



M.S. 45 / S.T.A.R.S. PREP ACADEMY

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 04M045
ADDRESS: 2351 FIRST AVENUE, NEW YORK, 10029
TELEPHONE: 212 860-5838
FAX: 212 860-5837

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 045 **SCHOOL NAME:** S.T.A.R.S. Prep Academy

SCHOOL ADDRESS: 2351 First Avenue, New York 10035

SCHOOL TELEPHONE: 212 860-5838 **FAX:** 212 860-5837

SCHOOL CONTACT PERSON: Maria A. Aviles **EMAIL ADDRESS:** maviles@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Maria A. Aviles

UFT CHAPTER LEADER: Luis Diaz

PARENTS' ASSOCIATION PRESIDENT: Cynthia Cherry

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 04 **SSO NAME:** Bridges For Learning

SSO NETWORK LEADER: Sanda Balaban

SUPERINTENDENT: Luz Cortazzo

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
Maria A. Aviles	*Principal or Designee	
Luis Diaz	*UFT Chapter Chairperson or Designee	
Cynthia Cherry	*PA/PTA President or Designated Co-President	
Antonio Leon	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lenore Estrada	DC 37 Representative, if applicable Counselor	
Nancy San Inocencio	Member/ Parent Grade 8	
Basilia Encarnacion	Member/Paent Grade 7 Bil	
Rosa Tineo	Member/Parent Grade Gr 8 SpEd	
Elizabeth Fitzpatrick	Member/Parent Gr 6 Sp Ed	
Vylmary Bennett	Member/Parent Gr 6 7& 8	
Katrina Brice	Member/Teacher Sp Ed	
Benito Gonzalez	Member/ Math Lead Teacher , Sp Ed/ Bil	
Rebecca Osleeb	Member/ Humanities Lead Teacher	
Olugbemiga Alamu	Member/ Science & Tech Lead Teacher	
Michelle Williams	Member/ A.P.	

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.

Vision Statement

Our vision of excellence is a community of life-long learners, where all individuals, both children and adults, seek and discover the knowledge and understanding to excel in middle school, high school, college, and beyond.

Mission Statement

- We nurture individual interests and passions to foster a love of learning itself.
- We initiate and cultivate relationships with students that integrate children into the community of learning and achievement.
- We plan and deliver challenging, salient lessons that meet and exceed the standards in place.
- We utilize consistent, proven assessments and evaluations to ensure the highest awareness of student progress.
- We generate teams, from both outside and inside the community, to address the specific needs that arise in our profession.
- We partner with leaders in the field of education to engage state of the art techniques and technologies that deliver results.
- We implement a school wide system of research- based interventions to assist students in their academic progress.

M.S. 45 / S.T.A.R.S Prep Academy reorganized three years ago. We restructured the school from three separate 7th & 8th Grade JHS Academies to a 6th, 7th and 8th Grade Middle School that focuses on the development of the whole child, one child at a time.

We petitioned the Chancellor's Office and our name was officially changed to S.T.A.R.S Prep Academy, an acronym for **Striving Together At Reaching Success**.

We are a student centered middle school that strives to prepare our students to seek and discover the understandings and learnings that will help them excel in middle school, high school, college and beyond.

Additionally, we pride ourselves in being very open and transparent about the work and the decisions that are made at MS 45/STARS Prep Academy. Information is shared daily via e-mails and our E-chalk website. Our teachers are organized into three Professional Learning Communities: Humanities, Math and Science/Technology. During the scheduled double period, teachers plan together, look at student work and share best practices. Our school has embraced the premise that Professional Learning Communities offer the most powerful conceptual model for transforming schools. The basic structure of the PLC is composed of collaborative teams working interdependently to achieve common goals.

We are also the proud recipients of a GE Foundation Middle School Success Grant of \$ 247, 000. The grant is Consistent with the Campaign for Middle School Blueprint and focuses on strategies that directly impact the improvement of teaching and learning, with a focus in the areas of math and science. . Some of the activities that we have planned and have started to implement are :

Summer Bridge Program- Our goal is to establish a learning environment that prepares our students for the upcoming middle school challenges and expectations, as well as prepare them with 21st century skills that will aid them throughout high school, college and beyond

City Parks -Our collaboration with City Parks is based on the Science Inquiry model with a focus on developing authentic literacy. Teachers have been and will continue to be trained on the use of the outdoors for Science Inquiry. Students are scheduled fro three trips per year. The PD activities have been videotapedto create an archive for teacher review.

NYC Center for Space Education- Our teachers will participate in a variety of professional development workshops that will prepare them to use the Space Center with the students. Students will participate in simulated space missions. They will explore weather, light, forces and motion, and microgravity.

To ensure community engagement, the school has developed partnerships with CFES, Citizen Schools, City Year, Per Scholas, Margaret's Place, Mount Sinai Clinic Plus and Attendance Court. Each one of the CBO's has joined with the school to service the school's diverse population in different ways that weave together into a holistic approach to promote student growth and success.

CFES (College For Every Student) makes an impact on the entire population but specifically 100 of our "scholars." Students are selected to be scholars through staff recommendations, academic evaluations and the students' ability to adhere to the "scholar's creed." The scholars in the 6th, 7th, and 8th grade score in the mid to high Level 2 range on the standardized tests. The students meet regularly with members of the CFES school staff (the Principal, one Assistant Principal, and 3 teachers) to address and focus on pathways to college, mentoring, and leadership through service, which are the 3 dimensions of the CFES organization. The school's alliance with CFES has been a perfect match in order to foster the "prep school" model that has been part of the school's mission. Students are addressed both as scholars and by the year of the college graduating class they represent. For example, all the current 8th grade students are addressed as the class of 2017—their college graduation date. The newly developed Scholars Learning Center (SLC) serves as a meeting place for the scholars to provide mentoring services, receive differentiated instruction and take ownership of their own academic assessment data. Through college visits, guest speakers, student mentoring and community service activities, CFES has provided the school with the vehicle to promote and advocate for college success.

Citizen Schools has recently joined our list of partnerships and has been an integral part in making the connection between CFES and the school. Citizen Schools' premise is to promote academic achievement and encourage college preparation by providing "live" evidence that college access is necessary, desirable, and possible. They have brought the community into our school and have introduced our students to the community. They support the vision of our school. Through explorations, team building activities and apprenticeships, students are trained and challenged to meet their academic potential. Family involvement and an investment from community volunteers make the program successful in the school. As in the authentic literacy model our school has adopted, Citizen Schools encourages sustained and consistent practice in reading, thinking, speaking, and writing in order to help close the achievement gap. Culminating activities called "WOWs" are celebrations of student work that promote school pride and family engagement.

Mount Sinai Clinic Plus is an in-house screening service for students and their families providing assistance for social and emotional health issues. Students and parents meet together and individually with a member of the Mount Sinai staff to address specific concerns that may be of a mental health nature. The on site social worker working in conjunction with the school is also a

member of the school's School Intervention Team committee and works in collaboration with the other counseling and intervention systems in place.

Safe Horizon Margaret's Place is also housed in our building and services our youth and their families. This school based violence prevention program provides confidential individual and group counseling to those affected by crime and abuse. Referrals are made from school staff and students who are seeking out counseling services for themselves are also encouraged to seek assistance. The on campus social worker works closely with the staff and is part of the School Intervention Team. She and her staff have embedded themselves into the culture of the school and have spearheaded and managed such campaigns as the "No Bullying" campaign and the "Peace Week" project. Classroom workshops focus on promoting healthy coping and communication skills and developing peer leadership where students are selected to enhance their knowledge, skills and awareness in order to become youth leaders. Our vision is to have in place a system of rigorous expectations and interventions to promote academic and social development, and thus to provide every incoming sixth grade student with the skills and attitude necessary to have a successful middle school experience.

City Year unites young people of all backgrounds for life of fulltime service giving them the skills and opportunities to change the world . These young leaders serve as tutors, mentors and role models for our students. They work with us on improving our attendance, our academics and run an after school program

Comp2 Kids is another newly forged relationship with Per Scholas, a computer School. Our 6th, 7th and 8th Grade students and their parents have received training and a refurbished desk top computer in three separate give-away during 2008 and 2009.

Attendance Court is a program that seeks to promote improved school attendance for chronically truant students. Families that are selected agree to participate receive individualized services that include counseling, tutoring mentoring, parenting skills, mediation and after school and after-school programs.

GE Middle School Success Grant We are also the proud recipients of a GE Foundation Middle School Success Grant. The grant is Consistent with the Campaign for Middle School Blueprint and focuses on strategies that directly impact the improvement of teaching and learning, with a focus in the areas of math and science as well. Some of the planned activities that we have planned and have started to implement are :

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NYC Center for Space Education- Our teachers will participate in a variety of professional development workshops that will prepare them to use the the Space Center with the students.. Students will participate in simulated space missions. They will explore weather, light, forces and motion, and microgravity

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:				
District:		DBN #:		School BEDS Code #:

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	x <input type="checkbox"/> 6	x <input type="checkbox"/> 7
	x <input 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					86.8%	85.3%	89.6%		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3					92.4%	90.2%	80.5%		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	152	105	114	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	229	155	116		87.5%	96.2%	89.7%		
Grade 8	253	179	128						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11					11	7	10		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	634	439	358		39	14	16		
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	80	50	36						
No. in Collaborative Team Teaching (CTT) Classes	8	18	20	Principal Suspensions	145	97	124		
Number all others	50	44	47	Superintendent Suspensions	56	47	26		
<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			
# in Trans. Bilingual Classes	70	90	65	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	70	14	18	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	19	0	12	(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	53	48	38
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	11	15	13
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	NA	2	2
	22	15	10				
				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	100
American Indian or Alaska Native	2.2	1.6	0.5	Percent more than two years teaching in this school	69.8	66.7	84.2
Black or African American	37.9	38.3	34.5	Percent more than five years teaching anywhere	52.8	58.3	73.7
Hispanic or Latino	58.6	59.4	63.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.7	0.8	Percent Masters Degree or higher	81.0	81.-	87.0
White	0.6	0.0	0.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	80.7	95.6	90.1
Multi-racial							
Male	56.9	54.4	48.3				
Female	43.1	45.6	51.7				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input 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 checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification: ELA		
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 <u>3</u>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	Restructuring Yr 3		ELA:		
	Math:	Restructuring Yr 3		Math:		
Science:	IGS		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	√ SH	√	√			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	√ SH	√	√			
Hispanic or Latino	√ SH	√	√			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White						
Multiracial						
Other Groups						
Students with Disabilities	√SH	√	√			
Limited English Proficient	√ SH		-			
Economically Disadvantaged	√ SH	√	√			
Student groups making AYP in each subject	6	6	5			

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 (2007-2008)	
Overall Letter Grade	B	Overall Evaluation:	Proficient
Overall Score	67.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well developed
School Environment (Comprises 15% of the Overall Score)	11.0	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	17.0	Quality Statement 3: Align Instructional Strategy to Goals	Well-developed
Student Progress (Comprises 55% of the Overall Score)	37.2	Quality Statement 4: Align Capacity Building to Goals	Well developed
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	Proficient
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?
-

ELA

ELA DATA NYS ELA EXAM

School wide

	Level 1	Level 2	Level 3	Level 4	Level 3/4
2007	16.9%	68.0%	15.1%	0%	15.1%
2008	8.1%	69.1%	22.8%	0%	22.8%
2009	2.3%	60.6%	36.6%	0	36.6%
	-5.8%	-8.5%	+13.8%		+13.8%

6th Grade

	Level 1	Level 2	Level 3	Level 4	Level 3/4
2007	9.4%	74.1%	16.5%	0%	16.5%
2008	4.0%	75.3%	20.8%	0%	20.8%
2009	0%	52%	48%	0%	48%
	-4%	-23.3%	+27.2%		+27.2%

7th Grade

	Level 1	Level 2	Level 3	Level 4	Level 3/4
2007	16.9%	67.2%	15.9%	0%	15.9%
2008	7.0%	61.5%	31.5%	0%	31.5%
2009	2%	62%	36%	0%	36%
	-5%	+5%	+4.5%		+4.5%

8th Grade

	Level 1	Level 2	Level 3	Level 4	Level 3/4
2007	21.1%	65.2%	13.8%	0%	13.8%
2008	11.6%	72.0%	16.5%	0%	16.5%
2009	5%	68%	26%	0	26%
	-6.6%	-4%	+9.5%		+9.5%

Performance Trends:

Strengths

- Teachers plan to increase teaching and learning of literary skills through interdisciplinary tied texts implemented each quarter.
- Intervention programs such as Great Leaps, Saturday Read 180 Academy as of January 2010, and Teen Biz 3000 for struggling readers, Special Education students and Language Learners.
- Student portfolios maintained and travel with student to the next grade.
- Utilization of the Reading and Writing Workshop model to meet individual student needs as readers and writers.
- Striving to accomplish at least one year's growth in each students reading and writing abilities.
- Assessment driven curriculum and lessons.
- Publishing of student work through technology.
- Increased volume of high interest books improving reading engagement among all grades.
- Improvement of development and implementation of curriculum maps across each grade level through PLC collaboration.
- Common grade wide assessment given throughout each quarter.
- Common ELA school-wide grading system.
- Daily inclusion of vocabulary into lessons
- Written lesson summaries to demonstrate and reflect learning after each individual lesson.
- Student opportunities to read, speak and think about each days teaching points.

Challenges

- Teachers will address student accountability for reading logs.
- Teachers will address student accountability for homework assignments including more rigorous documentation and assessment of student reading at home.
- The need for more data driven curriculum and lessons.
- The quality of work in portfolios will continue to improve.
- Increased incorporation of test prep strategies and activities within the curriculum.
- Continue to address students' deficiencies in vocabulary, spelling, and grammar.
- Increase volume and standard of writing.
- Increase amount of writing students are completing at home by implementing a daily writing journal assignment for homework.
- Need more strategies for differentiated instruction

MATH

Math Data - NYS Math Exam

School Wide

Year/#Stud.	Level 1	Level 2	Level 3	Level 4	Level 3/4
2007	20.7%	48.8%	28.6%	1.7%	30.3%
2008.	15.3%	41.1%	38.5%	4.6%	43.1%
2009	10%	42%	43%	5%	48%
Gain/Loss	-5.3%	+1%	+4.5%	+4%	+5.1%

6th Grade

Year/#Stud.	Level 1	Level 2	Level 3	Level 4	Level 3/4
2007	6.8%	45%	43.1%	4.9%	48%
2008	15.8%	28.7%	49.5%	5.9%	55.4%
2009	11%	40%	45%	3%	48%
Gain/Loss	-4.8%	+11.3%	-4.5%	-2.9%	-7.4%

7th Grade

Year/#Stud.	Level 1	Level 2	Level 3	Level 4	Level 3/4
2007	37.8%	42.1%	19.2%	0.7%	19.9%
2008	11.8%	44%	37.7%	6.2%	43.9%
2009	7%	28%	57%	8%	65%
Gain/Loss	-4.8%	-16%	+19.3%	1.8%	+21.1%

8th Grade

Year/#Stud.	Level 1	Level 2	Level 3	Level 4	Level 3/4
2007	14.9%	56.8%	27.5%	0.5%	28%
2008	18%	46.9%	32.5%	2.4%	34.9%
2009	12%	53%	31%	4%	35%
Gain/Loss	-6%	+6.1%	-1.5%	+1.6%	+1%

Performance Trends:

Strengths

Based on the most current quantitative and qualitative data available, school strengths are evident in the following areas:

- As stated on the 2008-09 New York State Assessment results, overall school wide academic performance levels have consistently increased from the 2007-2008 results, (+4.9%)
- For the academic school year 2008-09, the number of level 3/4 students has increased from 43.1% (2007-08) to 48% (2008-09)
- At the school wide level, we met our Adequate Yearly Progress (AYP) across all groups in mathematics.

- Based on the restructuring of our Professional Learning Communities (PLC), instructional planning has become much more of a cooperative endeavor within the mathematics department.
- Based on the restructuring of our Professional Learning Communities (PLC), more effective planning and instructional systems are in place, such as with the use of student work as a catalyst for discussion/evaluation/modeling of best practices in instruction.

Challenges

Areas within the school where challenges exist are:

- More effective application of data obtained through formal and informal assessment as it pertains to differentiated instruction in targeting specific academic needs.
- Finding instructional/assessment resources that better address the needs of both our English Language Learners(ELLs) and students with disabilities.
- Effectively preparing our 6th and 7th grade students for the academic challenges in algebra that they will face with the 8th grade curriculum, as well, as incorporating measurement more effectively across all three grade levels.

SCIENCE

DATA- NYS 8th Grade Science Exam

-

Year	Level 1	Level 2	Level 3	Level 4	Level 3/4
2007	32%	55%	12%	1%	13%
2008.	14%	50%	35%	1%	36%
2009	33%	50%	17%	0%	48%
Gain/Loss	-19%	-	-18%	-1%	-12%

Performance Trends:

Strengths	Challenges
As a school/ department we have established a unit by unit, grade specific curriculum map aligned with the core curriculum and NYS Standards.	Meeting the instructional needs of a very diverse population of Special Education, English Language Learners, and low level readers.
There has been a 90% improvement in teacher training in instructional practices, and application of scientific inquiry.	There is still a need for a full time lab position to prepare, monitor, and deliver laboratory investigations once a week.
We have been able to develop a centralized area to access all necessary instructional resources.	At a quick glance, we have seen that our students still have difficulty with the constructed response and interpreting diagram sections of the NYS science exam; which increased in the number of questions last year (from 77 to 83).
More opportunities for common planning time which leads to unified teaching units and commonality in assessment.	
Assessment driven lessons where written summaries are used as the litmus test of student learning.	

Social Studies

DATA - NYS 8th Grade Social Studies Exam

Year	Level 1	Level 2	Level 3	Level 4	Level 3/4
2007	34	62	4	0	4
2008.	26	64	10	0	10
2009	17	68	15	0	15
Gain/Loss	-9%	+4%	+5%	0	+5%

Performance Trends:

As indicated by the 8th Grade 2009 State ELA exam, 68% of students are scoring at a Level 2 which impacts their ability to achieve in social studies, which is also literacy based subject. The 8th Grade Social Studies State Test data shows that 66% of the students scored at Level 2 and that this shows a correlation between the ELA and Social Studies State Exams. After a review of 2009 graduating 8th graders exit projects and final fourth quarter grades, it was noted that about 75% of students were performing at a Level 2 or less. These trends indicate that increasing literacy skills will impact and improve students' ability to score and perform higher on social studies assessments.

Strengths

The greatest accomplishments over the last couple of years are that teachers are working more collaboratively in Professional Learning Communities to make sure that curriculum maps and state mandated learning standards are cohesively being taught in 6th -8th grade. Two years ago the social studies department reviewed several years worth of 8th grade state exams and identified key skills and vocabulary that could be taught from 6th -8th grade in preparation for this test. Tests are being created throughout the grades to mirror the format of the 8th grade state exam. Authentic Literacy and interdisciplinary projects are being designed with more frequency to connect social studies with other subject areas. More experiential trips are being taken in all grades to make social studies material come alive and bring meaning to abstract concepts. Civics activities are regularly made a part of the school culture through the student government, CBO's, and other in school partnerships and clubs.

Challenges

Challenges to the school's improvement in social studies lie in the lack of school readiness exhibited by many students. Students lack study and organizational skills, emotional maturity, and home supports to enable them to take full responsibility for the very demanding work necessary in social studies. Much time is spent on disciplinary and organizational issues, which impacts time left for the teaching of necessary skills and broad amounts of very in depth material. As noted above, low reading and literacy levels also inhibit students' success in social studies. This year many teachers (8 in total) are teaching social studies, some of whom have never done so before, although they are licensed to do so.

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.

I. The following School wide goals have been incorporated into all Content Area Goals:

Goal #1: To strengthen authentic literacy across the curriculum by building strong, effective Professional Learning Communities.

By June 2010, 80% of our students, including ELLS and Sp Ed, will be able to demonstrate an ability to synthesize and summarize information, as measured by consistently earning a Level 3 on the notebook rubric

Goal #2: To build a safe, respectful community by improving in the areas of **Communication** and **Safety & Respect** in the Student Section of the School Survey

On the 2009 School Survey, our lowest scores came from student responses in the areas of Communication and Safety and Respect. By improving in these areas, we will raise our overall score for Communication to 7.0 and our overall score for Safety & Respect to 7.5."

Goal #4: To develop consistent standards based on student portfolios across grades and subjects

By the end of each making period, 80% of students, including ELLs and Special Education Students, will produce two standards based written projects (with oral presentations) that meet or exceed performance standards as measured by a 4-Point rubric. Each artifact will be accompanied by reflection and will be placed in a student portfolio. The portfolios will be reviewed with each student by a Portfolio Committee who will also use a 4 Point rubric

Goal #5: To Improve attendance school wide

By June 2010, our average school-wide attendance will improve to 92% from 89.6 % as measured by the 2009 School Progress Report and NYS Report Card

II. The Content Area Goals are as follows:

ELA

By Spring 2010, all 6th, 7th, and 8th grade students, including ELLs and Special Ed will improve from 36% to 50% meeting the standards on the 2010 NYS ELA Exam by focusing on non-fiction reading comprehension and vocabulary development.

MATH

By June 2010, all students including ELLs and Special Ed, will improve from 48% to 60% meeting the standards on the 2010 NYS Math Exam by addressing the academic standards related to algebraic expressions and equations and implementation of measurement as a targeted academic standard across all 3 grade levels.

SCIENCE

By June 2010, all 8th Grade students, including ELLs and Special Ed, will improve from 17% to 25% meeting the standard on the the 2010 NYS Science Test.

SOCIAL STUDIES

By June 2010, all 8th Grade students, including ELLs and Special Ed, will improve from 16% to 25% meeting the standard on the 2010 NYS Social Studies Test

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): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By Spring 2010, all 6th, 7th, and 8th grade students, including ELLs and Special Ed will improve from 36% to 50% meeting the standards on the 2010 NYS ELA Exam by focusing on non-fiction reading comprehension and vocabulary development</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>Semester 1</p> <ul style="list-style-type: none"> • Implementation of readers and writers workshop along with initial TC reading assessments. • Creation of strategy and skill based lessons to meet individual areas or need for each student. • Teacher collaboration used to create unit plans in the framework of the workshop teaching model including: teaching point, mini-lesson, modeling, independent or partner practice and share. • Daily implementation of accountable talk through mini-lessons, partner and whole class discussions, share time at the end of the period, and wrap up with written lesson summaries. • Implementation of reading programs such as: Great Leaps, Achieve 3000 Teen Biz, Benchmark reading program, and a Saturday Read 180 program beginning in early January 2010. • Introduction and training for students in the use of the M.S. 45 S.T.A.R.S. Prep Academy library with a focus on research skills. • Collaboration of teachers to create a comprehensive plan for language development and increasing vocabulary skills. Some teacher training in E.S.L. techniques to be used and applied to the general education student population as needed.

- Invite parents into classrooms to help establish a culture of reading and writing that might extend beyond the classroom.
- Collective assessment and analysis of published writing.
- Assessment and collection of “On Demand Writing” after each unit of study.
- Introduction of structured writing and outlining as part of a “writing for the test” strategy for student growth.
- Semester field studies such as interdisciplinary museum trips.
- Utilize appropriate multiple intelligences to sustain students needs and adjust to student growth throughout the year.
- All teachers will conduct test prep on a continuous basis throughout all 4 quarters of the academic school year.
- End of quarter assessments across all grades.
- Incorporation of technology, e.g. interactive websites, Renzulli Learning, Teen Biz 3000, and Scantron to target specific academic student needs.
- Utilizing 37 ½ minutes for additional support using a student enrichment model.
- Use of various visual literacies for expression and understanding.

Semester 2

- Establish of quarterly running records with data accumulated from Scantron and TC assessments.
- Increase focus on use of technology and ongoing assessment of our readers.
- Extend invitation to parents to celebrate student published writing.
- Intensify focus on skills and strategies in both reading and writing designed to help students prepare for state exam.
- Use of art for interpretation and analysis of stories.

Semester 3

- Continue use of the collection of data to increase our ability to teach each individual student.
- Ongoing staff collaboration to share effective classroom practices.
- Increased incentive in the publication process with the implementation of book publications.
- Continued literacy celebration opportunities for both the students and their parents.
- Implementation of test prep strategies.

Semester 4

- Increase focus on sharing helpful information in achieving our goal with regard to student reading growth.
- Continual data analysis of collected information regarding our individual learners and assessment of existing systems.

	<ul style="list-style-type: none"> • Continue literacy celebrations to recognize student accomplishments in both regarding reading and writing. • Analysis of current year's plan and its effectiveness; recognition of areas of strength and weakness. • Implementation of a Summer Bridge program to best suit the needs of our learners.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Weekly grade-level specific planning meetings. • Weekly department-wide planning meetings. • Continuous training on technological applications such as SMART boards and school website. • Use of standards-based, grade appropriate textbooks and other materials-NYSTYL. • Interdisciplinary planning, specifically targeting ELA, Science, and Technology. • Professional development in the following web based systems: PD 360, Teen Biz 3000, and Renaissance Accelerated Reader. • Continued development of Library-Media Center.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Use of Scantron Performance Assessment results. • T.C. Running Records and Student Reading Logs. • Grade-specific quarterly exams. • Literacy Celebrations. • Student progress reports and report cards. • Use of assignment-specific rubrics as an alternative assessment and daily written lesson summaries. • Student quarterly portfolio projects and review.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ▪ Utilization of Professional Learning Communities to familiarize department members across all grade levels with measurement standards. ▪ Utilization of Professional Learning Communities to create Weekly Lesson Plan Overview (WLPO) Make accessible to teachers technological software and hardware to be used as tools for tracking academic progress. ▪ Use of Professional Learning Community (PLC) schedule to bring forth the specific needs of students in all subgroups. ▪ Utilizing 37 ½ minutes as a clinical model for targeting the academic needs of students with disabilities. ▪
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Administration of Scantron and Periodic Assessments as forms of assessment three times within the academic school year to track progress in addressing measurement standards. ▪ Use of teacher generated informal assessment quarterly in the form of Pre-Test (beginning of each unit) and Post -Test (end of each unit) that will include measurement standards ▪ Use of Apperson software/hardware to generate data reports to track academic growth and academic trends at the student level through the grade level as they pertain to measurement standards.

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, all students including Special Ed and ELLs will improve from 48% to 60% on the State Math Exam by addressing the academic standards related to algebraic expressions and equations as an area of improvement across all three grade levels. It has been our past experience that the earlier students are introduced to algebraic expressions and equations, the more advanced levels of algebra that students can then tackle at the 8th grade level.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff</i></p>	<ul style="list-style-type: none"> ▪ 6th and 7th grade mathematics teachers will infuse more algebraic concepts within their instruction so as to better prepare students for the rigors of the challenges they will face in the mastery of algebra. ▪ While students at the 7th grade level are performing exceptionally well as reflected in the most recent NYS assessment, their gains are being lost as they enter into 8th grade

<p><i>members; and implementation timelines.</i></p>	<p>mathematics which is heavily algebra based. Teacher instruction within the 8th grade level will focus heavily on adhering to a systematic approach to instruction of algebraic concepts with the use of DCVIMS as an intrinsic tool.</p> <ul style="list-style-type: none"> ▪ Student instruction will incorporate more writing and language to express the processes used in algebraic topics. ▪ Continue targeted use of available diagnostic assessments such as Scantron/ARIS/ Periodic Assessments that will be administered to students to generate medium term assessment data for teachers to have access to ▪ Teacher generated informal assessments using Exam View by Glencoe. ▪ Use Apperson software/hardware as tool for tracking academic progress
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ▪ Utilization of Professional Learning Communities to familiarize department members in the upper grades with algebraic standards. ▪ Utilization of Professional Learning Communities to create Weekly Lesson Plan Overview (WLPO) Make accessible to teachers technological software and hardware to be used as tools for tracking academic progress. ▪ Use of Professional Learning Community (PLC) schedule to bring forth the specific needs of students in all subgroups. ▪ Utilizing 37 ½ minutes as a clinical model for targeting the academic needs of students with disabilities. ▪
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Administration of Scantron and Periodic Assessments as forms of assessment three times within the academic school year to track progress. Beginning of first school semester/midyear assessment/end of the year assessment. ▪ Use of teacher generated informal assessment quarterly in the form of Pre-Test (beginning of each unit) and Post -Test (end of each unit) ▪ Use of Apperson software/hardware to generate data reports to track academic growth and academic trends at the student level through the grade level.

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, 8th Grade students in all accountability groups, all students, including Special Ed and ELLS will improve from 17% to 25% meeting the standard on the 2010 NYS Intermediate Science Test.</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>	<ul style="list-style-type: none"> • Establish a Science PLC which meets for 90 minutes a week to create grade wide lesson plans, departmental projects, rubrics, informal and formal assessments, and group analysis of student work. • Increase the use of technology by way of content area software, and multimedia to improve student work and student engagement. • Vocabulary (10 -15 vocabulary words weekly) Collaboration of teachers to create a comprehensive plan for language development and increasing vocabulary skills. • Collaborate with City Parks Foundation and NASA Space Center to provide professional development for science teachers, which will yield year long inquiry trips that align with curriculum standards • Departmental use of Math and ELA scores, to target specific academic student needs in science. • A departmental focus on authentic literacy, to infuse literacy into science, will be addressed by reviewing of student notebooks using teacher created rubrics during the PLC. • Work in tandem with the Math PLC to focus on the departmental goals of scientific measurement and scientific inquiry. • Target populations ELLs, SPEDs, and General Education students will engage in these activities. Timeline will take place from Fall 2009 – Spring 2010.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Professional development in the areas of the NYS 8th grade student test preparation, and scientific inquiry from City Parks Foundation and NASA Space Science Center. • Continuous training on the instructional application of Smart Board Technology, and school website (echalk) resources. • Use of standards-based textbooks and technology resources to support core curriculum using NYSTL funds. • Weekly Departmental Planning during PLCs.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • The student quarterly portfolio projects should reflect the increased emphasis on scientific inquiry and scientific measurement. • Grade specific and uniform assessment. • Student Progress reports and report cards of all students, while monitoring the target population. • An improvement in the quality of informal assessments, and end of lesson summaries.

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): Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 8th Grade students in all accountability groups, including Special Ed and ELLS will improve from 16% to 25% meeting the standard on the 2010 NYS Intermediate Social Studies Test.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Authentic based literacy ex: students will write essays based on the topic and produce projects. (The use of text books, varied resources will help provide details and facts. Students will write reflections for their projects). Student lesson summaries will provide teachers with daily formative assessment. Notebooks will be collected monthly and assessed using a teacher created rubric at the PLCs. • Geography (i.e. cartography in art class) • Vocabulary (10 -15 vocabulary words weekly) Collaboration of teachers to create a comprehensive plan for language development and increasing vocabulary skills. • End-of –quarter assessments across all grade levels. • Research/Essay writing (i.e internet research) Incorporation of technology, e.g. interactive websites • Primary and secondary documents; DBQs and analysis • Teacher collaboration used to create unit plans in the framework in the PLC including: teaching point, mini-lesson, modeling, independent or partner practice, and share out.. • Semester field studies to the public library and interdisciplinary museum. <p>Target populations ELLs, SPEDs, and General Education students will engage in these activities. Timeline will take place from Fall 2009 – Spring 2010.</p>
<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>Support services through ELA classes for ELL’s, Spec. Ed. Level 1’s and 2’s with improving literacy (reading, writing, speaking) in English. Citizen Schools and City Year can assist with mentoring, civics projects, and homework completion support. More LCD’s and laptops are needed for classroom use. Assess functionality of TVs, VCRs and DVDs in building. Distribute for use.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • At the end of every lesson students will write lessons summaries. • Students will take weekly tests that will mirror structures of State Exam. The unit test will follow the same structure. • Project based assessments will be used. Projects will include skill builders for State Exam. The students will receive 2-3 projects per quarter. • Students will perform at level 3 on State Exam in June.

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	114	114			16		25	8
7	116	116			21		21	8
8	128	128			23		40	10
9								
10								
11								
12								

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

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

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

❖ Our 3 Tier Academic Intervention Model functions as follows:

- Tier 1-
 - Teachers are asked to use the PRIM (Pre-Referral Intervention Strategies) and Interventions.com to identify strategies that can be used to help the struggling student. Copies of the PRIM are available school wide
 - Following each report card-Teachers review student data with AP and come up with Tier I strategies that will help the struggling student.
 - Students receive an Interim Progress report half way through each marking period in October, January and March. Parents are asked to come to conferences with teachers.
 - Teachers are asked to design 3- tiered lessons for their classes.
 - We implement Counselor Watch for our incoming 6th Graders
 - We have a Summer Bridge Program for our incoming 6th graders.
 - Renzulli Learning is used, by teachers to differentiate instruction.

- Tier 2
 - Holdover students, or students who continue to struggle, despite Tier 1 interventions, are referred to the School Intervention Team.
 - The team meets weekly and for 90 minutes
 - The team proposes other Tier 1 interventions that can be tried or suggests Tier 2 interventions such as Wilson ,Read 180, Great Laps or 371/2 minute Extended Instruction Time Menu.
 - Parents are invited to attend planning session
 - Students with attendance issues are referred to the attendance Teacher or attendance Counselor
 - Students with at risk behaviors are referred to our counselors and social workers.
 - The team maintains a Pupil Intervention Profile on Google Doc for each student
 - Great Leaps, tutoring during 371/2 Minutes
 - One-to- one and Group Tutoring in Math provided by City Year Core members
 - Students receive student to student mentoring through CFES
 - Extended Day Programs such Citizen School, City Year, Scan Beacon, & Brainfuse provide extra academic help.

- Tier 3
 - Our School Intervention Team meets weekly to address those issues that require social/emotional interventions.
 - Mel Levine's principle's are used to develop Behavior Intervention Plans
 - Referrals to Mt Sinaii Clinic Plus for outside agencies are made or students are referred for Special Ed. Evaluation.

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Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Parallel programming so that three teachers can teach 2 classes • Additional Periods <ul style="list-style-type: none"> • Two periods A.I.S Weekly <ul style="list-style-type: none"> ○ Six periods regular state mandated curriculum + two periods A.I.S • 37 1/2 Minute Extended Instruction Time will be scheduled after lunch for all three grades. Interventions will include student-teacher tutoring, test prep, Student “buddy” mentoring, counseling, work in the Scholars Learning Center, SSR-Sustained Silent Reading, Wilson, Rd 180, Great Leaps, and Enrichment for students that are Level 3 and 4. • Saturday Read 180 Academy – a Saturday program will be implemented to assist targeted students. The students that will be targeted are students with disabilities (IEP’s), English Language Learners, and mid-level 2’s. Students will participate in 14 Saturdays that will consist of a focus on improving reading through the Read 180 program. The program will run from December 2009 through the end of April 2010. • Teen Biz 3000 – 1) Differentiated online literacy program with a focus on nonfiction texts will be purchased and implemented for targeted students. The program will be designed to help students with disabilities (IEP’s), English Language Learners, and level 1, 2, and 3 students. The program encourages students to improve in various skills and reading comprehension through the web based program • Benchmark Education Program – This complete English rigor program will be used by the ESL teacher to enhance student language development and reading proficiency. This program targets beginners and SIFE English Language Learners by focusing on learning English as a second language through science and social studies content. • Push In/Pull out by SETSS teacher.
Mathematics:	<ul style="list-style-type: none"> • Parallel programming so that three teachers can teach 2 classes • Additional Periods During the School Day • Two periods A.I.S.- Weekly <ul style="list-style-type: none"> ○ 6th, 7th & 8th Grade- Six periods regular state mandated curriculum + two periods A.I.S • Description of AIS periods: <ul style="list-style-type: none"> ○ Differentiated Instruction ○ Push in by Lead Teacher for Team Teaching

	<ul style="list-style-type: none"> ○ Pull out /push in by SETSS teacher ○ Enrichment for Level 3 and 4 ● 371/2 Minute Extended Instruction Time will be scheduled after lunch for all three grades. Interventions will include student-teacher tutoring, test prep, Student “buddy” mentoring, counseling, work in the Scholars Learning Center, Rd 180, Math Great Leaps, and Enrichment for students that are Level 3 and 4 ● Saturday Program-will focus on students needing extra help to meet State standard
Science:	<ul style="list-style-type: none"> ● Will rely heavily on Tier 1 Intervention including the creation of 3 tiered lessons by teachers. The focus will be to provide AIS daily in support of our authentic literacy model: <ul style="list-style-type: none"> -the distribution of instruction into whole class, small group and side-by side instruction daily - the use of multi-level texts- books the students can read daily -
Social Studies:	<ul style="list-style-type: none"> ● Will rely heavily on Tier 1 Intervention including the creation of 3 tiered lessons by teachers. The focus will be to provide AIS daily in support of our authentic literacy model. <ul style="list-style-type: none"> -the distribution of instruction into whole class, small group and side-by side instruction daily - the use of multi-level texts- books the students can read daily
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> ● Students identified by School Intervention Team as being at risk because of <u>attendance</u> issues will receive daily counseling services from our Guidance Counselor during after lunch Extended 371/2 minutes and during Career ● Students placed in the SAVE Room to serve suspensions are seen by the counselors or social workers upon entering and then again before they leave
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> ● Students identified by School Intervention Team as being at risk because of <u>emotional /social issues</u> will receive daily services from our Social workers during after lunch extended 371/2 minutes and Career ● the SAVE Room to serve suspensions are seen by the counselors or social workers upon entering and then again before they leave

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.

M.S. 45/S.T.A.R.S. Prep Academy LAP Narrative

The M.S. 45 LAP Team consists of the , Principal; Assistant Principal; ESL Teacher;, Spanish Language Teacher;, 6th Grade TBE Teacher;, Bilingual SETSS Teacher; Parent Coordinator; Parent Member

MS 45 is composed of three hundred eighty-seven students, of which ninety-nine are classified as ELLs. English Language Learners (ELLs) at MS 45 participate in either Spanish-English Transitional Bilingual English (TBE) or freestanding ESL. Four different homerooms, including one Special Education homeroom, receive TBE and all other ELLs receive a combination of push-in or pull-out ESL. Because there are so many Beginners in the seventh and eighth grades in particular, most of these students receive additional small group pull-out ESL. Eight of our nine SIFE students are assigned to TBE homerooms and the ninth student receives ESL. Of the twenty Special Education students, five receive TBE and fifteen receive ESL. There are seventeen long-term ELLs, twenty-five Newcomer ELLs, and twelve mid-range ELLs in TBE. Ten long-term ELLs, zero Newcomer ELLs, and eight mid-range ELLs receive ESL services exclusively. There are nine long-term ELLs, twenty-one Newcomer ELLs, and eleven mid-range ELLs who receive both TBE and ESL. With the exception of three students, all of the students in ESL are native Spanish speakers. There is one native French speaker, one native Bengali speaker, and one native Mandingo speaker. All Beginner and Intermediate students receive their mandated 360 minutes of ESL per week. The Advanced students receive the mandated 180 minutes per week.

In the TBE classes, students are at mixed levels of English proficiency ranging from Beginner to Advanced. The ESL pull-out classes are organized by proficiency with one joint class for seventh and eighth grade Newcomers, one class for seventh grade Intermediate/Advanced, and one class for eighth grade Intermediate/Advanced.

Many of our former ELLs choose to stay in a TBE class. This allows them access to the same push-in ESL services and strategies current ELLs receive.

Teachers use many different approaches to help our ELLs learn both English and academic content. Teachers differentiate and scaffold materials. Students often work with partners or groups to allow for students to discuss content in their native language and also to support English language acquisition. Teachers use a variety of visual aids and phonic-based systems when appropriate. Students travel on field trips to museums, biological parks, and other destinations to help reinforce classroom instruction.

Across the grades, thirty-four students scored Beginner on the NYSESLAT or LAB-R, twenty-eight scored Intermediate, and thirty-seven scored Advanced. Looking at the breakdown of NYSESLAT scores by modality reveals an interesting picture. Relatively few students actually scored Beginner in any of the modalities, yet they are classified as Beginner regardless of their score in the other modality. Students earned higher scores (Intermediate, Advanced, and even Proficient) in Listening/Speaking. In Reading/Writing, more students are represented at each proficiency level.

Results from the 2009 NYSESLAT show that the sixth grade ELLs are predominantly (eighteen students) Advanced, with only eight Beginners and just three are Intermediate. Seventh grade ELLs are split at opposite ends of the spectrum with thirteen Beginners, twelve Advanced and eight students somewhere in between scoring Intermediate. The eighth grade ELLs are mostly at the lower end of the spectrum with thirteen Beginners, seventeen Intermediate, and only seven Advanced. The eighth grade has not only the largest number of ELLs, but also the greatest number of Beginners and Intermediates.

Based on 2009 NYSESLAT scores, it is clear that students are stronger in listening and speaking than in reading and writing. This will shape instruction in two significant ways. First, teachers must maintain and improve their efforts in the arenas of listening and speaking. The scores show that their current practices are succeeding. Secondly, teachers must redouble their energies in both reading and writing. Scores reveal that while 38 of ELLs tested are either Advanced or Proficient in reading and writing, 50 are still classified as either Beginner or Intermediate. This indicates that teachers must intensify their work in helping students become more proficient in reading and writing. Students need explicit teachings related to grammar, idiomatic expressions, conventions of writing, and reading strategies more frequently.

Across the grades, a total of six ELLs taking the 2009 ELA exam scored Level 1, sixty-three scored Level 2, fourteen scored Level 3, and none scored Level 4. Twenty-four sixth grade ELLs took the 2009 ELA exam: no students scored Level 1, fifteen scored Level 2, nine scored Level 3, and no students scored Level 4. Twenty-six seventh grade ELLs took the 2009 ELA exam: two scored Level 1, twenty scored Level 2, four scored level 3, and no ELLs scored level 4. Thirty-three ELLs took the 2009 ELA exam: 4 scored Level 1, twenty-eight scored Level 2, one scored Level 3, and no ELLs scored Level 4. Because this was the English Language Arts exam, students did not have the option to take the exam in their native language.

Students who took the 2009 Math exam in English fared noticeably better than those who took it in their native language. Sixty-seven students took it in English and twenty-seven took it in their native language. Of the students who took the exam in English, nine scored Level 1, twenty-nine scored Level 2, and twenty-nine scored Level 3. Of the students who took the exam in their native language, nine scored Level 1, thirteen scored Level 2, and five scored Level 3. Overall, eighteen ELLs scored Level 1, forty-two scored Level 2, thirty-four scored Level 3, and none scored Level 4.

Results for the Examen de Lectura en Español (ELE) show that our native Spanish speakers are struggling to read in Spanish. Based on 2008 results, most students at MS 45 scored in the lower half. Of the fifteen results for the sixth grade, only five students ranked in the top 60th-100th percentiles. Among the twenty-one students tested in the seventh grade, six students ranked in the top 60th-100th percentiles. Of the twenty-one results for the eighth grade, five students ranked in the top 60th-100th percentiles.

The ELL intake process at MS 45 follows a specific procedure that begins with an interview carried out by the ESL teacher. The ESL teacher determines which language the parent and student/s speak and provides the parent with a HILS form. When necessary, the ESL teacher contacts the DOE translator service in order to ensure informed parent choices. With the home language established, the parent is informed of class choice. With these pieces complete, the orientation process begins as the parent/s and other stakeholders view the DOE issued DVD. This process is overseen by the assistant principal, ESL teacher and the parent coordinator. The student is then placed according to parent choice. If eligible, the student is administered the LAB-R within 10 days of entry. When applicable, the LAB-R is hand scored immediately; a copy is retained in by the assistant principal and is sent out for official scoring.

In order to keep the parent of our ELL students informed of the ELL instruction taking place in MS 45, our parent coordinator organizes four, one hour long meetings per year in which ELL parents are invited to attend. Invitations are sent via US mail, email and using an automated call service. The meetings take place in September, January, March and June from 3:30 to 5:00 PM. The MS 45 bilingual teachers and ESL teachers attend these meetings. Parents are encouraged to ask questions via a "town hall" format and also meet with the teachers of ELLs independently. In addition, the parents fill out surveys created by the LAP committee and the technology department that speak to their opinion on quality of instruction, resources, programs offered and overall comments and concerns regarding parent choices. These surveys are evaluated by the LAP team and instructional decisions are made based on trends yielded through analysis of this data.

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) 6th-8th **Number of Students to be Served:** 30 students LEP 30 students Non-LEP

Number of Teachers 3 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.

This program is intended to target 30 ELLs (English Language Learners) who are identified as beginners or SIFE (Students with Interrupted formal Education) students. The targeted population has been identified from grades 6th through 8th. A majority of the students are in the bilingual program during the school day, but require more English Language based instruction.

The program is centered around a multitude of activities; however, the focus is on the four major English skills of listening, reading, writing, and speaking. Part of the program will be using technology, such as podcasts and ipods to enhance students listening and speaking skills. Additionally, the Reader's Theatre program will be used to enhance students reading comprehension, fluency, phonics, and speaking abilities while performing and reading the various plays. Furthermore, The Read It program will be employed to maximize students writing abilities by providing them with different prompts and assessments to aid them in their writing skills. Lastly, all of these types of activities are intended to help the LEP student grow to become more proficient in English with the goal of eventually achieving proficiency.

The idea behind this program is that beginners and SIFE LEP students need more English based instruction and they need it to support where they are and where they need to be. Taking from Deborah Short, many of these students have to do double, triple, quadruple times the work and it will best benefit them if they receive additional ESL instruction so they can do the extra work and receive the extra support. The program is looking at the child holistically and recognizing that all of the students need more instruction in speaking, listening, reading, and in writing.

This program will be run for a total of 50 hours. It will run twice a week for duration of two hours for each session. The program will start in January and run until the end of April.

The service providers will all be ESL teachers with the Lead ESL teacher having a Masters and four years teaching ESL experience. All of the teachers hired will have more than two years experience working with LEP students.

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.

Form TIII – A (1)(b)

School: MS 45 BEDS Code: 310400010045

**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 		
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$2,710	10 ipods at \$150 each = \$1500 2 listening stations = \$800 microphone =\$110 Better Speaking Skills, English drill download, Grammar Challenge, and English A+ Finally Learning English (additional curriculum)= \$300
Educational Software (Object Code 199)		

Travel		
Other Parental Involvement	\$ 314	
TOTAL	\$3024	

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.
 - a. Two –thirds of our students are Hispanic.. In addition, about 25% of our students are ELLS. We require a Spanish translator at all our Parent conferences. We have had to find staff members to assist in the translation of all documents so that parents are made aware of school developments and events.
 - b. Will assess for other languages in September by sending home DOE letter that is written in various languages
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.
 - All documents going to parents are translated. We will inform all parents of this policy at our September Orientation/ Curriculum Night. We will send this message via the Phone Master in September.
 - Our School Handbook ,School Calendar and Monthly Newsletter and calendar are now available in both languages
 - In 2009-2010 we will focus on making sure the general postings. on our website will be in English and Spanish.

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.
 - a. We will provide translation services for the following:
 - Student/Parent handbook
 - Monthly newsletter & Calendar
 - Letter to Parents
 - Report Cards
 - Progress Reports
 - Notices to Parents

These services will be offered by in-house staff

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 will be provided as follows:

- Phone Master Messages
- Parent Association Meetings
- Assembly Programs
- Open School Nights
- Any special event

These services will be offered by in-house staff

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We will do the following in notifying parents of their rights

- We will provide written notification and will also present orally at our Parent Orientation/ Curriculum Night in September. We will also post this information on our website and will include in monthly in our newsletter/calendar.
- We will post a sign near the Main Lobby near our sign in desk indicating where a copy of such written notification can be obtained.
- Our main office is staffed by Bilingual personnel and in the case of an emergency parent will be able to communicate with the school.

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:	\$389,789	\$36,220	\$426,009
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4050		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$362	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$9,489		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1,811	
6. Enter the anticipated 10% set-aside for Professional Development:	\$101,752		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$10,000	

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

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

MS 45 SCHOOL PARENTAL INVOLVEMENT POLICY

PART I - GENERAL EXPECTATIONS

MS 45 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of all parents of Title I

- MS 45 will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
 - Parents on the SLT will be members of sub committees that review and help to develop certain parts of the CEP. .
- **MS 45** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- At Teacher Conferences in November, parents will be asked to complete a survey which asks for their input on school matters and their own particular needs. We will also ask for parent e-mail addresses. We will create a contact list for all parents. All communications will happen via e-mail, school web-site, back-packed hard copies, and phone master.
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - the State's academic content standards;
 - the State's student academic achievement standards;
 - the State and local academic assessments including alternate assessments;
 - the requirements of Title I, Part A;
 - how to monitor their child's progress; and
 - how to work with educators.
 - The school will provide opportunities for parents to get involved in school activities:
 - The school will provide open houses, parent workshops, and special Quarterly events that will help parents work with their children to improve academic achievement: Sept- Parent Orientation, Nov- P/T Night & Multicultural Festival, Feb: P/T Night and We Celebrate Our School, May- Cinco de Mayo
 - Invite parents to student presentations of projects in classes.
 - Invite parents to Science Fair, Math Carnival, Social Studies Museum, Literacy Celebration, Student Award Assemblies, CFES Scholars Events, Ciitizen School Events, City Year Events ,etc.
 - Invite parent to at least one trip per year.
 - Provide parents with childcare services during meetings and special events.
 - Encourage and request 2 class parents per class to serve as another means to relay important information to other parents.

- The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by offering Professional Development in these areas- i.e. How to speak to Parents on Open School Night. We will give out hand-outs with suggestions for the parents.
- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Parents will receive yearly calendar in September
 - Parents will receive Student Parent Handbook in September
 - Parents will receive monthly newsletter and calendar update
 - Parents will be notified of special events through the School Messenger phone system
 - Teachers, students and parents will communicate via e-mail system and the MS45 E-Chalk website.
 - Postings of special events will be strategically posted around the perimeter of the school.
 - Class parents will be encouraged to reach out to other parents to remind them of upcoming events.
 - Community outreach through meetings with churches and other community based organizations.
- The school will ensure that the annual City Parent Survey is disseminated and returned in the spring.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

- MS 45 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:
 - School Leadership Team elections will be held yearly
 - School Leadership Team meetings will be held monthly.
 - The School Parental Involvement Plan will be developed by the SLT and will become part of the CEP
 - The minutes from the SLT will be posted outside of Room 104.

PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Other activities at MS 45 will include:

- providing necessary literacy / Computer training for parents from Title I, Part A funds (i.e. E-Chalk/ E-mail)
- 4 hours of Technology Literacy for all incoming 6th grade parents provided by COMP2KIDS
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;

2. School-Parent Compact – Attach a copy of the 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 DOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

MS 45

SCHOOL-PARENT COMPACT

MS 45 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This School-Parent Compact is in effect during school year 2009-2010.

School Responsibilities

MS 45 will:

- **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:
 - Hire the most qualified teachers to teach our students
 - Schedule students for classes that meet state mandated units
 - Focus on school wide instructional strategies that will improve student learning
 - Provide the needed interventions for our struggling students
 - Provide enrichment for our students already meeting the standards

- **hold parent-teacher conferences** during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held during Parent teacher conferences in November, February and April.
- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - *Parents will be advised regularly of their student's progress by the content area teachers via phone calls and e-mails.*
 - *Three Interim progress reports will be issued half way through each report card period in October and January and March*
- **provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as needed
Parents, A.P's, and teachers will set up a mutually acceptable meeting time. Parents will also be able to meet with teachers after each Progress report.
- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
 - Parents will be invited to volunteer to be class parents- two per class
 - Parents will be invited to presentations in the child's content area classes.
 - Parents will also be invited to our yearly Art Expo, Science Fair, Math Fair, Literacy Celebrations and Social Studies Museum. They will also be invited to any student performances and Awards Assemblies
 - Parents will be notified of these events via our yearly calendar, our monthly newsletter/ calendar, our automated Phone Messenger , teacher invitation and e-mail using the E-chalk program

Parent Responsibilities

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

- supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
 - Monitoring and limiting the time on the internet;
 - Monitoring and limiting the time spent on the phone;
 - Monitoring and limiting time spent on video games
 - participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;

- making sure my child reads 60 minutes each day; providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child to accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- expressing high expectations and offer praise and encouragement for achievement.
- Ensure that their child has a nutritious breakfast before school starts

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- come to school daily and on time;
- come to school ready to do our best and be the best;
- come to school with all the necessary tools of learning- pens, pencils, books, etc.
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for tests and assignments;
- read at least 60 minutes every day outside of school time and put the information on the Reading Log;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)
- eat a nutritious breakfast everyday before school starts

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES

MS 45 will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;

- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics using ARIS link
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

School Staff-Print Name	Signature	Date
Parent(s)- Print Name(s)		
Student (if applicable)- Print Name		

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - A Quality Review was conducted in April 2008
 - SQR Pre-Review document was prepared by grade and content area committees
 - Environmental Survey results were discussed at three different grade meetings at different intervals to monitor growth.
 - A SURR Review was conducted in April, 2007
 - Content Area teachers met on 4 consecutive Saturdays in April and May, 2008 to review data, assess needs and formulate instructional strategies to be used in mapping the curriculum for next year. These needs assessments can be found in the needs assessment part of each section of the CEP.

2. Schoolwide reform strategies

Our plan aligns with New York State standards, first and foremost, because our school implements a standards based instructional program that meets NY State Program Requirements – Section 100.4.

Our plan focuses on four of the nine cornerstone strategies presented in *Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform* issued by the National Association of Secondary School Principals in 2006:

- Establish academically rigorous essential learnings that a student is required to master to successfully make the transition to high school and align the curriculum via curriculum maps.
- Create dynamic teacher teams - PLCs that are afforded common planning time to help organize and improve the quality and quantity of interactions between teachers and adults.
- Provide structured planning time for teachers to align the curriculum across grades.
- Implement advisories or other programs such as CS and CFES that ensure that students have frequent and meaningful opportunities to meet with adults and plan and assess students academic, personal and social development including college and career preparation

3. Instruction by highly qualified staff.

All teacher licenses have been reviewed and reassignments have been made consistent with their certification

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.

Professional Development in areas identified through Quality review and SURR review have been programmed for next year. This includes:

- Professional development to support literacy in every content area
- professional development for the implementation of weekly ELA instructional strategies
- Professional development for the integration of technology into all content areas: *Accelerated Reader*, *Electronic Grade Book*, *PD 360- ARIS*, *EXCEL 101*, *Microsoft Office*, *Publisher*, *Power Point 101*-
- weekly professional development by Professional Learning Communities: Humanities, Math, Science/Tech
- Study groups by content area
- Professional Dev for teachers in the following: PD 360, Accelerated Reader, Renzulli Learning

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

- Attendance at Hiring Halls
- Continue NYU Partnership
- Reach out to Universities
- Teach for America
- Teaching Fellows
- DOE Open Market

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

- Quarterly Curriculum Nights with teacher participation, PA involvement, volunteer support and CBO involvement, scheduled before the release of grades during Quarter 1 and 2, slightly after Quarters 3 and 4.
- Working with CBO partners on a series of workshops, including budgeting, resume writing, job finding, nutrition, social skills; offering a connection to food support to draw families to events
- Partnering with Citizen Schools extended day program to address the needs of our target population.

- Parents are required to attend an orientation and sign agreements to consistently communicate with Citizen Schools and school staff.
- Citizen Schools staff will send weekly progress reports, make phone calls bi-weekly, and give updates on grades a minimum of once a month.
- Middle School teachers will lead apprenticeships, designed to engage target population around specific individual academic needs and have increased interaction with MS 45 parents that they normally would not have.
- Citizen Schools staff will assist with Quarterly Curriculum Nights and other key family engagement events. Citizen Schools staff will also support teachers during school day around targeted interventions

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

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- Lead Teacher Program – To most effectively create a culture of learning, expertise, and excellence at our school, we plan to replicate the Lead Teacher program currently in place in the math department, to raise the accountability of all departments in our community.
 - The blueprint generated by the math department will be used to create 2 more lead teacher positions: a Humanities and a Science/Technology lead teacher to ensure quality teaching and adherence to the curriculum maps created and agreed to by the community as a whole.
 - The Lead Teacher position will address several elements of need in our school:
 - accountability to curriculum maps
 - maintenance of high teaching standards
 - consistency of mission implementation
 - new teacher mentoring
 - ELL training and certification
 - QTEL certification
 - coordination of interdisciplinary learning
 - Consultant, in collaboration with the lead teachers will be responsible for integrating the curriculum across each content area, incorporating elements of good instruction with authentic literacy, including ELL integration. This will create an accountability

structure that will clearly inform both teachers and administrators alike, providing the basis for observation and feedback. Group planning time will also be maximized, with a clear focus of the agenda being curriculum maintenance and literacy integration.

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.

Our 3 Tier Academic Intervention Model functions as follows:

○ Tier 1-

- Teachers are asked to use the PRIM (Pre-Referral Intervention Strategies) and Interventions.com to identify strategies that can be used to help the struggling student. Copies of the PRIM are available school wide
- Following the 2nd and 3rd report card-Teachers will review student data with AP and come up with Tier I strategies that will help the struggling student.
- Students receive an Interim Progress report half way through each marking period in October, January and March. Parents are asked to come to conferences with teachers.
- Teachers are asked to design 3- tiered lessons for their classes.
- Counselor Watch
- Summer Bridge Program

○ Tier 2

- Holdover students, or students who continue to struggle, despite Tier 1 interventions, are referred to the Academic Intervention Team.
- The team meets weekly for a double period- 90 minutes.
- The team proposes other Tier 1 interventions that can be tried or suggests Tier 2 interventions such as Wilson ,Read 180, Great Leaps or 371/2 minute Extended Instruction Time Menu.
- Parents are invited to attend planning session
- Students with attendance issues are referred to the attendance Teacher or attendance Counselor
- Students with at risk behaviors are referred to our counselors and social workers.
- The team maintains a Pupil Intervention Profile (PIP) for each student and a Google Doc for referred students
- Renzulli Learning
- Great Leaps, tutoring during 371/2 Minutes
- One-to-one and group tutoring provided by City Year Core Members to students struggling in MATH
- Mentoring through CFES
- Extended Day Programs such as Citizen Schools, City Year, Scan Beacon, Brainfuse
- Read 180, Wilson

○ Tier 3

- Our School Intervention Team meets weekly to address those issues that require social/emotional interventions.
- Mel Levine's principles are used to develop Behavior Intervention Plans
- Referrals to Mt Sinai Clinic Plus for outside agencies are made or students are referred for Special Ed. Evaluation.

9. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. We are coordinating our efforts with the following programs to provide our students with the best support services possible:

- Margaret's Place/Safe Horizon
- SCAN/Beacon Program
- City Year Young Heroes
- CFES- College For Every Student
- Citizens School
- City Parks

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: Restructuring Year 4 **SURR¹ Phase/Group (If applicable):** 13

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.

ELA-

Hispanic or Latino – 59.4% of the total population- 266 students- of these 96 are ELLS

Limited English Proficient- 96 students are ELLs or 21.6%

Economically Disadvantaged- 96.2% of our students are eligible for free lunch

With almost 60% of our students coming from homes of Hispanic background, it is clear that our students are experiencing first language interference and second language deficiencies. Of that 60%, almost 1/3 are designated ELLS who have not passed the NYSESLAT. For some students this has been an on-going process of up to 7 years of unsuccessful attempts at passing the NYSESLAT.

Our students are deficient in both receptive and expressive language- clearly they lack the necessary skills to use the English language particularly English “academic” language.

This is compounded by the fact that the children come from families that are struggling financially to meet ends meet. There may not be enough support at home, either because the parents are working long hours or are not equipped linguistically to help their children

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- See Action Plan- ELA page 21, See ELA Interventions , page 21

¹ School Under Registration Review (SURR)

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.
 - **Plan for Effectice PLCs**
 - Map the essential standards-
 - have quarterly assessments
 - post the maps –share with the entire school community
 - Data driven academic priorities
 - Team work that produces short term assessment results through formative assessments (daily, weekly, unit, qtrly)
 - Goals that are measurable and tied to an assessment
 - SMART (specific, measurable, achievable, realistic, timely)
 - Both short term and annual
 - Only two goals per PLC
 - All teachers know the goals to the “number”
 - To set this goal identify the two lowest standards from the assessments- build lessons every two weeks (about 40 minutes) to address weakest areas
 - Use meeting protocols
 - Keep meeting logs
 - Recognize and celebrate small wins
 - Create expectations for students
 - Guaranteed and Viable curriculum
 - Radical changes to literacy instruction
 - Celebrate every small win in these areas at every PLC meeting, faculty meeting and administrative meeting
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

New Teachers will observe his/her mentor and other teachers twice per week. This will be followed by a meeting with his lead teacher mentor twice per week. The teacher and mentor will focus on different aspects of the Professional Development Standards.

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.

- Parents will be invited to attend a meeting. The invitation will be in Spanish/English
- The message will be sent home via back pack, e-mail, Phone Master, mailed and posted on the MS 45 website.
- An interpreter and the Parent Coordinator will be available at the meeting.
- Data will be shared in an understandable manner that will help parents understand our situation, but will also be made aware of the progress we have been making to meet AYP

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: ELA & MATH

SURR Group/Phase: 13

Year of Identification: 2007

Deadline Year: 2010

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
SURR Team Visit April 2007	<p><u>Mission Statement & Goals</u> Review the mission</p> <p>Little evidence of standards –based education</p>	<p>The Mission was rewritten in 2007-2008. We focus on preparing our students for high, school, college and beyond. We are collaborating with CFES (College For Every Student) since 2007 and Citizen Schools (2008) to expose our students to college and career opportunities</p> <p>Standards based Curriculum maps are revised each June. since 2007 We have a scheduled Planning retreat for June 29, 2009</p> <p>Weekly meetings by Professional Learning Communities focus on developing lessons and assessments and reviewing data and student work. All lessons are standards based. Rubrics required for Assessment</p>

	<p><u>Administration</u> Clearly define roles of admin, coaches, teachers.</p> <p>create organization chart so that all have clear understanding of shared responsibilities</p> <p><u>Instructional resources</u> Buy enough textbooks so that each student has one</p> <p>Stock the library</p> <p>Get ESL materials</p>	<p>Students prepare portfolios that are reviewed by a Portfolio Team quarterly and travel to the next grade. Portfolios include artifacts, rubrics and assessments</p> <p>Administrative roles continue to be refined. The three Asst Principals will now have a more defined job for description for Sept 2009 that will allow for a much broader overview of all three grades: A.P for Teaching & Learning A.P. for Assessment & Data A.P. for Guidance & Interventions/Dean</p> <p>Three Lead Teacher Roles have been created and defined. Math Lead Teacher Humanities Lead Teacher Science /Tech Lead Teacher These Lead teachers lead three PLCs</p> <p>6th,7th,8th Math, 6th .7th .8th . Science and 7,8 Social Studies books have been purchased since 2007</p> <p>Library Books purchased each year 2007 2008 2009 ESL Books and NYSELAT Prep books</p>
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	<p><u>School climate/culture</u> school culture needs to focus on learning</p> <p>establish clearly defined routines to promote swift transition between classes, lunch at dismissal and in the classroom</p> <p><u>Student behavior & discipline</u> Staff needs to establish a comprehensive discipline program with consequences, expectations, clear routine</p> <p>training for students & staff on bullying and conflict mediation</p> <p>Decrease class to 20</p> <p>Hire one Dean per grade</p>	<p>purchase in 2009</p> <p>To improve learning we have focused on Attendance. Our average attendance improved 3.7 average points.</p> <p>School climate has improved each year as evidence by increased scores on School Environmental Survey</p> <p>School Handbook/Planner distributed each year and reviewed regularly</p> <p>Staff from Margret's Place and Safe Horizon have provided teacher and student workshops on conflict mediation, bullying and tolerance. Students are provided counseling and conflict mediation</p> <p>Class size is being held at 25 students</p> <p>Professional Dev this year has focused on developing the technological skills of our teachers. 3 Saturday PD Days have focused on:ARIS, Acuity,Excel;Electronic Grade Books,Use of Smartboards,MS Power Point,Accelerated Reader</p> <p>PLC has studied Mike Schmoker's <u>Results Now</u> (6 week study) and are implementing the Authentic</p>
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	<p><u>Curriculum, Instruction, Assessment</u></p> <p>More professional dev. in instructional strategies, classroom management, conflict mediation, use of rubrics,</p> <p>More cooperative learning- less copying from the board</p> <p>Formative reading assessment 3 times per year.</p> <p>management, conflict mediation, use of rubrics,</p> <p>More cooperative learning- less copying from the board</p> <p>better supervision of IEP process</p> <p>Very little use of technology , including overhead projectors</p>	<p>literacy model to get the students involved in reading, thinking, speaking, and writing in every content area</p> <p>PD have been facilitated in- house: May 2008:</p> <ul style="list-style-type: none"> ▪ Response to Intervention ▪ Literacy in the Content Area <p>Prof Dev- June 2009 : Protocols for Professional Learning Communities</p> <p>Monthly IEP meetings with Special Ed teachers have been held on the 2nd Tuesday of each month. IEP Teacher has collaborated with AP to oversee IEP Process.</p> <p>Students are tested using Computerized SCANTRON series in Nov, Feb and May</p> <p>Reformatted monthly newsletter to include attendance information on students. Monthly newsletters personalized to include individual RISAS.</p> <p>Have gathered parent e-mails and send parent info via e-mail</p>
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	<p>Ms. Wong recommended more rigorous writing—both quantity and quality with a focus on the mechanics of grammar</p> <p>Ms. Wong recommended that the ELA Department select 10 important literacy skills and then collaborate to create common lessons and assessments by grade</p>	<p>Teachers collaborate to select skills and prepare lessons and assessments and execute a 10 week cycle (April 1-June 10) that will be repeated in the Fall 2009</p>
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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 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:

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.

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.

MS 45 English Language Arts teachers met in early spring to discuss the fixed curriculum and adjusted the curriculum maps to reflect the identified weaknesses in each grade. MS 45 staff meets weekly by content area to address the curriculum needs of the students. English Language arts teachers also meet weekly by grade to discuss the specific concerns and needs of the curriculum for that grade. Teachers plan together and create lesson plans as well as assessments that target the skills the students are deficient in. Teachers will meet and match the standards for each grade. Teachers will add more rigor to the assignments. All grades will evaluate the curriculum for overlapping areas and differentiate the curriculum by grade. Daily assessments will be implemented in all English Language arts classes. Data collection and analysis of teacher created grade wide exams will also be implemented and used to guide instruction. Teachers are limiting direct instruction and using conferencing to differentiate skills taught. The English Language art teachers are very aware that they need to bring depth to the content area work.

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

Applicable xx 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?

MS 45 implements the Teachers College model of **balanced literacy** in all our English Language Arts classes. Students are provided opportunities daily to actively participate in discussions, participate in partner work, have a minimum of four periods a week of writing, listen daily to read-alouds and lesson wrap-ups and participate in literacy celebrations.

The findings however are applicable for our ELL population. Classroom teachers will continue to be notified of ELL based professional development via email. School administrators will facilitate opportunities for classroom teachers to attend these events and to turnkey applicable information to colleagues during weekly Professional Learning Community meetings. In addition, teachers of ELLs and administration will continue to identify specific areas of ELL instruction that are in need of improvement. This data will be used to provide targeted professional development to MS 45 staff

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.

Upon immediate receipt of exam results, NYSESLAT and other ELL assessment data will be analyzed by our ELL liaison and bilingual and ESL instructors. Students will be identified by NYSESLAT proficiency levels and receive mandated ESL instruction based on these ratings.

In addition to NYSESLAT data, ELA, math, science and social studies exam data will be analyzed to identify trends, SIFE students and long term ELLs. This data will be communicated to all teachers of ELLs and will aid in providing targeted instruction and interventions to improve the English language development of our ELL students.

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:

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 process our school engaged in consisted of seeking out outside resources and instructional materials to compensate for the lack of instructional resources made available through New York City initiatives so as to accurately address New York State Standards.

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

X 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?

This finding is relevant to our school's educational program in that, as a school, we find ourselves caught between the content strands requirements as mandated by New York State versus New York City mandates which do not always align with each other.

This conflict is evident throughout all three grade levels (6-8) but especially at the 8th grade level.

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.

In our attempt to meet New York State Standards mandates, our school has had to address this issue by placing an additional financial burden on our school budget to obtain instructional resources outside of the core curriculum initiatives issued by New York City that speak to New York State Standards.

Our school is in need of additional support from central in addressing this matter.

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 process used was informal and formal observations. The data gathered shows that MS 45 ELA Teachers practice the TC Balanced Literacy Model 90% of the time.

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

Applicable xx Not Applicable

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

This is not applicable because MS 45 practices the TC Model which is balanced literacy consisting of limited direct instruction, student working on independent levels and skill and strategies based instruction. Teachers also use conferencing to differentiate the skills being taught

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

2B – Mathematics Instruction

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

The process our school engaged in focused heavily on the use of Bloom's Taxonomy as a source for levels of critical thinking questioning as well as the use of questioning prompts that are present in all content areas and grade levels.

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

Applicable X Not Applicable

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

Though direct instruction is certainly a component of daily practice, other criteria is implemented at our school as well. Student activities such as the use of portfolio work to speak on student comprehension, investigations, and project based instruction, as well as the use of authentic literacy through the mathematics department are tools of instructional practices that can be found in all mathematics classrooms.

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.

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.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

We do not have a high turnover rate. 84% of our teachers have more than two years teaching in our school.

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?

This is not relevant to our school

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.

Throughout the 2008-2009 school year, staff members were informed of various English Language Learner (ELL) professional development opportunities via email notification from the principal. Teachers of ELLs attended various ELL literacy based professional development programs. Two staff members attended four of these events over the course of the year. In addition, our ESL instructor completed the base level of QTEL training

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?

While our bilingual and ESL teachers took advantage of various ELL based professional development opportunities, other classroom teachers need to be encouraged to attend these events, such as QTEL training. Approximately one third of our student population is ELLs and thus the need exists for professional development for this target population.

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.

Classroom teachers will continue to be notified of ELL based professional development via email. School administrators will facilitate opportunities for classroom teachers to attend these events and to turnkey applicable information to colleagues during weekly Professional Learning Community meetings. In addition, teachers of ELLs and administration will continue to identify specific areas of ELL instruction that are in need of improvement. This data will be used to provide targeted professional development to MS 45 staff.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are

provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

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

Upon immediate receipt of exam results, NYSESLAT and other ELL assessment data is analyzed by our ELL liaison and bilingual and ESL instructors. Students are identified by NYSESLAT proficiency levels and receive mandated ESL instruction based on these ratings. In addition to NYSESLAT data, ELA, math, science and social studies exam data are analyzed to identify trends, SIFE students and long term ELLs. This data is communicated to all teachers of ELLs and aids in providing targeted instruction and interventions to improve the English language development of our ELLs.

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

Applicable x 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?

ELL data is analyzed and compiled in binders that are accessible to all teachers of ELLs. In addition, an ELL Learning Community, consisting of bilingual, ESL and classroom teachers, was formed and headed by our district Performance and Compliance specialist. Over the course of five meetings, the group analyzed ELL data, shared successful practices and identified strengths and areas in need of improvement regarding ELL instruction. The community read Schmoker's Results Now and explored authentic literacy within ELL instruction.

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.

Not Applicable

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.

During the 2008-2009 school year, a group of 12:1:1 students were mainstreamed into general education mathematics classes. The result of this initiative was positive in that all students involved made sufficient academic progress in math. This process allowed school staff to realize the importance of mainstreaming and academic transition among our special needs students. In addition, IEPs of students were circulated to all teachers that provided instruction for these students. It is unclear, however, if our general education teachers became familiar enough with the students' disabilities, support plans and other information contained in the IEPs to inform instruction.

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

X 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? :

A need exists for more special need students to be mainstreamed with Special Education students.

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

Mainstreaming will take place on a larger scale in order to provide our special needs students with access to general education instruction. The academic progress of these students will be closely monitored and analyzed during weekly Professional Learning Community meetings. Special education teachers will identify applicable strengths and weaknesses of each special needs student that receives instruction from general education teachers. This information will be forwarded to all staff members in the form of the SEC report in order to provide target behavior plans and a list of accommodations that will allow general education teachers to inform instruction for this target group. In addition, general education teachers will receive professional development to provide sufficient understanding and applicable approaches to increase performance levels within the special needs student population.

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

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

Please respond to the following questions for Key Finding 7:

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

IEPs were created and revisited throughout the 2008-2009 school year by the School Based Support Team and special education teachers and service providers. The inclusion of accommodations and modifications for the classroom environment and instruction were well developed overall. Promotional criteria, in particular, were considered for each special needs student for, but not limited to, state assessments and consideration for promotion. In response to the concerns of our special education teachers, school administration facilitated a professional development opportunities throughout the year.

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

Applicable xx 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?

: Much effort has been placed on the importance of writing quality IEPs. As a result, MS 45 special needs teachers are well versed in and apply current, quality IEP writing practices. A need for improvement in providing our general education teachers with a clear and accurate understanding of classroom modifications has been noted and is currently being addressed. However, MS 45 teachers are knowledgeable of the process of writing quality IEPs and include the necessary components to address our students with disabilities. Professional development and support from the SBST is continuously provided in order to reinforce and improve this area of concern.

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. Not applicable

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

10 students in Temporary Housing

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

The students are seen by our counselors, especially by our Margaret's Place/Safe Horizon counselor. They were provided with school bags at the beginning of the year and we have given them uniforms when needed. The Parent Coordinator and the Attendance Guidance counselor provide outreach and provide referrals to community agencies.

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.