



**THE URBAN ASSEMBLY INSTITUTE OF
MATH AND SCIENCE FOR YOUNG WOMEN**

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

SCHOOL: 13K527
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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
Kelly DeMonaco	*Co-Principal or Designee	
Kiri Soares	*Co-Principal or Designee	
Leila Chakravarty	*UFT Chapter Chairperson or Designee	
Tiffani Harris	*PA/PTA President or Designated Co-President	
Regine Prittlér	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Adriane Johnson	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Urban Assembly Institute of Math and Science for Young Women (The UA Institute) empowers young women through a rich and rigorous math and science education. Through our partners, students have the opportunity to actively participate in a range of opportunities. Our partners connect our students with role models, mentors, internships, and classes that will inspire them not only to challenge their self-perceptions but also the stereotypes that currently exist for women in math and science today.

The UA Institute is the only all girls school designed to encourage and foster the achievement of young women in math, science and technology. Our accelerated middle school curriculum and college preparatory high school curriculum use interdisciplinary, inquiry-based models of learning that actively engage all students in both math & science and their other academic classes. We have a wide range of partners – from Polytechnic University to Consolidated Edison – that offer students access to ideas and professional women in the fields of math and science. Additionally, our after-school programs provide unique opportunities for students to explore their creative interests in math and science. Graduates of the UA Institute will possess the skills needed to be successful throughout college and to make the choices that positively impact their lives.

Some of our program highlights are:

- Small learning community of no more than 81 students per grade and class sizes between 25-28 students.
- In-school advisors who serve as student advocate, academic counselor, and contact to the parents.
- Dedicated and highly qualified teaching staff who deliver a rigorous & actively engaging, college prep curriculum.
- Rich network of partner organizations that offer students a wide range of opportunities from internships to guest lecturers, to college courses, and mentoring. Some of our partners are; Thornton-Thomasetti, Con Ed, Polytechnic University, Barnard College, LICH, Girls Inc, MOUSE, the CAS Carrera Treasure Academy, and the Department of Design and Construction.
- Wide variety of programs both during and after school to enrich and engage students in their own academic interests and needs such as, Project Grow, Future Cities Competition, Lego League, Math of Art, Recycling and Art, Graphic Design, Visual Arts, Yearbook, Newspaper, Book Club, Student Government, Cross Country, African Dance, Yoga, Anatomy & Puppetry, Teen Iron Chef, Forensics, MOUSE squad, Chemistry of Beauty Products.
- Celebratory math and science days such as, Sonia Kovalevsky Day, Pi Day, Math Bowls, Avogadro's Number Day and Science Fairs.
- Foreign Language classes - Italian and Spanish classes currently offered.
- State of the art science and technology equipment.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Urban Assembly Institute of Math and Science for Y					
District:	13	DBN:	13K527	School BEDS Code:	331300011527	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	√	11		
	K		4		8	√	12		
	1		5		9	√	Ungraded		
	2		6		10	√			

Enrollment				Attendance - % of days students attended :			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.9	94.6	TBD
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	74	88	81				
Grade 7	72	79	86				
Grade 8	0	83	78				
Grade 9	0	0	72				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	0	0				
Total	146	250	317				

Student Stability - % of Enrollment :			
(As of June 30)	2007-08	2008-09	2009-10
	97.2	99.2	TBD

Poverty Rate - % of Enrollment :			
(As of October 31)	2007-08	2008-09	2009-10
	72.0	65.1	TBD

Students in Temporary Housing - Total Number :			
(As of June 30)	2007-08	2008-09	2009-10
	2	8	TBD

Recent Immigrants - Total Number :			
(As of October 31)	2007-08	2008-09	2009-10
	1	0	0

Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	7	TBD
# in Collaborative Team Teaching (CTT) Classes	0	5	22	Superintendent Suspensions	0	1	TBD
Number all others	4	8	5				
<i>These students are included in the enrollment information above.</i>							

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
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)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	9	16	TBD
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	3	1	1				

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	1	Number of Administrators and Other Professionals	4	4	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	0.0	12.5	TBD
				% more than 5 years teaching anywhere	11.1	25.0	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	78.0	75.0	TBD
American Indian or Alaska Native	1.4	0.4	0.3		85.7	77.5	TBD
Black or African American	89.0	86.4	83.6				
Hispanic or Latino	5.5	8.0	11.4				
Asian or Native Hawaiian/Other Pacific Isl.	2.7	2.8	2.8				
White			0.0				
Male	0.0	0.0	0.0				
Female	100.0	100.0	100.0				
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/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	45.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	12.4	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:	16.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	16.3						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	NR						

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

MAJOR ACHIEVEMENTS

Two areas of greatest achievement are our school's community and our ability to develop a data-based picture of student progress towards mastering learning targets, individual student learning goals. Establishing our school's culture and working to develop partner and community-based resources have been and continue to be clear priorities for us. Additionally, we successfully collected a broad variety of metrics and developed systems by which that data is consistently used to provide us with deep and varied pictures of student progress.

[1] School Community and Celebrations

As a school in continuing growth, it is essential for us to continue to define ourselves and develop sustainable relationships. From anecdotal responses of visitors to ongoing self-evaluation from students, teachers, and school leadership, it is clear that this has been a success.

School Partners. Last year we hired a new Director of Development who not only increased our involvement with each of our existing partners, but also began planning and hosting events to develop new relationships with community based organizations as well as the private sector. [talk about fundraising and development events]

Math and Science Themed Events. The UA Institute, in collaboration with Barnard College, successfully planned and executed three all-girls math days at Barnard College. The first *Sonia Kovalevsky Day (SK Days)*, sponsored by the Association of Women in Math, served as a way to recruit staff and students to our school in our first year. Last year, with sponsorship from the Tensor Foundation, we were able to offer math teachers from all over the City the opportunity to participate in professional development and offer our young women the chance to participate in hands-on math workshops that took place in a university setting. Additionally, we hold an annual Science Fair, Math Bowl, and Pi Day. This year, we plan to add more celebratory theme days (like Avogadro's Number day on June 2nd) to further our themes and focus.

Honorary Days. Through honoring our young women's accomplishments as well as specific holidays, international awareness days, and UA Institute culture-specific days, we offer our young women many opportunities to demonstrate their creativity and talents as well as taken opportunities to educate them on current issues. Such days include. *World AIDS Day, International Women's Day, Bully-Prevention Day, Earth Day 2007, and Mother-Figure/Daughter Honor Roll Tea, Winterfest, and Springfest.*

Performance Assessment. As an Urban Assembly school, our mission is to educate students with the goal of them becoming successful college graduates.

At the end of each semester, students stand before a panel of their peers. Teachers worked together and with school leaders to develop rubrics that assessed both content knowledge and skill sets in alignment with state standards. Parents, representatives from partner organizations, and other students comprised the panel of judges that evaluated each student's portfolio defense. Developing this process is an on-going endeavor. Not only are portfolios new to students, but also they are new to many of our staff and panel members. As 6th graders, students presented only one content area for the 1st semester. By the second semester, each student will present two academic subject portfolios. By the end of 7th grade, students will be ready to present all four academic subjects. At the end of each of the roundtable terms (January & June), teachers, panelists, and students are asked to debrief the process so that we can continually improve upon it and evolve. These voices are not only essential the stable growth of this vital piece of assessment but also a celebration and honoring of student learning.

[2] Data Integration

The UA Institute gathers and analyzes a number of different metrics to understand and adjust to student progress. The amount and variety of data available to teachers on individual or aggregate groups of students is varied and deep. Teachers have the ability to draw from a large number reports available to them through the interim assessments and report card data. The last two quality reviewers commented on our excellence in data gathering and analysis but our need to further deepen the use at the classroom level. To address this we've made scheduling changes & structured meeting time to facilitate daily use of student data by teachers.

Programmed Common Meeting Time Teachers have three common meeting times programmed in their schedules per week. During their *subject team meetings*, teachers review state standards and student performance in mastering those learning targets (data points include lab performance, interim assessments, report cards, teacher anecdotal reports, advisor referrals, etc.) to evaluate the efficacy of the accelerated scope and sequence of our courses. During *grade team meetings*, teachers use the time to plan interdisciplinary trips and projects, and scaffold skills across content areas. Finally, teachers use student work and performance on standardized tests, report cards, in-class, and class assignments to discuss student progress during weekly *kid-talk meetings*. They use strategies from Mel Levine's Schools Attuned program to structure supports for struggling students.

Each marking period, various report data is compiled (report card grades, interim assessments, standardized test scores, etc.) to evaluate student progress. This data is used to target struggling students for mandated after school extra help. Teachers also receive grade spread data to evaluate student progress on a more macro level. This type of data comparison allows teachers to assess the efficacy of their grading systems, the progress of students between groups, and adjust for needed curricular changes every marking period (6 weeks). The programmed meeting time allow teachers to collaborate and discuss strategies to address the implications of this data.

Advisory Structures Advisories are kept small (≤ 15 students) so that teachers have the ability to develop meaningful relationships with the home and so that they have a deeper understanding of each individual in the advisory. Additionally, the structures in place for teachers to act as academic advisors for their advisory students have been successful when used. For example, the academic referral form provides teachers with information needed to act as an informed link between the home and school. Ideally, grade teams post kid-talk notes & outcomes on line so that Advisors are kept abreast of what is happening with their advisees. While one of our greatest strengths are the structures that exist to promote the use of and access to student data, further professional development and supervision is needed to ensure that all teachers effectively use these structures more consistently.

PERFORMANCE TRENDS AND CRITICAL DILEMMAS

Analysis of our various data metrics, surveys, and quality review outcomes revealed a number of trends and a few dilemmas. Our most positive trend was the demonstrative improvement the academic performance of our struggling and middle-level students. Unfortunately, further analysis of this same data revealed a marked dip in the performance of our higher achieving students. This data revealed a need for professional development for our teachers around differentiation and assessment.

Continued growth has also proved to be a challenge and a motivator to our schools' systems and structures. With more students, we have an increased need for solidified disciplinary structures. Additionally, we have found that when teachers are invested in the decision making of the school, the community thrives. So, ongoing development and opportunities for our teachers as school leaders has been and will continue to be essential for our success.

[1] Assessment and Differentiation

Professional Development for our staff is of primary importance at the UA Institute. The architecture of the school program alone reflects this very significance. In addition, we consistently work to research and provide teachers with opportunities that directly address classroom needs. Finally, we believe that as professionals, all members of our staff should undergo a variety of professional development to enrich their skills and knowledge around their areas of expertise. In response to the findings of our data analysis and School Quality review, we've chosen to make a school-wide focus on assessment via exploring Learning Targets. It is our intent that through our inquiry into assessment, we will also address the needs (and thus strategies for) differentiation of instruction.

Internal Professional Development Meetings Weekly, we schedule time to meet as a full staff with our teachers for 75 minute sessions. This year, we introduced the Santa Cruz Continuum of Teacher Standards and we have been focusing on the area of assessment by working towards having teachers articulate their learning target to their students. Through workshops, lesson planning, and video taping lessons, we continue to develop and building on our understanding of student assessment.

Individual Coaching Sessions and Discipline Team Meetings Topics introduced during the full staff meetings are further developed in smaller break-out meetings with teachers. Math and Science teachers have weekly scheduled individual meetings to discuss and develop instructional goals, student strategies, and lesson plans. Additionally, all teachers use subject team meeting time to further develop discipline specific objectives.

External Curriculum-Based Workshops This year we are proud to continue to offer a wide variety of classroom-focused, external learning opportunities to each of our staff members. These workshops include: *College Preparatory Math Curriculum Training Sessions* [Summer Intensive and Continual PD throughout the year], *Channel 13 Celebration of Teaching and Learning*, *Vocabulary Challenge*, *Behavioral Support for Special Education Students*, and *Curriculum Mapping Course*. Our *Barnard SK Days* included teacher workshops on Stereotype Threat (supporting girls in the math and science classroom), Preparing Middle School Students for Science and Math at the College Level (STEM Program), and various other workshops that show teachers how to engage students in a wide variety of exciting math activities. In addition, our teachers attend professional development offered by our SSO, the Urban Assembly.

Budgeting for Professional Development because the UA Institute emphasizes on-going professional development, we have used both grant money and DOE funds to subsidize these opportunities for our teachers. This includes paying for substitute teachers and for workshop fees and supplies.

Open Door Policy We are continually open to all teachers' requests for attendance to specific professional development. Every teacher request to attend a professional development opportunity has been granted this year. We strongly support and encourage teacher initiative in developing their own interests.

Continued Commitment to Professional Development As we grow, our current commitment to professional development will also grow. This year, we made our literacy coach an assistant principal to provide more consistent in-class support for *all* teachers given that most of our students struggle most in literacy areas. Additionally, she will be able to provide staff with supervisory support so that they have more regular visits and thus opportunities for growth. Additionally, summer professional development, external workshop (e.g. Mel Levine's *All Kinds of Minds*), and other professional opportunities are already planned for the summer and next year.

Teacher Inter-visitation Intervisitation has been happening more and more as the school has grown and has benefited teachers in numerous ways. Teachers have already begun to use focus questions from the large group professional development meetings to focus their visits and discussion.

Better Articulation of Professional Development Goals Though focusing on practices that are directly related to professional practice (teacher classroom practice and non-pedagogue duties) is a primary focus for each professional development opportunity, this goal is not always clear to participants.

[2] Systems and Structures to Build Capacity for Continued Growth

As a new school, issues related to growth will challenge us each year. Formalizing student discipline, continuing to develop structures for distributive leadership, developing teacher leaders, and continuing to integrate the use of data by teachers are of utmost importance.

Student Discipline

Formalizing discipline has been an ongoing process at our school. Believing that a student's acting out is the result of a series of choices, we have added three Social Workers to deal with student issues. We also realized, however, that we need someone to manage the young women after they have been counseled which is why we have hired a Dean this school year.

Schoolwide Use of anecdotal & standardized data reports These forms and reports are still used inconsistently, with some teachers at a high level of integration and others not. Using these reports in conjunction with Kid Talk meetings, advisors facilitate conversations between the home, the student, and the academic teachers. These conversations are a balance of understanding student weaknesses with respect to the curriculum, developing curricular adjustments, and working on learning strategies (both at home and in school) that will raise individual student achievement.

Teacher Leadership This year we formalized our cabinet structures as being a combination of our grade team leaders, UFT chapter chair, and school administrators. As the primary decision making body of the school, the team gathers concerns and issues from grade teams and teachers, discusses options and issues at weekly cabinet meetings, and disseminates meeting notes and decisions back, thereby closing the communication loop. This body is also the planning base for our growth into a high school.

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: TO FURTHER IMPLEMENT STRUCTURES THAT DEEPEN THE THEMES THROUGHOUT THE SCHOOL COMMUNITY.**

○ **Goal Description**

As a school that is expanding on a yearly basis and specializes in math and science education for girls, it is essential for us to focus on school themes and to hold events that cultivate school pride. Through special events, partnerships, Advisory Community Service, and parent meetings, school theme & culture will be developed.

○ **Projected Gains by end of June 2010**

Theme Related Events

- Number of theme-related events will increase from 4 to 6 this year (1 each in Oct, Dec, Jan, Mar, Apr, May)
- Continue to have 2 end of term events celebrating student achievement & talent
- Average Student Participation in theme-related events will increase from 91% to 95%
- Average Parent Participation will increase from 67% to 85%
- Average Partner Participation will increase from 90% to 95% of partner represented with a bottom number of 50 different individuals participating in various events throughout the course of the year.

Community Service

- 100% of students will develop and implement 25 different community service projects in Advisory by the end of February 2010.
- 100% of students will participate in a new (and annually occurring) community service exhibition to share their projects experiences at the beginning of March 2010.

Assessment & Academic Performance

- Increase average parent/guardian participation in January 55% to 60% and June portfolio panels from 60% to 65%
- Increase advisor contact with home from an average of twice per term to once per marking period (every 6 weeks)

➤ **GOAL #2: IMPROVE OVERALL PERFORMANCE IN MATH FOR ALL STUDENTS BY IMPROVING LITERACY SKILLS, WITH PARTICULAR FOCUS ON READING COMPREHENSION.**

○ **Goal Description**

The Key Cognitive Strategy (KCS) of Problem Solving is often a challenge for our students, particularly because of their struggles with reading comprehension. By utilizing literacy strategies in the math classroom and building student facility with math vocabulary, students will demonstrate an overall improvement in math performance.

○ **Projected Gains by end of June 2010**

State Exam Data (End of Year Goals)

- Increase the number of students scoring a level 3 or 4 on the Middle School NY State Math Exams
 - Disaggregated by grade,
 - (1) 6th grade increase from 95% at level 3 or 4 to 98% at level 3 or 4
 - (2) 7th grade increase from 84% at level 3 or 4 to 94% at level 3 or 4
 - (3) 8th grade increase from 57% at level 3 or 4 to 70% at level 3 or 4
 - (4) 9th grade increase from 55% at level 3 or 4 to 70% at level 3 or 4
- Increase performance on the Algebra Regents
 - Increase school's accelerated 8th grade passing rate from 36% to 46%
 - Increase school-wide percentage of students having passed Algebra Regents from 36% to 60%
 - Increase percentage of students scoring 75 or higher from 12% to 18%
- Goal performance on Geometry Regents (first administration for school)
 - Target goal for accelerated 9th grade Geometry Regents Pass Rate is 40% of 9th grade class.

Report Card Data

- 7th Grade Students
 - Increase the median grade of students in math from 76.5 to 78
 - Decrease the number of failing students from 11% to 5%
 - Increase the number of students earning 90 or better from 11% to 15%
- 8th Grade Students
 - Increase the median grade of students in math from 71 to 75
 - Decrease the number of failing students from 27% to 17%
 - Increase the number of students earning 90 or better from 11% to 15%
- 9th Grade Students
 - Increase the median grade of students in math from 72.5 to 78
 - Decrease the number of failing students from 8% to 15%
 - Increase the number of students earning 90 or better from 11% to 15%
- NOTE: No aggregate baseline report card data is available for incoming 6th graders.

Performance Based Data

- Increase the percentage of students performing at the level of Practitioner or Expert in the KCS of Problem Solving by from 67% to 80%
- Increase the percentage of students earning a "Practitioner" or "Expert" on the common Portfolio Rubric from 64% to 78%

➤ **GOAL #3: IMPROVE OVERALL STUDENT PERFORMANCE IN ENGLISH LANGUAGE ARTS BY FOCUSING ON STUDENTS' ABILITY TO MAKE INFERENCES, UTILIZE LITERARY DEVICES, INTERPRET A VARIETY OF TEXTS, AND SUPPORT IDEAS WITH DATA FROM CHARTS AND MAPS.**

○ **Goal Description**

By focusing on the Key Cognitive Strategies of Interpretation and Reasoning, we aim to improve students' academic progress in ELA. Typically, our students struggle with making inferences, appropriately and accurately utilizing literary devices, interpreting a variety of texts, and supporting their ideas with data from charts and maps. By targeting these areas in particular, we expect to see an overall improvement in their ELA performance.

○ **Projected Gains by end of June 2010**

State Exam Data

- Increase the number of middle school students scoring a level 3 or 4 on the NY State ELA Exam
 - Disaggregated by grade
 - (1) 6th grade increase from 88% at level 3 or 4 to 93% at level 3 or 4
 - (2) 7th grade increase from 78% at level 3 or 4 to 83% at level 3 or 4
 - (3) 8th grade increase from 64% at level 3 or 4 to 69% at level 3 or 4

Report Card Data

- 7th Grade Students
 - Increase the median grade of students in ELA from 82.5 to 85
 - Decrease the number of failing students from 8% to 5%
 - Increase the number of students earning 90 or better from 22% to 25%
- 8th Grade Students
 - Increase the median grade of students in ELA from 77.5 to 80
 - Decrease the number of failing students from 10% to 7%
 - Increase the number of students earning 90 or better from 14% to 20%
- 9th Grade Students
 - Increase the median grade of students in ELA from 75 to 80
 - Decrease the number of failing students from 16% to 10%
 - Increase the number of students earning 90 or better from 14% to 20%
- NOTE: No aggregate baseline report card data is available for incoming 6th graders.

Performance Based Data

- Increase the percentage of students performing at the level of Practitioner or Expert in the KCS of Reasoning from 53% to 65%
- Increase the percentage of students performing at the level of Practitioner or Expert in the KCS of Interpretation from 57% to 75%
- Increase the percentage of students earning a "Practitioner" or "Expert" on the common Portfolio Rubric from 78% to 85%

➤ **GOAL #4: TO CONTINUE TO BUILD CAPACITY FOR SUSTAINABLE SCHOOL GROWTH.**

○ **Goal Description**

As we grow and build our high school, it is essential to develop structures and procedures that not only maintain the successful functions of the middle school but also support continued school growth and build capacity in teacher committees and in teacher leadership.

○ **Projected Gains**

School Governance & Teacher Leadership

- September 2009 – School cabinet establishes 5 committees governing the school:
 - (1) Teaching and Learning
 - (2) Scheduling and Programming
 - (3) Hiring and Recruitment
 - (4) Student Activities
 - (5) Discipline Committee
- Starting September 2009 - School Cabinet meets weekly – members are leaders of all committees and administration
- October 2009 - Mission and annual goals for each committee are developed by committees with approval and amendments from school cabinet
- Starting September 2009 - Professional development for committee leaders delivered weekly
- January 2010 – School Cabinet to review committee progress towards meeting goals (and interim goals) by established dates (unless amended otherwise)
- Starting October 2009 - Committees meet monthly with Administrator liaison to complete/update tasks and/or amend goals

Committees

- Committees meet monthly to meet goals by dates established by cabinet.
- Committee chairs meet weekly with Administration (this body is the school cabinet) to update progress towards goals and amend as necessary.

Advisory & Kid Talk

- Starting September 2009 - All advisors and teacher will use the new database to track and record individual student data.
- Starting October 2009 - Kid talk referrals will be digitized in the database and followed up by Advisors
- August 2009 – school-wide training on new database for all staff members
- Behavioral referral incidence decreased by 20% (as a result of database, kid talk, & follow up)
- Starting in September 2009 - Individual Student Check-in with Advisors will occur weekly such that each individual student will have a conference check-in at least once per month.

Curriculum & Instruction

- By End of June 2010 - Align Completed scope & sequence with KCSs for all subjects (Humanities, Math, Science, Language, and PE)
- By End of June 2010 Main Learning Targets established for each grade by grade teams and subject teams

Community Partnerships

- Increase partnerships by at least two new partners by the end of the school year in order to support after school programming and to increase the math and science themes within the school day.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): School Theme & Culture

<p>Annual Goal #1</p>	<p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> <p>TO FURTHER IMPLEMENT STRUCTURES THAT DEEPEN THE THEMES THROUGHOUT THE SCHOOL COMMUNITY.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> o COSA committee will focus on theme-based events and Advisory curriculum – o Utilize parent coordinator in assistance in increasing parent involvement and communicating with the home o Director of Development will coordinate and plan fundraising activities o Time is now scheduled during the school day for members of the COSA committee to meet and plan events. There are monthly after school meetings as well. o Administrators will pay teachers per session to work and plan events on the committee o COSA committee & Parent Coordinator will schedule meetings and events to accommodate parent needs o COSA committee will develop and distribute at least two school-wide surveys via Survey Monkey (and hardcopies) to parents, teachers, and students o These initiatives are all underway currently and will be evaluated at the midterm (January) using the surveys as data.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<ul style="list-style-type: none"> o Per Session for committee meetings, curriculum development o Funding for Positions: Parent Coordinator & Director of Development and Partnerships o Scheduling committee work time within the program day o OTPS – for event supplies, parent outreach, and event materials o Fully Integrated (and externally funded) Partnerships – Girls Inc (21st Century Funding) & CAS Carrerra Treasure Academy (various funding sources) <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>

Indicators of Interim Progress and/or Accomplishment

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

Theme Related Events

- o Number of theme-related events will increase from 4 to 6 this year (1 each in Oct, Dec, Jan, Mar, Apr, May)
- o Continue to have 2 end of term events celebrating student achievement & talent
- o Average Student Participation in theme-related events will increase from 91% to 95%
- o Average Parent Participation will increase from 67% to 85%
- o Average Partner Participation will increase from 90% to 95% of partner represented with a bottom number of 50 different individuals participating in various events throughout the course of the year.

Community Service

- o All students will develop and implement community service projects in Advisory.
- o All students will participate in a community service exhibition to share their experiences at the end of February 2010.

Assessment & Academic Performance

- o Increase average parent/guardian participation in January and June portfolio panels from 55% to 65%
- o Increase advisor contact with home from an average of twice per term to once per marking period (every 6 weeks)

Periodic Review will be done using the following measures:

- o Feedback from school generated surveys
- o Learning Environment Surveys & school generated surveys at parent conferences
- o Sign in sheets - Parent attendance numbers to events & meetings
- o Parent workshop activities and agenda on file
- o Committee minutes and check-ins at Cabinet
- o School newsletters
- o Periodic Check points for all committees and teams will take place monthly (first Wednesday in each month).
- o Weekly progress reporting by team and committee chairs will occur in cabinet meetings on Mondays
- o Schoolwide review of progress will occur each semester in January and June

Subject/Area (where relevant): MATH

<p>Annual Goal #2</p>	<p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound</i></p> <p>IMPROVE OVERALL PERFORMANCE IN MATH FOR ALL STUDENTS BY IMPROVING LITERACY SKILLS, WITH PARTICULAR FOCUS ON READING COMPREHENSION.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u><i>Clinics</i></u></p> <ul style="list-style-type: none"> o Using Acuity Scores, Report Card Grades & Teacher academic referral, students will be assigned extra help sessions called clinics. These sessions will be leveled and students will be group according to their weaknesses (and/or strenghts) as demonstrated by these three measures. o Clinic assignments will change each marking period. The Math subject teams will meet to use available data to make clinic assignments for math (which will include remediation and enrichment). o Study skills around reading comprehension (particularly reading directions and understanding word problems) will also be a focus of these clinics. <p><u><i>Classroom Intervisitations – Instructional Rounds Model & Inquiry Project</i></u></p> <ul style="list-style-type: none"> o Using the model of Instructional Rounds, the Science & Math team will engage each other in focused observations around particular problems of practice. Throughout the year, the math team will use this goal as an on-going point of observation and testing. o Teachers will implement strategies for improving reading comprehension and observe/measure student performance as a result of these implementing these strategies using the model of instructional rounds. o The Math and Science team will select a specific cohort of students to track improvement in math for the schools' CFI Inquiry Project. Each of these teams will meet weekly to evaluate progress. <p><u><i>Grade Team & Kid Talk Meetings</i></u></p> <ul style="list-style-type: none"> o Grade Teams will meet weekly to share literacy strategies across content areas and review available data on student progress towards school goals. o Individual case conferencing (Kid Talk Meetings) will review student's capacity in reading as a particular focal point in academic achievement – in math (and in core content areas in general). <p><u><i>Professional Development</i></u></p> <ul style="list-style-type: none"> o Differentiation & CTT. This year's PD focus is on supporting teachers to develop strategies for differentiation in their lesson planning and classrooms. Additionally, we will also focus on the 6 models of CTT to support our Special Ed students in the classroom. Both of these strands of PD will further support our teachers in their development lessons designed to address student reading deficiencies. o Literacy Strategies. During their weekly subject team meetings, the subject team leaders and team administrator will provide small group PD on literacy strategy development for math teachers. o Teacher observations will focus on individual teacher goals as well as school-wide professional development objectives. Additionally for the math teachers, an extra focus for feedback and development will be on strategies used for reading comprehension and the results achieved therein.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> <ul style="list-style-type: none"> o Per Session: After school meetings for Science & Math Teams (Inquiry Team Funds); Data Specialist (generate data for inquiry team & subject team needs), o Teacher Programming: Common planning times for teachers to engage in inquiry-based collaboration (75 minute weekly subject team, two 45min weekly Grade Team); weekly full staff PD integrated into teacher schedules o Student Programming: students programmed for 300min per week of math instruction o Internal Professional Development: targeted for differentiation and assessment o External PD funding (both subs and PD) for development in assessment and differentiation.
<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>Quantitative Measures</u></p> <ul style="list-style-type: none"> o NY State Math Scores in Grades 6, 7, & 8 o NY State Regents Algebra Regents Scores o NY State Geometry Regents o Acuity Predictive Tests (as interim measures of progress towards goals) o Report Grades and Statistics <p><u>Qualitative Measures</u></p> <ul style="list-style-type: none"> o Teacher Academic Referrals of Student Progress o Teacher Observations o Performance on Math CPAS (College-Readiness Performance Assessment System) – both overall and specifically in the KCS of Problem Solving o Math Team Meeting Notes o Portfolio Roundtable Performance <p><u>State Exam Data (End of Year Goals)</u></p> <ul style="list-style-type: none"> o Increase the number of students scoring a level 3 or 4 on the NY State Math Exam <ul style="list-style-type: none"> - Disaggregated by grade, <ol style="list-style-type: none"> (1) 6th grade increase from 95% at level 3 or 4 to 98% at level 3 or 4 (2) 7th grade increase from 84% at level 3 or 4 to 94% at level 3 or 4 (3) 8th grade increase from 57% at level 3 or 4 to 70% at level 3 or 4 (4) 9th grade increase from 55% at level 3 or 4 to 70% at level 3 or 4 o Increase performance on the Algebra Regents <ul style="list-style-type: none"> - Increase school's accelerated 8th grade passing rate from 36% to 46% - Increase percentage of students having passed Algebra Regents from 36% to 60% - Increase percentage of students scoring 75 or higher from o Goal performance on Geometry Regents (first administration for school) <ul style="list-style-type: none"> -Target goal for accelerated 9th grade Geometry Regents Pass Rate is 40% of 9th grade class.

Report Card Data

- 7th Grade Students
 - Increase the median grade of students in math from 76.5 to 78
 - Decrease the number of failing students from 11% to 5%
 - Increase the number of students earning 90 or better from 11% to 15%
- 8th Grade Students
 - Increase the median grade of students in math from 71 to 75
 - Decrease the number of failing students from 27% to 17%
 - Increase the number of students earning 90 or better from 11% to 15%
- 9th Grade Students
 - Increase the median grade of students in math from 72.5 to 78
 - Decrease the number of failing students from 8% to 15%
 - Increase the number of students earning 90 or better from 11% to 15%
- NOTE: No aggregate baseline report card data is available for incoming 6th graders.

Performance Based Data

- Increase the percentage of students performing at the level of Practitioner or Expert in the KCS of Problem Solving by from 67% to 80%
- Increase the percentage of students earning a “Practitioner” or “Expert” on the common Portfolio Rubric from 64% to 78%

Periodic Review and Interim Deadlines

- Subject Teams meet weekly to review progress toward goals and achievement of igoals
- Periodic Check points for teams will take place monthly (first Wednesday in each month in the Teaching & Learning Committee).
- Weekly progress reporting by Teaching & Learning Committee will occur in cabinet meetings on Mondays
- Schoolwide review of progress will occur every 6 weeks (using report card data, Acuity testing, and Kid Talk & Referral Data from the school database)

Subject/Area (where relevant): ELA

<p>Annual Goal #3</p>	<p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> <p>IMPROVE OVERALL STUDENT PERFORMANCE IN ENGLISH LANGUAGE ARTS BY FOCUSING ON STUDENTS’ ABILITY TO MAKE INFERENCES, UTILIZE LITERARY DEVICES, INTERPRET A VARIETY OF TEXTS, AND SUPPORT IDEAS WITH DATA FROM CHARTS & MAPS</p>
<p>Action Plan <i>Include: actions/strategies/ activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u><i>Clinics</i></u></p> <ul style="list-style-type: none"> o Using Acuity Scores, Report Card Grades & Teacher academic referral, students will be assigned extra help sessions called clinics. These sessions will be leveled and students will be group according to their weaknesses (and/or strenghts) as demonstrated by these three measures in ELA. o Clinic assignments will change each marking period. The Humanities subject teams will meet to use available data to make clinic assignments for ELA skills (which will include remediation and enrichment). o Study skills around making inferences, interpreting data and graphics, and evidence based writing will also be focuses of clinic time. <p><u><i>Classroom Intervisitations</i></u></p> <ul style="list-style-type: none"> o Humanities Teachers will implement strategies for improving these targeted skills and use an observation rubric to gauge student performance as a result of implementing these strategies. Observations will be done using both prep time and video. <p><u><i>Grade Team & Kid Talk Meetings</i></u></p> <ul style="list-style-type: none"> o Grade Teams will meet weekly to share strategies across content areas and review available data on student progress towards school goals. o Individual case conferencing (Kid Talk Meetings) will review student's capacity in these targeted skill areas as a particular focal point in academic achievement – in ELA (and in core content areas in general). <p><u><i>Professional Development</i></u></p> <ul style="list-style-type: none"> o Differentiation & CTT. This year’s PD focus is on supporting teachers to develop strategies for differentiation in their lesson planning and classrooms. Additionally, we will also focus on the 6 models of CTT to support our Special Ed students in the classroom. Both of these strands of PD will further support our teachers in their development lessons designed to address student deficiencies in these target skill areas. o Teacher observations will focus on individual teacher goals as well as school-wide professional development objectives. Additionally for the Humanities teachers, an extra focus for feedback and development will be on strategies used for targeted skills and the results achieved therein.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<ul style="list-style-type: none"> o Per Session: After school meetings for Humanities & Language Teams (Inquiry Team Funds); Data Specialist (generate data for inquiry team & subject team needs), o Teacher Programming: Common planning times for teachers to engage in inquiry-based collaboration (75 minute weekly subject team, two 45min weekly Grade Team); weekly full staff PD integrated into teacher schedules o Student Programming: students programmed for 300min per week of math instruction o Internal Professional Development: targeted for differentiation and assessment o External PD funding (both subs and PD) for development in assessment and differentiation. <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<p><u>Quantitative Measures</u></p> <ul style="list-style-type: none"> o NY State ELA Scores in Grades 6, 7, & 8 o Acuity Predictive Tests (as interim measures of progress towards goals) o Report Grades and Statistics <p><u>Qualitative Measures</u></p> <ul style="list-style-type: none"> o Teacher Academic Referrals of Student Progress o Teacher Observations o Humanities Team Meeting Notes o Portfolio Roundtable Performance o Performance on Math CPAS (College-Readiness Performance Assessment System) – both overall and specifically in the KCS of Interpretation and Reasoning <p><u>State Exam Data</u></p> <ul style="list-style-type: none"> o Increase the number of students scoring a level 3 or 4 on the NY State ELA Exam <ul style="list-style-type: none"> - Disaggregated by grade <ol style="list-style-type: none"> (1) 6th grade increase from 88% at level 3 or 4 to 93% at level 3 or 4 (2) 7th grade increase from 78% at level 3 or 4 to 83% at level 3 or 4 (3) 8th grade increase from 64% at level 3 or 4 to 69% at level 3 or 4 (4) 9th grade increase from 60% at level 3 or 4 to 70% at level 3 or 4 <p><u>Report Card Data</u></p> <ul style="list-style-type: none"> o 7th Grade Students <ul style="list-style-type: none"> - Increase the median grade of students in ELA from 82.5 to 85 - Decrease the number of failing students from 8% to 5% - Increase the number of students earning 90 or better from 22% to 25% o 8th Grade Students <ul style="list-style-type: none"> - Increase the median grade of students in ELA from 77.5 to 80 - Decrease the number of failing students from 10% to 7%

- Increase the number of students earning 90 or better from 14% to 20%
- o 9th Grade Students
 - Increase the median grade of students in ELA from 75 to 80
 - Decrease the number of failing students from 16% to 10%
 - Increase the number of students earning 90 or better from 14% to 20%
- o NOTE: No aggregate baseline report card data is available for incoming 6th graders.

Performance Based Data

- o Increase the percentage of students performing at the level of Practitioner or Expert in the KCS of Reasoning from 53% to 65%
- o Increase the percentage of students performing at the level of Practitioner or Expert in the KCS of Interpretation from 57% to 75%
- o Increase the percentage of students earning a “Practitioner” or “Expert” on the common Portfolio Rubric from 78% to 85%

Periodic Review and Interim Deadlines

- o Subject Teams meet weekly to review progress toward goals and achievement of igoals
- o Periodic Check points for teams will take place monthly (first Wednesday in each month in the Teaching & Learning Committee).
- o Weekly progress reporting by Teaching & Learning Committee will occur in cabinet meetings on Mondays
- o Schoolwide review of progress will occur every 6 weeks (using report card data, Acuity testing, and Kid Talk & Referral Data from the school database)

Subject/Area (where relevant): _____

<p>Annual Goal #4</p>	<p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> <p>CONTINUE TO BUILD CAPACITY FOR SUSTAINABLE SCHOOL GROWTH</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Committees & School Structures</u></p> <ul style="list-style-type: none"> o Committees have established at least 3 primary goals & action plans for the year by September 15th o Committee chairs are members of cabinet, which will convene it's first weekly meeting on September 21st o Committee chairs will provide cabinet with weekly updates on progress toward year goals o Cabinet will make adjustments and revisions to committee goals as needed <p><u>GradeTeam & Subject Teams</u></p> <ul style="list-style-type: none"> o At least 3 Goals & and Fall Agendas are set by October 6th; spring agendas and goals are set by December 15th <p><u>Curriculum & Instruction</u></p> <ul style="list-style-type: none"> o Weekly team meetings to accomplish goals o Weekly work with Achievement coach to support Learning Target development <p><u>Community Partnerships</u></p> <ul style="list-style-type: none"> o Meetings with partners to develop new relationships
<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>	<ul style="list-style-type: none"> o Per Session for committee meetings, curriculum development o Funding for Positions: Parent Coordinator & Director of Development and Partnerships o Scheduling committee work time within the program day o OTPS – for event supplies, parent outreach, and event materials o Fully Integrated (and externally funded) Partnerships – Girls Inc (21st Century Funding) & CAS Carrerra Treasure Academy (various funding sources)

Indicators of Interim Progress and/or Accomplishment

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

For this goal, our measurable objectives will largely be based in the development and completion of tasks and structures. As a new school, developing sustainable growth and accountability systems is integral to our success.

Periodic Evidence:

- o Committee meeting minutes and agendas
- o Team meeting minutes and agendas
- o Referral Database usage metrics
- o Student behavioral and academic referrals
- o Learning Environment Survey

School Governance & Teacher Leadership

- o School Cabinet meets weekly – members are leaders of all committees and administration
- o Mission and goals for each committee are developed by cabinet
- o Professional development for committee leaders delivered weekly
- o Meet goals (and interim goals) by established dates (unless amended otherwise)
- o Teams meet weekly with Administrator to update progress and/or amend goals

Committees

- o Committees met established goals by dates set by cabinet.
- o Committee chairs meet weekly with Administration (this body is the school cabinet) to update progress towards goals and amend as necessary.

Advisory & Kid Talk

- o All advisors and teacher will use the new database to track and record individual student data.
- o Kid talk referrals will be digitized in the database and followed up by Advisors
- o Behavioral referral incidence decreased by 20% (as a result of database, kid talk, & follow up)
- o Individual Student Check-in with Advisors will occur weekly such that each individual student will have a conference check-in at least once per month.

Curriculum & Instruction

- o Align Completed scope & sequence with KCSs
- o Main Learning Targets established for each grade

Community Partnerships

- o Increase partnerships by at least two new partners by the end of the school year in order to support after school programming and to increase the math and science themes within the school day

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 – Still being worked on

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	40	41	40	41		10	20	81
7	40	42	40	42		3	20	81
8	38	43	15	38	10	4	30	81
9	81	40	13	15	40	10	15	81
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:	Students are being provided with 45 minutes of small group instruction (there are no more than 15 students per class) in Literacy Clinics. Here students work on specific literacy and study skills. Students also get the opportunity to work one-on-one with their teachers on class work. Students designated to receive special services work with our Special Education teacher and/or CTT teacher on both skill work and social work. In addition, all students who are struggling in their classes have “homework help” mandated after school for an hour.
Mathematics:	Students are being provided with 45 minutes of small group instruction (there are no more than 15 students per class) in Math Clinics. Here students work on specific numeracy skills. Students also get the opportunity to work one-on-one with their teachers on class work. Students designated to receive special services work with our Special Education teacher and/or CTT teacher on math skills. In addition, 6 th graders who are struggling in their classes have “homework help” mandated after school for an hour.
Science:	Students are being provided with 45 minutes of small group instruction (there are no more than 15 students per class) in Science Clinics. Here students work on specific science content. Students also get the opportunity to work one-on-one with their teachers on class work. Students designated to receive special services work with our Special Education teacher and/or CTT teacher on both skill work and Science homework that they are struggling with. In addition, 6 th graders who are struggling in their classes have “homework help” mandated after school for an hour.
Social Studies:	Students are being provided with 45 minutes of small group instruction (there are no more than 15 students per class) in Humanities Clinics. Here students work on specific literacy and study skills. Students also get the opportunity to work one-on-one with their teachers on class work. Students designated to receive special services work with our Special Education teacher and/or CTT teacher on both skill work and social work. In addition, 6 th graders who are struggling in their classes have “homework help” mandated after school for an hour.
At-risk Services Provided by the Guidance Counselor:	Our guidance counselor works with individual students during the day (mandated students are pulled out of elective as well as at risk students). Students are referred to her via student advisors, Kid Talk recommendations, and academic teacher referrals. In addition, she provides special events and workshops to educate and support our young women on issues that effect them.
At-risk Services Provided by the School Psych.:	Students with IEPs and students who need evaluations are services by the DOE school psychologist on a weekly basis. In addition, at-risk students see the psychologist that we have from Interborough Hospital – she is onsite two days a week.
At-risk Services Provided by the Social Worker:	Our social workers (three of them) work with individual students during the day (mandated students are pulled out of elective as well as at risk students). Students are referred to social workers via student advisors, Kid Talk recommendations, and academic teacher referrals. They also hold group intervention talks with students during the school day as well as half-day workshops for the day on such topics as; <i>Young Women’s Health, Bully Prevention, and World AIDS Day.</i>
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) –

Part A: Language Allocation Policy (LAP) –

I. Language Allocation Policy Team Composition:

Co-Principals: *Kelly DeMonaco and
Kiri Soares*

Assistant Principal: *Carrie Esposito*

Social Worker: *Jen Cusa*

Content Area Teacher: *Nzinga Ebron* :

ESL Teacher: *Working on Certification –
Andrew Raphael*

Parent Coordinator: *Carol Keenan*

II. Teacher Qualifications

UAI is a young school with two ELL students. We have a Co-Principal who is working on regaining her ELL license and a teacher who will be licensed in TESOL at the end of the 2009-2010 academic year. We are committed to ensure that our two ELLs receive the instruction and support that they are mandated.

III. ELL Demographics and School Description:

The Urban Assembly Institute of Math and Science for Young Women, 13K527, is an all girls school located in downtown Brooklyn, New York. At present, the school shares the building with two other schools. However, each school has developed its own organization with different start and stop times. In addition, both schools share the library, cafeteria, schoolyard and the gymnasium. Most of our students are eligible for free lunch indicating that the majority of our students are of low-socio economic backgrounds.

The Urban Assembly Institute of Math and Science for Young Women has a population of students that come from culturally diverse backgrounds. The majority of which are Caribbean-American. We have a few Latinas and Caucasian students as well. Our English Language Learner population consists of two students in the 9th grade. We offer ESL services to entitled general education and special education students. The ELL Special Education population has 1 student in it.

IV. Parent Choice

When a student is admitted into the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient if the child is eligible. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and parents can visit classes at the UA Institute as well as visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. Parents complete the parent selection form and the school will conform to the parental choice selections.

V. Current English Language Learners Instructional Programs

The Urban Assembly Institute of Math and Science for Young Women implements an inclusion English as a Second Language (ESL) Program with a supplementary clinic taught by a teacher who is in the process of ELL certification.. The primary goal of the program is to assist students in achieving English Language proficiency as soon as possible. Goals of the program included:

- To amplify the literacy and academic skills of ELLs who participate in our program
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

English Program

Freestanding English as a Second Language Program

In the Freestanding ESL component we have 2 students in the 9th grade. They attend 300 minutes of Humanities (ELA) a week and 90 minutes of ELL Clinic a week, giving them an excess of our required 180 ELA minutes and 180 ESL minutes. Once our program grows, and depending on the students' proficiency levels, they will receive from 180 minutes to 360 minutes a week of ESL Push-In assistance in their classroom. In addition, ELL students are put into after school support for 60 minutes a week. All teachers in the ESL program will be fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are working on getting fully certified. . In order to help students to progress, we utilize the following practices:

- Collaborative planning between teachers.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.

- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction across the curriculum. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates *Getting Ready for the New NYSESLAT*
- New York State Coach: ELA
- New York State Coach: Mathematics

Supplementary Programs

In order to support learning and foster community involvement, we use our funding to create supplementary programs for struggling learners in our school. As our ELL population grows we will begin to include ELLs and their families into the following programs:

- **After School:** ELL support occurs in our after-school homework help.
- **Saturday Parent Workshops:** We offer parents workshops on a wide range of issue from media literacy, to economic literacy, to computer classes, to ways to talk to their daughters about difficult issues. When necessary we can have a translator on site for parents.
- **Family Celebrations:** Throughout the year, parents come to the school to take part in community celebrations, including the Winter and Spring Fest, Cultural Diversity Day, Honor Roll Tea, and our Talent Showcase. At these events, the school and community can come together to recognize student achievements in arts and academics.
- **Translation and Interpretation Services:** These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's brochure, and letters home. Additionally, interpretation services are available on a daily basis help in communication between school staff and parents. We currently have five Spanish-speaking staff members, one French-speaking staff member, one Cantonese-speaking staff member which help in communications with parent who speak a language other than English at home.

VI. Assessment Analysis

NYSESLAT

We will gather and use NYSESLAT data when it becomes available and relevant to the growth of the ELL population. For the ELL student who went through the program for one year, she was assessed on the NYSELAT as "advanced" in reading and writing, and "proficient" in listening and speaking, which showed growth for her, and is evidence of the efficacy of the program. For our new ELL student, we will monitor her progress through periodic assessments, conferencing, and classroom based assessment until the NYSELAT test is taken and scored in 2010.

Implications for Instruction

As we track the trends in growth, the implications for instruction have shown that literacy across the curriculum and specific ELL clinics are improving the listening, reading, speaking and writing skills of our ELL population, shown by the growth of the students who have placed out of ELL in our program (3 of 3 students thus far), and those who have shown growth (one of one student thus far). We will check the growth of our newest student to ELL to see if the implications for instructions change.

Implications for LAP in English Language Arts Area

In order to assist our ELL students in ELA achievement, our Humanities teachers have been using ELL scaffolding techniques in her class. The results, according to NYSELAT data have shown growth (proficient in listening and speaking, advanced in reading and writing). The 9th grade Humanities teacher has been making sure that our two ELL students have more access to materials through using the following strategies:

- Collaboration between content area teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction through professional development.
- Ensure that English AP works closely with the Humanities teachers to support rigorous instruction.
- Implement a print rich environment, we will buy ESL dictionaries and Glossaries in the Humanities classrooms.
- In the future we will analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.

Implications for LAP in Mathematics Content Area

The 9th grade Math teacher has been making sure that our ELL student has more access to materials through using the following strategies:

- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- In the future we will analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions
- In the future we will hire a fully licensed ELL instructor.

VII. Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation

- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the Saturday Program and After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

VIII. Plan for SIFE

The SIFE population has increased SY 08-09 and there is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

IX. Plan for Long Term ELLs

As our ELL population grows we will increase the following programs and opportunities:

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the Achieve 3000 and Destination Math to enrich their language and academic skills

X. Plan for Special Needs Students

As our ELL Special Needs population has grown to one student, we have been:

- Ensuring that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Ensuring Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.

XI. Professional Development:

As our ELL population grows we will provide professional development for:

- School Staff: Within the schools Professional Development program, the focus will be on:
 - the literacy needs of our ELL population within the prescription of the America's Choice program.
 - Sessions will be given also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
 - Technology sessions will be given to instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops will be taken by teachers on our ESL staff will include:
 - Scaffolding in the content areas
 - Native Language Literacy Development
 - Differentiation in the ESL classroom

- ESL in the Mathematics classroom
- Our future ELL teachers will attend a variety of off-site workshops to promote collaboration between content area and language teachers. Such workshops may include:
 - I. Quality Teaching Workshop series
 - II. Social Studies and Technology workshop
 Wilson Program for Special Education teachers.

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) 9th Number of Students to be Served: 2 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) CTT teachers

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 program that we offer for the two ninth grade LEP students, one of whom is proficient in listening and speaking, and advanced in reading and writing, includes two literacy clinics per week, and four ELA/Humanities classes per week, as well as a Foreign Language & Literacy class to further develop literacy and language skills. The language of instruction in the content area classes is English, and the language of instruction in the Foreign Language classes is Spanish. The rationale for the clinics are that they are based on periodic assessment data and provide time for the two LEP students to read, listen, speak and write in English, and to improve overall literacy skills. The rationale for the ELA/Humanities program is that LEP students receive integrated and interdisciplinary instruction to help them meet content standards and literacy standards. The rationale for the Foreign Language & Literacy class is that it provides students with a foundation to understand the conventions of Language. The clinic program is 45 minutes two times per week, equaling 90 minutes per week. The ELA/Humanities class is 300 minutes per week, and the Foreign Language & Literacy class is 300 minutes per week. The program duration is throughout the 2009-2010 school year. The students receive 300 minutes of

instruction, plus 90 minutes of clinic instruction from a teacher skilled in the scaffolding instruction for all types of learners.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The school’s professional development program includes development in areas that allow teachers and staff responsible for the delivery of instruction and services to limited English proficient students to best learn to address their needs. This includes understanding learning pathways using the Schools Attuned model, developing learning targets around literacy and language and assessments of reading, writing, listening and speaking skills. Also, we focus on the development of differentiated strategies for instructing all learners. Our professional development also focuses on the seven habits of a reader, and literacy strategies. These literacy strategies are particularly addressed in ELA/Humanities, Math, Science & Foreign Language & Literacy subject team meetings, and in the 9th grade team meetings to develop strategies to address the needs of the two LEP students in the 9th grade.

Form TIII – A (1)(b)

School: UA Institute of Math & Science for Young Women **BEDS Code:** 331300011527

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$595	Translation Services – 12 hours of ELL support at per session rate.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials.	\$500	Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books
Educational Software (Object Code 199)	To Be Ordered	Rosetta Stone – Spanish/English
TOTAL	\$1095.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Every Advisor contacts the home (based on information on the blue emergency cards) of all new students on the first day of school and the data is kept in school logs. Through this contact, we are able to gather information on language needs at the home. Our parent coordinator provides all copies of all city materials to parents in native languages whenever needed. In addition, when needed we recruit members of staff to translate on paper and messages and communications home.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The overwhelming majority of our families (97%) are English speaking. Of the 3%, the majority are Spanish speaking (5 families). To support these families, we have 4 teachers and 1 administrator (~30% of our staff) who are Spanish speaking. Of the remaining families that do not speak English, one speaks Bengali and one speaks Urdu. We have one member on staff who speaks Urdu, but can also communicate with our Bengali family. We are working on translating the School Handbook and we translate important letters 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.

We use the translation services provided by the DOE to both translate materials and provide translated. We have Spanish speaking staff members who sit in on conferences where Spanish is required, and when needed, our parent coordinator reaches out to phone translational services to facilitate calls home. We have provided parents with The Bill of Rights, the DOE discipline code, and lunch forms in Spanish. We provide parents with permission slips in Spanish when needed (in a timely fashion, we have a handful of students so the Spanish speaking staff have fast turn around) and we have appropriate signage in the building in Spanish.

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.

We have sufficient native language staff members to support our families who speak Spanish, Urdu, & Bengali. Thus we are fortunate to be able to offer in-house translation services for all parent meetings and conferences.

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>.

Over 99% of our students' families speaking English and/or Spanish. However there is no one primary language other than English spoken by more than 10% of our students' families. However, we will continue to offer interpretation services for any family that is in need – this includes the Parent bill of Rights, our School Safety Plan, and signage.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$290,324	\$79,271	\$369,595
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2903.24		\$3696.00
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$792.71	\$792.71
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14,516.20		\$14,516.20
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$3963.55	\$3963.55
6. Enter the anticipated 10% set-aside for Professional Development:	\$29,324	\$7927.10	\$36,960.00
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$7927.10	\$7927.10

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.

Additionally – we are providing support to our teachers who are pursuing dual licensing (e.g. our Spanish teacher is adding an ESL license, our science teacher is pursuing adding another subject in science, our math teacher is continuing her graduate work past her masters).

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 at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

UA INSTITUTE PARENTAL INVOLVEMENT POLICY

As a Title I school, the UA Institute of Math and Science for Young Women, is required to consult with and incorporate the suggestions of all parents/parent groups in the development of UA Institute educational programs and the allocation of Title I money to fund these programs.

Due to the fact that the UA Institute has been in operation for one year, many of the requirements outlined under the No Child Left Behind Act’s Adequate Yearly Progress (AYP) do not yet apply to the school’s Parental Involvement Policy. Based on the findings of the school’s second year AYP (2008), the UA Institute’s Parental Involvement Policy will be changed, if needed, to reflect new requirements. At this time, UA Institute parents will be made aware of their rights, as well as the rights of their child under Title I requirements.

If a UA Institute child has been identified for participation in an English Language Learners (ELL) Program, using Title I money, UA Institute commits to notifying the parent(s) of their child’s participation, in their language of choice and in a timely manner (within 30 days of the start of the school year). Parents will also be informed, in their language of preference, of how the school determined their child’s need for ELL services, the child’s current level of English proficiency, the child’s overall performance in school and how Title I funds will assist in improving the child’s English language proficiency and overall academic performance.

All UA Institute Parents have the right to ask, verbally or in writing, for the qualifications of their child’s teacher at any time. Parents may also ask, verbally or in writing, if their child’s teachers are teaching in or out of their certification area. Parents will be notified, for any reason throughout the school year, if a non-certified teacher will be heading a class for four or more consecutive weeks.

A minimum of 1% of the UA Institutes total Title I allocations will be set aside to support parental involvement. Parents will be made fully aware of the amount of funds available and purpose of funds; to support parent involvement in the school/their child’s education. The amount and distribution of funds will be determined through a confidential ballot. All information regarding Title I funds for parent involvement will be

discussed at the UA Institute's Parent Staff Association (PSA), which is held the last Wednesday of every month. At this time, parents will be given the opportunity to ask questions, raise concerns and select programs associated with Title I money.

Once participating parents have determined the amount and allocation of Title I money, they will be asked to develop a formal budget and spending plan be created and submitted to the school's Co-Principals, Kiri Soares and Kelly DeMonaco. The parent's budget and spending plan will act as an official document that the school will utilize when allocating money and creating programs throughout the course of the school year.

The school, is first and foremost, however, required to follow the Department of Education's *Standard Operating Procedures Manual* in regard to all expenditures. The school will need to take both the *Standard Operating Procedures* and parental choices into considerations when developing programs with Title I money.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

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

UA INSTITUTE-PARENT COMPACT

All parents are included in the development of school-level parent activities funded by Title I through the use of the UA Institute's monthly PSA meetings. PSA meetings are advertised to parents through calls and letters sent home, calendar reminders and direct outreach to parents present at the school. Parents are strongly encouraged to attend monthly PSA meetings. All meetings are held during after work hours to accommodate working parent's schedules.

PSA meetings provide the necessary forum to discuss the creation, implementation, and evaluation of parent involvement activities and school-level programs. Ballots are held regularly to ensure parent participation in all events concerning the school and their children's education. Parents are also encouraged in this forum to raise all questions concerning such issues as curriculum, promotion policies, summer school and student assessment. These topics, however, are also covered at UA Institute's mandated new student orientations. Orientations are held in both May and September.

If for any reason a parent can not attend a PSA meeting or arrange a conference at the school, they can also request a copy, either verbally or in writing, of the meetings agenda and/or vote for issues covered through the use of an absentee ballot.

Both the UA Institute and the parents of children attending the UA Institute are expected to work together to ensure the academic and personal success of every student.

The UA Institute is responsible for providing each student with a safe, academically challenging environment, with an emphasis on math and science. The school commits to doing this by providing an assortment of academic and elective classes to choose from, a bi-monthly speaker series and additional educational and recreational activities throughout the course of the school year.

The school commits to assisting our students through small, personal classes, additional academic support through study halls, after-school and lunch time tutoring and referrals to out of school supports. The school also provides strong academic and personal support through our partnerships with numerous academic, corporate and non-profit organizations, such as Barnard College and Girls Inc.

Every student is also assigned an academic advisory, who is able to form a supportive relationship with each student, assist them in academic and personal challenges and act as a liaison between the home and the school.

In return, the school expects each student's parent to support their child's academic and personal growth. This will require that parents take an active role in participating in school-based activities, such as parent/teacher conferences (where individual student performance and assessment is discussed), student portfolio presentations, PSA meetings and presentations and performances that the school provides for parents throughout the school year.

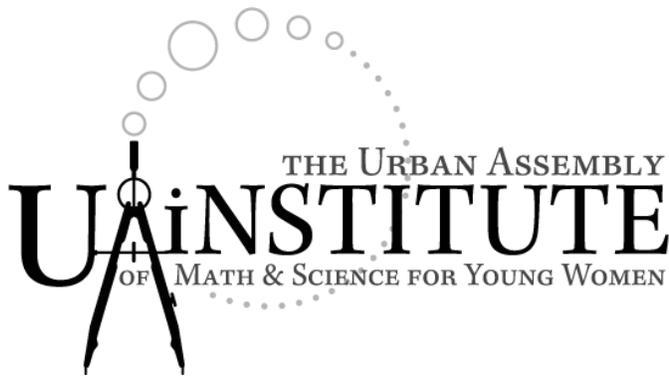
The school requires that each child's parent is accessible by phone and makes available time to visit the school when a parent conference is requested. The school also requires that each child's parent takes an active role in continuing their child's education at home through homework help, assisting in developing good organizational skills and engaging their child in conversation about school.

Throughout the course of the school year, the school provides numerous activities to support parental involvement. As stated above, activities include monthly PSA meetings, bi-monthly parent workshops focused on different parenting and community issues, school celebrations and performances and weekend events such as our Earth Day Celebration and Parent Social.

To accommodate working parents and ensure that all parents have the opportunity to participate in their child's education, the school provides a majority of their meetings and performances after 5 PM or during Saturdays. The school will also make necessary accommodations, when possible, to incorporate participation of parents who may suffer from a physical disability or who may not be fluent in English. Such examples of accommodations are to move PSA meetings to wheelchair accessible rooms and/or to provide written school material/meeting notes in a parent's native language.

At the end of each school year, parents that attend PSA meetings will be asked to act on an evaluation team. This team will examine the previous school years parental involvement and the school's various interventions used to encourage the participation of parents from all racial, ethnic, educational and economic backgrounds.

While previous assessment of parent involvement activities was based primarily on the number of parents who attended school-level activities, a recent shift in assessment now calls into greater account the correlation between the activity and the improvement of student achievement. While the UA Institute strives to have maximum parent involvement at all school-level activities, we also want our evaluation to focus on how helpful activities are in improving academic and emotional success of our students in the school.



School-Parent Compact

Dear UA Institute,

My daughter _____, accepts the offer to attend the Urban Assembly institute of Math and Science for Young Women. By signing this commitment, I agree to and understand the following:

- ◆ The UA Institute is committed to providing my daughter with a safe, positive learning environment where she will be challenged through high expectations and a rigorous academic curriculum.
- ◆ The UA Institute will make every attempt to schedule school events and parent meetings at times that are convenient to working parents or to parents with additional children.
- ◆ My daughter, if required, has my support in participating in all additional academic assistance provided by the school, such as after-school and lunch-time tutoring, study hall, advisory meetings, speaker series, visits with our school partners and educational field trips.
- ◆ My daughter will complete all homework and in-class projects expected of her.
- ◆ As a parent, I commit to attending school functions focused around my child's educational and personal success. Such meetings consist of Parent Staff Association, Parent/Teacher Conferences, school performances and special events.
- ◆ I understand that I must be available, both via the phone and for meetings, to discuss my daughter's academic and personal growth with the school staff when necessary
- ◆ I understand that I am always encouraged to visit the UA Institute, participate with my child in the classroom, ask questions and raise concerns with the school staff regarding my daughter's education.
- ◆ I will commit to working with my child at home to encourage academic success. I will inquire about my child's homework, help her when I am able to do so and sign any required paperwork

Sincerely,

(Parent/Guardian Signature)

(Please print parent/guardian name)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. **See pages 9 – 12.**
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. **See pages 9 – 12.**
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any. **See pages 14 – 23.**
3. Instruction by highly qualified staff. **See page 6.**
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. **See pages 14 – 23**
5. Strategies to attract high-quality highly qualified teachers to high-need schools. **We attend hiring fairs, advertise online, and contact universities. Additionally, we've allocated funds to a hiring organization called RISE whose main goal is to find highly qualified teachers who have 2 or more years working with schools in urban settings.**
6. Strategies to increase parental involvement through means such as family literacy services. **We provide after school and Saturday workshops through with the support of our integrated partners, Girls Inc, and the Carrera program.**
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. **Our teachers are involved in the C-PAS assessment - as UA teacher leaders and through their Subject and Grade Team meetings. Additionally, grade committee chairs are part of the decision making body of the school (the cabinet) and our teacher-led committees plan and execute professional development, establish disciplinary policies, plan and execute student events with parent & community outreach, schedule and program the school, and hire and recruit staff and students..**
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. **See pages 10, 15-22.**
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. We have two non-profit organizations that offer programs to our young women that are thoroughly integrated into the fabric of our school. They are *Girls Incorporated NYC* and Dr. Carrera's *Stop Teen Pregnancy* program.

Girls Incorporated (Girls Inc) is a national nonprofit youth organization dedicated to inspiring all girls to be strong, smart, and bold. The mission of *Girls Inc* is to provide vital educational programs to millions of American girls, particularly those in high-risk, underserved areas. *Girls Inc* offers our school innovative programs that help girls confront subtle societal messages about their value and potential, and prepares them to lead successful, independent, and fulfilling lives. *Girls Inc* programs encourage girls to take risks and master physical, intellectual and emotional challenges. Major programs address math and science education, pregnancy and drug abuse prevention, media literacy, economic literacy, adolescent health, violence prevention, and sports participation.

Dr. Carrera and *The Children's Aid Society* developed a model, *Stop Teen Pregnancy*, that is holistic and long-term. It focuses on an "above the waist approach to pregnancy prevention." Their approach centers on the belief that success in school, meaningful employment, access to quality medical and health services, and interactions with high caliber, role model adults, have a positive effect on teens. The program within our school, *The Carrera Treasure Academy*, includes seven components: educational support, career awareness and job club, lifetime sports, creative expression, comprehensive medical and dental services, mental health services and family life and sex education. Their mission is to provide support to our school through implementing programs to reduce teen pregnancy in their communities. The programs is designed to offer teens a supportive and nurturing environment, where they can learn about sexual responsibility while developing goals and aspirations for life. Simultaneously, parents are involved in *The Carrera Treasure Academy* to learn how they can assist in their child's development.

Both organizations are housed within the school building and offer classes for our students during the school day (Health, Nutrition, and Physical Education, Economic Literacy, Body Image, and Violence Prevention/Anger Management Groups), after school (Homework Help and Clubs – ING Investment, Student Government, Photography, and Book Clubs), and facilitate workshops on the weekends for our young women and their families (Economic Literacy, Technology Literacy (Job Training), Sex Education, and Math/Science Appreciation Days).

In addition to these two organizations, we have a psychologist from Interborough Development Mental Health Associates that comes in once a week to work with our at-risk population – offering extra support to our already rich in-school team of Mental Health experts. Finally, we have used the services of the Crown Heights Mediation Center to offer workshops and training in peer mediation and violence prevention.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

THIS SECTION NOT APPLICABLE TO OUR SCHOOL

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

THIS SECTION NOT APPLICABLE TO OUR SCHOOL

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

THIS SECTION NOT APPLICABLE TO OUR SCHOOL

**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)*¹ 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

¹ 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 assessed whether or not this finding was relevant through discussions amongst the ELA/Humanities subject team, through peer intervisitations of ELA/Humanities classes, and through looking at classroom assessment data including diagnostics and projects. Lastly, the administration also visited classes with a rubric to determine if this finding was relevant.

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

Applicable Not Applicable

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

Our scope and sequence for the ELA/Humanities course addresses state standards, and outlines the depth to which each aspect of the ELA curriculum should be taught in grades 6-12. We have a school library with many resources for our adolescent population relevant to their background knowledge, as well as several classroom libraries. The ELA/Humanities subject team incorporates the New York State Learning Standards for ESL into their scope and sequence as applicable.

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

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what

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

Specific Math Alignment Issues:

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

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

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

We assessed whether or not this finding was relevant through discussions amongst the Math subject team, through peer intervisitations of Math classes, and through looking at classroom assessment data including diagnostics and class projects. Lastly, the administration also visited classes with a rubric to determine if this finding was relevant.

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?

Our scope and sequence for the Math class includes Power Standards that address students acquisition of five key cognitive strategies (Problem Solving, Research, Reasoning, Interpretation and Precision) and we use the CPM (College Preparatory Mathematics) curriculum. Our curriculum and the CPM resource has an emphasis on student acquisition of content knowledge through the process strands of Math. Process is emphasized, and there is appropriate depth in the Math classroom.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

Our school had grade teams conduct intervisitations to find out if this finding was relevant. In addition, the administration visited classes with a rubric.

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

Applicable Not Applicable

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

In the majority of our classes, students are engaged in cooperative learning groups or pairs to complete projects together. Student classwork is often leading up to a major inquiry project in the class. This work culminates at the end of every semester in a portfolio project for each class. We are currently working on differentiating strategies for all learners, though we currently observed that many teachers often offer multiple access points for lessons (ie, tailoring instruction for the whole class to address visual, auditory, or kinesthetic learners).

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM²)* 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.

We assessed whether or not this finding was relevant through discussions amongst the Math subject team, through peer intervisitations of Math classes, and through looking at classroom assessment data including diagnostics and class projects. Lastly, the administration also visited classes with a rubric to determine if this finding was relevant.

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

Applicable Not Applicable

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

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

In observing the Math classes, student engagement is high as they are often grappling with the process of problem solving, and in understanding the "why" behind mathematical processes. Also, the students are usually working on projects such as the CPAS project which has students put together information in an authentic context, allowing them to apply their mathematical knowledge. Technology such as Geometer's sketchpad is used as appropriate, and students also learn to use Excel to the extent appropriate for their age level for certain tasks in the Math class.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

We looked at our teacher retention rates, and our Hiring and Recruitment committee worked to find teachers with more than two years of experience in order to have a balanced staff. We also used an outside vendor, RISE because they have a reputation for helping with teacher retention. They did an extensive survey of our teachers, which we were able to review in order to improve conditions if necessary. Also, we frequently do surveys with staff to check in about professional development and overall satisfaction with school policies and administration.

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

Applicable Not Applicable

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

Results from our RISE survey and our own internal surveys showed a high level of teacher satisfaction. We had two teachers leave after the 2008-2009 school year, one to pursue teaching of English rather than Humanities, and one to move out of state.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

We will survey teachers to find out if they know of these programs offered by the district regarding ELL professional development.

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

Applicable Not Applicable

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

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

Through surveying and questioning teachers, there is evidence that teachers are not fully aware of the professional development programs offered by the district. However, professional development at the school level addresses strategies such as scaffolding, frontloading vocabulary, and using visual aids as part of our inclusion ESL program. Also, all of our teachers are encouraged to login to ProTraxx and choose professional development opportunities.

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.

We have surveyed teachers to find out if this applicable to our educational program.

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?

For our current ELL population of two students (.4% of our student population), the NYSELAT scores were "intermediate". Teachers monitor her progress in our inclusion ESL program through checking her reading journals, conferring with her about her reading and writing, and using her report card grades as an indicator of success in her content area classes. Her report card grades which are based on progress towards learning targets in her classes show adequate progress.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

We will survey general and special education teachers, as well as visit the classrooms where students with IEPs are included to determine the relevancy of this finding.

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?

Based upon surveying general education and special education teachers, the teachers are aware of the content of the IEP of students with disabilities. The information is disseminated in Kid Talk meetings, and through a profile which highlights the necessary accommodations for each of our students with IEPs that the special education teachers give to all the teachers. Teachers do have a familiarity with modifications and accommodations for students with disabilities. Teachers have been trained in the Schools Attuned program which addresses the different pathways through which students learn, especially students who struggle in particular areas. In addition, each grade team has weekly Kid Talk meetings, where they discuss a particular student and how to make accommodations in each classroom so that student can succeed. Our special education students are fully included in our classes in a CTT model, and teachers scaffold the instruction for these students.

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.

We will review our IEPs and check if the accommodations and modifications for the classroom environment are relevant to classroom instruction, if there is alignment between goals and objectives and state tests, and if the IEPs contain behavioral plans.

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?

Upon reviewing the IEPs, there is evidence that there are accommodations and/or modifications for students with disabilities that specifically address the classroom environment. Through our differentiated CTT class, we address the alignment between goals and objectives on the IEPs, and content assessed on the state tests, as well as providing clinics and resource room for students with IEPs. Those students who have been identified as being in need of counseling always have behavioral/emotional goals and these are regularly reviewed in weekly "Kid Talk" conferences with the members of the special education team in attendance.

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

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

This appendix will not be required for 2009-10.

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

Not required this year

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We currently have 4 students in temporary housing.

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

We provide these students with the following services:

- Academic Support
- Counseling Services
- Intervention Programs
- Parental Involvement Outreach

Part A: Language Allocation Policy (LAP) –

XII. Language Allocation Policy Team Composition:

Co-Principals:	<i>Kelly DeMonaco and Kiri Soares</i>
Assistant Principal:	<i>Carrie Esposito</i>
Social Worker:	<i>Jen Cusa</i>
Content Area Teacher:	<i>Nzinga Ebron</i> :
ESL Teacher:	<i>Working on Certification – Andrew Raphael</i>
Parent Coordinator:	<i>Carol Keenan</i>

XIII. Teacher Qualifications

UAI is a young school with two ELL students. We have a Co-Principal who is working on regaining her ELL license and a teacher who will be licensed in TESOL at the end of the 2009-2010 academic year. We are committed to ensure that our two ELLs receive the instruction and support that they are mandated.

XIV. ELL Demographics and School Description:

The Urban Assembly Institute of Math and Science for Young Women, 13K527, is an all girls school located in downtown Brooklyn, New York. At present, the school shares the building with two other schools. However, each school has developed its own organization with different start and stop times. In addition, both schools share the library, cafeteria, schoolyard and the gymnasium. Most of our students are eligible for free lunch indicating that the majority of our students are of low-socio economic backgrounds.

The Urban Assembly Institute of Math and Science for Young Women has a population of students that come from culturally diverse backgrounds. The majority of which are Caribbean-American. We have a few Latinas and Caucasian students as well. Our English Language Learner population consists of two students in the 9th grade. We offer ESL services to entitled general education and special education students. The ELL Special Education population has 1 student in it.

XV. Parent Choice

When a student is admitted into the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient if the child is eligible. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and parents can visit classes at the UA Institute as well as visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. Parents complete the parent selection form and the school will conform to the parental choice selections.

XVI. Current English Language Learners Instructional Programs

The Urban Assembly Institute of Math and Science for Young Women implements an inclusion English as a Second Language (ESL) Program with a supplementary clinic taught by a teacher who is in the process of ELL certification.. The primary goal of the program is to assist students in achieving English Language proficiency as soon as possible. Goals of the program included:

- To amplify the literacy and academic skills of ELLs who participate in our program
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

English Program

Freestanding English as a Second Language Program

In the Freestanding ESL component we have 2 students in the 9th grade. They attend 300 minutes of Humanities (ELA) a week and 90 minutes of ELL Clinic a week, giving them an excess of our required 180 ELA minutes and 180 ESL minutes. Once our program grows, and depending on the students' proficiency levels, they will receive from 180 minutes to 360 minutes a week of ESL Push-In assistance in their classroom. In addition, ELL students are put into after school support for 60 minutes a week. All teachers in the ESL program will be fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are working on getting fully certified. . In order to help students to progress, we utilize the following practices:

- Collaborative planning between teachers.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.

- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction across the curriculum. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates *Getting Ready for the New NYSESLAT*
- New York State Coach: ELA
- New York State Coach: Mathematics

Supplementary Programs

In order to support learning and foster community involvement, we use our funding to create supplementary programs for struggling learners in our school. As our ELL population grows we will begin to include ELLs and their families into the following programs:

- **After School:** ELL support occurs in our after-school homework help.
- **Saturday Parent Workshops:** We offer parents workshops on a wide range of issue from media literacy, to economic literacy, to computer classes, to ways to talk to their daughters about difficult issues. When necessary we can have a translator on site for parents.
- **Family Celebrations:** Throughout the year, parents come to the school to take part in community celebrations, including the Winter and Spring Fest, Cultural Diversity Day, Honor Roll Tea, and our Talent Showcase. At these events, the school and community can come together to recognize student achievements in arts and academics.
- **Translation and Interpretation Services:** These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's brochure, and letters home. Additionally, interpretation services are available on a daily basis help in communication between school staff and parents. We currently have five Spanish-speaking staff members, one French-speaking staff member, one Cantonese-speaking staff member which help in communications with parent who speak a language other than English at home.

XVII. Assessment Analysis

NYSESLAT

We will gather and use NYSESLAT data when it becomes available and relevant to the growth of the ELL population. For the ELL student who went through the program for one year, she was assessed on the NYSELAT as "advanced" in reading and writing, and "proficient" in listening and speaking, which showed growth for her, and is evidence of the efficacy of the program. For our new ELL student, we will monitor her progress through periodic assessments, conferencing, and classroom based assessment until the NYSELAT test is taken and scored in 2010.

Implications for Instruction

As we track the trends in growth, the implications for instruction have shown that literacy across the curriculum and specific ELL clinics are improving the listening, reading, speaking and writing skills of our ELL population, shown by the growth of the students who have placed out of ELL in our program (3 of 3 students thus far), and those who have shown growth (one of one student thus far). We will check the growth of our newest student to ELL to see if the implications for instructions change.

Implications for LAP in English Language Arts Area

In order to assist our ELL students in ELA achievement, our Humanities teachers have been using ELL scaffolding techniques in her class. The results, according to NYSELAT data have shown growth (proficient in listening and speaking, advanced in reading and writing). The 9th grade Humanities teacher has been making sure that our two ELL students have more access to materials through using the following strategies:

- Collaboration between content area teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction through professional development.
- Ensure that English AP works closely with the Humanities teachers to support rigorous instruction.
- Implement a print rich environment, we will buy ESL dictionaries and Glossaries in the Humanities classrooms.
- In the future we will analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.

Implications for LAP in Mathematics Content Area

The 9th grade Math teacher has been making sure that our ELL student has more access to materials through using the following strategies:

- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- In the future we will analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions
- In the future we will hire a fully licensed ELL instructor.

XVIII. Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the Saturday Program and After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

XIX. Plan for SIFE

The SIFE population has increased SY 08-09 and there is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

XX. Plan for Long Term ELLs

As our ELL population grows we will increase the following programs and opportunities:

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the Achieve 3000 and Destination Math to enrich their language and academic skills

XXI. Plan for Special Needs Students

As our ELL Special Needs population has grown to one student, we have been:

- Ensuring that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Ensuring Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.

XXII. Professional Development:

As our ELL population grows we will provide professional development for:

- School Staff: Within the schools Professional Development program, the focus will be on:
 - the literacy needs of our ELL population within the prescription of the America's Choice program.
 - Sessions will be given also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
 - Technology sessions will be given to instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops will be taken by teachers on our ESL staff will include:

- Scaffolding in the content areas
 - Native Language Literacy Development
 - Differentiation in the ESL classroom
 - ESL in the Mathematics classroom
 - Our future ELL teachers will attend a variety of off-site workshops to promote collaboration between content area and language teachers. Such workshops may include:
 - III. Quality Teaching Workshop series
 - IV. Social Studies and Technology workshop
- Wilson Program for Special Education teachers.