



**BRIGHTER CHOICE COMMUNITY SCHOOL (627)**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: BRIGHTER CHOICE COMMUNITY SCHOOL**  
**ADDRESS: 280 HART STREET**  
**TELEPHONE: 718-574-2377**  
**FAX: 718-443-0639**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 627      **SCHOOL NAME:** Brighter Choice Community School

**SCHOOL ADDRESS:** 280 Hart Street, Brooklyn New York 11206

**SCHOOL TELEPHONE:** 718-574-2377      **FAX:** 718-443-0639

**SCHOOL CONTACT PERSON:** Fabayo McIntosh      **EMAIL ADDRESS:** Fmcintosh2@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Leah St. Lawrence

**PRINCIPAL:** Fabayo McIntosh

**UFT CHAPTER LEADER:** Marcella Walcott

**PARENTS' ASSOCIATION PRESIDENT:** Latifah Carter

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

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

**DISTRICT:** 16      **SSO NAME:** Empowerment CFN #11

**SSO NETWORK LEADER:** Altagracia Santana

**SUPERINTENDENT:** Evelyn Santiago

## 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
Fabayo McIntosh	*Principal or Designee	
Marcella Walcott	*UFT Chapter Chairperson or Designee	
Latifah Carter	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kate Boglio	Parent	
K'yiesha Frazier	Parent	
Sholanda Buie	Member/ Community Associate	
Leah St. Lawrence	SLT Chair	
	Member/	
	Member/	
	Member/	

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

- Core (mandatory) SLT members.

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

## **SECTION III: SCHOOL PROFILE**

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

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

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A Brighter Choice Community school is an elementary school, located in the Bedford-Stuyvesant section of Brooklyn, serving students in grades Pre K- 3. We will add a grade each year and eventually be a Pre K – 5 grade school. The mission of Brighter Choice Community School is to create a safe and healthy learning environment that nurtures, motivates, and challenges students to meet and exceed state standards. Our goal is to prepare students to meet and exceed academic standards in middle and high school and ultimately, college.

Academically rigorous, our standards – driven curriculum is informed by research-based methods that are differentiated according to the individual needs of each student in our school.

We are committed to guiding students toward acquiring skills and habits necessary to succeed in any competitive middle school they wish to attend.

### **EDUCATION PHILOSOPHY**

- We believe that a small school setting provides significant opportunities for individualized attention.
  - We strive to know all of our students' strengths and weaknesses and teach according to individual student needs.
  - Constant communication and meaningful partnerships between students, families, educators, and the community is key to preparing our young students to succeed at the highest levels in school and beyond.
  - We believe that students learn best when they feel safe and nurtured.
  - We strive to create an environment and culture that is friendly, inclusive, and engaging for students, educators and families.
  - We understand the richness the arts bring to learning and have infused the arts throughout our curriculum.
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## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

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

#### CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	Brighter Choice Community School								
<b>District:</b>	16	<b>DBN:</b>	16K627	<b>School BEDS Code:</b>	331600010627				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3		7			11	
	K	√	4		8			12	
	1	√	5		9			Ungraded	
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K			10						
Kindergarten			25						
Grade 1			23	Student Stability - % of Enrollment:					
Grade 2			23	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3			0				63.8		
Grade 4			0	Poverty Rate - % of Enrollment:					
Grade 5			0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6			0				60.0		
Grade 7			0	Students in Temporary Housing - Total Number:					
Grade 8			0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 9			0				23		
Grade 10			0	Recent Immigrants - Total Number:					
Grade 11			0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 12			0				0		
Ungraded			0	Special Education Enrollment:					
Total			81	(As of October 31)	2006-07	2007-08	2008-09		
							0		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes			7	Principal Suspensions			0		
# in Collaborative Team Teaching (CTT) Classes			0	Superintendent Suspensions			0		
Number all others			1	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants			0		
				Early College HS Program Participants			0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09		
(As of October 31)	2006-07	2007-08	2008-09						
# in Transitional Bilingual Classes			0	Number of Teachers			8		
# in Dual Lang. Programs			0						
# receiving ESL services only			4						

**CEP Section III: School Profile**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs			0	Number of Administrators and Other Professionals			3
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			2
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)			0	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			12.5
<b>Ethnicity and Gender - % of Enrollment:</b>							
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher			75.0
American Indian or Alaska Native			0.0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			75.0
Black or African American			69.1				
Hispanic or Latino			25.9				
Asian or Native Hawaiian/Other Pacific Isl.			0.0				
White			1.2				
<b>Male</b>			53.1				
<b>Female</b>			46.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

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

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

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

## SECTION IV: NEEDS ASSESSMENT

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

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

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
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Reading Results for the 2008-2009 school year:

	September	December	February	April
Pre-K	-----	-----	A	A
Kindergarten	A	A	B	C
Grade 1	C	C	F	G
Grade 2	F	H	J	J

	At or above September Benchmark	At or above December Benchmark	At or above February Benchmark	At or above April Benchmark
Pre-K	----	-----	3/9	7/9
<b>Pre-K Total</b>	-----	-----	<b>33.3%</b>	<b>78%</b>
Kindergarten	3/10	6/10	6/13	5/13
<b>Kindergarten total</b>	<b>30%</b>	<b>60%</b>	<b>46%</b>	<b>38%</b>
Kindergarten Special Education	0/6	2/6	1/8	2/8
<b>Special Kindergarten Total</b>	<b>0%</b>	<b>33.3%</b>	<b>13%</b>	<b>26%</b>
Grade 1	2/16	9/19	6/20	10/19

<b>Grade 1 Total</b>	<b>13%</b>	<b>47%</b>	<b>30%</b>	<b>53%</b>
Grade 2	8/16	16/20	12/19	18/21
<b>Grade 2 Total</b>	<b>50%</b>	<b>80%</b>	<b>63%</b>	<b>86%</b>

**Our reading results indicated that most of our students were not reading at or above grade level. After several discussions with teachers we have decided to change the literacy program and change the school schedule. Currently we have a 60 minute literacy block. We used our resources to purchase Imagine It! Imagine It! is a standards based literacy program created by Open Court. Additionally we have two AIS teachers that push in and pull out of the classroom to support struggling students.**

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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<b>Goal Number 1</b>	
<b>Goal:</b>	<b>Describe your goal.</b> To improve family involvement in order to grow student achievement
<b>Measurable Objective</b>	<b>Set the measurable target that will define whether you have met your goal.</b> By June 2010 parents will have attended and or participated in school activities in order to support their child's learning
<b>Action Plan</b>	<b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b> <ul style="list-style-type: none"><li>• Hiring full time Community Assistant</li><li>• Creating Parent University</li><li>• Mandatory parent orientation</li><li>• Increased written communication with parents</li><li>• Parent needs survey regarding workshops that they are interested in</li><li>• Increased parent activities</li><li>• Creation of monthly school calendar</li><li>• Scheduling workshops in the morning and evening</li></ul>

<b>Evidence</b>	<b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b> <ul style="list-style-type: none"><li>• Parent university agendas</li><li>• Improvement in student attendance</li><li>• Improvement in student assessment scores</li><li>• Parent need surveys</li><li>• Parent responses on Learning Environment Survey</li><li>• Parent university attendance sheets</li></ul>
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<b>Goal Number 2</b>	
<b>Goal</b>	<p><b>Describe your goal.</b></p> <p>To investigate student attendance</p>
<b>Measurable Objective</b>	<p><b>Set the measurable target that will define whether you have met your goal.</b></p> <p>To develop a collaborative team to investigate attendance policies and practices in order to improve student achievement</p>
<b>Action Plan</b>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>• Create an attendance team</li> <li>• Hire Community Assistant</li> <li>• Work with attendance liaison from support organization</li> <li>• Schedule funds to celebrate parents and students</li> </ul>
<b>Evidence</b>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ul style="list-style-type: none"> <li>• Agenda and minutes from attendance meetings</li> <li>• Improvement in attendance compared to last year</li> <li>• Increase in the number of families that are invited to award ceremonies.</li> </ul>

<b>Goal Number 3</b>	
<b>Goal</b>	<p><b>Describe your goal.</b></p> <p>To extend teachers use of goal setting collaboratively with students to improve student achievement</p>
<b>Measurable Objective</b>	<p><b>Set the measurable target that will define whether you have met your goal.</b></p> <p>By June 2010 all students will have goal setting binders with goals in all subject areas.</p>
<b>Action Plan</b>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>• Ongoing goal setting PD with network</li> <li>• Scheduling time for teachers to look at student goals and plan instruction based student goals.</li> <li>• Creating collaborative teams who study goal setting</li> <li>• Team meetings will focus on looking at student work to inform instruction.</li> <li>• Revise our school schedule to maximize meeting time for our teachers.</li> </ul>
<b>Evidence</b>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ul style="list-style-type: none"> <li>• Students articulating their goal setting process</li> <li>• Students goal setting binder</li> <li>• Teacher lesson plans that reflect the different needs of students</li> <li>• Work will be documented on meeting minutes</li> </ul>

<b>Goal Number 4</b>	
<b>Goal</b>	<b>Describe your goal.</b> To improve teacher practice around guided reading to improve literacy development.
<b>Measurable Objective</b>	<b>Set the measurable target that will define whether you have met your goal.</b> By June 2010 K- 1 teachers will have implemented Guided Reading in order to support and identify student needs in literacy.
<b>Action Plan</b>	<b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b> <ul style="list-style-type: none"> <li>▪ Hire full time staff developer</li> <li>▪ Create lunch and learn schedule</li> <li>• Create schedule for staff developer to work 1:1 with K-1 teachers</li> <li>• Use Network Support Team to assist in professional development and modeling best practices.</li> </ul>
<b>Evidence</b>	<b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b> <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Running Records</li> <li>• Conference notes</li> <li>• Fountas and Pinnel benchmark assessment results</li> </ul>

**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):** Parent Involvement

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve family involvement in order to grow student achievement</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Hiring full time Community Assistant</li> <li>• Creating Parent University</li> <li>• Mandatory parent orientation</li> <li>• Increased written communication with parents</li> <li>• Parent needs survey regarding workshops that they are interested in</li> <li>• Increased parent activities</li> <li>• Creation of monthly school calendar</li> <li>• Scheduling workshops in the morning and evening</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>▪ Hired full time Community Assistant</li> <li>▪ Partnered with New York Psychotherapy and Counseling Center to offer parents assistance with mental issues</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Parent university agendas</li> <li>• Improvement in student attendance</li> <li>• Improvement in student assessment scores</li> <li>• Parent need surveys</li> <li>• Parent responses on Learning Environment Survey</li> <li>• Parent university attendance sheets</li> </ul>

**Please look at our goals above; We outlined the action plan for every goal.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	3	0	0	0
1	10	12	N/A	N/A	5	0	0	0
2	12	14	N/A	N/A	4	0	0	0
3	16	15	N/A	N/A	0	0	0	0
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	Imagine It Intervention and Foundations in small groups during the day. Reading Recovery is done in grade 1, on a one-to-one basis. Grade 3 uses Coach practice materials. We have an After school program for all students and a Saturday Academy for 3 <sup>rd</sup> grade.
<b>Mathematics:</b>	Analysis of Acuity; analysis of state predictive exam. Both support differentiated instruction done in small groups during the day, after school and during Saturday Academy.
<b>Science:</b>	
<b>Social Studies:</b>	
<b>At-risk Services Provided by the Guidance Counselor:</b>	One-to-one counseling, small group counseling and tutoring. Social emotional development strategies, play therapy, focus building and academic assistance with penmanship, phonics, sentence structure, developing ideas and expanding language. Skills are behavior modification. Sometimes homework help/completion. Services are provided to student during the school day.
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	

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

*NCLB/SED requirement for all schools*

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

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The Brighter Choice Community School (PS 627) is a Pre-K - 3 Elementary School located at Bedford-Stuyvesant area in Brooklyn. It is a new school and is in a culturally and linguistically diverse neighborhood. The school has a population of 112 students of which 50% are males and 50% are females. The students' ethnicity is 68% Black and 27% Hispanics, 2% white, 2% American Indian, and 1% multi-racial. The Home Language survey indicates that one family speaks Niger-Congo, and one speaks Haitian Creole. Of the 112 students, only six (6) are English Language Learners (ELLs) who all Spanish-speaking but came from different countries of Puerto Rico, El Salvador and Mexico. Of the six (6) ELLs, one (1) student is in Kindergarten, one (1) in first grade, one (1) in second grade, and three (3) in third grade.

In compliance with the CR Part 154 and Parental choice, the school provides the ESL instruction across content areas in Science, Math, and Social Studies. Aside from the classroom teachers who regularly provide instruction in literacy and math, the ESL teacher differentiates her instruction using ESL strategies to meet their needs and to ensure that they get that quality academic instruction in the class. They are given the rights to express themselves in their native language especially those newcomers. Although bilingual books and dictionaries are made available to the ELLs, the teacher who is fully ESL certified, uses 100% English instruction in the class. Students are allowed to speak in their native language with the teachers and classmates in both social and academic setting as they transition themselves to develop English proficiency. The ESL teacher works with the ELLs two days a week (Mon., Tue.)

However, she is making sure, they'll receive the ESL service mandated number of minutes very close to 360 minutes for beginners and intermediate and 180 minutes for advance level. They also receive at least 180 minutes time of ELA in the classroom.

In addition to the Literacy and Math instruction received in the class, students including ELLs, benefit from the After-School program; the C.H.O.I.C.E. curriculum which is a character/value education development program, and Reading Recovery Program. The school also scheduled 30 minutes, three days a week (Mon. Wed. Fri.) for students in all grade levels to participate in a Community Circle, a community building time for all students.

In preparation for the statewide tests in ELA and Math, the school intensifies Academic Intervention Services (AIS) ELLs and for students whose performances are below grade levels. Saturday Academy is also set and will be offered starting November for students in grade 3. Also, Professional Developments on ESL teaching strategies and best practices are also provided for teachers to help them differentiate instruction not only to children with limited English proficiency but for all level 1's and 2'.

**Part B: CR Part 154 (A-6) Bilingual/ESL Program Description**

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Type of Program:  Bilingual  ESL  Both      Number of LEP (ELL) Students Served in 2009-2010: 6  
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc).  
Program planning and management description, to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate

instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates and use of data to improve instruction.:

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELL's participation in those programs. Briefly describe supplemental programs for ELLs (i.e. AIS, Saturday Academies).

- a. Brief program Description. Brighter Choice Community School offers ESL Program under the NCLB Act. It serves six (6) students from K to 3<sup>rd</sup> grade. Based on the Home Language Survey Identification (HLIS) forms, the child were tested with the Language Assessment Battery-Revised (LAB-R) to determine eligibility for the ESL Program upon parents' option. The LAB-R score tells the child's language proficiency level for the newly admitted LEP students and NYSESLAT scores tell whether the child will have continued entitlement for the ESL program or tested out. The NYSESLAT and LAB-R scores showed that three (3) students are beginners and three (3) are in the intermediate level. Therefore, phonics, basic language patterns, TPR, group readings, and explicit teachings using graphic organizers and pictures, audio-visual teaching have to be in place to move these ELLs to the next proficiency level of language acquisition. For students who are newcomers, the ESL teachers started her instruction with Letter-sound association and basic reading strategies to help them decode basic sight words. The ESL provider attends study groups, PD's for ELLs to learn some research-based instructional strategies in teaching ELLs. The ESL Program uses both the push-in and pull-out model. Parents are told of program options for their children but choose ESL. The ESL teacher works collaboratively with the classroom teachers of ELLs through discussions, congruence/articulation sheets in order to align her instruction with them.
- b. Number of Classes: English Language Learners are grouped according to the grade and proficiency level (K/1 Beginners, 2/3 (Beginners/Intermediate, and 1-3<sup>rd</sup> (Beginners-newcomers) to make sure that they receive instruction according to their needs. The ESL teacher pushes-in and pull-out group of students for academic instruction in literacy and content areas. .
- c. Language of Instruction: English is the language of instruction used in delivering instruction to the ELLs. There are available bilingual books and dictionaries that students could use but classroom activities in listening, reading and writing are all provided in English. The teacher requires them to speak and write in English.
- d. Instructional Strategies, Activities and Programs.

B. Extracurricular. Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

The ESL program in PS 627 offers a nurturing environment that opens the door to ELL parents who are the school's partner in building a learning community. for We have our ELA, Special Education teachers: self contained and push in/pull out and our dually certified in social studies and special education that work closely with the ELL students in differentiated instruction to meet there required needs. We are also in the process in hiring an ELL teacher for Push in/ push out services.

Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy. We have a Parent Association Committee and a SLT committee. ELL students and their parents are invited to participation.

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

The school conducted an Orientation session for all parents and students at beginning of the school year. Our ELL parents and students are invited to attend and participate.

IV. Staff Development (2007-2008 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

All of our teacher attend the ISC professional trainings. We attend the staff development at our ISC, Atlas, C-Pas College Knowledge, In house grade level team PD, Grade level team leaders PD.

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

We have a guidance counselor, Parent coordinator, A school aide per grade level, Special Education push in/ pull out teacher, a Physiologist, a College Counselor and a Dean of Studies.

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program. N/A

## ADDITIONAL LANGUAGES

Acholi (ACH)	Garifuna (CAB)	Mandinka (MNK)	Sotho-Southern (SOT)
Adangme (ADA)	Georgian (KAT)	Marathi (MAR)	Sukuma (SUK)
Afrikaans (AFR)	German (GER)	Mende (MEN)	Swahili (SWH)
Akan (AKA)	Guarani (GUG)	Mohawk (MOH)	Swedish (SWE)
Algonquin (ALQ)	Gujarati (GUJ)	Ndebele (NDE)	Tajiki (TGK)
Amharic (AMH)	Hausa (HAU)	Nyanja (NYA)	Tamil (TAM)
Arabic (ARB)	Hebrew (HEB)	Oneida (ONE)	Telugu (TEL)
Arawak (ARW)	Hindi (HIN)	Papiamento (PAP)	Thai (THA)
Assamese (ASM)	Hungarian (HUN)	Pashto (PST)	Tigre (TIG)
Aymara (AYC)	Ibo (IBO)	Romanian (RON)	Tonga (TNZ)
Basque (BAQ)	Icelandic (ISL)	Romansch (ROH)	Turkish (TUR)
Bemba (BEM)	Ilocano (ILO)	Rundi (RUN)	Ukrainian (UKR)
Bengali (BEN)	Indonesian (IND)	Samoan (SMO)	Urdu (URD)
Bhili (BHB)	Kabyle (KAB)	Sanskrit (SAN)	Wolof (WOL)
Brahui (BRH)	Kamba (KAM)	Seneca (SEE)	Yoruba (YOR)
Breton (BRE)	Kashmiri (KAS)	Seri (SEI)	Zulu (ZUL)
Bulgarian (BUL)	Konkani (KNN)	Shan (SHN)	
Cebuan (CEB)	Lao (LAO)	Shona (SNA)	
Cham (CHA)	Latvian (LAV)	Shina (SCL)	
Czech (CES)	Lithuanian (LIT)	Sidamo (SID)	
Danish (DAN)	Macedonian (MKD)	Sindhi (SND)	
Estonian (EST)	Malay (MLY)	Slovak (SLK)	
Ewe (EWE)	Malayalam (MAL)	Slovenian (SLV)	
Finnish (FIN)	Maltese (MLT)	Somali (SOM)	

Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

**Include schedules for three different students in the ESL program (*one each for Beginning, Intermediate and Advanced* English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a bilingual/Dual Language program, also provide three sample schedules (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.**

**STUDENTS SCHEDULE 2010 - ESL**

ESL Program Type:              x   Free-Standing     X   Push-in              X   Pull-out  
 Indicate Proficiency Level:     X   Beginning              X   Intermediate                   Advanced

School District:   16  

School Building: Brighter Choice Community School (P.S. 627)

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:00	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 8:45	<b>2/3 (B/I)</b> Pull-out	<b>2/3 (B/I)</b> Pull-out	YOUNG SCHOLARS ACADEMY	YOUNG SCHOLARS ACADEMY	YOUNG SCHOLARS ACADEMY
<b>2</b>	From: 8:45	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 9:30	<b>2/3 (B/I)</b> Push-in	<b>2/3 (B/I)</b> Push-in	↓	↓	↓
<b>3</b>	From: 9:30	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 10:15	<b>K/1 (B/I)</b> Pull-out	<b>1-3<sup>rd</sup> (B/I)</b>			
<b>4</b>	From: 10:15	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 11:00	PREP	PREP			
<b>5</b>	From: 11:00	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 11:45	LUNCH	LUNCH			
<b>6</b>	From: 11:45	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 12:30	<b>K/1 (B/I)</b> Push-in	<b>K/1 (B/I)</b> Pull-out			
<b>7</b>	From: 12:30	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 1:15	<b>1-3<sup>rd</sup> (B/I)</b> Push-in	<b>K/1 (B/I)</b> Push-in			
<b>8</b>	From: 1:15	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:20	<b>1-3<sup>rd</sup> (B/I)</b>	<b>1-3<sup>rd</sup> (B/I)</b>			

<b>9</b>	From: 2:20 To: 3:35	Subject (Specify)	Subject (Specify) <b>2/3<sup>rd</sup></b> (newcomers)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2007-08 (Bilingual)

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

School District: \_\_\_\_\_

School Building: \_\_\_\_\_

Per iod	Ti m e	Mo nda y	Tue sda y	Wedn esday	Thur sday	Fri da y
<b>1</b>	Fr om :	Subje ct (Spec ify)	Subje ct (Speci fy)	Subject (Specify)	Subjec t (Specif y)	Subj ect (Spe cify)
	To :					
<b>2</b>	Fr om :	Subje ct (Spec ify)	Subje ct (Speci fy)	Subject (Specify)	Subjec t (Specif y)	Subj ect (Spe cify)
	To :					
<b>3</b>	Fr om :	Subje ct (Spec ify)	Subje ct (Speci fy)	Subject (Specify)	Subjec t (Specif y)	Subj ect (Spe cify)
	To :					
<b>4</b>	Fr om :	Subje ct (Spec ify)	Subje ct (Speci fy)	Subject (Specify)	Subjec t (Specif y)	Subj ect (Spe cify)
	To :					

<b>5</b>	From :	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To :					
<b>6</b>	From :	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To :					
<b>7</b>	From :	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To :					
<b>8</b>	From :	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To :					
<b>9</b>	From :	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To :					

**Form TIII – A (1) (a)**

Grade Level(s) \_\_\_\_\_ Number of Students to be served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

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

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**Form TIII – A (1) (b)**

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

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

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

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

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

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

---

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

**We have two full time staff members that are bilingual. They both speak Spanish; Spanish and English are the only languages that parents have expressed that they speak. We send home all documents in both English and Spanish.**

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

#### **Part B: Strategies and Activities**

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

**We submit the school calendar, school newsletter, and class letters to one of our Spanish speaking teachers a week before we send the documents home. Teachers have sufficient time to translate documents.**

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 schedule meetings at times that are convenient for the both the parent and translator. We use all resources that the Department of Education offers.**

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>.

**We have language poster posted through out the school. Parents who visit the school can read the poster in their native language which entitles them to translation services.**

## 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:	\$100,939	\$10,228	\$111,167
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,009		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$102	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$5,047		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$5,005	
6. Enter the anticipated 10% set-aside for Professional Development:	\$10,094		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

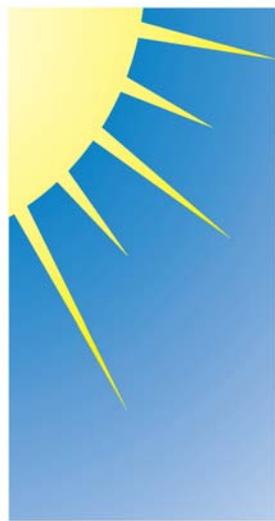
8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school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

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

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

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

use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.



# BRIGHTER CHOICE COMMUNITY SCHOOL

*Every Child. Every Day. College Bound.*

# FAMILY & STUDENT HANDBOOK

# 2009-2010



*Every Child. Every Day. College Bound.*

280 Hart Street, Brooklyn, NY 11206

718.574.2377 or 2378 Fax 718.443.0639

**Fabayo McIntosh, Principal**

Dear Families/Students,

Welcome to the start of a new school year at Brighter Choice. We look forward to a year filled with wonderful learning experiences.

This student handbook will give you and your child a general overview of our school and assist you in the pursuit of success. Please review the content with your child. **The education of children places a responsibility on both the adults and the children. The family is the most important part in a child's life and that is why we urge all families to become active participants in our school community.** We value your partnership in the education of our children. The following is a list of ways you can assist:

- Your child's instructional day begins at 8:00am. Please send your child to school every day early enough to arrive on time. The doors for arrival will open at 7:30am for the students wishing to participate in our breakfast program. Breakfast ends sharply at 7:55am. Students will be dismissed Monday, Wednesday, and Friday at 2:20, Tuesday and Thursday at 3:50 in our auditorium.
- Make sure that your child has the best school attendance possible by keeping him/her home only for the following reasons: serious illness, medical appointment, court appearance, and other legally accepted reasons.
- *Please* make sure that you *inform the school of any changes in your phone number and emergency contact at all times.* **Guardians are held liable in the event of an emergency if they cannot be reached.**
- Be sure your child comes to school each day with all necessary school supplies; homework, books, pencils, etc.
- Sign ALL homework.

- Attend Family Orientation Night, (mandatory) Parent Association Meetings and Teacher conferences in November and in March to meet the teachers and discuss your child's progress. We also encourage you to join the School Leadership Team and parent Association.
- If you are asked to come to school to meet with teachers or other school officials, please come when scheduled, and at the time of the appointment. If you are unable to keep the appointment, please call the school at (718) 574 2377.
- Review your child's' homework, quizzes and test papers to check on progress. If you have concerns about the work or the grades, make an appointment to speak with the teacher or our Guidance Counselor, Ms. Zahara.

### **DRESS CODE**

Students are required to wear the school uniform daily. **Students who arrive out of uniform will have to wear clothing provided by the school. Please make every effort to ensure that your child is well groomed and prepared.**

- Brighter Choice Community School uniform shirt
- Khaki Bottom (pants or skirt)
- Dark Socks or Stockings
- Dark shoes with Hard Bottoms (No Sneakers)

### **DRESS DOWN FRIDAYS**

Dress down Fridays are an earned privilege and reward, they are not granted to all students. A yellow card is sent home on Thursdays granting permission for non-uniform dress on the very next Friday **only**.

These cards are granted based upon the following:

- 100% attendance Mon – Thurs.
- Acceptable conduct and behavior Mon – Thurs.
- 100% uniform compliance Mon – Thurs.

Students are acknowledged for being in school each day fully prepared with a learning attitude.

### **WHAT DOES NOT BELONG IN SCHOOL**

Students who bring any of the following, or similar, items to school will have these confiscated and will be returned only when the parent/guardian comes to school.

- Electronic games
- Walkman
- Radios
- Headphones
- Cellular Phone
- Toys
- Sports equipment
- Laser Pointers
- Beepers/Pagers

Jewelry and expensive coats/jackets are not to be brought to school. **If they are damaged, misplaced or lost, the school will not be held responsible.**

### ATTENDANCE AND PUNCTUALITY

Regular attendance is necessary for success in school. A hundred percent (100%) attendance is the goal of every student at the Brighter Choice community. If there must be an absence due to medical appointment, court appearances or death in the family, there must be a letter on file explaining the reason for the absence, date of absence, and the parent/guardian's signature (on any note that is not from a doctor.) If you must schedule a medical appointment during the school day, afternoons are preferable. The student should be sent to school either before or after the scheduled appointment.

### BOOK-BAGS

Upon arrival, students will be asked to take out all materials for instruction from their book-bags and place them on their table or cubbies. Book-bags and outer clothing will be stored in the closet. This will minimize interruptions and time taken from instruction. **Please check your child's book-bag daily for school correspondence.**

### HOMEWORK

Homework is an integral part of your school life and is a major consideration when a teacher evaluates a student's overall performance. Generally, students who do their homework assignments regularly have a greater understanding and appreciation of the subject. Homework will be considered as part of your report card grade. Your homework is an important part of each lesson, whether as an introduction to a new topic or as a review of the previous day's work. If you are absent, it is your responsibility to make up all assignments. **Teachers will give homework every night.** Homework is collected by your child's teacher the following day. **Remember, homework counts!**

- Ask a family member to look over your work every night.
- **Homework MUST be signed by an adult.**
- Assign a definite time each day for study at home.
- Have a definite place at home to study, with all necessary books, and materials available.
- Keep a list of assignments in a folder.
- Utilize library facilities in your neighborhood.
- **Be proud of the work your child has done!**

Reading at home or in school should be done for enjoyment. Family members who read to or who read with their children will ensure an appreciation for literature, a well-rounded vocabulary and eventually higher grades. All students should obtain public library cards. We provide libraries in each classroom with different reading levels and genres, as well as access to the school library.

## CLASSROOM BEHAVIOR

Students are expected to be in class on time, and to demonstrate courteous behavior so that each individual's rights are respected and everyone can learn in an orderly environment. Teachers will discuss and review classroom rules at the beginning of the school year, and will continue to implement them throughout the year. **It is expected that children will not engage in violent behaviors. Brighter Choice has adopted a NO TOLERANCE policy for fighting. Students will be suspended and otherwise penalized for fighting.**

## CAFETERIA BEHAVIOR

The same level of respectful behavior shown in the classroom is expected in the cafeteria. Students are expected to follow directions the first time they are given.

For example:

- Sit at assigned seats
- Walk to and from the cafeteria table (to avoid accidents.)
- Remain in the cafeteria during lunch.
- Only leave the cafeteria with permission.
- Keep your area clean, no throwing of food or trash.
- If you need to use the bathroom, you must ask permission from the person in charge.

Practice cafeteria behavior at home.

## FOOD PROGRAMS

Brighter Choice Community School has a breakfast and lunch program that is available to all students. The cost of the meals is based on income. The breakfast program begins at 7:30am. Students are admitted to the breakfast program between 7:30am and 7:50am through the entrance on Hart Street and Marcus Garvey. **Students are not permitted to enter the breakfast program after 8:00am.**

## EMERGENCY CONTACT CARDS

At the beginning of the school year every child receives an emergency contact card/form, which is brought home for completion by the parent/guardian. This blue card must be filled out entirely and **returned to school immediately**. The information on the blue card must be accurate and is to be updated by the parent/guardian as necessary. Inform the school of any changes. All information on the card is needed in case of a medical or other type of emergency. To ensure our reaching an emergency contact we need a minimum of three (3) individuals with the following information; names, addresses, working telephone numbers and their relationship to the student.

## STUDENTS LEAVING EARLY FROM SCHOOL

Students are permitted to leave school early only if a parent/guardian or a designated person listed on the blue emergency card (see above), **comes to the school in person and signs** the student out of the building in the **main office**. This is done for safety and security reasons. Anyone picking up a student must have proper identification. **There will be no exceptions made to this policy!**

## **SECTION 504**

Any general education student who is on long term medication or needs treatment in school, may obtain an “Authorization Form Section 504 Services” from the guidance counselor, Ms. Zahara. The school is not authorized to give medication without this form.

## **VISITORS TO THE BUILDING**

To meet with a teacher or other school official, family members should arrange appointments before coming to the school. Without an appointment you may not be able to see a teacher or other school staff. **Teachers cannot be seen when they are teaching classes.** All visitors must enter the building through the main entrance and report to the School Safety Officer’s desk in the lobby to sign in and show proper identification.

## **REPORT CARDS**

Report Cards are issued four times a year. **They are to be signed by a parent and returned to the homeroom teacher.** This does not mean that the parents/guardian approve or disapprove of the report card, but that they have seen it. Remember each marking period counts. Daily attendance and completion of homework will increase your chance of achieving academic excellence. The final grade is cumulative and based on all four marking periods, and attendance. We will also be issuing behavior reports to each parent every month.

## **PARENT-TEACHER CONFERENCES**

Twice a year all New York city schools have Parent-Teacher conferences. On these two days students are dismissed early. Parent-Teacher conferences are held in the afternoon and evening. These conferences take place in November and March. Families are notified of the time and dates by letters set home with the students (check book bag for these.) Family members should make every effort to attend these conferences. Report cards will not be given to students. They need to be picked up and signed by parent/guardian. No appointment is necessary for these two scheduled conferences is recorded on the student’s cumulative record. At all other times parent/guardians wishing to meet with teachers should schedule appointments in advance.

## **GENERAL SCHOOL RULES**

- Students are required to carry a pass when leaving the classroom.

- Students are not permitted to bring electronic games, toys, ipods, sports equipment, radios, headphones, beepers, pagers, or cellular phones. These will be confiscated and will only be returned to the parent.
- Excellent attendance, punctuality, effort, and respect are required for success.
- School uniforms are required for all students, in accordance with resolutions adopted by our Parent Teacher Association and the School Leadership Team.
- The nurse's office is for students who are too ill to attend class. A pass from the classroom teacher must be obtained before going to the nurse's office.
- If a student is too ill to remain in school, a parent/guardian will be expected to pick him/her up. The student must be officially signed out at the main Office. All school personnel have been trained to obtain strict proof of identification before releasing the child.
- Student involved in a fight face the consequences of disciplinary action, and a possible suspension.
- Profanity or disrespect toward staff or student body will not be tolerated!
- Any threat, physical or verbal, to a student, staff member, or guest will result in disciplinary action and /or suspension.

Make sure you are on time (before 8:00am) if the student is not in school at the beginning of class, the student is late. Lateness interrupts learning. Every student who arrives late needs to obtain a late pass at the main office. If the student is excessively late, parents/guardian will be called to meet with school's officials. **Remember! Absenteeism and lateness can be considered as educational negligence.**

### **STUDENT CODE OF BEHAVIOR**

The school is a place of learning: therefore, there must be an atmosphere based on mutual respect. All students should demonstrate a desire to get the best education possible. We expect students to adhere to the following behavior code:

- Be courteous
- Respect the property, rights and feelings of others
- Respect school property
- Avoid confrontations, fighting and profanity

### **FIRE DRILLS**

Fire drills are required as a matter of law and for the safety of everyone. Students must observe absolute silence from the first drill signal sound until either the gong signal is rung or you are informed by school personnel, the drill is over. Follow all school personnel's instructions quickly and quietly. Inappropriate behavior exhibited during fire drills may have disciplinary consequences.

### **WEAPONS, CHANCELLOR'S REGULATION**

No weapons can be carried by students. This includes knives, switchblades, razor blades, box cutters, chukka sticks, spiked belts, bracelet chains, or firecrackers. A superintendent suspension is an automatic penalty for any student found in possession of any of these items. City law states that possession of large knives and sharp pointed instruments is a menace. A person is subject to arrest if found in possession of such objects.

### **PARENT/TEACHER COMMUNICATION**

In an effort to develop a strong parent/teacher relationship, every teacher at Brighter Choice Community School will be reaching out to several parents on a daily basis. Some of the methods of outreach will take place in the form of phone calls, notes, face to face interactions as well as through emails. If you would like to communicate with your child's teacher via email please provide your email to the teacher. **Teachers will also prepare a weekly newsletter which they will distribute on Mondays and a behavior progress report which they will distribute at the end of every month.** In addition to this, you will **also receive a monthly newsletter from the Principal on the last day of every month.** We encourage you to develop a system such as creating a binder which will allow you to keep all newsletters in order to refer back to them.

### **CHOICE EDUCATION CURRICULUM**

At Brighter Choice Community School we have developed a rigorous character education program. The core values of this curriculum are the foundation of Brighter Choice and are deeply embedded in everything that we do. The following is a description of our **C.H.O.I.C.E** acronym;

**C- CONTROL MY ACTIONS**

**H- HONOR MYSELF, ANCESTORS, PARENTS AND TEACHERS**

**O- OBEY ALL SCHOOL RULES**

**I- INTEGRITY OF CHARACTER**

**C- CONTRIBUTE POSITIVELY TO MY COMMUNITY**

**E- EXCELLENCE IS THE ONLY WAY**

**Please read and review this manual with your child. Help him/her follow the school rules. We know that with your cooperation our children will obtain success in school.**

### **FAMILY – SCHOOL COVENANT**

<b>STUDENTS AGREE TO:</b>	<b>PARENTS AGREE TO:</b>	<b>TEACHERS AGREE TO:</b>
<ul style="list-style-type: none"><li>• Make the school a safe and orderly environment so that my classmates and I can succeed academically and personally.</li></ul>	<ul style="list-style-type: none"><li>• Make the school a safe and orderly environment so that my child and his/her classmates can succeed academically and personally.</li></ul>	<ul style="list-style-type: none"><li>• Make the school a safe and orderly environment so that all of my students can succeed academically and personally.</li></ul>
<ul style="list-style-type: none"><li>• Arrive at school on time, attend classes prepared to work and learn, and ask questions when I do not understand what is taught or what is expected of me.</li></ul>	<ul style="list-style-type: none"><li>• Make sure my child arrives at school on time and attends all of his/her classes prepared to work and learn.</li></ul>	<ul style="list-style-type: none"><li>• Arrive at school on time and prepared to teach</li></ul>
<ul style="list-style-type: none"><li>• Complete homework assignments thoughtfully, carefully and on time.</li></ul>	<ul style="list-style-type: none"><li>• Monitor my child's homework every night to ensure that it is completed thoughtfully carefully, and on time.</li></ul>	<ul style="list-style-type: none"><li>• Develop lessons that reflect passion for and knowledge of my subject, assign work that is challenging, and engaging and assess</li></ul>

		student progress thoughtfully, fairly, and regularly.
<ul style="list-style-type: none"> <li>• Be respectful of and courteous to my classmates and teachers and abide by the guidelines in the student code of conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in school activities and in my child's education, communicate respectfully and regularly with my child's teachers and abide by the guidelines in the Student &amp; Family Handbook.</li> </ul>	<ul style="list-style-type: none"> <li>• Form meaningful and positive relationships with my students, communicate respectfully, and regularly with my students, parents or guardians, and collaborate with my colleagues.</li> </ul>
<ul style="list-style-type: none"> <li>• Be held accountable for my actions and accept responsibility for making BCCS a success.</li> </ul>	<ul style="list-style-type: none"> <li>• Be held accountable for my actions and accept responsibility for making BCCS a success.</li> </ul>	<ul style="list-style-type: none"> <li>• Be held accountable for my actions and accept responsibility for making BCCS a success.</li> </ul>

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

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

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

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.
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.
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.

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

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

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

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

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

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

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

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

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

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

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

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

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

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?

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

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**1B. Mathematics**

**Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections,

and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

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

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

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

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

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?

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

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

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?

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.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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.

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

Applicable    Not Applicable

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

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

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## **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

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

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.

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

Applicable  Not Applicable

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

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

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

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

Please respond to the following questions for Key Finding 4:

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

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

Applicable  Not Applicable

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

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

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

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

Please respond to the following questions for Key Finding 5:

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

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

Applicable    Not Applicable

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

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

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

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers,

and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

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?

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

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

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

Please respond to the following questions for Key Finding 7:

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

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?

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

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

15 students currently live in temporary housing.

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

We are very accommodating to our families in temporary housing. We provide students with shoes, uniform pants , and uniform shirts. All shelter students meet with

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.