



**MIDDLE SCHOOL 44
2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 03M044
ADDRESS: 100 WEST 77TH STREET
TELEPHONE: 917-441-1163
FAX: 212-501-0912**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 03M044 SCHOOL NAME: Middle School 44

SCHOOL ADDRESS: 100 West 77th Street, NY, NY 10024

SCHOOL TELEPHONE: 917-441-1163 FAX: 212-501-0912

SCHOOL CONTACT PERSON: Liza Ortiz EMAIL ADDRESS: Lortiz19@schools.nyc.gov

| <u>POSITION/TITLE</u> | <u>PRINT/TYPE NAME</u> |
|---|-------------------------------|
| SCHOOL LEADERSHIP TEAM CHAIRPERSON: | <u>Turkisha Knox</u> |
| PRINCIPAL: | <u>Liza Ortiz</u> |
| UFT CHAPTER LEADER: | <u>Renee Dunn-Knowings</u> |
| PARENTS' ASSOCIATION PRESIDENT: | <u>Turkisha Knox</u> |
| STUDENT REPRESENTATIVE: <i>(Required for high schools)</i> | <u>N/A</u> |

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 03 SSO NAME: Leadership

SSO NETWORK LEADER: Lawrence Block

SUPERINTENDENT: Dr. Roser Salavert

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 |
|-----------------------------|--|-----------|
| Liza Ortiz | *Principal or Designee | |
| Renee- Dunn-Knowings | *UFT Chapter Chairperson or Designee | |
| Turkisha Knox | *PA/PTA President or Designated Co-President | |
| Charles Smith | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| Renee Bryant | DC 37 Representative, if applicable | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Ratza Then | CBO Representative, if applicable | |
| Hope Friend | Member/ | |
| Robert Grippo | Member/ | |
| Deborah Harris | Member/ | |
| Charles Smith | Member/ | |
| Rhonda Miller | Member/ | |

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

MS 44 is unique. The school prides itself on accepting all students from diverse learning and socio-economic backgrounds. Our philosophy is that all children can learn and be able to function as productive members of society. Each teacher believes in accepting each child holistically. This means our staff members spend time getting to know our students in order to better support them academically. Understanding student interests allows us to develop a curriculum that is both rigorous and engaging. The staff members truly believe in collegiality. We have an open door policy whereby teachers and parents can observe pedagogy and content.

Special Education students make up 33% of the Middle School 44 population, and more than 50% of its students are identified as being "at risk". Thus, the school pays particular attention to meeting the needs of these students. Content area teachers and special education teachers collaborate in all English language arts and Math professional development and curriculum planning to make sure that these students are enabled to improve their performance and progress. The inquiry team decided to focus their research on improving the English language arts scores of "at risk" students. The team has been monitoring the impact of their strategies and the next steps will be to plan how to extend successful strategies across the curriculum.

We have developed the ability to use data effectively to understand how well each student and each group of students are progressing, and teachers are beginning to be more confident in their use of the data to inform their practice. They use it to set goals and share these goals with the students, although most students are not currently involved in setting goals for themselves. Teachers collaborate to plan instruction and share good practice. A current focus is on improving the consistency of teachers' assessments of student work as measured against curriculum standards. The school is extending the workshop approach it uses in English language arts and math to science and social studies. This approach supports teachers' endeavors to differentiate instruction and makes lessons more consistent across the grade. Students are most often on task and involved in their learning, but not all teachers are equally skilled at meeting their varying needs.

We have made good progress since the last quality review. We received a "proficient" rating. This past year we scored a letter "A" on the 2008-2009 progress report. Data is now collated on a spreadsheet which makes it easier to use to monitor progress and to inform next steps. Student portfolios have been further developed to strengthen school-based assessments. A professional development team has been established to ensure that professional development is aligned to the school's priorities. Regularly scheduled common planning time has increased teachers' opportunities to plan together and share good practice. Teachers visit each other's classrooms and learn from one another as well as participating in the school's planned program. As a result, both experienced and new teachers are well supported by a good range of professional development.

The principal leads by example and is energetic and determined in her efforts to ensure that all the students improve their progress and levels of achievement. The whole school community shares her commitment to improvement, and is working to further define and clarify its vision for the future.

For the past two years we have focused on developing systems and structures to better support the teaching and learning at Middle School 44. Teachers work with their content specialist to develop rich courses that integrate differentiated instruction and continuous assessments to determine the needs of the students and guide small group instruction. The process of understanding the informal and formal assessments has supported the teachers in making strategic decisions in lesson planning and implementation. Another strategic process upon which we

pride ourselves is the development of student and class intervention plans. As a staff, we assess our students academically and emotionally. We strive to make our school a nurturing, inviting, and comfortable place to teach and to learn. A primary goal is to maintain a safe, positive, orderly and productive learning environment. We offer Standard-Based curricula and an integrated approach to learning, which integrates Social Studies and our ELA curriculum. Moreover, real life/hands-on experiences are incorporated into our Math curriculum.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|---|------------------|---------------|--------|----------------------------|--------|--|--|
| School Name: | Middle School 44 | | | | | | |
| District: | 3 | DBN #: | 03m044 | School BEDS Code #: | 03m044 | | |

| DEMOGRAPHICS | | | | | | | | | |
|---|---------------------------------------|----------------------------|-----------------------------|---|-----------------------------|-----------------------------------|----------------------------|----------------------------|---------------------------------------|
| Grades Served in 2008-09: | <input type="checkbox"/> Pre-K | <input type="checkbox"/> K | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input checked="" type="checkbox"/> 7 |
| | <input checked="" type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | <input type="checkbox"/> Ungraded | | | |
| 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 | | | | | 86.0 | 86.9 | 89.0 | | |
| Kindergarten | | | | | | | | | |
| Grade 1 | | | | Student Stability: % of Enrollment | | | | | |
| Grade 2 | | | | (As of June 30) | 2006-07 | 2007-08 | 2008-09 | | |
| Grade 3 | | | | | 94.4 | 90.3 | | | |
| Grade 4 | | | | | | | | | |
| Grade 5 | | | | Poverty Rate: % of Enrollment | | | | | |
| Grade 6 | 106 | 119 | 65 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | |
| Grade 7 | 190 | 98 | 112 | | 76.4 | 60.4 | 62.2 | | |
| Grade 8 | 197 | 179 | 103 | | | | | | |
| Grade 9 | | | | Students in Temporary Housing: Total Number | | | | | |
| Grade 10 | | | | (As of June 30) | 2006-07 | 2007-08 | 2008-09 | | |
| Grade 11 | | | | | 6 | 11 | 13 | | |
| Grade 12 | | | | | | | | | |
| Ungraded | 8 | 7 | 6 | Recent Immigrants: Total Number | | | | | |
| | | | | (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | |
| Total | 501 | 403 | 286 | | 5 | 5 | 3 | | |
| 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 | | |
| Number in Self-Contained Classes | 34 | 33 | 31 | Principal Suspensions | 167 | 120 | 27 | | |
| No. in Collaborative Team Teaching (CTT) Classes | 16 | 32 | 30 | Superintendent Suspensions | 79 | 66 | 25 | | |
| Number all others | 63 | 43 | 30 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | | | | | | |

| DEMOGRAPHICS | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Special High School Programs: Total Number | | | |
| (As of October 31) | | | | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | CTE Program Participants | N/A | N/A | N/A |
| # in Trans. Bilingual Classes | 0 | 0 | 0 | Early College HS Participants | N/A | N/A | N/A |
| # in Dual Lang. Programs | 0 | 0 | 0 | | | | |
| # receiving ESL services only | 28 | 21 | 21 | Number of Staff: Includes all full-time staff | | | |
| # ELLs with IEPs | 1 | 12 | 4 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Teachers | 40 | 42 | 36 |
| Overage Students: # entering students overage for grade | | | | Number of Administrators and Other Professionals | 8 | 14 | 13 |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | Number of Educational Paraprofessionals | N/A | 3 | 3 |
| | 6 | 7 | 2 | | | | |
| | | | | Teacher Qualifications: | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | % fully licensed & permanently assigned to this school | 100 | 100 | 97.2 |
| American Indian or Alaska Native | 0.2 | 0.5 | 0 | Percent more than two years teaching in this school | 55.0 | 52.4 | 69.4 |
| Black or African American | 63.9 | 58.3 | 64.7 | Percent more than five years teaching anywhere | 50.0 | 52.4 | 69.4 |
| Hispanic or Latino | 32.9 | 36.5 | 30.8 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 0.8 | 1.2 | 0.3 | Percent Masters Degree or higher | 60.0 | 57.0 | 75.0 |
| White | 2.2 | 3.5 | 3.5 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 94.8 | 75.3 | 90.8 |
| Multi-racial | 0 | 0 | 0 | | | | |
| Male | 55.1 | 59.3 | 57.7 | | | | |
| Female | 44.9 | 40.7 | 42.3 | | | | |

| 2008-09 TITLE I STATUS | | | | |
|--|---|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | <input checked="" type="checkbox"/> Title I Targeted Assistance | <input type="checkbox"/> Non-Title I | | |
| Years the School Received Title I Part A Funding: | <input checked="" type="checkbox"/> 2006-07 | <input checked="" type="checkbox"/> 2007-08 | <input checked="" type="checkbox"/> 2008-09 | <input checked="" type="checkbox"/> 2009-10 |

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | |
|---|---|--|--|
| SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/> | | If yes, area(s) of SURR identification: | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | | | |
| <input type="checkbox"/> In Good Standing | <input type="checkbox"/> Improvement – Year 1 | <input type="checkbox"/> Improvement – Year 2 | |
| <input type="checkbox"/> Corrective Action – Year 1 | <input type="checkbox"/> Corrective Action – Year 2 | <input checked="" type="checkbox"/> Restructured – Year advanced | |
| * = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12. | | | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| Individual Subject/Area Ratings | Elementary/Middle Level | | | Secondary Level | | |
|---------------------------------|-------------------------|--|--|-----------------|--|--|
| | ELA: | | | ELA: | | |
| | Math: | | | Math: | | |
| | Science: | | | Grad. Rate: | | |

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

| Student Groups | Elementary/Middle Level | | | Secondary Level | | |
|--|-------------------------|------------|------------|-----------------|------|------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate |
| All Students | √ | √ | √ | | | |
| Ethnicity | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Black or African American | √ | √ | √ | | | |
| Hispanic or Latino | √ | √ | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | | | |
| White | - | - | - | | | |
| Multiracial | - | - | - | | | |
| Other Groups | | | | | | |
| Students with Disabilities | √ | √ | | | | |
| Limited English Proficient | - | - | | | | |
| Economically Disadvantaged | √ | √ | | | | |
| Student groups making AYP in each subject | 5 out of 5 | 5 out of 5 | 1 out of 1 | | | |

Key: AYP Status

| | | | | | |
|-----------------|-----------------------------------|---|---|----|---|
| √ | Made AYP | X | Did Not Make AYP | X* | Did Not Make AYP Due to Participation Rate Only |
| √ ^{SH} | Made AYP Using Safe Harbor Target | - | Insufficient Number of Students to Determine AYP Status | | |

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2008-09 | | Quality Review Results – 2008-09 | |
|--|------|--|-----|
| Overall Letter Grade | A | Overall Evaluation: | N/A |
| Overall Score | n/a | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment (Comprises 15% of the Overall Score) | 6.8 | Quality Statement 2: Plan and Set Goals | |
| School Performance (Comprises 30% of the Overall Score) | 49.7 | Quality Statement 3: Align Instructional Strategy to Goals | |
| Student Progress (Comprises 55% of the Overall Score) | 66 | Quality Statement 4: Align Capacity Building to Goals | |
| Additional Credit | 8.5 | Quality Statement 5: Monitor and Revise | |

Note: Progress Report grades are not yet 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?
-

Performance Trends:

The overall student progress was 49.7% out of 60%. As compared to our city horizon schools, 39.8 % of the students are proficient in ELA whereas 43.6% of the city horizon students are proficient in ELA. In mathematics 59.6% of our students are proficient whereas 55.8% of the city horizon group's students are proficient. The professional learning team and the data specialist noticed that the current seventh graders, last year's sixth graders, showed little progress in ELA. Many of these current seventh graders were deficient in the skill of inference. In Mathematics, the inquiry team and the data specialist determined that most students were deficient in algebra.

Academically:

We have noticed that for the past two years, there has been a decline in sixth grade scores. This decline may be attributed to a variety of reasons. One reason is the transition from Elementary school to Middle School. Another reason is the departmentalized approach to instruction. In Elementary school, students are under the supervision of one classroom teacher, whereas in middle school the sixth graders receive instruction from five to seven teachers. For these reasons, we decided to reduce class size in the sixth grade and have two teachers in the classroom twice a week during ELA and Math.

We have also noticed the correlation between the state assessments in ELA and Math and the students' class work grades. An alignment of the curriculum and the state assessment has been developed in order to ensure that the students receive standards based lessons that are differentiated to their learning needs.

Attendance:

After carefully assessing the data and attendance, there proved to be a direct correlation between declining reading and math assessments and attendance. Most students who are absent for more than ten percent of the school year or were late more than one third of the school year showed a decline or minimal gains in their assessments or performed poorly in their class work.

Parent involvement:

Many of our parents care about their child's well being and educational progress. However, many are either working or overwhelmed with household obligations, which prevent them from being involved in our school. Their lack of participation, lack of knowledge of curriculum, and lack of understanding of how to support their child from one level to the next has significant correlations to the child's motivation to learn and the students' yearly progress.

Greatest Accomplishments

At Middle School 44, teachers work hard to reflect upon, revise, and modify their teaching practice on a daily basis. Despite the constraints of time, efforts are made for the teachers to meet regularly, approximately three

times a week, in common planning and after-school, in order to understand, revise and reflect on the curriculum and student work. We analyze the data generated, informally and formally, to identify teaching and learning implications. We then develop professional development opportunities to support those implications and make modifications to the curriculum. We support student growth by making sure each student understands their formal and informal assessments, which include their performance goals for the next year's assessments and for their interim goals in ELA or Math. Once the students and teachers have discussed the assessments, the teachers focus on the areas of the core curriculum that have been identified as areas in need of improvement for those students. The AIS team and the ELA teachers have an extensive background in providing academic intervention methods to support those students who are one or more years behind in order to close the achievement gap. As a result of our school's reflective practices, we have eradicated the previous inconsistencies that existed in regard to student learning.

We have developed consistent systems and structures to address student discipline issues and decrease the number of severe infractions taking place during the school year. Academic and pupil personnel meetings take place weekly to discuss the effectiveness of rituals and routines to off-set barriers to student learning. We have also developed a new advisory program which focuses on personal responsibility and study habits.

Each content area has a specific standard base curriculum that is consistent across all grades. Our ELA curriculum has been supported by Accelerated Learning Literacy for the past 3 years, thereby building a solid foundation in the Reading and Writing Workshop. In additions, teachers utilize the 5 step planning cycle, which requires building content knowledge, use of the State Standards to plan teaching points, creation of a rubric, and reflections on first drafts in order to further modify final pieces. This process has enabled us to differentiate our teaching and to reflect on what's going well and what still needs work in each unit of study. Marilyn Burns Educational Consultations has provided professional development for the Math Department for the past three years. The focus has been on increasing small group instructional practices, differentiating instruction, and to producing more writing in mathematics in the form of journal entries.

After more than two years of staff stability we have developed periodic meetings between the administration, coaches, and individual teachers to review student progress and teacher development; weekly professional development meetings to discuss the identified needs of the school and support for the teachers in the building, and time for teachers to meet to discuss content and student behavior. We have instituted regularly planned curriculum planning meetings to understand, reflect, and revise curriculum. We have incorporated student interests into the curriculum, studied student work to support the implications for next steps, scheduled and identified lab-site teachers in each content area who share best practices with their colleagues, and maintained consistencies within school protocol. In addition, we have developed an in-house new teacher mentor program to better support the new teachers in our school. All of the above serve to demonstrate our collegiality and professionalism.

Significant barriers identified by the inquiry team and the professional development team include finding additional time for professional development, high teacher turn-over which does not allow for consistent practice within the school, and the need to provide ongoing and consistent teacher-induction to 25 classroom teachers with fewer than three years of experience. In addition, the school population includes a high percentage of Special Education students, 33% of the total student population. Although our principal and superintendent suspensions decreased by more than 10%, the school was deemed "persistently dangerous" by the New York State Education department for the 2007-2008 school year. The school leadership team is collaborating with community based organizations to ensure that for the 2008-2009 school year we are removed from the persistently dangerous list. Despite these challenges we continue to make progress towards student achievement.

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.

| Smart Goal | Description |
|---|---|
| By June 2010, 25% of the 8th grade students will demonstrate proficiency (levels 3 and 4) in the 8th grade science SED examination from 25%. This percentage rate means that a minimum of 22 of 88, 8th grade students, will meet proficiency | After reviewing the comprehensive report card from the NYS assessments, it was determined that we did make the AYP and would need to make our AYP again- thus causing our school to be a school in good standing in Science |
| By June 2010, 45% of the Students with Disabilities and ELLs in the bottom 1/3 of reading proficiency will show a minimum of one year and ½ growth in reading progress according to Fountas and Pinnell/WRAP text gradient. | After reviewing the comprehensive report card from the NYS assessments, it was determined that we did make the AYP and would need to make our AYP again- thus causing our school to be a school in good standing. |
| By June 2010, 25% of the total student population writing will show a proficiency rating of a level three or more on the standard based math problem solving report rubric. | After reviewing the progress report, last year’s report card grades, and NYSTART, it was deemed necessary to focus on the students’ performance grades with mathematical writing. |
| By June 2010 teachers will develop four varied standard based rubric to improve writing through a four point rubric. | After reviewing the 2008-2009 students’ writing, we decided to focus on developing standard bearing rubric which demonstrate the students ability to attain the standard. |
| By June 2010 the 80% of teachers will participate in the seven professional development seminars focused on looking at student work through different protocols. | Based on 2008-2009’s pre and post individual professional plans, it was collaboratively determined that an emphasis on looking at student work would benefit both the teaching and learning implications. . |

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): Science

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2010, 25% of the 8th grade students will demonstrate proficiency (levels 3 and 4) in the 8th grade science SED examination from 25%. This percentage rate means that a minimum of 22 of 88, 8th grade students, will meet proficiency</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Describe your plan for meeting your goal, including staffing, scheduling, and funding. Use of data:</p> <ul style="list-style-type: none"> • This school has identified a strong relationship with class report card grades and how students do on the state assessment. Our grading policy in science includes the following: tests, homework, classroom participation, and projects, all equally weighted. Please note that our school is using the DOE core curriculum along with prescribed assessment. These guides inform us in regards to gauging student progress and developing instructional strategies. • Teachers will utilized the four components that contribute to science grading to establish students needs, collaboratively set goals for students and gauge student progress on a periodic basis. • Teachers will implement the use of a four point rubric to determine the students understanding of the topic. • Teachers will continue to provide support to the bottom 1/3 students of the class based on the quarterly report card grades. Teachers utilize and update the “At a Glance Sheets” to determine the student instructional needs and methods of how to address them. The “At a Glance Sheets” has the students’ baseline data, the students ELA and Math scores, the unit exams, the students’ midterms, and end term exams. • Periodic unit assessments will identify strength and weaknesses. The teachers will use this data to focus on the specific skills and the content that will need remediation. |

Curriculum and Instruction:

- Teachers implement the science workshop model, which includes a mini-lesson with demonstrations, independent work using the inquiry process, and reflection through a science notebook.
- The teachers will effectively use science literature books to help students become more familiar with non-fiction text and become proficient with inferences, an analysis skill determined to be the focus for all core subjects.
- Teachers will teach content embedded vocabulary to the students. In turn the students will continue to be responsible for the definition and the usage of the science vocabulary that pertains to the unit.
- The Science department will continue to provide after-school enrichment experiences to meet the needs of interested students.
- In addition to the regular use of standard based unit assessments, the science department also administers mock examinations that are aligned to state requirements. These assessment tools assist teachers in analyzing student needs and developing personalized instructional strategies to meet those needs.
- Teachers will use the analysis form the pre-assessment probes to align their lessons to the results of the pre-assessment probes.

Professional Development:

- Teachers receive professional development from several institutions which include Columbia University, Urban Advantage, and NASA.
- Based on the analysis, administration will train teachers on how to set student improvement goals based on grading criteria.
- Teachers receive the professional development from our Support Organization, Leadership. The foci of professional development workshops include developing project based instruction, writing through the content area, examining the exit projects for grade 8, implementing of the new science curriculum, etc.
- Teachers meet five times during the week for common planning. Teachers collaborate about the lessons, deepen their content knowledge and pedagogy, assess and analyze student work.

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| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Use of resources: Scheduling:</p> <ul style="list-style-type: none"> • Teachers dedicate one period of their teaching schedule a week to incorporate science literacy skills and instruction. Students work on inferential thinking skills, determining importance, and other skills that have been identified by the ELA data. • Science teachers are programmed to teach five period of science to each class. Three times a week the students are in the lab. The teachers have common planning three times a week in order to enhance teaching and learning. <p>Funding</p> <ul style="list-style-type: none"> • Contract for Excellence funds two science teachers in four out of the five classes. • Through the middle school initiative funds professional development workshop offered to the staff members. • Fair student funding funds the lap top and carts, which are utilized for virtual labs, independent research, and interactive Smart-boards that bring real world applications to our children |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal. Last year for 8th grade, the June passing rate was 25% on the NYS SED examination. Our intention is to align our pre-assessments to the instruction, then assess our instruction to determine the students mastery of the topic, leading to higher proficiency in science.</p> <p>Interim Indicators:</p> <ul style="list-style-type: none"> • Pre-assessment probes for every unit yields a profile of the student including strengths as well as areas that need further attention. This information is used to develop individual and differentiated plans to address student needs. • School report cards are issued to students on a quarterly basis, representing checkpoints that occur every eight weeks of school. As stated above the report card grades reflect specific criteria that come together in alignment to state testing outcomes. Each of the elements that contribute to the criteria of grades will be used by the teacher to develop goals and next steps for improvement. • Students who fail to earn a minimum of 70% in their class report grade will be offered extra assistance in selected areas of the grading criteria from the teachers and/or participate in extended day. <p>Other evidences:</p> <ul style="list-style-type: none"> • Formal and informal observations from the administration; |

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| | <ul style="list-style-type: none">• Agendas from the science common planning meetings;• Sample student improvement goals based on grading criteria; <p>Evidences by which to verify the achievement of this annual goal:</p> |
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Subject/Area (where relevant): English

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2010, 45% of the Students with Disabilities and ELLs in the bottom 1/3 of reading proficiency will show a minimum of one year and ½ growth in reading progress according to Fountas and Pinnell/WRAP text gradient.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Use of Data:</p> <ul style="list-style-type: none"> • Teachers will collect, record, analyze and document independent reading level on a quarterly basis for each student, class and grade • Teachers will maintain portfolios in all grades throughout the school year. • Teachers and administration will examine the periodic assessment to determine the needs of students in developing reading comprehension skills and strategies. Utilize this information to continually invite students to the extended day to help the student gain a better understanding of the areas of need required to improve reading comprehension. • Teachers will continuously analyze reading and writing to learn from the student’s work. <p>Curriculum and Instruction:</p> <ul style="list-style-type: none"> • Teachers will utilize the balanced literacy and the workshop model approach to effectively teach. • Teachers will utilize writing portfolios which are graded by standard-based rubrics. • Utilize the data from the WRAP assessment to formulate small group instruction to target student needs. • Provide opportunities for students who may need extra support to attend Saturday ELA or portfolio classes. • Teachers will emphasize the need to build reading stamina by increasing independent reading incrementally. • Teachers will use high-level questioning to engage student learning and encourage students to become more thoughtful and reflective when reading and writing. Teachers will engage students in learning by teaching the students the meaning and the purpose of open-ended questions. • The development and maintenance of individual assessment binders which include: <ul style="list-style-type: none"> - Text gradient levels, running records and conferring notes - Rubrics for analyzing student work |

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| | <ul style="list-style-type: none"> - Teacher feedback to identify strengths and weaknesses, and formulate instructional plans • The development and ongoing refinement of a standards-based curriculum map which includes strategies for reading/writing texts during shared and independent reading/writing. • Consistent use of curriculum maps to guide grade instruction as evidenced by classroom visits, student work, and lesson plans. <p>Professional Development:</p> <ul style="list-style-type: none"> • Administration provides further training to teachers on the use of writing rubrics to provide students with feedback as well as the training on the following: effective conferencing, analyzing assessment data, use of acuity, and performance series • Teachers meet three times a week to review, modify and revise the curriculum, to plan lessons, or to assess student work. • Teachers attend professional development workshops provided by after-school by the literacy coach which include. • Teachers attend professional development workshops provided by the Department of Education and the Leadership Learning Support Organization which include project based learning, book clubs, developing independent readers, planning a rigorous middle school literacy program, etc. • Teachers are given opportunities to visit their colleagues' classrooms. • During the parent teacher association meetings, parents are given information and professional development to support their children with literacy. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Use of resources:</p> <p>Funding:</p> <ul style="list-style-type: none"> • Through the middle school initiatives grant, teachers will be afforded the opportunity to attend workshops, plan the curriculum, assess and analyze the students' work. • The extended day program grant funds the Saturday school. • Title I funds small class sizes in literacy, the literacy coach, and the academic intervention teacher, all to support the students who did not make one year's value added growth. <p>Scheduling:</p> <ul style="list-style-type: none"> • Twice a week there are two teachers in the ELA classroom to support small group instruction. • The teachers have common planning three times a week to enhance the curriculum and |

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| | student engagement. |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Interim Progress:</p> <ul style="list-style-type: none"> • The baseline data used was determined through the WRAP assessment administered in September. • These assessments will be administered three times a year. Throughout the administration of the WRAP, we expect students to show improvement in reading by moving two-three letter levels based on the Fountas and Pinnell letter level gradient. • Through conference notes and guided reading notes, teacher can determine if the students are increasing their letter grade. <p>Other Evidence:</p> <ul style="list-style-type: none"> • Classroom visit documentation, • Informal and formal observations for evidence of professional development • At a Glance Sheets that show an increase in student reading level |

Subject/Area (where relevant): Math

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>By June 2010, 25% of the total student population writing will show a proficiency rating of a level three or more on the standard based math problem solving report rubric.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>Use of Data:</p> <ul style="list-style-type: none"> • Based upon 2009 student data results, adapt as needed and implement a MS 44 <i>First Twenty Day Math Curriculum</i> that addresses the grade specific prerequisite skills students will need to begin the <i>Impact Mathematics Curriculum</i>. • Use data from the Predictive and ITA assessments to monitor student growth. A monitoring matrix (“At a Glance” sheet) will be used to track student growth after each test administration. A proficiency score of 70% will be the target for determining growth towards stated goals. NYStart State June 2009 and June 2010 data on tested performance indicators will also be indicated as baseline and final outcomes. |

- Continue to use Mid-Year and End-of-Year assessments to document growth over time. An administrative tracking sheet (“At a Glance Sheet”) will be used to track progress and redirect teaching as needed.
- The use of comparative data to determine areas of growth in content strands.

Curriculum and Instruction:

- The Mathematics Workshop will include mini-lesson with guided practice, differentiated small group practice, independent work, share and a weekly math literacy period.
- Emphasize NYS Process Strands to build concepts, differentiate instruction, and increase a student's range of problem solving strategies. Students demonstrating proficiency in utilizing specific strategies will be challenged to exceed standards-setting performance by applying different strategies to solve the same problem.
- Use the scientific calculator (TI-34II) to enhance lessons and prepare students for the short response and extended response questions on state exams.
- Continue to use the mathematics Problem Solving Report tasks as the basis for portfolio entries (3 tasks per content area focusing on varied process strands) and as an assessment of student growth. The portfolio entries will be evaluated using the MS 44 rubric. Teachers provide feedback, set goals with students, and have students revise their work. To demonstrate growth, student revisions will reflect movement of at least one increased score on the rubric [2-3, 3-4]. As such, completed portfolio pieces will represent student growth within a unit and throughout the year.
- In addition to previously stated actions, the teachers will support special education students through the use of re-teaching/ancillary resources in the teacher’s guide and student edition for additional practice to learn and/or reinforce math concepts as well as to address different learning styles.
- Use differentiated instruction and homework to support student learning and to address skill deficits.

Professional Development:

- Leadership Learning Support Organization will provide opportunities for professional development aligned to the Impact Mathematics Curriculum and The NYS Mathematics Standards. This professional development shall include but not be limited to math and pedagogical content as well as the implementation of any departmental and/or district rituals and routines.
- Provide demonstration math lessons for teachers as well as provide opportunities for teachers to discuss and assist their colleagues with the implementation of best practices

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| | <p>in math instruction.</p> <ul style="list-style-type: none"> • Provide professional development in order for teachers analyze assessment data to determine strengths and weaknesses of their students as well as to determine what skills/topics to re-teach through whole group, small group or individualized instruction. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Use of resources: Funding:</p> <ul style="list-style-type: none"> • Through the middle school initiative we are able to set monies aside to attend professional development workshops. • With monies set aside in fair student funding, teachers use technology such as the Laptop carts, which are utilized for virtual labs, independent research. Interactive Smartboards are also used to bring real world applications into the classroom. <p>Scheduling: The teachers have common planning five times a week in order to enhance the curriculum and student engagement</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Interim Progress</p> <ul style="list-style-type: none"> • Individual goals will be set for each student targeting increases in unit exam and problem solving report outcomes. Correlated levels, which are aligned with the state assessment level and the curriculum- 50-64 level 1, 65-75 level 2, 76-84 level 3, 85-100 level 4. • Other Evidences: • Administration or Lab-site teacher will maintain sign-in sheets and agendas of professional development as well as submit them to the principal. • Formal/Informal Teacher Observations • Supervisory/Teacher Conferences • Sample student problem solving reports and scored rubrics • Classroom Observation Checklist(s) based on PD provided for Teacher Feedback and to inform ongoing PD <p>Evidence to substantiate achievement of goal: Sample math problem solving reports that include writing</p> |

Subject/Area (where relevant): Writing

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2010 teachers will develop four varied standard based rubric to improve writing through a four point rubric.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Use of Data:</p> <ul style="list-style-type: none"> • Teachers will collect, record, analyze writing samples after each unit of study for each student, class and grade • Teachers will maintain portfolios in all grades throughout the school year. • Teachers and administration will examine the varied writing samples to determine the reading comprehension skills and writing strategies. Utilize this information continually and invite students to the extended day to help the student gain a better understanding of the areas of need required to improve writing proficiency. • Teachers will continuously analyze writing to learn from the student’s work through the use of rubrics and “looking at student work” protocols. <p>Curriculum and Instruction:</p> <ul style="list-style-type: none"> • Teachers will utilize the balanced literacy and the workshop model approach to effectively teach. • Teachers will utilize writing portfolios which are graded by standard-based rubrics. • Provide opportunities for students who may need extra support to attend ELA or portfolio after-school classes. • Teachers will emphasize the need to build reading stamina by increasing independent reading incrementally. • Teachers will use high-level questioning to engage student learning and encourage students to become more thoughtful and reflective when reading and writing. Teachers will engage students in learning by teaching the students the meaning and the purpose of open-ended questions. The development and maintenance of individual assessment binders which include: <ul style="list-style-type: none"> - Conferring notes - Rubrics for analyzing student work - Teacher feedback to identify strengths and weaknesses, and formulate instructional plans • The development and ongoing refinement of a standards-based curriculum map which includes strategies for reading/writing texts during shared and independent reading/writing. |

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| | <ul style="list-style-type: none"> • Consistent use of curriculum maps to guide grade instruction as evidenced by classroom visits, student work, and lesson plans. <p>Professional Development:</p> <ul style="list-style-type: none"> • Administration provides further training to teachers on the use of writing rubrics to provide students with feedback as well as the training on the following: effective conferencing, analyzing assessment data, use of acuity, and performance series • Teachers meet five times a week to review, modify and revise the curriculum, to plan lessons, or to assess student work. • Teachers attend professional development workshops provided by after-school by the literacy coach which include. • Teachers attend professional development workshops provided by the Department of Education and the Leadership Learning Support Organization which include project based learning, planning a rigorous middle school literacy program, etc. • Teachers are given opportunities to visit their colleagues' classrooms and discuss student work through the use of a standard, school wide protocol. • During the parent teacher association meetings, parents are given information and professional development to support their children with literacy. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Use of resources:</p> <p><i>Funding:</i></p> <ul style="list-style-type: none"> • Through the middle school initiatives grant, teachers will be afforded the opportunity to attend workshops, plan the curriculum, assess, and analyze the students' work. • The extended day violence prevention grant funds the after-school remediation program. • Title I funds small class sizes in literacy to support the students who did not make one year's value added growth. <p><i>Scheduling:</i></p> <ul style="list-style-type: none"> • Three times a week there are two teachers in the ELA classroom to support small group instruction. The teachers have common planning five times a week to enhance the curriculum and student engagement |

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| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal. Interim Progress:</p> <ul style="list-style-type: none"> • The baseline data used was determined through the varied response to literature from the first unit of study, “Getting Back to the Basic unit”. • Looking and learning from student work will be conducted once a month beginning in October. • Through conference notes and feedback notes, teacher can determine if the students are increasing their proficiency. <p>Other Evidence:</p> <ul style="list-style-type: none"> • Agendas, sign-in sheets from professional development. • Classroom visit documentation, • Informal and formal observations for evidence of professional development • Writing At a Glance Sheets that show an increase in students’ writing proficiency level <p>Evidence to substantiate achievement: By June 2010 teachers developed four point rubric.</p> |
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Subject/Area (where relevant): Professional development _____

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>By June 2010 the 80% of teachers will participate in the seven professional development seminars focused on looking at student work through different protocols.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>Use of Data:</p> <ul style="list-style-type: none"> • Teacher developed 2009 professional development plans. • Last year’s teacher professional development feedback. • Teachers and administration will examine the varied writing samples to determine the reading comprehension skills and writing strategies. Utilize this information continually and invite students to the extended day to help the student gain a better understanding of the areas of need required to improve writing proficiency. • Teachers will continuously analyze writing to learn from the student’s work through the use of rubrics and “looking at student work” protocols. <p>Curriculum and Instruction:</p> |

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| | <ul style="list-style-type: none"> • Teachers will utilize the balanced literacy and the workshop model approach to effectively teach. • Teachers will utilize writing portfolios which are graded by standard-based rubrics. • The development and ongoing refinement of a standards-based curriculum map which includes strategies for reading/writing texts during shared and independent reading/writing. • Consistent use of protocols to guide the teachers focus with student work. <p>Professional Development:</p> <ul style="list-style-type: none"> • Administration provides further training to teachers on the use of writing rubrics to provide students with feedback as well as the training on the following: effective conferencing, analyzing assessment data, use of acuity, and performance series • Teachers meet five times a week to review, modify and revise the curriculum, to plan lessons, or to assess student work. • Teachers attend professional development workshops provided by the Department of Education and the Leadership Learning Support Organization which include project based learning, planning a rigorous middle school literacy program, etc. • Teachers are given opportunities to meet with their colleagues' to discuss student work through the use of a standard, school wide protocol. • During the parent teacher association meetings, parents are given information and professional development to support their children with literacy. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Use of resources:</p> <p>Funding:</p> <ul style="list-style-type: none"> • Through the middle school initiatives grant, teachers will be afforded the opportunity to attend workshops, plan the curriculum, assess, and analyze the students' work. • Title I funds the professional development consultant from ATLAS, Brenda Atwell. <p>Scheduling:</p> <ul style="list-style-type: none"> • Twice a week, there are two teachers in the classroom to support small group instruction. • The teachers have common planning three times a week to enhance the curriculum and student engagement. • The teachers have grade meetings two times a week to discuss student work and or student concerns. |

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| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal. Interim Progress:</p> <ul style="list-style-type: none"> • Looking and learning from student work conducted once a month beginning in October. • Through conference notes and feedback notes, teacher can determine if the students are increasing their proficiency. • Informal and formal observations for evidence of professional development <p>Evidence to substantiate achievement:</p> <ul style="list-style-type: none"> • Agenda, sign-in sheets, and related protocols |
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REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | 31 | 27 | | | 8 | | | 5 |
| 8 | 27 | 29 | | | 0 | | | 5 |
| 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

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| <p>Name of Academic Intervention Services (AIS)</p> | <p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p> |
| <p>ELA:</p> | <p>The ELA department has identified the bottom 3rd for each grade and for each class. The bottom third was determined based on the progress report issued in October, the results from ELA assessments, and the ARIS System. These students will participate in the 37.5 minutes academic intervention, review guided reading instruction and receive a period to two periods a week of reading and writing remediation by teacher. Throughout the workshop model the teachers confer and provide strategy groupings to those students who need remediation.</p> |
| <p>Mathematics:</p> | <p>The math department has identified the bottom 3rd for each grade and for each class. The bottom third was determined based on the progress report issued in October, the results from math assessments and the ARIS system. The math department has designated a period a week as direct teaching. In this class, the teacher reviews the lessons taught that week to ensure students are ready for the next chapter of study. The math department also provides academic intervention by utilizing technology through geometry sketchpad and/or Tabula Digita, two online intervention programs.</p> |
| <p>Science:</p> | <p>The science department has designated a period a week to focus in literacy skills that the ELA teacher has determined is a need for the class. The teachers use scientific text and teach how to use the strategies when reading non-fiction text. There are also opportunities for the teachers during the 37.5 minutes to provide tutoring to students who are not passing the science class.</p> |
| <p>Social Studies:</p> | <p>The Social Studies department will identify the bottom 3rd for each grade and create an outline of strategies to teach the students to develop reading and writing strategies to understand historical concepts, analyze primary and secondary sources and write research papers and answer constructive responses and DBQs.</p> |
| <p>At-risk Services Provided by the Guidance Counselor:</p> | <p>The at- risk counselor provides services to students who have been identified by the teachers as students who have disrupted the educational process, who have been identified by the recidivist report provided by the online occurrence system, and students who have been identified in the attendance committee as students who present concerns with punctuality. These students are placed in a six-week cycle to discuss resolutions to the problems that were presented in the discipline or attendance committee.</p> |
| <p>At-risk Services Provided by the School Psychologist:</p> | |

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

NCLB/SED requirement for all schools

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

Part A: Language Allocation Policy (LAP)

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

I. Language Allocation Policy Team Composition:

| | | | |
|------------------------------|--------------------------------------|-----------------------------|---------------|
| <i>Principal:</i> | Liza Ortiz | <i>ESL Teacher:</i> | Ana Irizarry |
| <i>Assistant Principal:</i> | Jacqueline Wilson | <i>Assistant Principal:</i> | |
| <i>Guidance Counselor:</i> | Tracey Johnson and Catherine Polo | <i>Literacy Coach:</i> | |
| <i>Content Area Teacher:</i> | Varies | <i>Math Coach:</i> | |
| <i>Content Area Teacher:</i> | Varies | <i>Parent Coordinator:</i> | Jean Guerrier |

II.school.)

Part II: ELL Identification Process & Parent Choice

- *Initial identification process for ELLS(include HLIS and LAB-R)*
On enrollment, should a student be deemed eligible for testing (via the HLIS form), the student is administered the LAB-R and an informal oral interview in English and in the native language by the ESL teacher or licensed pedagogue. The test is hand-scored to determine eligibility for services. If the child is eligible, parents are invited to view the Program Orientation DVD in their native language or with an interpreter if necessary. Parents are also provided with information regarding available programs in New York City schools. Parents are required to choose which program they feel would best serve their child. If the program choice is not available the parent is informed that they may transfer their child to a school that offers their selection or their choice letter will be kept on file pending the enrollment of 15 students from the same language group in two consecutive grades. Though parents are given information regarding bilingual and dual-language programs in other schools, they have been choosing to enroll their children in MS 44 where free-standing ESL is the only program currently offered.
- *Step to ensure yearly NYSESLAT implementation (include staff responsibilities in process)*

A schedule is setup for all of the ELLs by the ESL teacher and supervisor. The ESL teacher administers the test according to the guidelines set forth by the state. Parents are notified that their child will be tested by phone and letter.

- *Parent information/ Parent Orientation Process and parent Program Choice Procedures*
 - *Include process, outreach plan and timelines for parent choice options*

If the child is eligible, parents are invited to view the Program Orientation DVD in their native language or with an interpreter if necessary. Parents are also provided with information regarding available programs in New York City schools. Parents are required to choose which program they feel would best serve their child. If the program choice is not available the parent is informed that they may transfer their child to a school that offers their selection or their choice letter will be kept on file pending the enrollment of 15 students from the same language group in two consecutive grades. Though parents are given information regarding bilingual and dual-language programs in other schools, they have been choosing to enroll their children in MS 44 where free-standing ESL is the only program currently offered.

- *Yearly distribution and collection of parent choice letters*

The school ensures that entitlement letters are distributed by backpacking and mailing. The ESL teacher makes phone calls to inform parents about the letters. The ESL teacher also follows up with phone calls and letters in order to retrieve the Parent Survey and Program Selection forms.
- *Procedures to place ELLs in Bilingual and/or ESL programs including communication with parents*

Once the determination has been made for the type of service the student needs and the class, the parents are notified and explained the services offered. When the parent gives consent through the program selection form, the services begin.
- *Trends in parent program choice as evidenced by past years*

Though parents are given information regarding bilingual and dual-language programs in other schools, they have been choosing to enroll their children in MS 44 where free-standing ESL is the only program currently offered. There are no apparent trends, per se, as the parents have not requested that their children be transferred from our school to seek another program.
- *Align school programs to parent choices*

As stated previously, the free standing ESL program is the only program currently offered and parents have been choosing to enroll their children in MS 44. There have not been any requests outside of the free standing ESL program.

Part D - Programming and Scheduling Information.

ELLs in the program at the Intermediate and Advanced levels work with a variety of materials, including leveled libraries, short fiction and novels, and non-fiction materials such as newspaper articles, magazines, and non-fiction texts. Books on tape are also used to assist with listening and speaking skills. The ESL-specific software *English Discoveries* is available to students of all proficiency levels but is most helpful to students at the low Intermediate or Beginner levels. *Access English* and *Access Newcomers* are also used. The ESL classroom has Science, Social Studies and Math books in English and Spanish. Students at the Beginner and low Intermediate levels have readers such as *Easy True Stories*, *Where is Taro* and *Fast Track Phonics*.

The organizational model at M.S. 44 is a combination of heterogeneous block Push-In and Pull-Out Free Standing ESL. We are currently trying to facilitate an increase in push-in by concentrating ELLs in one or two classes per grade level where possible to facilitate peer-

assisted learning and collaboration between the ESL and content-area teachers. We currently adhere to the Sheltered Instructional model of teaching language through the content area, with a concentration on content area vocabulary and academic language functions and structures. Students are scheduled according to mandated minutes per proficiency level, substituting or infusing ELA instruction with ESL methodologies where possible and applicable. There is one certified ESL teacher at MS 044. This teacher is trained in the readers/writers workshop model and in the SIOP model. The ESL teacher attends region-run workshops and professional development.

New arrivals are paired with a student who shares the native language wherever possible. L1 versions of Math, Science and Social Studies textbooks are provided when possible to be used in tandem with English versions. Key words and language structures are identified. New arrivals receive 8 periods per week as many of which will be small group or one-on-one instruction as scheduling allows. Long term ELLs are referred for after-school and/or summer school in addition to their mandated periods of ESL. Long term ELLs exhibiting obvious discrepancies between scores in composite modalities are recommended for evaluation for AIS services. Those students with I.E.P.s receive SETSS and Speech along with mandated periods of ESL. The SETSS and ESL teacher confer to address the needs of the students.

Were we to register a student with interrupted schooling, we would request that that student be programmed with eight periods of ESL per week with small group instruction or one-on-one where possible and that the Speech teacher and OT teacher see that student on an at-risk basis to assist in phonemic and phonetic awareness, writing skills, appropriate motor skills development and refer that student to after-school programs for additional one-on-one tutoring.

Students who have reached proficiency are scheduled for one to two periods with ESL to assist them in the transitional period and to provide support for projects. We also program students with ESL, several periods per week when they have returned from native countries, but passed the LAB-R. Students in these cases often require transitional ESL to assist in completing longer written assignments and the ESL teacher has been available to provide support. Students are invited to make appointments during their elective periods or lunch if they require additional support.

All Ells are afforded equal access to the various after school programs offered in MS44. With the 21st Century grant, M.S. 44 has a wide range of programs from crocheting to video making that are available which are provided by our CB0's- Children's Arts and Science Workshop, Urban Arts, and Creative Connections. If the parents want to visit any of the programs, translators are available, if needed.

Part F –Professional Development

The ESL teacher is part of the ELA Common Planning Meeting held 3 times a week (43 minute periods) and is also a part of the grade meeting held once a week. In these meetings, the ESL teacher consults with the staff and administrators concerning the progress of the Ell students in the school. The ESL teacher also offers strategies that are helpful in working with Ells. Scaffolding of material and

differentiated instruction- are just some of the topics discussed. The ESL teacher also pushes into classrooms and offers suggestions based on how the ELL students are responding to the instruction. These suggestions are followed up in the common planning meetings.

Part G – Parent Involvement

We will provide Parent Orientation for all newly enrolled ELLs. The purpose of the orientation is to provide families with information about the program. In order to provide a connection to the school for new students and their families, we use a “buddy system” of pairing families so that a new family always has many ways of receiving information and support. Translators are available for all orientation meetings. A parent conference is conducted each fall and spring to orient ELL parents regarding program requirements, instructional standards, assessments and school expectations. Parents are invited to meet with teachers to discuss their child’s performance at least twice a year. Translators are provided as necessary. The parent coordinator also works with the ELL teacher to assist whenever it is necessary; she outreaches to parents.

Assessment

Assessment Part B

Interim assessment results are used to examine trends across grade levels and progress in each individual student. Detailed information available on the Harcourt website concerning the skills and standards addressed by each question allows us to identify student strengths and weaknesses which we then use to assist in planning for skill areas in which we need to focus instruction. Overall, the results from this year’s three Interim assessments show that the questions on which students scored lowest almost all hit the Performance Indicators in each of Standards 2, 3, and 5 which concentrate on the acquisition and application strategies to make texts comprehensible and meaningful. The implication is that we must focus instruction on reading strategies which aid comprehension, including skimming for specific purpose, main ideas and details, structural and context clues, cognates and root words, and the use of prior knowledge.

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

Form TIII – A (1)(a)

Grade Level(s) _____ 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.

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

Form TIII – A (1)(a)

Grade Level(s) 7 / 8 Number of Students to be Served: 15 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

The organizational model at M.S. 044 is a combination of heterogeneous block Push-In and Pull-Out Stand-Alone ESL. We are currently trying to facilitate an increase in push-in by concentrating ELLs in one or two classes per grade level where possible to facilitate peer-assisted learning and collaboration between the ESL and content-area teachers. We currently adhere to the Sheltered Instructional model of teaching language through the content area, with a concentration on content area vocabulary and academic language functions and structures. Students are scheduled according to mandated minutes per proficiency level, substituting or infusing ELA instruction with ESL methodologies where possible and applicable. There is one certified ESL teacher at MS 044. This teacher is trained in the readers/writers workshop model and attends district-run workshops and professional development.

On enrollment, should a student be deemed eligible for testing (via the HLIS form), the student is administered the LAB-R by the ESL teacher or licensed pedagogue. The test is hand-scored to determine eligibility for services. If the child is eligible, parents are invited to view the Program Orientation DVD in their native language or with an interpreter if necessary. Parents are also provided with information regarding available programs in New York City schools. Parents are required to choose which program they feel would best serve their child. If the program choice is not available the parent is informed that they may transfer their child to a school that offers their selection or their choice letter will be kept on file pending the enrollment of 15 students from the same language group in two consecutive grades. Though parents are given information regarding bilingual and dual-language programs in other schools, they have been choosing to enroll their children in MS 44 where free-standing ESL is the only program currently offered.

There are 16 ELLs at MS 44. Of these, 4 are “x-coded” and are being served per their IEP. For the most part, our ELLs fall into the Advanced English proficiency levels with two scoring at the Beginner level and six at Intermediate. ELLs in the program at the Intermediate and Advanced levels work with a variety of materials, including leveled libraries, short fiction and novels, and non-fiction materials such as newspaper articles, magazines, and non-fiction texts. Books on tape are also used to assist with listening and speaking skills. The ESL-specific software *English Discoveries* is available to students of all proficiency levels but is most helpful to students at the low Intermediate or Beginner levels. The ESL classroom has Science, Social Studies and Math books in English and Spanish, Math and Science texts in French and high-interest, age-appropriate Spanish-language novels available to the students. *Access English, Math, Science and History* and *Access Newcomers* are also used. Students at the Beginner and low Intermediate levels have readers such as *Easy True Stories, Where is Taro* and *Visions* readers, workbooks and grammar practice workbooks. We also have BrainChild’s *Mechanics* web-based tri-lingual (Spanish/Haitian-Creole/English) software program available to the students which teaches or re-teaches fundamental skills in Math, Reading, Writing and Vocabulary necessary for success in Middle School.

Our two Beginning-level students are in self-contained Special Education classes. Any students who have been receiving ESL service for more than two years and are consistently scoring low of Reading and Writing assessments are recommended for AIS services such as Wilson or Read 180. In general, NYSESLAT and Interim Assessment results indicate that a concentration on reading and writing skills with an emphasis on content-area vocabulary and language functions is essential overall.

Students who score at the Advanced level on the NYSESLAT tend to score at level 2 on both the ELA and the Math assessments (with five level 3 scores in Math). Students scoring at the intermediate level on the NYSESLAT tend to score between high-level 1s and mid-level 2s on both the ELA and Math assessments. Of our six beginners, three receive alternate assessment, one is scoring at low level 2 on both Math and ELA and two are new arrivals and have yet to be assessed. There is a tendency among ELLs across grade levels to score slightly higher in Math than in ELA.

Interim assessment results are used to examine trends across grade levels and progress in each individual student. Detailed information available on the Harcourt website concerning the skills and standards addressed by each question allows us to identify student strengths and weaknesses which we then use to assist in planning for skill areas in which we need to focus instruction. Overall, the results from last year’s three Interim assessments show that the questions on which students scored lowest almost all hit the Performance Indicators in each of Standards 2, 3, and 5 which concentrate on the acquisition and application of strategies to make texts comprehensible and meaningful. The implication is that we must focus instruction on reading strategies which aid comprehension, including skimming for specific purpose, main ideas and details, structural and context clues, cognates and root words, and the use of prior knowledge.

New arrivals are paired with a student who shares the native language wherever possible. L1 versions of Math, Science and Social Studies textbooks are provided when possible to be used in tandem with English versions. When these are not available L1 texts covering the same material are acquired. Key words and language structures are identified. New arrivals receive at least 8 periods per week as many of which will be small group or one-on-one instruction as scheduling allows. Long term ELLs are referred for after-school and/or summer school in addition to their mandated periods of ESL. Long term ELLs exhibiting obvious discrepancies between scores in composite modalities are recommended for evaluation for AIS services. Those students with I.E.P.s receive SETSS and Speech along with mandated periods of ESL. The SETSS and ESL teacher confer to address the needs of the students. Those who are in the self-contained classes are paired with Translation Paraprofessionals.

Were we to register a student with interrupted schooling, we would request that that student be programmed with eight periods of ESL per week with small group instruction or one-on-one where possible and that the Speech teacher and OT teacher see that student on an at-risk basis to assist in phonemic and phonetic awareness, writing skills, appropriate motor skills development and refer that student to after-school programs for additional one-on-one tutoring.

Students who have reached proficiency remain grouped in classes with other ELLs so that the ESL teacher can continue to assist them in the transitional period and to provide support for projects. All ELLs, previous and current are invited to make appointments during lunch or after school if they require additional support.

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

The ESL teacher attends district-run workshops and professional development. The ESL teacher will turnkey these PDs to content-area teachers. In addition, the ESL teacher will hold informational sessions during common planning on topics such as; Understanding the Distinction between BICS and CALP; Assessment, Evaluation and Placement of ELLs; Making Content Comprehensible and; The Effective Use of Scaffolding in Differentiating Instruction. All teachers working with our English Language Learners are given packets of articles and information on working with ELLs within their specific content.

Form TIII – A (1)(b)

School: _____ **BEDS Code:** _____

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

| |
|---------------------------|
| Allocation Amount: |
|---------------------------|

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

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.
After reviewing the parent surveys, reviewing our home language surveys, and through informal observations at parent association meetings or conferences, it was determined that Spanish is the second dominant language; therefore, all of our handouts are translated in Spanish. For those students who speak French, these students' parents receive a mailing from the school or are contacted by the parent coordinator, who translates the memorandums to our families.
At Middle School 44 the staff members who translate Spanish and/or French are readily accessible to meet with parents. For those who speak another language the parent coordinator will contact the translation unit to assist with the translation, which rarely ever occurs.
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.
Through the home language survey the school determined the three dominant languages spoken at the homes of the students who attend Middle School 44. Those languages in the order of dominance are English, Spanish, and French.

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.
Based on the language needs at our school, our staff members are readily accessible to meet with parents who speak Spanish, French, or Italian. For any other language spoken, that would need a translator, the parent coordinator contacts the translation unit to request a translator. Memorandums are issued in Spanish and English. For those few families whose home language is French, personnel translate the letter and those letters are mailed and followed by a telephone call.
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.

Oral interpretation services in the areas of Spanish, French, and Italian will be provided by school staff. As for other oral interpretation, which rarely occurs, the translation unit is contacted and an appointment is made with those parents. The turn around times varies depending on the resources available at the translation unit.

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>.

As a school, we will continue to translate the documents to parent in the three dominant languages. For those few students who speak another language, documents will be in those languages readily available. Oral translation will be provided in Spanish and French, all other languages we will contact the translation unit for assistance.

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: | 184,151 | 66,868 | 251,019 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | 1,841 | | |
| 3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language): | | 1,113 | |
| 4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 9,207 | | |
| 5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language): | | 3,346 | |
| 6. Enter the anticipated 10% set-aside for Professional Development: | 18,415 | | |
| 7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language): | | 6,689 | |

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 19
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.

The strategies that MS 44 will use in order to have 100% highly qualified teacher is by: providing teachers with professional development within the school and also outside of the school; allowing for inter-visitations; having study groups on promoting student achievement; scheduling five periods a week of common planning; funding an F. status teacher to support these teacher.

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. See attachment below

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.

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.

Title I Parent involvement Policy, and Parent- School Compact for Middle School 44

Title I Parent Involvement Policy

Middle School 44 imparts responsibility to all of its, family members, the students, their parents, the teachers, and the administration. We believe that children learn best when they have a broad base of support and accountability. The school-family partnership reinforces lessons from school and home, allowing students to achieve academically and develop socially. We are dedicated to empowering students to develop and demonstrate their abilities to actively participate as informed leaders in a global society. Students will be given the knowledge to explore, question, and analyze their personal and global landscapes to understand the power of their choices and the impact of their actions. MS 44 will support parents and families of Title I students by ensuring that all parties are responsible for the growth of the students we serve by:

1. Providing materials and training to help parents work with their children to improve their achievement level;
2. Providing parents with the information and training needed to effectively become involved in the planning and decision making process of their child's education;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments through various workshops and meetings;
5. Sharing information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand;
6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
7. Continuously welcoming and involving parents in the education process and the school decision making process;
8. Continuously communicating with the parent/guardians by periodically providing written and verbal progress reports related to their's child's progress.

School-Parent Compact:

Middle School 44 and the parents/guardians of the students participating in activities, services, and programs funded by Title I, agree that his compact outlines how parents/guardians, the entire school staff and students will share the responsibilities for improved student academic achievement. This school family compact is in effect during the school year 2009-2010.

The Schools Responsibilities:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

1. Creating meaningful, well-planned lessons for the students in order to motivate to creative thinking among life-long learners
2. Providing challenging and academically rigorous program of study for students in my classes.
3. Offering the best classroom experience that I can offer.
4. Keeping open lines of communication with parents and community resources.
5. Maintaining and keep current individual student-record folders and will make these folders available for parent review.
6. Continuously promoting thinking in the lessons implemented in the classroom.
7. Respecting cultural, racial, and ethnic differences.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.

1. Two conferences will be held throughout the school year, one in the fall semester and in the other in the spring semester. Specifically, those conferences will be held:

Parent – Teacher Conferences

| | |
|---------------------------------------|---|
| Monday, November 16, 2009 – Evening | Wednesday, February 24, 2010 - Evening |
| Tuesday, November 17, 2009- Afternoon | Thursday, February 25, 2010 - Afternoon |

2. Whenever possible, parents are welcomed to discuss their child’s progress monthly or every six weeks as long as appointments are made through the parent coordinator.

Provide parents with frequent reports on their children’s progress. Communicating with the parent/guardians periodically providing written and verbal progress reports related to their’s child’s progress. Specifically, the school will provide reports as follows backpack and via mail.

Marking periods and Progress Reports

| Progress Report Mail Dates | Marking Periods Ends |
|-----------------------------------|---|
| October 15, 2009 | November 12, 2009 |
| December 11, 2009 | January 27, 2010 (Midterms are held during the week of January 4th, 2010) |
| March 3, 2010 | April 7, 2010 |
| May 12, 2010 | June 2, 2010 (8th grade); June 16, 2010 (6th and 7th grade) |

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

1. Parents are to contact the staff member or the parent coordinator in order to make an appointment. Appointments can be before, during or after school. Appointments made during school are made during the teacher's preparation period.

Provide and actively inform parents of opportunities to volunteer through out the year in their child's school, and to observe classroom activities during open school week, as follows:

1. Volunteering in the school can only be made through the parent coordinator. Once volunteer are identified, volunteers are asked to get finger printed by DOE. Once cleared those volunteers can support the school where needed.
2. During open school week, parents/guardians are invited to visit their child' classroom from 9:00am to 11:00 am.
3. If parents wish to observe classroom activities, parents are to contact the parent coordinator to set a time and date.

Continued School Responsibilities:

1. Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan.
2. Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
3. Provide support and ongoing professional development to the school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council.
4. Maintain a Parent Coordinator to serve as a liaison between the school and families.
5. Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
6. Schedule additional parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
7. Translate all critical school documents and provide interpretation during meetings and events as needed;

The Teacher's responsibilities:

We the teachers at MS 44 agree to continuously support the children we serve by:

1. Creating meaningful, well-planned lessons for the students in order to motivate to creative thinking among life-long learners
2. Providing challenging and academically rigorous program of study for students in my classes.
3. Offering the best classroom experience that I can offer.
4. Keeping open lines of communication with parents and community resources.
5. Maintaining and keep current individual student-record folders and will make these folders available for parent review.
6. Continuously promoting thinking in the lessons implemented in the classroom.

The Families Responsibilities:

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

1. Ensuring our child/ren arrive every day, on time, and prepared for the day's work with notebook, pens, pencils, books, and completed homework.
2. Ensuring our child/ren is/are dressed in the school uniform.

3. Ensuring our child/ren completes their homework assignments.
4. Ensuring our child/ren prepares and studies for all tests, quizzes, and exams by providing my child with ample quiet time and space to complete assignments.
5. Communicating to our child/ren to give their undivided attention to their teachers.
6. Communicating to our child/ren to follow directions the first time they are given.
7. Communicating to our child/ren to resolve any problems and differences with others by talking and without recourse to violence.
8. Communicating to our child/ren to always treat others and their property with respect.
9. Communicating to our child/ren to abide by all classroom rules.
10. Participating, as appropriate, in decisions related to my child/ren's education.
11. Maintaining a continuous dialogue with staff and administration by replying promptly to all letters, messages, notes, and telephone calls from the school. I will attend parent-teacher conferences and other functions that relate to my child's education.

The STUDENT'S Responsibilities:

In order to achieve our potential and succeed at Middle School 44, we the students must consistently demonstrate disciplined behavior and diligent work habits. We must work with our parents and teachers to develop our talents and abilities, and must pledge ourselves to abide by the following school rules:

1. I will come to school every day, on time, and prepared for the day's work with notebook, pens, pencils, books, and completed homework.
2. I will come to school every day dressed in the school uniform. I will not wear hats or other head coverings in the building. I will leave at home all food, gum, toys, radios, and cell phones.
3. I will never possess, bring to school, or use any weapons or illegal substances.
4. I will give my undivided attention to my teachers.
5. I will follow directions the first time they are given.
6. I will resolve any problems and differences with others by talking and without recourse to violence. I will always treat others and their property with respect.
7. I agree to abide by all classroom rules.
8. I will be responsible for my education, and make sure that I do not interfere with my friends' education.

12.

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.

Please refer to the needs assessment on page 11-18.

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.

The teachers at Middle School 44 receive ongoing professional development, which focuses on the individual teacher's needs and the school goals in order for the students to meet the academic state standards. Teachers meet three times a week at common planning, meet after-school to plan curriculum, attend out of school professional development, attend in-school professional development provided the coach or members from the knowledge management team from our support organization. These supports only benefit the students' achievement as seen on the 2008-2009 results.

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.

Our highly qualified staff members are provided with opportunities to receive professional development opportunities and receive payment on courses that will lead to permanent certification.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Utilize the online teacher finder
 - Work with our human resource liaison
 - Conduct three interviews, the first with the members of interview committee, the second with the students in a classroom and the subject area teachers, the last is with the principal.
 - Attract teachers to the resources the school provides to teachers and students through school walkthrough, and pamphlets.

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

At MS 44 we strive to invite parents to many workshops, conferences with parents, and student celebration. Once a month we invite parents/guardians to attend the science enrichment afternoons where students are performing science laboratory experiments, we conduct workshops throughout the day, one in the morning, afternoon, and evening, we send flyers via email or through our monthly calendar. Newsletters are sent every month to our parents to let them know of any events within the building.

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

n/a

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

Teachers meet twice a week by grade and three times a week to collaboratively develop curriculum and to discuss any patterns in the students learning process through the assessment of student work. This inquiry process of identifying the strength and the teaching implication id conducted twice a month. The outcomes are implemented by the teachers who serve those identified children and by the department.

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.

Through the middle school allocation and the Title I SINI grant, we fund partial teachers and paraprofessional salaries. In each class there are approximately two teachers in every class for ELA and Math. Every class has a classroom paraprofessional to support the teacher in the activities implemented. The staff members are trained in administering the WRAP assessments. These are informal assessments allow the teachers to determine the reading strategies needed to improve student achievement. The students are provided small group instruction within the class, or are pulled out of the class to receive intense remediation. Students are provided the opportunity to stay after-school to review the day's lesson or complete their homework assignments with the assistance of their teacher.

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.

These funds allow for two teachers in the class, for the instructional materials purchased, for the professional development provided by outside consultants to better serve the students. The community based organization funded through the state, federal, and local funding source support the school's initiatives by ensuring that of the after school programs focus on the focus for the year.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS- N/A

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: Restructured Focused **SURR¹ 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.

As stated in the Findings, the needs assessment, and in the goals for the school, ELA, while we have shown a steady progress, needs to be the focus. Currently we have 45% of the student body reading on grade level we would like to ensure that the bottom third of our students meet one year’s progress. The bottom third includes Hispanics students and socio-economically disadvantaged students.

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.

| | |
|---|---|
| ELA 7 th grade and 8th grade, Hispanics, and economic disadvantage students | ELA Summer Professional Development: Teachers will participate in a summer retreat with the ELA coach to develop curriculum and the school’s pacing calendar. Teachers and the Coach will produce day to day teaching points, the goals for the units of study, and will develop a pacing calendar |
| ELA 7 th grade and 8th grade, Hispanics, and economic disadvantage students | ELA direct instruction in the summer to those students who are “at risk.” The Summer School Academy will purchase the summer school program from Great Source. |
| ELA 7 th grade and 8th grade, Hispanics, and economic disadvantage students. | Summer School per-session for teachers who serve these students |
| ELA 7 th grade and 8th grade, Hispanics, and economic disadvantage students | Summer school supplies such as notebooks, pencils, chart tablets, etc. |
| ELA 7 th grade and 8th grade, Hispanics, and economic disadvantage students | Test preparation books and Write Source preparation booklets to support the ELA curriculum and test preparation calendar |

¹ School Under Registration Review (SURR)

ELA 7th grade and 8th grade, Hispanics, and economic disadvantage students

The use of laptops in English Language Arts to motivate students to assess their own learning through programs within the building such as Jamestown and Read 180.

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.

As a school community we are focusing on developing a standard based four point rubric. Teachers are receiving professional development from ATLAS with a focus on learning from students work and increasing the amount of thinking in the classroom.

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

Currently we do not have any first year teachers, therefore; a mentoring program is not needed. For those teachers who are considered "highly qualified" we provide the opportunity for them to attend professional development within the school and outside of the school. We also have the consultant from ATLAS work with these teachers. The support can include but not limited to classroom visitation, debriefing sessions, communication via email, and demonstration lessons.

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.

Via mail, email, and backpack

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.

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

The Administration, Coaches and ELA department met to discuss if audit findings were applicable to our school. It was determined that Key Finding 1A was not applicable.

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?

Grade specific curriculum pacing calendars are created through a concerted effort by our teachers and coaches, aligning the State Standards to our unit of study. Each year, all teachers, this includes the ESL and Special Education teachers, reflect and revise the curriculum to ensure that vertical alignment to the state standards are met. Teachers also survey their materials, libraries, and resources to ensure that they meet the needs of their current student population. The ELA, ESL, and Special Education teachers met three times a week to ensure that modification and/or ESL and Special Education methodologies were infused in the curriculum/ unit of study and daily lesson plans.

Sheltered Instruction which includes scaffolding and differentiation assists our ELLs in meeting the ESL, ELA, and content area standards and assessments. ELLs receive English Language Arts instruction during the 90 minute literacy block utilizing the workshop model. During this time, the four modalities of listening, speaking, reading, and writing are incorporated into ELL instruction. In addition, vocabulary development, guided reading and interactive writing activities help to support our English Language Learners.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

The Administration, Coaches and ELA department met to discuss if audit findings were applicable to our school. It was determined that Key Finding 1A was not applicable.

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?

All students in Grades 6 through 8 are using the Impact Mathematics curriculum which is aligned to the New York State content strands. It emphasizes a realistic approach in solving every day situations. Teachers align the process strands to the curriculum through the use of a problem solving reports where our students are encouraged to write how they solved a specific problem. During our daily Math block, we offer our students multiple opportunities to share how they approached a Math problem. In this way, we are fostering in our students mathematical intuition and development which aligns the curriculum to the process strands.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

The school has determined that it is necessary to incorporate critical thinking strategies in our lessons to promote deeper thinking in the students. Our students tend to react before "thinking" when they analyze and/or write an essay in ELA. We have determined this through the discussion and analysis of student work in our inquiry meetings.

The school has determined that it is necessary to place the ELL in two classes to develop a team teaching program on each grade. On the seventh grade, the ESL teacher pushes in twice a week in social studies class. On the eighth grade, the ESL teacher pushes in three times a week – twice in ELA class and a week once in Science class. The General Education Teachers are learning how to incorporate learning strategies into the lesson with the assistance of the ESL teacher. The push-in program is also supplemented with a pull-out program and students are placed into an intermediate and advanced level based on their NYSELAT scores.

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

We have determined this through the discussion and analysis of student work in our inquiry meetings. This was also determined based on the results from ELA assessments and the ARIS System.

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.

The staff will continue to work with the ATLAS Consultants to increase their skill set and strategies surrounding critical thinking and writing. They will participate in monthly protocol sessions with the ATLAS trainer in which they will analyze student work, offer suggestions for deepening understanding, and report the outcomes of the strategies used in the following sessions.

The ESL teacher is planning with the teachers during grade meetings and common planning to review and create lessons that address the learning needs of ELLs. The teachers will need time to continuously create effective lesson that address the learning needs of the ELLs.

2B – Mathematics Instruction

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

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

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

There have been ongoing discussions last year in math common planning surrounding the issue of alignment that has been mentioned. In working with the grades separately, the grade leaders worked on activities that would compensate and fill the gaps in the content strand area. This was done through the analysis of previous standardized tests, the Impact Mathematics series, and the analysis of the predictive and ITA assessments.

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

Instruction in the mathematics classrooms is rigorous which is reflected in the classroom observations and walkthroughs as well as the evidence shown in the standardized scores. In reviewing the data, we came to the conclusion that we must continue to support the

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

teaching staff with professional development in differentiation and inferential thinking. The staff continues to receive support and is growing professionally.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The Administration, Coaches and selected staff members met to discuss the audit findings to ascertain if they apply to our school. It was determined that Key Finding 3 was not applicable.

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?

After receiving the news that MS 44 will phase out, many staff members have been retained. We currently have the 7th and 8th grade. The school believes in targeted focused professional development that would benefit the teacher's pedagogy and content. The teachers also participate in Common Planning sessions to unpack a unit of study, create assessments and review student work. They are afforded with the opportunities to plan after-school with their grade to ensure that the teaching and learning implications are identified, revised, implemented, and monitored.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

The Administration, Coaches and selected staff members met to discuss the audit findings to ascertain if they apply to our school. It was determined that Key Finding 4 was not applicable

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?

The ESL teacher plans with the General Education teacher during common planning and grade meetings to incorporate certain learning strategies into the lesson for the ELL students.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

The Administration, Coaches and selected staff members met to discuss the audit findings to ascertain if they apply to our school. It was determined that Key Finding 5 was not applicable.

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

Applicable Not Applicable

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

The ESL teacher conducts a professional development seminar to inform the teachers of the yearly scores and the meaning of the scores for those students. The ESL teacher will also conduct a professional development seminar for the teachers on the scaffolding strategies that will help the students learning more effectively to participate in reading, writing and math lessons. Discussions in grade meetings and common planning; looking through the ARIS system specifically at ELL students and their scores

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.

Quarterly Professional Development seminars will be offered to teacher on teaching ELLs and creating lessons that will address the needs of ELLs.

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.

The Administration, Coaches and selected staff members met to discuss the audit findings to ascertain if they apply to our school. It was determined that Key Finding 6 was not applicable

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?

Each teacher received a copy of all IEPs of the students they teach from the IEP teacher in September. The providers have had informal discussions with the teachers concerning the IEPs. There is a need for more professional development where a teacher can see and/or discuss about what the implementation of the IEP would look like in the general education classroom. We recognize that our teachers need to be further trained on how to implement the mandates on the IEPs of the students they teach. Scaffolding the curriculum for their classes is becoming a common practice. With special educators included in the common planning, their expertise has assisted all content areas. Common planning meetings are the usual place where the general education staff has conversations with the special education staff that service their students to discuss the mandates on the IEPs. We continue to provide staff professional development in the areas of IEP implementation and implementing of the Behavioral Intervention Plans in grade meetings given to the general education staff by special education staff and members of DOE and LLSO.

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

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

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

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.

A school-based committee was formed to assess whether Finding 7 was relevant to our school's educational program. The committee, which consisted of members from PPT, AIS, SBST, Mainstreaming, IEP Team, etc., met on an ongoing basis. In discussions during such meetings, student IEPs were reviewed and it was determined that this Finding 7 is relevant to our 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?

We recognize that the general education teachers need to be trained on how to implement the mandates on the IEPs of the students in the general education classroom. Special educators are included in the common planning to bring their expertise to the content areas. We encourage the staff to have conversations with the special education staff that services their students to acquire strategies on

differentiating the curriculum. Pre-observation conferences – asking questions about how the staff differentiates curriculum for lesson; what scaffolds are in place for a particular activity or investigation; how teachers group their students and what extra activities are they providing for them when deficits are identified in certain areas; etc. Observations and informal walkthroughs; discussions in common planning concerning difficulties with curriculum and planning for special education population

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.

Ongoing professional development for general education teachers that addresses how to implement the goals and mandate listed on the IEPs. Special education teachers will continue to be trained on how to write annual goals that have “educational benefit”. Special education teachers will continue to attend content specific common planning and professional development pertaining to content.

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>

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

Currently, we have 13 students that are in temporary housing.

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

The guidance counselors are informed when the school finds out that a student's housing situation has changed. The names are brought to the PPT Committee to make the school community aware of the situation. Parents are contacted and asked for the name of the social worker assigned to the temporary housing site. Students are checked on periodically to see if there are any adjustment issues. If the adjustment to temporary housing or attendance becomes an issue, the parent and/or social worker are contacted and a meeting is conducted.

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.