELL, SE and low proficiency levels 5. AM extended day period will be used weekly to teach the integrated curriculum 6. Subject teachers will incorporate the integrated curriculum in regular lessons to encourage advance accumulation of knowledge 7. Collaborative planning was used to develop the units- All teachers were invited and participated during PD faculty conferences, common planning 8. There is a common rubric developed by teacher from all subject areas to assess students writing in the integrated curriculum 9. The integrated curriculum is created to support and align with ELA, Math S.S, Music, Spanish, Health and Science curriculum and Technology. 10. there will be ongoing professional development in technology and other subjects to support teachers in implementing this curriculum 11. ATLAS and AED will support and train teachers in strategies for collaboration and supporting the adolescent learner, 12. All students are targeted for the integrated curriculum. All staff members are targeted to implement this initiative. The timeline is September to June.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Aligning Resources</p> <ul style="list-style-type: none"> - Middle school reform grant funds will support consultant and professional development for teachers - School funds from 09-10 budget will procure materials and resources for teachers and students - Indicators of Interim Progress/ Accomplishments - Quarterly Review of units which have been implemented

	<ul style="list-style-type: none"> - Student writing responses scored with rubric - Presentation, projects and display every unit from all classes will indicate student involvement and accomplishment - Projected gain is that student writing will show improvement to at least 1 level beyond their starting level.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Quarterly Review of units which have been implemented - Student writing responses scored with rubric - Presentations , projects and display every unit for all classes will indicate student involvement and accomplishment - Projected gain is that student writing will show improvement to at least 1 level beyond their baseline writing.

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	100%	100%	37	27	13	10%	N/A	10%
7	100%	100%	50	16	16	10%	N/A	10%
8	100%	100%	82	30	17	10%	N/A	10%
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Small groups, ratio 1:10, an extended day three days per week, push-in and pull-out services during the day by Ms. Davidson-Moore and Ms. Fraser; resource room, Wilson program, Guided Reading, SRA corrective reading are small groups and 1:1 during the day. Use of resources such as Kaplan Keys, Red Hot Root Words (vocabulary), computer programs such as Brain Pop, Kaplan Lesson Bank, Renzulli Learning.</p> <p>Academic Intervention Services are targeted for:</p> <ul style="list-style-type: none"> • Specific interventions for lowest achievers. • Intensive support for students performing significantly below grade level and needing appropriate differentiated instruction through additional support provided during the instructional day. <p>Objectives: Student will able to:</p> <ul style="list-style-type: none"> • Work in targeted small groups. • Have one-on-one teaching. • Have increased independent reading time. • Have leveled and guided reading • Have standards-based instructions. • Develop reading/writing strategies. <p>To help the children acquire the skills that they lack, several programs such as Ramp Up, Wilson’s and the Workshop Reading and Writing Model are done. The Ramp Up Program helps students to read and think aloud. By doing this they learn to create images, ask questions, make connections, analyze and synthesize. As a result they do not have difficulties with Bloom’s Taxonomy. The Ramp Up Program also helps students to grasp skills and concepts quite easily. Students are placed in group where guided reading is done and also differentiation of instruction are given according to students needs/functioning level.</p> <p>Wilson’s Program is also done so as to help students who are dyslexic, and functioning below grade level. Students learn to decode letter sounds, consonant blends, putting letters to form words, sight words flash card game, syllable marking e.g. Closed syllable, vowel-consonant –e syllable, open syllable consonant –le syllable, R – controlled syllable, vowel digraph/Diphthong “D” syllable.</p>

	<p>Also divide words into syllables, underline or “scoop” them and tap the syllables while decoding the words. The children learn new concepts with the manipulation of sound cards, syllable cards and suffix cards. This helps them understand the word construction. Thought concepts are constantly incorporated into lessons. Review by questioning the students while they look at words. This is done through repetition and spelling is also included. Students master both sound and syllable segmentation. To read and spell he/she needs the ability to see and hear each syllable and each sound within a syllable. In addition, the Wilson’s Reading system provides practice in both reading and spelling with controlled text. Finally, root words, prefixes and suffixes are thought and students put words together to form sentences. By doing this the student will become a proficient reader through this program. Students work in groups and one-on-one depending on their weaknesses.</p> <p>The workshop Model in Reading and Writing is some what similar to the Ramp Up Program. The Reading Workshop allows students to read aloud and think aloud which is known as Accountable Talk .In this mode; shared reading, guided reading/practices, independent reading/practice and small group are done. The small group activities/instructions are also differentiated where students are placed in groups with similar needs. These groups are formed from students’ performance and evaluation and the Developmental Reading Assessment (DRA). Skills and concepts are taught through visuals, auditory and manipulative. Students collaborate with peer and teachers and also monitor their progress.</p> <p>The Writing Workshop is done by using various graphic organizers. For example the four-square chart, T-chart, K.W.L chart, sequencing chart, Venn diagram, story mapping/web etc. This is one way of helping the students in their writing process, pre-writing, drafting, revising, proofing, and finally publishing.</p> <p>In addition, students learn their mechanics by punctuating, capitalizing, paragraphing, subject and verb agreement and their tenses. Students use grammar practice book to help them in these areas along with work sheets.</p> <p>To acquire a better understanding of these skills that are used for the children, they are integrated in all subject areas.</p>
<p>Mathematics:</p>	<p>Academic Intervention Services (AIS) are offered in the morning, during the school, and after school to all students (6th, 7th, & 8th graders). AIS are offered for 150 minutes on Tuesdays, Wednesdays, and Thursdays from 8:00 to 8:50. The Kaplan Program is use for the morning program and also for test preparation and reinforcement of previous taught math concepts. Small group instruction and one-to-one tutoring is the method for delivering instruction. During the day the push in model is used for AIS. Mr. Bynoe and Ms. Aaron work with the 6th, 7th , and 8th grade classes. Computer programs such as Brain Pop, Kaplan Lesson Bank, Renzulli Learning are used to reinforce concepts.</p>

<p>Science:</p>	<p>AIS (Science) will be made available to students in the following ways:</p> <ul style="list-style-type: none"> - Morning extended day when it is integrated with ELA in small groups of up to 10 students. - Small groups of up to 12 students in After-School sessions. - Practicing scientific skills while conducting experiments in regular class sessions – Students work in groups of 3-4. - Scientific Inquiry – Students conduct science investigations by means of <ul style="list-style-type: none"> o Secondary research o Controlled experiment o Fieldwork o Design projects. - Fieldtrips to cultural and science institutions where students can relate the curriculum to real life situations.
<p>Social Studies:</p>	<p>Students learn Social Studies through the receptive mode of listening and reading. In contrast, they show what they know through the productive modes of class discussions, oral presentations and written products such as reports and expository essays.</p> <p>Social Studies is incorporated into the core curriculum and instruction is differentiated on a daily basis. The use of graphic organizers to teach abstract ideas, vocabulary words are integrated into the language arts schedule. An integration of reading skills from ELA, Book of the Month, reading non-fiction</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The guidance counselor provides a comprehensive program of student support services to address the academic, psychological, social, emotional, cultural needs of all students, thorough individual and small group counseling sessions. Students’ behaviors and progress are monitored& observed in the classroom settings, where teachers are offered intervention strategies and stress management.</p> <p>The guidance counselor also work in collaboration with the entire school community and parents through workshops and PD sessions, along with a range or support services that give students the knowledge and skills they need to be effective learners.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school psychologist will conduct assessments and make referrals as necessary. Assessments will be conducted on an individual basis.</p>

At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	Diet, hygiene, body-mass index, HIV, STD etc counseling will be given to students who demonstrate at risk behavior as needed in small groups or individually.

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s) 6, 7, 8 **Number of Students to be Served:** 16 LEP 14 Non-LEP 2

Number of Teachers 1 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

The Language Allocation Policy program at MS 354 provides for a comprehensive instructional ESL pull-out program, designed to meet the many needs of its ELL students and the ELL community. The instructional program is consistent with CR Part 154 guidelines and is committed to raising the standards of ELL students. The ESL instructional program at MS 354 provides for three categories of students based on their level of English Language competency and literacy proficiency. The levels are Beginner, Intermediate, and Advanced. The Beginner and Intermediate level students are mandated to receive eight class periods of instruction per week. Our ELLs, however, receive ten periods per week. The Advanced level students must receive 4 periods of ESL instruction per week; however, our receive nine per week. In addition, the ESL teacher provides several additional periods of enrichment during her professional preparatory periods, lunch hours, and after school. Instruction is in English, and is completely aligned with the NYS ESL Standards. Extra support for the most recent arrivals is provided through differentiated instruction and peer interventions. Additionally, all students receive 8 periods of English Language Arts (ELA) instruction each week, as designated by CR Part 154.

The instructional model used at MS 354 is mainly a pull-out one. However, many classroom teachers also provide ESL services to students. All ELLs receive rigorous instruction in English Language skills as well as in the content areas of mathematics, social studies, and science. Instruction is aligned

Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		



The City of New York Department of Education

Community School District 17

School of Integrated Learning

Middle School 354
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Monique Campbell
Principal
Supervisor

John Samerson
Assistant Principal

Betsie Green
Curriculum

LANGUAGE ALLOCATION POLICY

2009-2010

Part 1: School ELL Profile

A. Language Allocation Policy (LAP) Team Composition

The members of the LAP at The School of Integrated Learning, Middle School 354 (MS 354) are the following, reflecting the composition of the school community: Monique Campbell, Principal; John Samerson, Assistant Principal; Sys T. Morch, ESL Teacher; Maxine Griffith, Guidance Counselor; Elroy Cormack, Parent Coordinator; UFT Representative (vacant); and Bernard Jones, PTA President.

B. Teacher Qualifications

At MS 354, we have one experienced ESL teacher who holds permanent teaching certifications in Teaching English to Speakers of Other Languages (TESOL or ESL) and in Gifted & Talented Education.

We have no certified bilingual teachers (nor do we have a bilingual program), one certified foreign language teacher who is teaching Spanish, no content area teachers with bilingual extensions, no special education teachers with bilingual extensions, and 23 other teachers of ELLs who do not have ESL or bilingual extensions.

C. School Demographics

MS 354 is located in District 17 in the Crown Heights section of Brooklyn in New York City. The school opened in 2005 with the 6th grade only and added the 7th grade the next year. Presently, we have all three middle school grades, 6th through 8th, with a graduating class.

MS 354 now has a total student population of 238 in the three grades, with 29% in the sixth grade, 35% in the seventh grade, and 36% in the eighth grade. Fifty-three percent is boys and 47%, girls

In addition to many “real” New Yorkers – the majority having been born in Brooklyn and Queens - - we have a diversified student population with family origins mainly in the Caribbean -- in Jamaica, Haiti, Trinidad & Tobago, Saint Lucia, Granada, St. Vincent, the Dominican Republic, Puerto Rico, Nicaragua, Ecuador, and Guyana – and as far away as Senegal, and Mali.

According to the latest available ethnic data, 87% of the student population is Black; less than 1% is White, 11% is Hispanic; and less than 1% is of other ethnic groups.

The majority of the students are from low-income families, and 87% qualifies for free or reduced-priced breakfast and lunch.

The 13 English Language Learners (ELLs) at MS 354 currently comprise 6% of the total population of 238 in the three grades.

Part II: ELL Identification Process

A student is designated eligible to take the LAB-R test from the information provided in the Home Language Inventory Survey (HLIS) by the parent when registering a newly arrived student. The LAB-R test is given within 10 days of the student’s registration in the NYC school system by the certified ESL teacher. The test results determine his/her English proficiency level. A native language LAB test is given if Spanish is the home language, to determine the student’s level of overall literacy. Unless the child shows English proficiency in the LAB-R test, s/he is designated an ELL and is admitted into our ESL program.

An ELL remains in the ESL program until s/he scores at the Proficiency level on the NYSESLAT, administered annually in the spring of each year.

Parents of our new ELLs are invited to an orientation meeting with the ESL coordinator to discuss their choice of three programs offered by the DOE – transitional bilingual education, dual language, and freestanding ESL. Because we only offer a free-standing ESL program to our students at MS 354, any parents who would prefer that their children attend Transitional Bilingual Education (TBE) classes, or that they go to a Dual Language school, will be referred to such a school within the District 17, if possible. No parent has ever asked for their child to be transferred, but have all been satisfied to place them in our ESL program.

Parents of returning ELLs are informed of their child’s score and proficiency level, as earned on the New York State English as a Second Language Achievement Test (NYSESLAT), administered at the end of the previous school year. In the same letter, they are assured that their child will continue in our ESL program. These letters are sent to the parents by certified mail, and returned by the student or the parent in person. None has ever gone astray!

Part III: ELL Demographics

A. ESL Program

At MS 354, we do not have a TBE or a DL program, only a free-standing, pull-out ESL program.

Of our 13 ELLs, two are in the 6th grade, four in the 7th grade, and seven in the 8th grade.

Because they are in different classes in the different grades, most of the ESL classes have to be pull-out. However, from time-to-time when scheduling permits, the ESL teacher pushes in to help a small group of ELLs, if necessary and if possible.

B. ELL Years of Service and Programs

At MS 354, we have 13 ELLs, 2 of whom are SIFE, with 8 new-comers (of from 0 to 3 years of ESL), 3 with from 4 to 6 years of ESL, and 2 long-term ELLs (with 7 or more years of ESL). The breakdown is as follows:

<i>Years of Service</i>	<i>SIFE</i>	<i>Special Ed</i>	<i>Gen Ed</i>	<i>Total</i>
0 – 3 years	2	--	6	8
4 – 6 years	--	1	2	3
7 + years	--	--	2	2
Sub-Total	2	1	8	13

C. Home Language Breakdown and ELL Programs

TBE – not applicable.

DL – not applicable.

ESL Program details are the following:

<i>Language</i>	<i>6th grade</i>	<i>7th grade</i>	<i>8th grade</i>	<i>Total</i>
Total by class	2	4	7	13
Spanish	1	2	2	5
Haitian Creole	1	1	1	3
French (for West Africans)	--	1	4	5

D. Programming and Scheduling Information

ESL instruction at MS 354 is delivered by a pull-out scheduling, with special attention paid to the other academic classes, when they are not pulled out, if possible. We have two students at the Beginning proficiency level, both of whose native language is Spanish. Eight are at the Intermediate level and their home languages are Haitian, Badingo, and Wolof. And the four Advanced level students speak Spanish, Haitian, and Su-Su or French at home. Our ESL

teacher speaks French and Spanish and is therefore able to help the Latino, Haitian, and West African students at the early stages of their English acquisition. More advanced or older students are very helpful with the others in their similar language group. We have bilingual material supports in the ESL classroom.

Both the NYS ESL and ELA standards are followed in the ESL program, with collaboration between the ESL teacher and the other teachers with whom she shares the ELLs. Emphasis is placed on vocabulary and idiomatic use to prepare the ELLs for comprehension of the nuances of English as they will hear it in their other classes.

Because the ELLs in MS 354 come from 6 different classes in 3 different grades, they are given an individual hall pass with their ESL schedule printed on it. They come to the ESL classroom on their own.

All the staff receives the ESL schedule with each student's name and ESL proficiency level listed.

The ESL instructional program at MS 354 provides all three levels of English language competency and literacy proficiency: Beginning, Intermediate, and Advanced. The Beginning and Intermediate students are mandated to receive a total of 360 minutes of ESL instruction per week, while the Advanced level students should receive 180 minutes of ESL instruction per week, as mandated by the New York State Education Department Office of English Language Learners (NYSED OELL). Additionally, all advanced students receive 180 minutes of English Language Arts instruction each week, as designated by Chancellor's Regulation 154. At MS 354, however, our ESL teacher schedules ESL classes during her professional periods, thus giving all ELLs many more than their mandated number of minutes of ESL instruction each week. In addition, this year she is adding an enrichment segment to the ESL program, based on her second license to teach Gifted & Talented students.

Content area subjects are delivered according to the strict requirements of the curriculum. Collaboration between our teachers and the ESL teacher exchanges feed-back on each student's needs. In addition, requests for help in a specific subject are made by the ELLs to the ESL teacher.

When the scores of the State and City ELA, math, social studies, and science exams – as well as the LAB-R, NYSESLAT, DRA, and SRA scores -- are available from last spring, each ELL's score will be analyzed for their proficiency in those subject areas, and their ESL instruction will be guided by these results. To ensure that academic rigor is a factor in the ESL classrooms, the instruction will not be simplified. Instead, it is closely guided by, and adheres to, the same curriculum used in the monolingual classrooms. All ELLs are held to the same high standards as the rest of the school population. The ESL teacher communicates with the monolingual teachers school-wide to promote the academic advancement of all our students. They communicate with each other on a regular basis to discuss issues, progress, and suggestions about the use of English in all subject areas.

Instruction of the ELLs is differentiated based on an analysis of their LAB-R, NYSESLAT, NYS, and from all other available formal assessment data. In addition, the ESL teacher observes the language skills and abilities of each student and differentiates the lessons accordingly.

We have two 7th-grade Students with Interrupted Formal Education (SIFE). Both have very weak reading skills, so emphasis is given to that in their instruction.

In the future, should other SIFE students be identified, the ESL teacher will arrange for the requisite additional services. These students are evaluated in their home language to determine their overall level of literacy and academic skills. They are then referred to the appropriate services to help them develop in their home language as well as in English. These services include, but are not limited to, instructional resources in their home language, ELA, native language arts, and ESL instruction. These students will also be offered one-to-one mentoring in both languages in an after-school program.

The newcomers with up to 3 years in an ESL program receive instruction in vocabulary development, sight reading, and speaking practice in order to be able to express themselves, first verbally and eventually in writing. All subject areas are covered in our ESL classes, for example, math word problems and dense social studies documents.

ELLs with 4 to 6 years of ESL are encouraged to develop their confidence in their ability to express and explain themselves in English, especially in writing as their grammar and vocabulary improve.

The ESL instruction of long-term ELLs with more than 6 years in an ESL program is more closely aligned with the standard curriculum because they are expected to participate in all City and State exams and meet promotion criteria. Their class work and projects are designed to support the requirements in their other classes. We offer them extra AIS sessions using an intense program that focuses on developing academic ELA and math skills, plus test preparation assistance. Since our ESL teacher is also certified in Gifted & Talented, she uses those methodologies in the lessons of the high Advanced level ELLs.

Our ESL teacher consults with the speech teacher about their mutual ELLs with special needs, and they have developed a plan to deal with him in each of their classes.

The ESL teacher tries to attend some of the classes of the ELLs so she can mirror the exposure to the information in her classes at grade level. Additional support in each subject area is given the ELLs in ESL, depending on the ESL teacher's evaluation of the students' skills, on their ELLs' requests for additional help, and on the other teachers' specific requests. All instruction at MS 354 is in English, except for Spanish language classes.

ELLs who have scored at the ESL Proficient level on the NYSESLAT are offered extended time (+ 50%) on official exams for two years. Additionally, they and their parents are offered the option of continuing in ESL classes for an additional year.

The ESL program will continue to use G&T methods in the Advanced classes. An "American Classics" program is being introduced this year, offering exposure to well-known literature with vocabulary and idiomatic explanations, comparisons, rewrites, and retellings.

ELLs are afforded equal access to all school programs, receiving all announcements and opportunities to sign up for special clubs, classes, or other programs, including after-school classes and programs as well as Saturday Academy before the major tests. The ESL teacher explains these offerings, if necessary, and encourages all ELLs to participate as much as possible.

At MS 354 we do not have the 30 minimum to qualify for additional Title III funds. This year, we offer a very popular community-based after-school program and Saturday morning classes.

ELLs are supported with all aspects of the instructional materials-- including technology -- that are offered to the general student population.

Instructional materials in the content area follow all requirements of the New York State standards, curriculum alignment, and assessments – and all ELLs are exposed equally to them.

Native language support is offered by Spanish language classes to our 5 Spanish speakers. The ESL teacher speaks both Spanish and French, which she uses with the Haitian and West African students. In addition, the students of the same language groups are extremely helpful to each other in ESL classes.

ESL classes are created according to the ESL level of proficiency of each student. They are therefore mixed by grade level. Their ages only vary from 12 to 14 years old, which is very compatible at MS 354.

ELLs have not been enrolled before the come to register for the first time, usually in the beginning of the school year in the fall.

E. Schools with Dual Language Programs

Not applicable at MS 354.

F. Professional Development and Support for the School Staff

Our ESL teacher attends professional development workshops regularly and makes turnkey presentations to other members of the faculty. New general education classroom teachers are mandated to receive 7.5 hours of professional development in ESL materials and teaching strategies. They are sent to workshops that focus on cultural sensitivity as well as ESL standards, teaching techniques, and assessments. They learn and practice critical thinking and hands-on activities such as the jigsaw reading and writing models, think/pair/share, “novel ideas only,” and other QTEL techniques – all of which our ESL teacher practices herself. At MS 354, we design professional development that prepares all teachers to serve our linguistically diverse population.

Attendance at all professional development sessions are recorded and filed. New general education, special education teachers are mandated to receive 7 ½ and or 10 hours respectively, of professional development in ESL materials and strategies. This training is conducted on site by ESL network providers. Workshops focus on cultural sensitivity as well as ESL standards , techniques and assessments. Classroom teachers experience critical thinking and hands-on activities such as , Think- pair –share, jig saw and other best practices. The curriculum supervisor and the literacy coach train staff in the use of reading programs such as corrective reading, New Heights, Wilson etc which are geared towards ESL and other targeted students. We design

professional development that prepares all teachers to serve the linguistically diverse population. All curriculum professional is organized to address ELL differentiation.

G. Parental Involvement

Parents of our new ELLs are invited to an orientation meeting with the ESL coordinator to discuss their choice of three programs offered by the DOE – transitional bilingual education, dual language, and freestanding ESL. Because we only offer a free-standing ESL program to our students at MS 354, any parents who would prefer that their children attend Transitional Bilingual Education (TBE) classes, or that they go to a Dual Language school, will be referred to such a school within the District 17, if possible. No parent has ever asked for their child to be transferred, but have all been satisfied to place them in our ESL program.

Parents of returning ELLs are informed of their child’s score and proficiency level, as earned on the New York State English as a Second Language Achievement Test (NYSESLAT), administered at the end of the previous school year. In the same letter, they are assured that their child will continue in our ESL program. These letters are sent to the parents by certified mail, and returned by the student or the parent in person. None has ever gone astray!

Our ESL teacher stays in touch with the parent of the ELLs, often asked for advice on how to find their way to services in the community, for example, ESL programs for adults like themselves.

Part IV: Assessment Analysis

A. Assessment Analysis

The proficiency levels of our 13 ELLs, as based on their Spring 2009 NYSESLAT scores, are the following:

BEGINNING	INTERMEDIATE	ADVANCED
Paola CUEVAS, 702** Anyi POLCANCO, 702** * Spec Ed ** SIFE	Denivert JEAN Charles, 601 Daincha JULES, 702 Awa DJALLO, 702 Marie-J. ANGRAND, 802 Mariam SOW, 802 Hamadou WAGUE, 811* Adja DIABY, 811*[B]	Gisel LEONAR, 601* Eduardo ARGUELLO, 801 Christian RODRIGUEZ, 801 Abdoulaye TOURE, 802

**The NYSESLAT modality analysis is as follows:
Analysis of NYSESLAT Scores by English Language Skill**

BEGINNING	To emphasize	INTERMEDIATE	To emphasize	ADVANCED	To emphasize
Paola CUEVAS, 702** Anyi POLCANCO, 702**	L&S/R&W L&S/R&W	Denivert JEAN Charles, 601 Daincha JULES, 702 Awa DJALLO, 702 Marie-J. ANGRAND, 802 Mariam SOW, 802 Hamadou WAGUE, 811* Adja DIABY, 811*[B]	Hi/R&W L&S/R&W L&S/R&W Hi R/W/L/S L&S/R&W L&S/R&W R&W	Gisel LEONAR, 601* Eduardo ARGUELLO, 801 Christian RODRIGUEZ, 801 Abdoulaye TOURE, 802	Hi/L&S Hi/L&S Hi/L&S Hi/L&S
* Spec Ed ** SIFE					

Exam History Analysis of Recent State Test Scores

Student	ELA	ELA NYSAA	Math	Math NYSAA	Science	Science NYSAA	S.S.	S.S. NYSAA
6th GRADE								
DJeanCharles	3		3			3 (08)		3 (08)
GLeonar	2		3			3 (08)		2 (08)
7th GRADE								
PCuevas	2		1			--		1 (07)
APolanco	2		2			--		1 (07)
DJules	LEP		2			--		--
ADjallo	2		3			--		2 (07)
8th GRADE								
EArguello	LEP		3			--		--
CRodriguez	2		3			--		1 (06)
AToure	LEP		3			--		--
MJAngrand	2		3			--		--
MSow	2		3			--		--

HWague	2		2			--		1(06)
ADiaby	2		2			--		1(06)

The ELE is not given to our Spanish-speaking ELLs.

We do not have a DL program.

B. After Reviewing and Analyzing the Assessment Data, Answer the Following:

Because we are a middle school, the early literacy skills of our students who enter the NYC DOE before our lowest grade, the 6th, are assessed by another school and given an ESL proficiency level. When a newcomer enters MS 354, he/she is immediately given the LAB-R. If Spanish-speaking, the Spanish LAB is given and his/her proficiency is established. During the school year, we use DRA and SRA tests to establish levels of reading comprehension, and the ESL teacher confers with the students' other teachers about the students' abilities and needs.

Fluency depends on proficiency in all four skills of literacy: speaking, listening and understanding, reading, and writing. Each student's scores in those four modalities on the NYSESLAT help direct the instruction in their ESL classes. The data patterns of these scores show that our ELL students tend to follow the norm for second language learners, namely, they are stronger in the receptive skills (listening and reading) when they are at the beginning English proficiency level. As they move into the intermediate and advanced levels of proficiency, their production skills (speaking and writing) become better developed.

Beginning-level ELLs who are non-English-speakers are helped with decoding and reading sight words, and sometimes with alphabet recognition and writing, plus the basic grammar and vocabulary that will help them begin to function in class and in school. As the ELLs' English develops, they are exposed to increasingly complex instructional material as well as literature and documents, study and research methodologies, technology and all the other academic skills and content-area mastery they need to succeed.

The following chart demonstrates how the ELLs have progressed on the NYSESLAT over that past three years:

<i>Student</i>	<i>LAT 09</i>	<i>LAT 08</i>	<i>LAT 07</i>
6 th GRADE			
DJeanCharles	hi I	I	--
GLeonar	A	I	A

7 th GRADE			
PCuevas	B	B	--
APolanco			
DJules	I	--	--
ADjallo	I	I	A
8 th GRADE			
EArguello	hi A	B	--
CRodriguez	hi A	A	A
AToure	A	--	--
MJAngrand	hi I	B	--
MSow	hi I	I	--
HWague	I	I	I
ADiaby	B	B	B

To ensure that academic rigor is a factor in the ESL classrooms, the instruction will not be simplified. Instead, it is closely guided by, and adheres to, the same curriculum used in the monolingual classrooms. All ELLs are held to the same high standards as the rest of the school population. The ESL teacher communicates with the monolingual teachers school-wide to promote the academic advancement of all our students. They communicate with each other on a regular basis to discuss issues, progress, and suggestions about the use of English in all subject areas.

Results of the tests taken by the ELLs – including periodic assessments -- are analyzed by the ESL teacher and input is given to their other subject-area teachers to help drive instruction and differentiation. Students' native languages are only used in other classrooms when a teacher speaks Spanish. In the ESL classroom, however, the teacher can converse and explain in French and Spanish. She encourages students in the same language groups to work together, translate for each other, and generally support each other. Until they are able to write in English, they are allowed to express themselves in their native languages. There is no dual language program at MS 354.

Part V: LAP Team Assurances

The signature sheet of the LAP team members listed below is being sent under separate cover:

Monique Campbell, Principal
 John Samerson, Assistant Principal
 Sys T. Morch, ESL Coordinator & Teacher
 Maxine Griffith, Guidance Counselor
 Elroy Cormack, Parent Coordinator
 Bernard Jones, PTA President
 (Vacant, UFT Representative)



The City of New York Department of Education

Community School District 17

School of Integrated Learning

Middle School 354
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Monique Campbell
Principal
Supervisor

John Samerson
Assistant Principal

Betsie Green
Curriculum

LANGUAGE ALLOCATION POLICY

2009-10

Team Members, Title, Signature

Monique Campbell, Principal _____

John Samerson, Assistant Principal _____

Sys T. Morch, ESL Coordinator & Teacher _____

Maxine Griffith, Guidance Counselor _____

Elroy Cormack, Parent Coordinator _____

Mr. Bernard Jones, PTA President _____

Vacant, UFT Representative

APENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

When a student enters MS 354, the Pupil Secretary and the ESL Coordinator check the HLIS survey for the home language of both the student and the parent. If the parent cannot communicate in English, it is noted on the HLIS, on the emergency blue cards, and in the ESL Compliance Manual. If no qualified staff member who speaks the parent's language is available to communicate orally to the parent, the DOE's translation services are used, either by telephone or in person. We also communicate to those parents who are bilingual in English. Written communication is translated and sent home based on the importance of the information.

At MS 354, we have 5 parents who speak Spanish and English, 3 who speak Haitian Creole and French, 2 who speak English, 1 who speaks Su-Su and French, and one who speaks only Badingo. With the exception of the last one, we have staff members who speak Spanish and French, and they help with the communication to those parents. With the Badingo speaker, we have used the telephone translation services.

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.

Owing to the small ESL population, very little written translation of information is practiced. Instead the focus is on oral translation via telephone conversations. In the event that there are materials which must be signed and returned, they are translated by in-house staff. Also, pertinent information, which the school deems necessary for parents to have handy are translated, again by in-house staff, and then back-packed home.

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.

After identifying the language needs of the parents, as described above, MS 354 utilizes the services of the Spanish and ESL teachers, the guidance counselor, a paraprofessional and school aide to communicate orally in Spanish, French, and Creole to parents. We will also communicate to those parents who are bilingual in English. Written communication is translated and sent home based on the importance of the information.

- 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.**

Owing to the small ESL population, very little written translation of information is practiced. Instead the focus is on oral translation via telephone conversations. In the event that there are materials which must be signed and returned, they are translated by in-house staff. Also, pertinent information which the school deems necessary for parents to have handy are translated, again by in-house staff, and then back packed home.

- 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>.**

To fulfill Section VII of chancellor's Regulations A-663, parents are contacted via telephone conversations. In the event that there are materials which must be signed and returned, they are translated by in-house staff. Also, pertinent information which the school deems necessary for parents to have handy are translated, again by in-house staff, and then back packed home.

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 School-wide 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:	\$295,927	\$33,243	\$329,170
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,960		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$338	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14,796		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1,662	
6. Enter the anticipated 10% set-aside for Professional Development:	\$29,592.70		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$3,324	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____ 100% _____
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.

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.

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

Parent Involvement Policy 2009-2010

At our school, parent involvement is defined as having an awareness of and involvement in schoolwork, understanding of the interaction between parenting skills and student success in schooling, and a commitment to consistent communication with educators about student progress. Parent involvement positively affects students’ academic and social success. It not only leads to improved educational performance but also fosters better classroom behavior, improves school attendance, increases support for schools and improves students’ emotional well-being. Parents who participate in decision making, experience greater feelings of ownership and are more committed to supporting the school’s mission. This creates a better understanding of roles and relationships among the parent-student-school triad. Studies have shown that parent involvement is critical to the educational success of a young adolescent and yet generally declines when a child enters the middle grades (Epstein, 2005; Jackson & Andrews, 2004). The transition from elementary school to middle school is not only difficult for the students but for their parents as well. They are grappling with “their little ones” growing up, dealing with adolescent issues and extra homework etc. There are also significant safety and security concerns (gangs, drugs, peer pressure, getting lost, bullying) especially for those parents whose children live a distance from school. Too many parents do not have a voice in traditional groups such as the PTA, either because they feel unwanted, not welcomed or believe they lack the skills to help. In many low-income, high poverty school districts, many schools do not initiate any efforts to increase the involvement of parents in their children’s education. The possibility of underachieving is greater for students of families that did not experience acculturation and upward mobility. Some parents (especially those of foreign descent) may not have had the experience needed to help their children succeed. When these issues are added to everything else that’s going on in a parent’s life, parent involvement declines significantly. According to a 2003 Education Week, national survey, “Family involvement in middle and high school students’ education,” nationally, in fourth grade, 89% of students are in schools where more than half of parents participate in parent-student conferences, but this declines to 61% in eighth grade.”

The successful middle school is cognizant of these issues. The unique strengths and resources that parents and community partners bring to the school should be effectively welcomed and mobilized. In schools and districts where parents are strongly involved in school, parents also rate their teachers more highly, and teachers’ job satisfaction improves. Such schools also enjoy a better reputation in their districts and communities.

Parents are an integral part of operations at our school. As equal partners, parents are not only relied upon to reinforce the various lessons that are taught in school, but also to contribute to the formation of the school’s Comprehensive Education Plan (CEP). Based on their responses in focus groups, the school’s goals and missions are developed.

The Parent Coordinator in the capacity of family- school liaison is charged with the responsibility of building a positive working relationship with the members of the school community, including the Principal, parents, teachers and students. As a conduit, he has to be accessible to all parents in their search for information about their child’s school, the system in general, or for issues and concerns which need to be addressed at the school. He’s expected to develop and implement effective outreach strategies to engage parents in their children’s education. It is therefore necessary for the Parent Coordinator to be well-trained and fully aware of all available resources to make informed decisions.

To effectively perform this role, the parent coordinator is not just seen as a “trouble shooter” but as a key link in the school’s administration. He’s empowered with the authority to support, discipline and teach

students. The nature of the position is such that the parent coordinator is many times required to assist in many of the non-teaching aspects of students' daily lives. Through this involvement the parent coordinator strategically builds relationships with relevant community organizations in support of students and families, and serves as the liaison with parents and community-based agencies on issues relating to adolescent development. One critical area of middle school students' life is the transition from elementary to middle school. Middle school parents need support during this transition just as middle school students do. To both aid in the transition process for sixth graders and to welcome new students, the parent coordinator may have a picnic, barbecue, bus ride etc. and introduce parents to one another so they can support each other. This would be followed up with a workshop on behaviors and expectations.

Too many parents of middle school students are unaware of what their children are learning. They don't know the school's policy, vision, motto, or mission statement. Sometimes they are unsure of their child's class or grade. The parent coordinator is challenged to provide all parents with meaningful and engaging ways to become part of the school community and develop a sense of belonging at the school. This can only be done if parents are embraced as true partners from the start. The expectations, mission, vision and roles of each member of the parent-student-school triad have to be clearly communicated. All common barriers to communication and partnership with parents have to be removed and replaced with multiple strategies of communication. Making the middle school experience meaningful and offering multiple opportunities for parent participation is fundamental to school success.

The annual review for our Parent Involvement Policy will be done on May 19, 2010 during the scheduled PTA meeting.

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.



The City of New York Department of Education

Community School District 17

The School of Integrated Learning

Middle School 354

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718-774 0362 Fax: 718/467-4522 Fax: 718-774 0521

Monique Campbell,
Principal

John Samerson
Assistant Principal

Betsie Green,
Curriculum Supervisor

SCHOOL-PARENT COMPACT

The School of Integrated Learning - MS 354, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2009 – 2010

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The School of Integrated Learning - MS 354 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Based on scientific research, the amount and quality of learning time will increase by using effective instructional strategies (such as extended day/AIS program, before- and After-school programs for core subjects i.e. mathematics, ELA, science and Social Studies);

- Provide instruction by highly qualified professional staff.
- Provide for high quality and on-going professional development for all staff, including teachers and para -educators, principals, and clerical/administrative and parents to enable all children to meet the state's student performance standards.
- Include teachers in the decisions regarding the use of assessments to provide information on and to improve the achievement of individual students.
- Ensure that students who experience difficulty mastering the City or State's standards will be provided with effective, timely additional assistance.

2. Hold parent-teacher conferences (at least twice annually)

3. Provide parents with frequent reports on their children's progress.

The school will provide parents with reports (report cards) at the Fall and Spring parent-teachers conferences. At the end of each marking parents are also provided progress reports on their children.

4. Provide parents reasonable access to staff.

Staff members will be available for consultation with parents during their PP or Prep. The Parent Coordinator is available to meet with all parents to troubleshoot or facilitate their issues and concerns.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities:

Parents may make a request from the class teacher. They may volunteer as tutors, with individuals or small groups, during read aloud or act as aides (supervise) during individual reading, project time or other independent work periods.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television our children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school
- By promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

The School of Integrated Learning – MS 354 will further:

1. Involve parents in the joint planning, review, and development or improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. All parents will be encouraged to attend this very important meeting.
3. Provide information to parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
4. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

5. Provide to each parent an individual student report about the performance of their child on the State assessment in the four core subjects i.e. Math, English language arts Science and Social Studies.
6. Provide each parent with timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

We track our students' performance by mainly using exam data. As it relates to students' performance on the citywide or state exams, students are expected to perform at or above a level 2 in order to be considered as performing at an acceptable academic level. A review of the exam data for the past few years revealed the following trends in the students' performance:

- Many students who are currently performing at level 2, have been doing so for many years with some minor variations in raw scores within that range
- Our current 8-grade students have made significant gains in their performance within the last two years and are expected to do so for the current academic year
- For that same group the number of students scoring a level 3 has more than doubled in the last school year as compared to the previous year
- The majority of students tend to make the same errors on these exams. For ELA, the students' challenge relates to reading comprehension and transfer of information to reading or writing responses. On the other hand, the students' challenge on the math exams points directly to their comprehension and application of some of the basic math skills. Also, many of the students have some measure of difficulty with problem solving on the extended and short response section of the exam.
- For the students who fail both exams, the margin of error is between 0.2 and 0.5 of the passing score (level 2)
- The students tend not to give the citywide exams the same level of significance as the state exams. Therefore, for many students their scores are sometimes not a true reflection of their performance as indicated during class.

We are constantly doing analysis of exam data to identify these trends so that we can make educational decisions that will make improvements for the benefits of the students.

2. School-wide reform strategies that:

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

Persistently failing students will receive multiple services. A fulltime AIS provider has been hired. Additional funding would provide the much needed multiple fulltime providers. Teachers whose schedules are not at maximum are scheduled for AIS services for these persistently failing students. The 150 minutes of extended time are being used to target those students. They will be grouped together for high impact instruction. They will form the core group to be targeted for the Inquiry Team's microscopic inspection. For these students guided reading will be a targeted instructional strategy to boost reading acumen. The Wilson Program, will continue to be used in SE classes and test taking strategies will be taught using Kaplan as well as other skills based support instruction. After school and Saturday Academies are also to be used to help provide scaffolding for these students. These programs will utilize KAPLAN materials and Data Driven Instruction coaching to address skills and test taking strategies in math, literacy and social studies.

Considering the social dynamics of the students in this targeted group, guidance will target these students for counseling – individually and in groups. The Parent Coordinator will hold sessions with the parents of these students providing opportunities for workshops to address areas of greatest deficits. The vision and mission of the school are being used as teaching tools in advisory classes in order to promote positive personal expectations. School aides and security are posted at strategic points to prevent truancy and cutting. The uniform policy is being enforced in order to cut down on the harassment and insecurity associated with “street clothes”. The seniors have a “senior shirt”. All these social, environmental and academic interventions are strategically planned to be proactive in helping this group. Students will be tracked. A binder of intervention strategies/implementation/results is kept to provide data for analysis/use to support teachers and students.

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

- o **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**
- o **Help provide an enriched and accelerated curriculum.**
- o **Meet the educational needs of historically underserved populations.**
- o **Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.**
- o **Are consistent with and are designed to implement State and local improvement, if any.**

a) The schedule implemented at MS 354 is carefully designed to cater to the needs of the students. Students in grades 6th and 7th receive 90 minutes of mathematics and 90 minutes of ELA daily. This allows for the implementation of a daily math and literacy which allows

for enough time to cater to the needs of the students, especially as the majority of them are scoring at either level 2 or 3. All students are also involved in the extended time program where only ten students are placed with one teacher for the fifty minute period, allowing for more individualized instruction. Students are assigned four periods of physical education per week, more than the required number of sessions required, and this is primarily to meet the needs of the large male population at the school. Studies show that students need much recess in order to do well in their other subjects, thus we are testing that result. There is an advisory program to allow students to talk about social issues that many of them have to deal with on a daily basis. Topics discussed include dealing with peer pressure, managing conflict, accepting each other and differences in each other etc.

3. **Instruction by highly qualified staff.**

Wherever possible, all recruited teachers will be appropriately certified. Where they are not we are monitoring their progress through Principal counseling, administrator support and Teacher Center technical assistance.

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 School wide program to meet the State's student academic standards.**

Through the 50 minutes weekly of extended day professional development afforded by the UFT contract, the school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development.

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

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 School-wide Program to meet the State's student academic standards.

Through the 50 minutes weekly of extended day professional development afforded by the UFT contract, the school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development.

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

Principals in collaboration with the Integrated Service Center will follow the policies set forth by the Department of education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. Principals in collaboration with the Integrated Service Center work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.

- a. Encourage the teaching staff to attend the PTA meetings to join with the parents as they plan programs to benefit the school.
- b. Ensure that parents are provided with timely information about mandated events such as Parent Conference, Student Orientation, SLT and PTA meetings.
- c. Provide parents with a schedule of when they may visit to meet with classroom teachers to be informed of student performance.
- d. Provide various workshops in areas such as promotion policy, the New York State ELA and Mathematics exams, parenting skills, the home school connection etc.

- e. Activities to develop home school connection such as Student of the Month, Black History Month Celebration, Take your Mother to School Day, Dad's Night, and Family Night etc.

Too many parents of middle school students are unaware of what their children are learning. They don't know the school's policy, vision, motto, or mission statement. Sometimes they are unsure of their child's class or grade. The parent coordinator is challenged to provide all parents with meaningful and engaging ways to become part of the school community and develop a sense of belonging at the school. This can only be done if parents are embraced as true partners from the start. The expectations, mission, vision and roles of each member of the parent-student-school triad have to be clearly communicated. All common barriers to communication and partnership with parents have to be removed and replaced with multiple strategies of communication. Making the middle school experience meaningful and offering multiple opportunities for parent participation is fundamental to school success.

Globalization has shrunk the world. Technological advances make it much easier for schools to have more regular, ongoing, supportive communication between families and schools. Posting assignments, school activities, policies and daily updates on the school's website is an excellent way of keeping parents informed. Those parents who don't have internet access will still be kept informed through auto dial (telephone based). Parents can also take advantage of the parent resource room which is equipped with internet access.

- 7. **Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**

N/A

- 8. **Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**

MS 354's cabinet comprises the principal, the guidance counselor, the math and literacy coaches and the UFT Representative. This body of the school makes decisions regarding operational and educational issues. Once an issue about assessment is discussed at this meeting, the information is disseminated to the rest of the staff in a weekly communication, at grade or common planning meeting or at faculty conference.

All students participate in the Acuity and Predictive Assessments and other in-house tests given by the school. Once scores are received, they are reviewed and analyzed to determine their use to drive instruction. All teachers are involved in this analysis and the follow up plans. Teachers meet in subject groups to determine the best approach, the corresponding materials and the personnel responsible.

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.

In September all incoming 6th students are given a math and reading test to assess student their academic needs. Based on performance on this test they are matched with a teacher whom we believe may be best suited for their academic needs. The school has employed two staff members to work in academic intervention, one in mathematics and one in literacy. These staff members thoroughly review student performance and work out an intervention plan in consultation with the classroom teacher. Services may be in the form of push in or pull out, depending on the needs of the students.

Professional development workshops are also held to inform classroom teachers on how to implement differentiated instruction in the classroom to cater to the particular needs of students in need of academic intervention services. Teachers who do not carry a full twenty five period program are also assigned the additional periods for AIS. The extended time gained from the UFT contract is also strategically broken into three 50 minute session to allow teachers to spend quality time with students. Students are also matched with teachers and placed in these classes based on their specific area of need.

The school has also implemented an extended day reading and math program to provide students with additional instruction in mathematics and ELA.

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.

Violence prevention programs will continue to be conducted. We will continue the Amer-I-Can program to teach students how to be resilient against gangs, drugs and violence. The collaboration with the police youth department will continue so that the students will benefit from the GREAT program taught by a police officer. The leadership program will continue to teach leadership and decision making skills. The physical education program and science curriculum will address nutrition directly including health, body-mass index. The guidance counselor, SAPIS worker and social worker will address these subjects as well. The school will continue its career day initiative which will be a segment across all curricula to address job preparedness and career choice.

We will continue to use the office of the parent coordinator to provide training in literacy and other subject areas to parents, especially in relation to how they can help their children to succeed in school.

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: N/A

SURR¹ Phase/Group (If applicable): N/A

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

SURR Group/Phase: N/A **Year of Identification:** N/A **Deadline Year:** N/A

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. We conducted a comprehensive analysis of the ELA curriculum based on deficiencies in curriculum map; we created a curriculum team which created an in depth curriculum map to address the concerns delineated. We are implementing the map as well as the College Bound curriculum this year.

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

Applicable **Not Applicable**

Some amount of applicability, not all aspects are true of our school.

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?

We have developed a curriculum map which delineates skills, assessments, resources, teachers and student activities, expectations; strategies and supports for all accelerated as well as all SE and ELL students.

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

We are using the support from the Middle school Initiative-the grant and the College Bound pilot program to address the issues in curriculum which we found.

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.

To ensure that the assigned primary instructional materials for 6-8 grade mathematics [Impact Mathematics] were aligned with the school's educational program, members of the mathematics department took the following actions:

- (a) The team conducted a thorough review of the grade-specific mathematics textbooks to identify the contents which were aligned with the relevant State Standards that are included on the state exams. This process involved using the indicators on the pre-March/post-March list of topics to be covered for the New York State Exams.

- (b) The team then compiled a detailed listing of the topics from the contents that matched the tested State Standards, and identified the chapters where they are available. This gave teachers easier access to the relevant topics. This process facilitated easier planning of lessons that are aligned with the use of the textbooks.
- (c) The team identified all the topics/standards that were tested on the State exams but were not addressed within the scope of the contents of the selected mathematics textbooks.
- (d) To fill the gaps particularly in the areas of measurement, geometry and number sense and operations, various supplemental materials were identified and used to meet the students' academic needs.
- (e) A consultant was hired to help in the aligning the school's math program and goals with the New York State Math content and process strands. The relevant math content were organized in what we called "baskets 1-4" based on topics that are tested on the NYS Math exam. Classroom instruction was then tailored in accordance with the suggestions as indicated by the "baskets." A number of pre and post-tests were administered to monitor students' progress as consistent with the expected performance on the actual exam. Based on the results, appropriate steps were taken to re-teach relevant topics to meet the students' areas of deficiency.

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?

Members of the team as well as the teachers indicated that the contents of the selected materials [Impact Mathematics] do not adequately match the standards tested on the NYS mathematics exams. As a result, the teachers have been using a variety of other supplemental materials (e.g. Kaplan) that are more closely aligned with the NYS state exams in conjunction with the selected math texts.

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.

Based on the review, the team has identified a number of other supplemental materials that will address the school's educational program in mathematics. Thus, the school has invested in purchasing materials that meet the needs of students. Therefore, it would be necessary for central to accommodate this process by doing the possible financial allocations.

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 E.L.A department practices a Balanced Literacy strategy which lends itself to reading and writing instruction, modeling, shared and guided reading, whole group, small group as well as individualized instruction. During informal observations and conversations, it was concluded that even though teachers use a combination of direct instruction, independent seat-work, technology aided instruction, data based grouping and the balanced literacy strategies, the direct instruction seemed to be the dominant instructional method used for ELA instruction.

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?

The E.L.A department practices a Balanced Literacy strategy which lends itself to reading and writing instruction, modeling, shared and guided reading, whole group, small group as well as individualized instruction. During informal observations and conversations, it was concluded that even though teachers use a combination of direct instruction, independent seat-work, technology aided instruction, data based

grouping and the balanced literacy strategies, the direct instruction seemed to be the dominant instructional method used for ELA instruction.

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.

We are and have been providing PDs in differentiation, the development of the Middle School Adolescent Learner, data driven instruction, and the integration of curriculum. We will observe and give feedback and expectation to teachers for instruction aligned with these understandings.

2B – Mathematics Instruction

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

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

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

Based on observations, some aspects of these findings are relevant to the school’s educational program. This is primarily related to teacher expertise, availability of resources, teacher support, and students’ ability and competency in mathematics. In the classes taught by the more experienced teacher, the instruction and class time was frequently more focused. In such classrooms, the teachers gave students a variety of opportunities to express themselves and engage each other in accountable talk. This includes promoting classroom discussions and facilitating other academic activities such as games and competition. Also, these teachers used a variety of materials to teach the relevant math concepts and content as oppose to classrooms that are taught by the less experienced teachers. This was primarily as a result of the teacher’s level of comfort with the delivery of content and pedagogical practices.

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

Similarly, in the classroom with the more experienced teachers, elements of direct instruction were evident mainly based on the topics covered during the various instructional sessions. Student activities included independent seat work, small group discussion, group presentation, and classroom demonstrations. In the process, technology is incorporated to bolster student understanding of the relevant concept through the use of the computers and other technological devices.

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?

This is evident through student progress and performance as indicated by school data. Students in the classrooms taught by the more experienced teachers tend to perform better on New York State Exam and in the classroom than those taught by the less experienced teachers.

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.

Since these findings were mostly relevant to classrooms facilitated by the less experienced teachers, a number of school based professional development sessions were conducted to assist the teachers in their pedagogical practices. Also, the school sought the professional expertise of external consultant to provide additional training to the all teachers especially the less experienced teachers. During 2008-2009, our teachers were encouraged to increase their use of technology and critical thinking games in the classroom to address the findings on student interests and learning styles as measured by the Renzulli Learning System. Student engagement and academic achievement in mathematics increased. The school worked with the UFT Teacher Center to train teachers in the use of differentiated instruction and using data to modify instruction.

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.

A committee was formed to assess teacher experience and stability. It was decided that surveying the teachers was the best strategy to analyze the situation. In the survey, classroom teachers were asked how many years they taught at M.S. 354. The findings will be indicated in the following categories:

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

Applicable Not Applicable

Long-term analysis of teacher retention is not possible, as our school has only been open for four years. However, a survey based on teacher stability over those four years was completed to assess teacher experience and stability in our school.

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?

16% (4 out of 25) of the teaching staff is in their 5th year. They have been teaching since the school opened.

16% (4 out of 25) of the teaching staff is in their 4th year. 36% (9 out of 25) of the teaching staff has completed one year at M.S. 354 and is in their second year.

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.

Based on data collected, a majority of the teaching staff has been at the school for more than two years. Only two teachers are in their first year teaching. Therefore, the effect of teacher experience on our school's educational program does not need to be further investigated, but the effect of teacher stability does. There could be many implications for our school's educational program based on the high rate of new teachers. Teacher and student perspective needs to be evaluated, as both equally impact an educational program. Conducting a student survey will provide information on whether new teachers affect students and if so, in what capacity. Many of our teachers in their first year are not first year teachers. Therefore, transfer teacher surveys should be administered to inquire whether or not experienced teachers encounter difficulties or obstacles in a first year at a new school. Analysis of surveys will indicate whether or not our school's educational program is affected by new teachers and provide a basis for how to address related problems. Once data collection has indicated the areas of concern related to teacher turnover, we can begin to address them. A committee can be assembled specifically to address the concerns to assure that new teacher placement does not negatively impact student performance but rather enhances the school's educational program.

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.

This finding is not entirely applicable to our school. Because our ESL Coordinator/Teacher services two small schools in our building, it is disruptive to her teaching schedule to send her to workshops or conferences too often. However, we do coordinate both her choice and ours of the workshops she attends; and the cost to send her is split between the two schools.

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? So far this year, our ESL Coordinator/Teacher has attended BETAC conferences on the interpretation and use of differentiated instruction of the NYSESLAT data, on preparing our ELLs for the NYSESLAT, on compliance guideline for ELL programs, on ELL assessment and accountability, the mandatory briefing on the new SIFE Spanish assessment; and she will soon attend the LAP conference. We are planning to have her turnkey this valuable information to the other members of our staff, either during monthly faculty conferences or during common prep periods.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

This finding is not relevant to our school. Our ESL Coordinator/Teacher has access to our ATS reports. She studied LAB-R, NYSESLAT, and exam history data when began in September. As soon as the NYSESLAT score-conversion data was available, she converted the scores

in order to know at which ESL proficiency level each ELL student scored (i.e., if the student scored at the low, middle, or high Intermediate level) in each of the four literacy skills (listening, speaking, reading, and writing) that the NYSESLAT measures. Not only did she incorporate informal tests and quizzes into her regular ESL lessons, but she has access to the scores our ELLs receive on the formal assessments they are given, too. She uses these data to design her lessons and her own informal assessments, the scores of which are incorporated into each ELL's grade in ESL.

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

Applicable Not Applicable

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

The ESL Coordinator/Teacher groups the ESL classes according to the ELL student's English proficiency level; and the scores they achieved by literacy levels are taken into account in planning lessons.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Our school relies on the assistance of the Regional Support Center Officers for meetings and workshop pertaining to special education business. The special education liaison attends the meetings and disseminates the information during facility conferences, PPC meetings and IEP team meetings. On the school level our goal is to develop a comprehensive school wide information sharing that reaches all educational staff members. Critical to our plan is the collaborative efforts of the PPC and IEP Team, which includes the special education

liaison, the related service providers, the SBST Team, and general education grade leaders and special education teachers. Because we are a small school, students with IEP's are present across the general education population.

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?

Not applicable, though I think that our school could use more support regarding research-based and best practices implementation across all content areas.

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

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

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

Please respond to the following questions for Key Finding 7:

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

The guidance counselor, social worker, and special education teachers reviewed IEPs and highlighted areas of concern and gaps.

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?

Even though the information is available, many general education teachers have not made true accommodations in their classroom environment or instructional delivery to accommodation students with IEP's. These students are not graded based on the information provided by their IEPs, they are not given alternative exams or extended time when participating in teacher given assessments.

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.

To address the issue, a committee has been organized with the AIS teacher, curriculum supervisor, the SETSS teacher, the guidance counselors, the school psychologist and social worker and a special education teacher to address the process involved in writing IEPs and providing classroom modifications, especially for students in the general education setting and behavioral plans that align with the goals of the IEP. Our school would benefit with help from outside sources to devise ways of better providing services that fully address our students social and academic needs as there are still misunderstandings on what to include in the IEPs since the format has changed.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year). Currently, 35 of our students have been identified as living in temporary housing.

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

The goal of our school is to ensure that the basic necessities of students in temporary housing are being met. The school provides counseling for students and their families who are experiencing adjustment, stress and anxiety associated with homelessness. The school assists students with the registration process, transportation, the necessary school supplies and uniforms needed to meet the school's requirements; A.I.S. and after-school services also available to these students. Guidance Counselors provide a comprehensive program of student support services to address the academic, psychological, social, emotional, cultural needs of all students, thorough individual and small group counseling sessions. Students' behaviors and progress are monitored & observed in the classroom settings, and teachers are offered intervention strategies and stress management. Guidance Counselors also work in collaboration with the entire school community and parents through workshops and PD sessions, along with a range or support services that give students the knowledge and skills they need to be effective learners.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.