



**JHS 117- TITO PUENTE COMPLEX  
2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 04M117**

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**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Ralph Martinez	*Principal or Designee	
James Davis	*UFT Chapter Chairperson or Designee	
Margaret Judge	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Maria Figueroa	UFT Para Representative	
Michelle Cruz	Parent	
Gloria Thomas	Parent	
Sally Thomas	Parent	
Fatoumata Toure	Parent	
Maureen O’Reilly	Member/Teacher	
Kalyca Thomas	Member/Teacher	
	Member/	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

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

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

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JHS 117 is founded on the belief that learning should be based on high academic expectations and facilitated by caring adults, within the framework of a small family-like school setting. The school is committed to raising the bar across all academic disciplines. Our humanistic and standard driven approach to curriculum design encourages all students to achieve academic and social success. During the course of study for the final year, students are encouraged to take risks within a creative educational environment. JHS117's ultimate goal is to empower students, making them responsible for their learning by focusing on academic goals and critical thinking skills, cultivating artistic expression, and developing tolerance for cultural diversity.

JHS 117 is located within the Tito Puente Educational Complex which has long served as a community hub in East Harlem. The Tito Puente complex houses several schools who draw most of their students from the surrounding community. JHS students receive a minimum of eight periods of English language arts and mathematics instruction, delivered where possible with reduced class sizes in double-blocks. The school currently is working toward more constructivist approaches to teaching and problem-solving.

JHS 117 is using the America's Choice (AC) model throughout all instruction. The AC model further develops our curricula and promotes greater student achievement in all content areas. The AC model is a national model based on scientific research. Agendas, content guides, curriculum mapping and students' goals create continuity in each content and classroom. Common planning time and data meetings have been scheduled into the school week. Teachers are encouraged to plan thoroughly, considering student's misconceptions, student's prior knowledge, multiple strategies for problem-solving and communication. Cooperative learning groups are appropriately used in all content areas. Assessments are ongoing and both written and oral.

In the 2007–2008 school year, JHS 117 began its phase out process. This year JHS 117 will be phased out. Notwithstanding its phase out, JHS 117 met the state's AYP for 2009, and has been removed from the state's list of persistently dangerous schools and now serves as a model for other schools within its district. Although there are no incoming grades to JHS 117, enrollment continues to increase in the 8<sup>th</sup> grade and JHS 117 continues its internal reorganization aimed at enhancing the effectiveness of instruction, improving student support services and increasing parental participation. We are steadfast in our goal to provide standards based instruction in order to equip our students with the necessary skill sets to succeed in secondary education.

Subsequently, the school has established extended school day programs that are inclusive to all students and that meet the needs of our existing student population. The programs include extra curricular enrichment in the arts, academics, and athletics. These extra curricular activities are designed to continue development of pro-social behavior and address data driven targeted academic instruction to increase student academic achievements.

Faculty, parents and students have developed a school wide behavioral rubric and participate in peer mediation training. The activities are designed to develop the competencies of social learning: thus, promoting a safer and more secure school climate and greater academic success.

JHS 117 has established and continues to develop new strategic collaboration and partnerships with community based organizations and agencies that best fit the needs of the learning community. The leadership at JHS 117 strongly believes that these collaborations are keys to the full development of our students. Partnerships such as

Roundabout Theatre Company, Union Settlement Youth Link, Metropolitan Hospital, Mount Sinai Adolescent Health Center, Gang Resistance Education and Training (GREAT), and Positive Behavior Intervention. These organizations help foster a positive school environment. These support networks provide an array of counseling, health services and academic support to meet the needs of the entire school community.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2008-1A - March 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Tito Puente Education Complex						
District:	4	DBN:	04M117	School BEDs Code:	310400010117		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		87.8 / 77.4	88.5	89.7
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	112	118	1				
Grade 7	157	109	110				
Grade 8	226	150	114				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	26	31	26				
Total	521	408	251				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	67	65	28	Principal Suspensions Superintendent	110	31	7
# in Collaborative Team Teaching (CTT) Classes	0	0	20	Suspensions	52	37	3
Number all others	32	46	22				
These students are included in the enrollment information above.							
English Language Learners (ELL) Enrollment:				Special High School Programs - Total Number:			
(BESIB Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	GTE Program Participants	0	0	0
# in Transitional Bilingual Classes	10	31	12	Early College HS Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	53	50	28				
				Number of Staff - Includes all full-time staff:			
				(As of October 31)	2006-07	2007-08	2008-09
				Number of Teachers	33	37	25

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2008-1A - March 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	6	0	6	Number of Administrators and Other Professionals	8	18	17
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	6	4
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
<i>(As of October 31)</i>	12	6	2	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	61.6	37.8	64.0
				% more than 5 years teaching anywhere	54.5	40.5	56.0
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09		79.0	81.0	88.0
American Indian or Alaska Native	1.7	2.2	1.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	31.1	37.8	33.1	81.0	61.7	72.0	
Hispanic or Latino	66.6	67.1	62.9				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	1.0	0.4				
White	0.4	2.0	2.0				
Male	52.4	56.1	55.8				
Female	47.6	43.9	44.2				
2008-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-08) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year 4						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2008-1A - March 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	Restructuring Y 4			ELA:			
Math:	Restructuring Y 4			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		<u>Elementary/Middle Level</u>			<u>Secondary Level</u>		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		X	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native		-	-	-			
Black or African American		X	√	√			
Hispanic or Latino		X	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
<b>Other Groups</b>							
Students with Disabilities		X	X	√			
Limited English Proficient		X	√	-			
Economically Disadvantaged		X	√	√			
Student groups making AYP in each subject		0	5	5	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	NR			Overall Evaluation:	NR		
Overall Score:	NR			<u>Quality Statement Scores:</u>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	NR			Quality Statement 2: Plan and Set Goals			
(Comprises 15% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	NR			Quality Statement 4: Align Capacity Building to Goals			
(Comprises 30% of the Overall Score)				Quality Statement 5: Monitor and Revise			
Student Progress:	NR						
(Comprises 55% of the Overall Score)							
Additional Credit:	NR						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				■ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				O = Outstanding			
				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							

## SECTION IV: NEEDS ASSESSMENT

**Data Source:** *Progress Report Comparison of 2007-2008 with 2008-2009*

The school's Student Progress for English Language Arts indicates the following:

- **Percentage of Students Making at least 1 Year of Progress for 2008-2009 is 62.8%. For 2007-2008 it was 61.8%.**
- **Percentage of Students in School's Lowest 1/3 Making at least 1 Year of Progress for 2008-2009 is 82.9%. For 2007-2008, 84.2%** of our students made at least 1 year of progress relative to 71.4% our City Horizon.

Students making at least one year of progress had an insignificant change from the previous year in ELA NYS test assessment and there was a slight decrease in progress for the lowest 1/3 of our students.

Overall ELA student performance data indicates that we have been able to sustain previous progress by focusing on balanced literacy using the America's Choice Curriculum.

*\* No Peer Horizon Indicated on Progress Report*

**Data Source:** *Report Comparison of 2007-2008 with 2008-2009*

The school's Student Progress for Mathematics indicates the following:

- Percentage of all students making at least 1 Year of Progress **for 2008-2009 is 73.5%**. For 2007-2008 it was 52.5 %.
- Percentage of Students in School's Lowest 1/3 making at least 1-Year of Progress **for 2008-2009 is 88.2%**. For 2007-2008 it was 71.4 %.

The school's math program continues to make significant gains in overall students Math performance. The percentage of students making at least 1 year progress of 73.5% exceeds the previous years 52.5% A 21% gain over one year. Moreover, students at the lowest 1/3 making at least one year of progress of 88.2% exceeded the previous year's 71.4% by 16.8%.

*\* No Peer Horizon Indicated on Progress Report*

### Three-Year Performance Trends

**Data Source: Accountability Status Report from 2006-07, 2007-0008 & 2008-2009**

**ELA Performance Trends:** For 2008-2009, all students met AYP (Annual Yearly Progress) in ELA. Two subgroups, Hispanics and English language learners made AYP by obtaining safe Harbor targets. For 2007-2008, one out of the six students' sub groups made the AYP. Only Black or African American students' group made the effective AMO of JHS117 for 2007-2008. All other groups for 2007-08 did not make the AYP. Hispanic/Latino, SWD and Economically Disadvantaged students' groups almost met the AYP, but fell short by an average 3 index performance points. In 2006 – 2007, no subgroups made AYP in ELA.

Furthermore, the subgroup ELL continues to be our focus for this year. For the second year, the ELL subgroup has scored significantly lower than other subgroups in the NYS ELA test. In 2007-2008, ELL students' performance fell far below the effective AMO. This deficit was addressed by targeting ELL as the school's inquiry group in 2008-2009. Major modifications in instructors and instruction have been made to address the specific needs of ELLs' this year. School wide curriculum planning, routines and rituals, agendas, sourcebooks and teacher assessment notebooks (TANS) continue to be implemented in all content areas to support ELA. Additionally, the school's instructional cabinet and its inquiry teams have created action plans to address targeted students.

**Math Performance Trends:** For 2008-2009 all students made the AYP. For 2007-2008 school year (SY), 5 out of 6 subgroups met the AYP in Mathematics. In 2006-2007 SY only 4 out of 6 students' subgroups made the AYP. Black/African American and Students with Disabilities (SWD) did not make AYP for 2006-2007. Since 2006-2007, Black/African American students' and Hispanics in the lowest 1/3 and SWD subgroups continue to make significant progress as noted in the exemplary proficiency gains. We continue analyzing curriculum and assess instructional initiatives taken in order to continue to improve student performance. This data delineates that we have maintained significant progress for all students in math performance as measured by the AYP. Additionally, early indicators of progress such as interim term assessments (ITA) will be used to determine the targeted instruction needs of students.

**Science Performance Trends:** For 2008-2009 all groups continue to meet the AYP. Science has made the AYP since 2006-2007. The school will continue to embed literacy strategies into all content areas and develop interdisciplinary projects for students to make connections throughout all content areas. Additionally, grade-planning meetings, curriculum mapping and analysis of student work will take place in each content area.

ELA Performance Levels Comparison for 2008-2009 and 2007-2008

***Data Source: NYSTART***

		Level 1	Level 2	Level 3	Level 4
		Percentage	Percentage	Percentage	Percentage
# Tested					
All Grades					
2008-2009	213	3%	55%	42%	0%
2007-2008	355	10%	68%	22%	0%
Grade 07					
2008-2009	107	1%	46%	53%	0%
2007-2008	101	9%	55%	36%	0%

Two year comparisons indicate a significant increase of students meeting the state's standard in ELA. Students who met the state's standards moved from 22% in 2007-2008 to 42% in 2008-09. A 20% increase from one year to the next. On the other hand, no students have moved from level 3 to level 4 for two consecutive years. Current school initiatives focus on differentiating instruction and developing tiered activities to promote student achievement for level threes.

Additionally, 53% of current eighth grader class met ELA standards last year. A 17% increase from the previous year. There are no incoming grades to 117.

#### Math Performance Levels 2008-2009 & 2007-2008

##### **Data Source: NYSTART**

		Level 1	Level 2	Level 3	Level 4
		Percentage	Percentage	Percentage	Percentage
# Tested					
<b>All Grades</b>					
2008-2009	224	6%	44%	49%	1%
2007-2008	368	12%	49%	36%	2%
<b>Grade 07</b>					
2008-2009	109	2%	46%	50%	2%
2007-2008	104	9%	42%	44%	5%

Overall, there was a significant increase in the percentage of students meeting state standards in math for 2008-2009. There was a 12% increase from 2007-2008 to 2008-2009. The school's math program continues to improve performance for the lowest 1/3 of our students. There is 7% movement of level 1s to level 2s. Further analysis indicates that gains were minuscule in students who met the state standard in grade seven who are our current and final eighth grade at 117. The math team continues to modify instruction and differentiates instruction to meet the needs of all students. New initiative in common planning, curriculum mapping, common assessments, data assessment and establishing department wide smart goals should provide an increase in the number of students meeting the state's standard in mathematics. The math team's goal this year is to increase the percentage of all subgroups meeting state standards by increasing the percentage of students in level 4.

##### **Data Source: Progress Reports**

According to the school's progress report the percentage of students who are proficient and meeting the State's learning standards in math for 2008-2009 is 51.4% compared to 38% for 2007-2008. Hence, there is a substantial improvement that we will plan to sustain through weekly grade math team staff development and pacing calendars.

#### Closing the Achievement Gap (Exemplary Proficiency Gains)

##### **Data Source: Progress report: Three year trends Lowest 1/3 ELA**

Student Groups ELA	2008-2009	2007-2008	2006-2007
English Language Learners	20%	18.8 %	6.5 %
Special Education Students	36%	17.6 %	18.9 %
Hispanic students in the Lowest Third Citywide	24.1%	14.8%	18.1 %
Black students in the Lowest Third Citywide	9.5%	16.9 %	18.3 %

In closing the achievement gap the school received credits for exemplary proficiency gains for subgroups SWD and Hispanics in lowest 1/3 citywide in ELA. Gains for ELLs and Black students in the lowest 1/3 were not given additional credit for ELA and there was significant decrease from 16.9% to 9,5% for 2008-2009 for black students in the lowest third citywide.

Closing the Achievement Gap

**Data Source: Progress report:** Three year trends Lowest 1/3 **Math**

Student Groups <b>Math</b>	2008-2009	2007-2008	2006-2007
English Language Learners	26.6%	32.8%	3.3 %
Special Education Students	45.0%	30.4 %	18.4 %
Hispanic students in the Lowest Third Citywide	45.6%	27.8 %	13.8 %
Black students in the Lowest Third Citywide	39.3%	26.2 %	25.3 %

In closing the achievement gap, the school received credits for exemplary proficiency gains in subgroups SWD, Hispanic students in lowest 1/3 and Black students in the lowest 1/3 for the 2008-2009. The data indicates that significant gains were made in three of the city’s designated subgroups. Further analysis highlights the need to address gains for ELLs. There was a 6.2% decrease in 2008-2009 from 2007-2008 and this subgroup made AYP through safe harbor on the school’s accountability report.

**Data Source: NYSTART**

ELA Leveled Subgroups 2008-2009 & 2007-2008

	Level I		Level II		Level III		Level IV	
	2009	2008	2008-9	2007-8	2008-9	2007-8	2008-9	2007-8
<b>SWD</b>	5%	19 %	60%	74 %	35%	7 %	0 %	0%
Blacks	1%	6 %	56%	68 %	43%	27 %	0 %	0%
<b>LEP</b>	<b>11%</b>	<b>33 %</b>	<b>70%</b>	<b>64 %</b>	<b>19%</b>	<b>3%</b>	<b>0 %</b>	<b>0%</b>
Hispanics	4%	11 %	56%	68 %	40%	20 %	0 %	0%

Although there have been gains in closing the achievement gaps of ELLs, still 81% of ELL are not meeting ELA learning standards (Levels 3 & 4) as compared to 97 % of the ELL in 2007-2008. This necessitates a plan of action to address the gaps from other subgroups. It also indicates that intervention is require, if 117 is to continue to meet the AYP for2009-2010.

**Data Source: NYSTART**

Math 2008-2009 & 2007-2008

	Level I		Level II		Level III		Level IV	
	2008-9	2007-8	2008-9	2007-8	2008-9	2008-7	2008-9	2007-8
<b>SWD</b>	<b>14%</b>	<b>25%</b>	<b>62%</b>	<b>51 %</b>	<b>24%</b>	<b>24%</b>	<b>0%</b>	<b>0 %</b>
Blacks	3%	13 %	47%	48 %	50%	34 %	0%	5 %
LEP	12%	10 %	46%	53 %	42%	35 %	0%	1 %
Hispanics	7%	11 %	42%	51 %	51%	37 %	0 %	0%

Although 76% of students with disabilities did not meet the math learning standards (Levels 3 & 4) for both years, there was a slight movement of SWD of 11% into level 2 from level I. The school will continue to seek further professional development to meet the needs of SWD’s. The Office of Special Initiatives and SETREC will continue with staff development and assistance in developing action plans to assist students in mastering the skills required to meet State learning standards. Individual

## Suspensions

*Data Source: Accountability Snapshot* Three year trends

### Total Number

	2008-9	2007-08	2006-07
Principal Suspensions	7	22	110
Superintendent Suspensions	3	36	48

For the year 2008-2009, the school's overall suspension rate declined 82%. The school was removed from the persistently dangerous New York State Education list of schools. For 2007-2008, the number of school incidents declined tremendously. The data indicated a drop of 80 %. Although there has been a decrease in the amount of incidents, we continue to be vigilant and proactive in seeking creative ways to address student behavior. The leadership in consultation with staff and parents has drafted a behavioral action plan that is aimed at curtailing the number of incidents at JHS 117 and promoting a safe social environment.

## Attendance

*Data Source: Accountability Snapshot.*

2008-2009	2007-2008	2006-2007
89.7%	88.5%	87.8%

Attendance has a significant affect on students' academic performance. We have developed a plan to address attendance and tardiness. JHS 117 has incorporated a number of educational trips and student incentives to promote student attendance. Additionally, the School Leadership Team (SLT) is focused on developing strategies to enhance parental involvement to subsequently improve students' and parents' participation.

In all, although students who made at least one year of progress in ELA had an insignificant change from the previous year and there was a slight decrease in progress for the lowest 1/3 of our students, overall ELA student performance data indicates that 117 has been able to sustain previous progress for students who have the greatest academic needs in the city. Focusing on balanced literacy has increased. Has yield a twenty percent increase from 2007-2008 SY of students' meeting the state's ELA standards.

In mathematic, there is significant growth for students who are making at least one year of progress and for the lowest 1/3 of our students from last year to this year. There is over a 20% increase with all students making at least one year of progress in math and 16.8% increase for the lowest 1/3 of our students.

Three year performance trends in ELA indicate significant progress towards meeting AYP. For 2008-2009, all students met AYP (Annual Yearly Progress) in ELA. Two subgroups, Hispanics and English language learners made AYP by obtaining safe Harbor targets. In previous years, the school did not make AYP in ELA. The subgroup ELL continues to be our focus for this year. There is improvement in the ELLs' performance index in 2008-2009 from the previous year. Yet, the current performance index is not adequate to meet AYP for 2009-2010 even through safe harbor. This concern was addressed by targeting ELLs as the school's inquiry group in 2008-2009 and the ELLs will continue to be a targeted group for 2009-2010. Major modifications in instructors and instruction have been made to address the specific needs of ELL this year. Greater access to school wide activities is promoted. School wide curriculum mapping; common planning periods, additional staff development, data workshops are all initiative taken this year to improve student academic progress. Another concern is the sub group of Hispanics; it too made AYP by obtaining the safe harbor target. A renewed approach to the existing ELA curriculum and targeted intervention services will provide additional opportunities for Hispanic students to meet next year's AYP.

Three year performance trends in Math indicate significant progress towards meeting AYP. For 2008-2009, all students made the AYP in math. Last year (5 out of 6) subgroups met the AYP in Mathematics. We continue analyzing curriculum and assessing instructional initiatives taken in order to continue to improve student performance. This data delineates that we have maintained significant progress for all students in math

performance as measured by the AYP. Additionally, early indicators of progress such as ITA will be used to determine the targeted instruction needs of students.

Two year comparisons in NYSTART indicate a significant increase of students meeting the state's standard in ELA. Students who met the state's standard is 42% in 2008-09 compared to 22% in 2007-2008. A 20% increase from one year to the next. Additionally, it indicates that 49% of the students are meeting standards compared to 36% in 2008-2009. Although these percentages indicate growth in students meeting state standards, the data also shows a decrease in the number of student who have moved from level 3 to level 4. There are no 4s in ELA and 1% in math. Current school initiatives focus on differentiating instruction and developing tiered activities to promote student achievement for level threes and potential fours. A myriad of internal and external professional development has been designed to assist all staff in targeting instruction throughout the school year.

Although there have been gains in closing the achievement gaps of ELLs, still 81% of ELL are not meeting ELA learning standards (Levels 3 & 4) as compared to 97 % of the ELL not meeting the standards in 2007-2008. Many ELLs are overage and have made little progress in mastering English. This necessitates a plan of action to address the gaps. It also indicates that intervention is require, if 117 is to continue to meet AYP.

In closing the achievement gap the school earned additional credit for in ELA for SWD and Hispanics subgroups and in math it earned additional credit for all subgroups except ELL. The progress report clearly bears out the need to move ELLs. The (ELL) or Limited English Proficient (LEP), subgroup continues to lag behind other subgroups. Because these are ELLs and they may be limited by the amount of time that they have studied the English language, these students require additional services to meet their language needs. Subsequently, JHS 117 will provide targeted instructional assistance to support the LEP students learning needs. Additionally, we are integrating the arts and other programs with ESL to increase opportunities for ELLs to improve their listening skills and speak the English language. As the case with all students, all efforts must be maintained to continue to seek effective ways to close the performance gaps. Although new curricula have been developed, the charge to investigate and analyze ongoing data is paramount to the success of students in ELA performance. As a Restructuring School-Year 4 and in its final year of a phase out, the school has hired new highly qualified faculty and has embraced and adopted America's Choice curriculum to assist students in meeting NYS performance standards This curriculum is aligned to NYS standards and JHS 117 has linked this research-based approach to all content instruction.

Although the school was given additional credit on the school's progress report for closing the achievement gap with SWD, further analysis of the subgroup in math indicates that for two consecutive years, only 24% of SWD s met the state's math standard.

To support all students and specifically SWD, school wide initiatives include on going weekly professional development to assist staff in planning and practice of Differentiated Instruction (DI). DI practices will develop teachers' capacity to differentiate in content, product, and process. With DI as a focus, teachers will continue learning walks throughout the year, and observe the use of formative assessments to drive student instruction. Additionally, the redesign of the school's academic intervention program (AIS) will provide all teachers the opportunity to develop in class room stations or to pull out and group students strategically to meet learning needs and styles.

The attendance rate for 2008-2009 is 89.7%, a slight increase from 2007-2008. Currently, the school's attendance rate is over 90%. Attendance teachers have been employed for home visit early in the semester. We continue to implement our attendance plan from the previous year with some modifications.

The school's tone and climate continues to improve and the number of school incidents are almost non existing. The school has been removed from the state's list of persistently dangerous school. The school's plan that focused on developing an effective environment for learning has subsequently reduced incidents. It now serves as a district 4 model.

JHS 117 **greatest accomplishment** thus far is meeting AYP for 2008-2009 school year. Although JHS 117 is being phased out, the staff continues to foster gains in students' academic and social performance. Faculty is committed to ensuring that literacy skills are taught across the curriculum and that all students meet the AYP in all content areas. Faculty moral and resiliency is high and continuously fosters their quest to provide a top quality education for their students.

JHS 117 has implemented learning walks. Teams made up of faculty and administrators visit teachers routinely. Every staff member has the opportunity to participate in the walks. The teams use the professional teaching standards as their lens for inquiry. These learning walks have created a community of learners that has made instruction transparent at JHS 117. Additionally, schools within the district have shown an interest in the work at 117 and visit the school regularly to see the work in its process.

A Parent Coordinator's monthly parent Newsletter highlighting events, information, and meeting schedules is part of outreach for increasing parental involvement.

One of our barriers is being located in the Tito Puente Complex which houses 5 schools. Allocation of common space for parent meetings, and service providers continue to be difficult to manage. As 117 student enrollment declines, there is less space allocated to 117. Yet, there is a renewed sense by other schools that 117 has made great strides in student achievement.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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As a school in restructuring year 4, the following goals have been developed for the academic year 2009-2010.

Goal 1. The faculty will engage in goal setting and instructional planning that is informed by assessment, analyzing student outcomes and existing instructional practices. All teachers by November 2009, will possess teacher assessment notebooks (Tans). These notebooks will be reviewed monthly to ensure teachers are monitoring student progress and planning instruction based on students' assessments. Teachers will develop departmental smart goals using common assessments. Each smart goal will focus on a specific skill. Students will show a 20 percent increase in skills competencies as measured by Interim Term Assessments from Acuity throughout SY 2009-2010.

Goal 2. Student achievement will improve in English Language Arts. By June 2010, 15% of all students will gain at least one year of progress in ELA as measured by a pre-post comparison of scale scores on the 2009. Specific interventions will be provided to the subgroups of ELL and Hispanic. The subgroups ELLs and Hispanics subgroups will meet AYP as measured by the State's effective Annual Measurable Objective (AMO).

Goal 3. Student achievement will improve in math. By June 2010, 15% of all students will gain at least one year of progress in Math as measured by a pre-post comparison of scale scores on the 2009 – 2010 New York State Assessment in math.

Goal 4. The school community will maintain a positive school environment and enhance school-parent-community relationships. By June 2010, 90% of all students will have participated in two services projects in the community. By June 2010, 90% of all students and 25% of all parents will have attended a minimum of four school-sponsored events.

Goal 5. JHS 117 will reduce the number of over-aged students not meeting promotional requirements. By June 2010 80% of all “over-aged” students will move at least one year on statewide ELA and math assessments as measured by a pre-post comparison of scale scores in 2009 and 2010. By June 2010, 85% of all over-aged students will demonstrate 20% improvement in attendance and lateness as measured by a pre-to post comparison of June 2009 and June 2010 statistics.

**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):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The faculty will engage in goal setting and instructional planning that is informed by assessment, analyzing student outcomes and existing instructional practices. By November 2009, all teachers will possess teacher assessment notebooks (Tans). These notebooks will be reviewed monthly to ensure teachers are monitoring student progress and planning based on students’ assessments. The administration will guide the faculty during weekly planning and data meetings. Teachers will develop departmental smart goals using common assessments .Each smart goal will focus on a specific skill. Students will show a 20 percent increase in skills as measured by Interim Term Assessments (ITA) from Acuity.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The administration will be responsible for teachers across all content areas to meet with students individually and in small groups to discuss goals, plans for meeting goals and students’ progress throughout the year. During the first month of school, teachers will discuss results from spring 2009 State Assessments. Students will be aware of personal strengths and challenges. Students, teachers and parents will develop goals for the year and a plan for meeting each goal. Throughout the year, teachers and students will meet on a regular basis to discuss results of formative assessments and adjust learning goals. If asked, each student will be able to articulate their strengths, challenges, goals and personal learning plan.</p> <p>Common planning and meeting times have been strategically embedded within teachers’ programs for the 2009 – 2010 school year. This affords teachers the opportunity to work collaboratively as they analyze individual student and class data, develop plans, and monitor student progress.</p> <p>Beginning the 2009-2010 school year, on Fridays teachers will meet for ninety minute sessions to:</p> <ul style="list-style-type: none"> <li>▪ Share goals, instructional practices, and concerns across subject areas</li> <li>▪ Develop individual and group learning goals for students in each subject area</li> <li>▪ Collaborate in planning learning strategies for the coming week based on students’ needs.</li> <li>▪ Develop formative assessments tools for monitoring students’ progress.</li> <li>▪ Form flexible grouping for differentiated instruction in all content area classes.</li> </ul>

	<p>Beginning the 2009-2010 school year, on Mondays teachers will meet for ninety minute data assessment sessions. During this time, teachers, across all content areas will:</p> <ul style="list-style-type: none"> <li>▪ Use data from ATS, ARIS, Acuity, and NYSTART to gather information regarding the needs of individual and groups of students.</li> <li>▪ Share data from formative assessments to develop individual student profiles and inform strategies for instruction.</li> <li>▪ Analyze samples of student work to determine student needs.</li> <li>▪ Develop <i>data walls</i> displaying school-wide, class and individual student progress throughout the year.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>FUNDING:</b> Tax Levy, SINI, Title 1</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Attendance sheets, agendas and minutes from weekly planning sessions and professional development activities will provide evidence of staff participation.  Quarterly supervisory observations, lesson plans, and bi weekly common departmental assessments.  Quarter student progress reports.</p>

**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><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student achievement in English Language Arts. By June 2010, 15% of all students will gain at least one year of progress in ELA as measured by a pre-post comparison of scale scores on the 2009. Specific interventions will be provided to the subgroups of ELL and Hispanic. The subgroups ELLs and Hispanics subgroups will meet AYP as measure by the State’s effective Annual Measurable Objective (AMO).</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The administration will schedule within the school day <b>Common Planning:</b> English Language Arts teachers will have two ninety-minute sessions built into their programs for planning and analyzing students’ progress. Teachers will share teaching strategies, develop lessons, share best practices, and analyze data from Acuity Periodic Assessments and bi-weekly, teacher developed formative assessments. <b>Best Practices:</b> ELA teachers will support each other through regularly scheduled inter-visitations and walkthroughs. Best practices will be shared and implemented. <b>Academic Intervention Services:</b> Teachers will analyze data obtained from summative and formative assessments to determine students in need of AIS or enrichment activities. Students will have an opportunity to participate in extended-day activities, including the SES program, Saturday Academy and Achieve Now Academy (Program for over-aged students). <b>Professional Development:</b> ELA teachers will continue to participate in professional development activities offered by <i>America’s Choice. Heart of Change</i> will facilitate workshops on differentiated instruction and work individually with teachers as they develop lessons based on students’ needs and progress.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>TL</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Weekly attendance sheets, agendas and minutes from all common work and planning sessions will serve as evidence of teacher participation.</p> <p>Teacher Assessment Notebooks (TANS) will be used to show evidence of student progress throughout the year.</p> <p>Results from bi-weekly department tests and assessments that measure 2% progress monthly. Use of interim term assessments that measure a 6% increase per quarter.</p>
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**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** Math

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student achievement in math. By June 2010, 15% of all students will gain at least one year of progress in Math as measured by a pre-post comparison of scale scores on the 2009 – 2010 New York State Assessment in math.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The administration will schedule within the school day <b>Common Planning:</b> Math teachers, under the leadership of the UFT Curriculum Specialist will have two ninety-minute sessions built into their programs for planning and analyzing students’ progress. Teachers will share teaching strategies, develop lessons, share best practices, and analyze data from Acuity Periodic Assessments and bi-weekly, teacher developed formative assessments  <b>Best Practices:</b> Math teachers will support each other through regularly scheduled inter-visitations and walkthroughs. Best practices will be shared and implemented.  <b>Academic Intervention Services:</b> Teachers will analyze data obtained from summative and formative assessments to determine students in need of AIS and enrichment. Students will have an opportunity to participate in extended-day activities, including the SES program, Saturday Academy and Achieve Now Academy (Program for over-aged students).  <b>Professional Development:</b> <i>Heart of Change</i> will facilitate workshops on differentiated instruction and work individually with teachers as they develop lessons based on students’ needs and progress.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>TL</b></p>

**Indicators of Interim Progress and/or Accomplishment**

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

Attendance sheets, agendas and minutes from all common work and planning sessions will serve as evidence of teacher participation.  
Teacher Assessment Notebooks (TANS) will be used to show student progress throughout the year. Results from bi-weekly department tests and assessments that measure incremental progress of 5%. Use of interim term assessments (Its) that measure a 6% increase per quarter Results from bi-weekly department tests and assessments

**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):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To maintain a positive school environment and enhance school-parent-community relationships. By June 2010, 90% of all students will have participated in two services projects in the community. By June 2010, 90% of all students and 25% of all parents will have attended a minimum of four school-sponsored events.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In collaboration with Children For Children (Learning Through Service) and under the direction of the school’s administration, the Student Council will facilitate two school-wide service projects within the school and two for the larger school community. Students will learn how they can make a difference in our community through mentoring, improving school/community environment and dealing with real-life community issues. The following outlines the process for the service program:</p> <ul style="list-style-type: none"> <li>▪ Student Council representatives will facilitate brainstorming sessions in homeroom classes. Students will think about things in their community they would like to change</li> <li>▪ Students will think about ways they can solve the problem or make it better.</li> <li>▪ In ELA and social studies classes, students will investigate topics which are of interest to them and decide on a school-wide project.</li> <li>▪ Students will look for resources and develop their project.</li> <li>▪ After implementing the project, students will develop an evaluation tool.</li> </ul> <p>The Parent Coordinator will spear-head a campaign to increase parent/guardian involvement in school events. The monthly newsletters, calendars and parent meetings will serve as a way of communicating information and ensuring that parents are aware of events taking place in school.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>FUNDING:</b> Tax Levy, Title 1</p>

**Indicators of Interim Progress and/or Accomplishment**

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

The following evidence will be used to evaluate progress throughout the year:

Monthly attendance sheets, surveys, pictures, reflection sheets will serve as evidence of student participate in service activities.

Monthly attendance sheets, agendas and minutes from all parent meetings, workshops will serve as evidence of student/community participation.

**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):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To reduce the number of over-aged students not meeting promotional requirements. By June 2010 80% of all “over-aged” students will move at least one year on statewide ELA and math assessments as measured by a pre-post comparison of scale scores in 2009 and 2010. By June 2010, 85% of all over-aged students will demonstrate 20% improvement in attendance and lateness as measured by a pre-to post comparison of June 2009 and June 2010 statistics.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The administration and staff will set up a cohort of “over-aged” students. Students identified as “over-aged” will participate in the Achieve Now Academy. The program will build self esteem, provide academic support and counseling to students. The program will include tutoring, career awareness, counseling, peer mediation training and community service.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>FUNDING::</b> Achieve Now Grant – DOE</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Weekly attendance sheets, agendas and minutes from all common work and planning sessions will serve as evidence of student and parent/guardian participation. Interim Quarterly Term Assessments indicating measurable growth. ARIS and nyStart will provide data on student progress in ELA and math in 2010. Counseling reports</p>

## **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	No enrollment	No enrollment	No enrollment	No enrollment				
7	No enrollment	No enrollment	No enrollment	No enrollment				
8	75	70	40	75	23	20	12	130
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**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>School organized ELA and ELL program: for all students scoring 1’s and 2’s on Standardized ELA Assessments. Program is conducted during the day. Para professional work one to one with the Great Leaps program          Saturday Literacy Program: Academic Intervention program for students scoring level 1 and 2 on Standardized ELA Assessments.          Bell SES Providers: 8<sup>th</sup> grade students receive 2 hours of literacy instruction per week from 3:15 pm to 5:15 pm on Mondays and Wednesdays from November 2009 – May 2010.</p>
<p><b>Mathematics:</b></p>	<p>School organized Mathematics program: for students scoring 1’s and 2’s on Standardized Math Assessments during the day. AIS use curriculum designed by math team and Kaplan.          Saturday Mathematics Program: Academic Intervention program for students scoring level 1 and 2 on Standardized Math Assessments.          Bell SES Providers: 8<sup>th</sup> grade students receive 2 hours of mathematics instruction per week from 3:15 pm to 5:15 pm on Mondays and Wednesdays from November 2009 – May 2010.</p>
<p><b>Science:</b></p>	<p>Students who have been identified by testing and content teachers are assigned to AIS with a content specialist during the school day. Science literacy is embedded across content areas and advisory. Project based instruction designed by science team is implemented by advisory teachers.</p>
<p><b>Social Studies:</b></p>	<p>Push in Social Studies specialist pushes into social studies classes throughout the day during students’ regularly scheduled class. Specialist assist students identified in need of academic intervention. Small group instruction with Social Studies teachers in developing exit projects. Students participate in community service project during the school week. School program structured around humanities concept integrating Social Studies and literacy.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Guidance Counselor provides counseling in groups or one to one. Individual counseling sessions for students managing with social/emotional issues are regularly assigned.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>SBST team meetings to identify possible intervention and support resources for identified students          School psychologist provides evaluations, counseling and referral services for identified students.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>Social workers provide services to students managing social/emotional issues. Social worker work in conjunction with the support service group.</p>
<p><b>At-risk Health-related Services:</b></p>	<p>Mt. Sinai Health clinic located within the Tito Puente Education complex provides students and their families’ medical assistance, check-ups and physicals, and referrals to Mt. Sinai hospital. .</p>

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

*NCLB/SED requirement for all schools*

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

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JHS 117

District 04

The LAP team members are as follows:

Mr. Almodovar	Parent Coordinator
Ms. Balaraj	Guidance
Ms. Balkcom	Assistant Principal
Ms. O'Reilly	Teacher and Coordinator
Mr. Pabon	Math Teacher Center Specialist
Mr. Pujols	Spanish Teacher
Ms. Valentin	Paraprofessional

At 117 there is one English Language Learners (ELL) program, the Freestanding English as a Second Language (ESL) program. There is no bilingual program. The freestanding ESL program consists of one licensed ESL teacher and a licensed content teacher in the following subjects: Math, Science and Social Studies. There is also one licensed Native Language Arts teacher. There are no licensed Special Ed or content area teachers with Bilingual extensions. There are 5 teachers of ELLs without ESL/Bilingual certification. This includes the Art and physical education teachers.

ELL students are currently **12%** of the total school population. The schools' current enrollment is 132. The program offers beginners and intermediate level ELLs' two units of ESL for 360 minutes a week. The advanced level students are provided with ESL for 180 minutes a week. Currently, 117 class periods are 47 minutes. In addition to ESL and Native Language Arts (NLA) classes, the stand alone program offers Science, Math and Social Studies. There is only an eighth grade at 117; the school will be phased out this year. There are seventeen ELLs eligible for the free standing program. The students' levels range from beginning to advance.

There are 18 students who are eligible for ELL services at 117. The predominant language group is Spanish.

Number of SIFE	0
Number of New Comers	9
Number of ELLs in years 4-6	2
Number of ELLs in Special Education	2
Number of students in ESL push in and pullout in eighth grade	8
Number of long-term ELLs	6

There are 6 long term ELLs. There are 2 ELLs in special education. There are 2 ELLs in years 4 -6. There are 10 new comers. In addition to a regular ESL class, the ESL teacher uses a push in model that allows the ESL instructor to connect with other ESL students during ELA. Some ELA classes have clusters of

eligible and former ELLs. All classes have a block schedule and are heterogeneous. Currently, there are no SIFE students at 117. There are 6 newcomers ELLs, 2 long term ELLs, and 9 ELLs that require extended services.

ELL identification is done by completion of the Home Language Survey (HLS). Students who are first time admits to the New York City school system are presented with a HLS in their native language. If the student is eligible for ELL services, parents are presented with the choices that are available within the NYC department of education. Orientations explain the parents' choice in the selection of three Bilingual Education programs. These orientations are conducted prior to students beginning classes. Even though 117 has only a free standing ESL program, parents have a free choice of a school that is the most appropriate for Dual Language, TBE and free standing ESL services.

The ELL coordinative is bilingual in Spanish. If translations are necessary there are five schools with numerous faculty members that are fluent in other languages other than English.

Soon after, the ELL coordinator or a licensed pedagogue conducts a parent interview to review the survey, and if deemed necessary by the results of the survey, a LABR is administered within ten days of enrollment and hand scored by the ELL coordinator/teacher to determine eligibility. Parent orientations are presented throughout the school year. Initially, orientations are held in the morning and evenings during the first two weeks of school, in mid October, in January and during open school days and nights. Individual orientations are made available upon request. In addition to appropriate placement of ELLs, these orientations also provide venues for parents to become actively engaged in the school community.

Although 117 is a phase out school and there are no incoming grades, our over the counter enrollment of ELLs continues to increase in the eighth grade.

### **Planning for Ells**

Instructionally, all classes follow the workshop model. All ELA and ESL use a balance literacy approach. The ESL instructional program is based on the state's ESL standards and aligned to ELA standards. All students possess readers and writers sourcebooks. Developing an understanding of a student's native language needs assist in targeting instructional objectives in ESL. SIFES are provided with additional opportunities to develop and meet New York State Learning Standards. SIFE students are placed in academic intervention services with teachers who are bilingual or have had experience in working with ELLs. After school and Saturday programs also provide opportunity for SIFE students to close their achievement gaps. Parent school partnerships promote student participation in these programs. All students exceed the required mandated number of minutes. Our instructional periods are 47 minutes in duration.

About 35% of the new ELLs to 117 are newcomers. In addition to the rigorous academic program that prepares students for meeting state standards state in testing and secondary education, there is a before school morning program, after school tutoring, Saturday classes, internships, and project based instruction. Newcomers are encouraged and targeted for extracurricular activities that promote language acquisition skills with native English language speakers. Newcomers are immersed in the Arts at 117 and mainstreamed with native speakers as much as possible. School productions provide newcomers the opportunity to work closely with native speakers and further develop their communication skills.

Long term ELLs are also afforded the opportunities for all co curricular activities. Long term ELLs are provided with targeted instruction based on analysis of previous NYSESLATs, and other interim assessments. NLA instruction is provided in small groups help develop ELA sub skills needed to succeed in language acquisition. In some cases, long term ELLs are provided with a distinct program that has been adjusted for their needs.

ELLs with special needs at 117 are placed in collaborative team teaching classes. These specialized classes provide all the special needs services and the opportunity for push in ESL services. The team of teachers provides the ELLs with greater alignment of curriculum and the team itself has ample opportunity to target the needed instruction.

Our targeted intervention program for ELLs takes place throughout the school day. Interim assessments are used to group students who share academic deficiencies in skill sets. Social Studies and Science targeted interventions are closely aligned to essential questions within their content areas. Literacy skills are embedded in all targeted interventions. Intervention services are small group instruction, teacher push-in, teacher push-out, drama productions, supplemental educational services, tutoring, acuity targeted instruction, extracurricular activities, clubs for ELA and math; Science tutorials, camps; social studies internships and project based instruction.

Transitional support for ELLs who have reached proficiency on the NYSESLAT is provided through programming. These students are placed in a block schedule with other students who require ELL services. Our push in model provides opportunity for additional assistance for particular needs of ELLs in ELA.

Materials and resources include laptops, Mimio Interactive System for digital presentations and teaching tool, support material for social studies, math, science, trade books, America’s Choice curriculum, leveled classroom libraries in English and Spanish, Great Leaps phonetic and Score programs.

There is on going professional development at 117. The assistant principal, guidance counselor, and special education teachers attend annual professional development conducted by the ESL coordinator. Other service providers such as the psychologist will be targeted this year. Speech therapist services are provided by agencies will be encouraged to attend PD. Professional learning communities have been in effect for the past year and teachers continuously attend staff development on Monday’s and Fridays for 90 minute blocks. Professional development is provided to the entire staff and differentiated for by department or sub group of students. Teachers of ELL students focus on the needs of their particular students. Instructional strategies that are best practices for ELL teachers are promoted for all teaching staff. Hearts of Change and Aussies have been hired to provide additional support for teachers of ELLs. In addition to weekly Pads, ELL teachers meet as a department weekly. Analysis of student work is the focal point. ELL teachers also present workshops to the entire staff. They provide the mandated 7.5 hours to the entire staff beginning in the fall and Election Day. Special Education teachers are provided with additional PD by ESL teachers at grade level meetings. Qtel training is made available during school breaks for all teachers.

Transitions services from middle to high school are provided on going throughout the year. Students are provided with high school orientations from counselors, staff, and support staff. Enrichment programs support ELLs in applying to specialized programs and tutoring for specialized exams. School visits are arranged and students attend high school fairs. Additionally, parent orientations are conducted to determine parents’ choice in the selection of TBE or free standing ESL programs. Lastly, previous ELLs are invited to speak about their high school experience.

**Assessment**

*Source:* NYSTART  
Comparing growth of NYSESLAT Three Year Trends.

Year	Percentage of Growth
2008-2009	24%
2007-2008	17%
2006-2007	11%

Three year trends in NYSESLAT scores show a 6% percent increase from year to year. ELL students continue to meet higher proficiency levels from year to year.

English proficiency levels for newly enrolled ELLs as indicated by hand scored LABR indicate 100% at beginning levels in the four modalities.

**Strengths and weaknesses in modalities three year trends in NYSESLAT**

<b>Proficient</b>	Listening & Speaking	Reading and Writing
2009	47%	15%
2008	27 %	2 %

2007	30 %	0
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Student proficiency level in Listening and speaking overwhelmingly exceeds the Reading and Writing modalities. This has been case for the last three years. The inquiry team’s targeted group for 2008-2009 was ELLs. It focuses on developing graphic organizer that would reinforce listening skills and prompt ELLs in note-taking (writing).

<b>Advance</b>	Listening & Speaking	Reading and Writing
2009	6%	20%
2008	50 %	19 %
2007	45 %	48 %

Students scoring advance vary from year to year. ELL percentages indicate less students scoring at the advance level and a variation from reading and writing from the previous year.

<b>Intermediate</b>	Listening & Speaking	Reading and Writing
2009	12%	31%
2008	10 %	42 %
2007	5 %	27 %

There continues to be disparity in the modalities at the lower level from year to year.

<b>Basic</b>	Listening & Speaking	Reading and Writing
2009	31%	53%
2008	10 %	35 %
2007	15 %	24 %

The data indicates there is a greater number of ELLs scoring at the basic level. This can be attributed to a significant increase in new comers to 117 in 2008-2009.

Closing the Achievement Gap

*Data Source: Progress report: New York State Exams*

Student Groups <b>ELA</b>	2008-2009	2007-2008	2006-2007
English Language Learners	<b>20%</b>	<b>18.8 %</b>	<b>6.5 %</b>

Student Groups <b>Math</b>	2008-2009	2007-2008	2006-2007
English Language Learners	<b>26%</b>	<b>32.8%</b>	<b>3.3 %</b>

The data indicates a substantial amount of progress with ELLs in closing the achievement gap from 2008 to 2009. We will sustain this progress through curriculum mapping, staff development and targeted precise instruction.

In all, the data indicates that further instruction in the modalities of reading and writing would create greater parity in all four modalities. Subsequently, students would gain proficiency at a greater pace. Additionally, the data suggest that a review of current curriculum and modifications are needed to meet the particular needs of ELLs. ELLs require ELA classes even at the basic level in order to provide an even transition into a regular ELA program.

Although the data across proficiency levels indicates that there are a limited number of ELLs meeting proficiency in all grades, lower level ELLs are moving to higher levels. Additionally, there are a significant number of current eighth grade students who are extended ELLs and remain at the intermediate level. These ELLs require additional services. ELL faculty will further analyze data to determine what subset skills need to be address in other for these ELLs to be successful. Instructionally, we have focused on note taking strategies using graphic organizers to further develop listening skills and writing within ELA and ESL classes. Moreover, we are seeking ways to transfer these skills to other content areas. Spanish is the language of instruction for the Bilingual program. Instruction during the first quarter begins at 60% in the native language and 40% in English. As the quarters progress, there is greater use of the English language. By the third quarter English is 60% of instruction.

ELL interim assessments are used in conjunction with on going assessments to establish differentiated groups for instruction. Additionally, the data assist the ESL and ELA teachers in collaborating, in the development of lesson plans that target specific language sub skills.

**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)** 8<sup>th</sup>

**Number of Students to be Served:** 132 LEP 17 Non-LEP

**Number of Teachers** 4

**Other Staff (Specify)** \_\_\_\_\_

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

**Title III, Part A LEP Program**

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

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***Title III Instructional Program –***

The school has a population of 146 students. The school is being phased out this year. There is only the eighth grade this year. Over sixty percent of our students are Hispanic. The school has an ELL population of 17 students; the majority of these students are Spanish speaking. The school has a stand alone ESL program.

The Title III instructional programs will work to serve our ELL students with supplemental instruction in literacy skills in science, and social studies, math through two components. Component one is a **Saturday ELL Academy**. ELLs participate in additional English and math instruction. Currently there are two teachers providing instruction. One teacher is licensed in ESL and the other in mathematics. Mathematics instruction is primarily conducted in English, but clarifications of concepts are presented in the students' native language when needed. The Saturday program begins in October and ends in June. Instructional hours are 9:00 am. to 12:00 pm. The target population will be ELL students and former ELLs who need literacy instruction. Our needs assessment of their scores on the ELA and NYSESLAT subtests indicate that our ELL students need additional support in literacy. The instructional program will focus on the four blocks of English Language Learning; reading, writing, listening, and speaking. Students will participate in various activities to build their English Language Proficiency. JHS 117 will focus on nonfiction reading and writing and integrate literacy into math instruction through journals and reflections writing. High interest books and magazines will be used to increase student motivation. Students will build strategies to aid them in reading and writing in English. Materials that are needed for this academy are as follows: post-its, chart paper, notebooks, journals, and books. The expected outcome is an increase in NYSESLAT and ELA scores.

Component two is the Before and After school program. It begins in November and ends in June. There are three teachers for component two. The morning program is available four days a week before school for forty-five minutes from 7:20 to 8:10. The morning program is conducted bilingually in Spanish and English. It is taught by a certified Spanish teacher. It focuses on the development of reading strategies using materials from the Wilson literacy program.

Additionally, the morning program works with phonics and cognates to further develop academic language in the various content areas for ELLs. The after school program meets two days a week after school from 3:00 to 5:00. An ESL certified teacher and certified math teacher provide instruction in to current and former ELLs. The instructors support students in increasing their competencies with English. Instruction is differentiated to meet the diverse needs of the participants. Instruction is provided in English. Students continue to develop their reading, writing, listening, and speaking skills in ESL and math. Instructional materials include non fiction books, word problems, and student created artifacts.

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

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The Title III teachers will participate in QTEL professional development. Teachers will attend QTEL 1 and/or content based QTEL, in February and April. We believe this professional development will be beneficial in scaffolding the learning of our English Language Learners. The teachers who participate in this training will implement QTEL strategies with the ELL students and turn key strategies to the instructional staff. Aussies consultants will provide professional development to all teachers that work with current and former ELLs. Lastly, the consultants, Hearts of Change, will continue from the previous year to provide in classroom support to teachers in student center classes and active engagement at no cost to the Title III program.

### **Parent Involvement**

MS 117 will use Title III funds to increase ELL parental involvement by providing two hour workshops for parents one Saturday a month beginning in October from 10:00 am. to 12:00 pm. on how to best help students succeed in school. The ELL coordinator will conduct the workshops along with school staff, community organizational staff, and the parent coordinator. The school community intends to empower our ELL parents with the knowledge and skills to help their children succeed on the ELA State Exam and NYSESLAT exam, inform the parents on how to interpret the exam results, and how to continue to aid their child’s success in English Language Proficiency. Also, workshops in high schools articulation will be provided for parents. Parents will be provided light refreshments, translation services and materials, and flyers/letters in their native language. A main component in all workshops will be to give the parents essential skills to the aid in their child’s success at school.

Parent outreach will continue for parents’ of ELLs via phone calls, home visits when necessary and monthly newsletters with the assistance of the school’s parent coordinator

School: JHS 117M BEDS Code: 310400010117

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.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$6,485.70	<u>Saturday ELL Academy</u> ( 2 Teachers) x (65 )Total hrs per teacher) x (\$49.89 current per session with fringe benefits) = \$ \$6,485.70
	\$8,032.29	<u>Before &amp; After School Literacy through the Content Areas</u> 3 Teachers, 92 hours of per session for ESL and 69 hours of per session for General Ed teachers to support ELL Students: 161 hours x \$49.89 (current teacher per session rate with fringe) = 8,032.29
	\$399.12	<u>Parent Workshop</u>  1 teacher X (8 hrs) X 49.89 = \$399.12
<b>Purchased services</b> - High quality staff and curriculum development contracts.		<b>No Cost to Title III</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$82.89	<b>Writer's notebooks</b>  <b>Chart paper and journal books</b>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		

<b>TOTAL</b>	<b>\$15,000</b>	
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### **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**

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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.

JHS 117 utilizes a variety of approaches to open a dialogue with parents/families and to keep them informed and abreast of any concerns related to school, student and community activities.

Those methods include:

- a. Phone and mail outreach by the parent coordinator, teachers, guidance counselors and Parent Association to assess language needs.
- b. Automated phone system for messages in various languages to increase parent involvement at school wide events.
- c. Home Language Surveys
- d. Inventory of languages taken at Parent Association meetings.
- e. Home visits.
- f. Teacher's anecdotal.
- g. Parent Teacher Conferences
- h. Needs assessment survey

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.

Primary languages spoken at home are identified in several manners. Initially the ATS is used as a starting point to determine other languages spoken at home. Secondly, student interviews and conferences provide an opportunity to access what languages other than English are spoken at home. Another is the one to one contact with parents and or guardians that the parent coordinator has established with all parents. Additionally, the counselor's High School articulation program and the attendance teacher's home visits establishes the language used at home. The greatest obstacle to written translation has been the turn around time of the actual translated written pieces. Since the school's community focus has been developing partnerships with parents, we have been successful in oral communications, but we need to refine our procedures for translating all material that is sent home and posted in the building. Although most our students are second generation United States born, many of our students are cared for by grandparents whose dominant language is not English. About 40% of our students' families use Spanish as their dominant language, and 2.5 % families speak Arabic. The findings were discussed during SLT meetings and the PTA informed parents at PA meetings.

## Part B: Strategies and Activities

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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.

Over the course of the 2009- 2010 school year, we will increase our efforts to have parents assist in translating school information for parents. Support outreach efforts to draw our predominantly Spanish Speaking families to greater assist in translations and parent involvement.

As of SY 2008-2009, we have already begun using the Translation and Interpretation Unit at 45-18 Court Sq., LIC, NY.

([Translations@schools.nyc.gov](mailto:Translations@schools.nyc.gov))

We have determined the time of return of documents, and are now modifying our annual committee calendars to ensure earlier submission of documents to the translating Unit.

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.

Written and oral translation services will be provided by staff, parents and the Translation and Interpretation Unit located at 45-18 Court Sq., LIC, NY.

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>.

Using PTA conferences, automated message phone system, parent's handbook parents will be advised of translated services. Parent coordinated will establish the language of preference.

**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:	260,570	27,207	287,777
2. Enter the anticipated 1% set-aside for Parent Involvement:	26,000		26,000
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		2,720	2,720
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	13,028		13,028
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		1,360	1,360
6. Enter the anticipated 10% set-aside for Professional Development:	26,057		26,057
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		2,720	2,720

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 72%

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.

Current out reach to citywide regional placement office of licensed teachers is being sort to meet the 100% of high quality teachers. Also, the principal will canvass neighboring schools for excess staff who meet the licensing needs of the school.

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

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

The Parent Involvement Policy will be reviewed by the PTA and SLT by June of each year. Distribution of policy occurs during the first week of each school year.

The Tito Puente Education Complex @ M117 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 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;
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with Limited English proficiency (LEP) and parents with disabilities. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.  
The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:  
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring.

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

1. Junior High School 117M will take the following actions to involve parents in the joint development of the District Parental Involvement plan

- Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings
- PTA Executive Board members will be involved with District personnel through the Federation of PTA

2. Junior High School 117M 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 will be interviewed as part of the school’s Quality Review

- Parent surveys will be a vital part of the School's Progress Report process

3. Junior High School 117 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:

Bell (SES)

Learning Leaders

Manhattan Center High School

Roundabout Theatre

Union Settlement

Gang Resistance Education and Training (Great)

Mount Sinai Adolescent Health Center

4. Junior High School 117 and parents will conduct 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, and have limited English proficiency. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement. An evaluation will be conducted at a spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies.

5. Junior High School 117M will build the parents' capacity for strong parental involvement by providing training and work shop centered on parent needs.

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following,

State's academic content standards;

State's student academic→ achievement standards;

State's and local academic assessments→ including alternate assessments;

Requirements of Title I, Part A→ how to monitor their child's progress and how to work with educators.→

6. The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and

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 interim Acuity exams and the State assessment in at least English language arts and mathematics; and 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). recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams;

Notify parents of the school’s participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information; work with the LEA in addressing problems, if any, in implementing parental involvement activities in *Section 1118-Parental Involvement* of Title I, Part A and to ensure that a copy of the Sea’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

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

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

JHS 117 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 September 2009 – June 2010. The School-Parent Compact is reviewed by the PTA and SLT by June of each year. Distribution of compact occurs during the first week of each school year.

**PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS:**

School Responsibilities

JHS 117 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:

As a school, we use various forms of assessment data to determine instruction decisions that we make to support our struggling learners. We have a large population of students that have performed at high level 2 proficiency in Math and English Language Arts. The goal will be to identify individual student needs and develop targeted precise plans of instruction. We will continue to integrate the use of the performance and creative arts to provide children outlets to express themselves using different mediums. These opportunities will be sided with various supports oriented initiatives from our school based support team to meet the social and emotional needs of our children.

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

In addition to annual Parent/teacher conferences, JHS 117 staff will schedule parent meetings to discuss academic/social/and emotional needs of students as identified by the school. The dialogue will set goals, identify possible resources to support students and families. Collaboratively, all parties will develop an effective educational plan that benefits all involved.

Parents are encouraged to visit the school and ask questions or find meaningful ways to support the school community with the various strengths and skills that they can provide. The Compact will serve as a foundation to strengthen our school parent partnership.

- Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:

Progress reports every six weeks

M117 utilizes a variety of approaches to open a dialogue with parents/families and to keep them informed about school and student related information. Those methods include:

- Phone and mail outreach by the parent coordinator, teachers, guidance counselors and Parent Association.
- Parent Association meetings (Monthly)
- Family oriented workshops provided by the school and community based organizations affiliated with the school (Scheduled throughout the year)
- Email
- Parent Update notices and flyers (Monthly or depending on notice)
- During meetings, we provide Spanish translators so that parents/families can communicate concerns.
- Parent coordinator monthly newsletter.

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

Copies of teachers' schedules are provided to the administration and support service providers. Assistant Principals will work to coordinate meetings based on the parent's and teacher's availability. Many times these conferences can be held before school, after school or during school depending on the parent's and teacher's schedules.

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

At the start of the school year, we will host a parent orientation. At that point we will initiate a survey to parents to gain an understanding of what they would like to see happen in the school and have parents inform us of what they would be willing to provide.

Based on the feedback from the survey, the parent coordinator and the Parent Association will work with parents and the school to find meaningful ways to meet the needs of the parents who have identified. This survey will be on going to continually assess parent's needs.

#### 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 child's attendance;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time,
- providing an environment appropriate for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- 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;
- reading together with my child every day;
- providing my child with a library card;
- respecting the cultural differences of others;
- helping my child 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;

- express high expectations and offer praise and encouragement for achievement;
- attending at least 3 Parent Association meetings over the course of the school year.

**PART II ADDITIONAL PROVISIONS**

**STUDENT RESPONSIBILITIES**

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:  
 (Describe the ways in which students will support their academic achievement, such as:

- 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 30 minutes every day outside of school time;
- read at home with our parents;
- 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.)
- treat others with respect and understanding
- 

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.

**See needs assessment page 15.**

Additionally,

- Ongoing professional development in School-wide curriculum for mathematics and English Language Arts
- Low level of Family Involvement with School
- Though family involvement has improved over the course of the 2009 – 2010 school year, it has not been sufficient enough to provide families support and build partnerships with the school to assist students. We have initiated creative ways to increase family support and relationships with the school for the 2008-2009 school year.
- Identifying and matching students with appropriate Intervention Services and Supports

Due to misplacement of students identified as English Language Learners, students with IEPs or students requiring formal testing to match them with appropriate educational settings, there was a need to ensure that the school was in compliance during the 2008 – 2009 school year.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - Are consistent with and are designed to implement State and local improvement, if any.
- c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- d) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State's academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation.
  - School wide program aligned with NYS curriculum standards.

3. Instruction by highly qualified staff. **See Page 43.**

- 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.

There will be a weekly mandated professional development time period for all staff with ELA & Math leaders. Content area teachers will be provided with opportunities to learn the balanced literacy and math models to integrate these strategies into their classrooms. Teachers will have opportunities to do inter-visitations, learning walks, inter-school visits, work with consultants who observe best practices.

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

Job fairs are attended to seek qualified and certified teachers in the areas of ELA, Math, ESL, and Special Education. Administration develops on going collaboration with institutions of higher learning (NYU and Hunter) to place interns in classroom for mentoring by qualified teachers. This will establish a future pool of qualified candidates for vacancies. Also, active recruitment from existing schools within the district. of experienced licensed pedagogues.

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

In the fall of 2008, 117 will initiate a host of workshops on literacy, parenting, counseling, and identifying community resources that will be sponsored by the M117 Parent Association. A parent survey in September will be used to determine the needs of the parents at 117. The parent coordinator will outreach to all parents.

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

N/A

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

Teacher teams will design assessments for the specific grades and content groups. This initiative will be supported by the administration and grade level team leaders and PD in designing Your Own DY0 assessments.

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.

Selected staff trained in Wilson Reading will continue to serve general and special education students who may benefit from that program's intervention strategies. Para -professional will use GREAT LEAPS to build literacy for struggling students on a one to one basis.

The Academic Intervention Teams will identify students along with classroom content teachers to provide academic supports in literacy, mathematics and other content areas. Identification of these students will take place at grade level meetings. In addition, in some cases guidance services will also be provided to students.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

An Accountability system will be developed that will establish responsibilities for different stakeholders of JHS 117 under the supervision of the building principal.

#### **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. N/A

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

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

***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.***

1. The school was placed under restructuring after continuously not meeting AYP in ELA and Mathematics. This trend continued with little or no improvement in AYP until 2007-2008 where significant gains were made in ELA and Math content areas. In 2008-2009 the school made AYP in ELA, Math and Science. Although the school made gains as a whole, it continues to struggle with effective curriculum implementation in ELA. Before 2007-2008 SY, ELA instruction followed a Teacher’s College model of inquiry based instruction. In 2008-2009, the America’s Choice curriculum was implemented and this year the curriculum was mapped by the department. Weekly departmental meetings ensure that instruction is aligned to the existing curriculum and provide a nexus for collaboration of effective teaching strategies and planning for the following week’s work. Additionally, elements of the America’s Choice curriculum are infused in all contents areas for our schoolwide literacy campaign.

Lastly, but not insignificant was the constant change in leadership. The school has undergone several reorganization and leadership in the last until two years ago. This inconsistency affected student achievement and the school’s inability to meet AYP.

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.

**See pages 11-12**

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<sup>1</sup> 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.

2009 2010 anticipated Title I basic and ARRA allocations are used to contract organizations and universities to provide high quality professional development. The professional development organization, Hearts of Change, continues to provide PD from the previous year. This year Aussies have been contracted to support teacher in our school initiatives. In addition, each faculty member is provided with differentiated PD.

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

The United of Federation Teacher Center specialist is a Santa Cruz trained teacher mentor that provides guidance to teachers using the professional teaching standards and a teacher continuum of growth. Mentoring is provided to all teachers. The mentor assists teaches in identifying their individualized professional goals for 2009-2010 and future professional growth. Interim reviews provide opportunities for teachers to reflect on their goals and the necessary steps needed to meet them.

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.

This year's notification will include that the school achieved the required annual yearly progress for 2008-2009 and that despite its closing in June, it will continue to strive for excellence and one again meet AYP. The notifications will take place during PTA meeting and will be backpacked home by students.

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

Cohort of faculty attended workshops in curriculum mapping and curriculum mapping began for each content area over the summer of 2009.

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

Applicable     Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? The school has mapped out its own curriculum aligned to the state's standards. Curriculum oversights will be conducted with Professional Development contracted for 2009-2010 SY.

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

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**1B. Mathematics**

**Background**

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

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

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

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

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

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

Cohort of faculty attended workshops in curriculum mapping and curriculum mapping began for each content area over the summer of 2009.

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

Applicable   X 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? The school has mapped out its own curriculum align to the state's standards. Curriculum oversights will be conducted with Professional Development contracted for 2009-2010 SY.

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

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## **KEY FINDING 2: INSTRUCTION**

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

### **2A – ELA Instruction**

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

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

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

Our staff professional development focused on student engagement using interactive engaging strategies. Learning walks conducted by teacher teams visited classes. Teams mutually assessed whether teachers were actively engaging students using the strategies presented during PD. Feedback was provided to teachers by the team and recommendations were suggested for the next visit.

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

Applicable   X 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? Actual classroom teacher peer observations indicated that teachers were employing strategies that provided teacher centered activities.

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

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### **2B – Mathematics Instruction**

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

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

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

Our staff professional development focused on student engagement using interactive engaging strategies. Learning walks conducted by teacher teams visited classes. Teams mutually assessed whether teachers were actively engaging students using the strategies presented during PD. Feedback was provided to teachers by the team and recommendations were suggested for the next visit.

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

Applicable     Not Applicable

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

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? Students NYS ELA and Math scores improved over 20% from previous year.

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

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

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

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.

School is in final phase out process. Staff needs to secure employment for 2010-2012 academic year.

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? School closing

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

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

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this

program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. In house professional opportunities were abundant. Teachers still sought PD opportunities in a citywide venue.

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

Applicable    Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? The ELLs is one of the subgroups that made AYP through safe harbor.

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. The school will provide teachers with PD opportunities provided by central. Additionally, the school will employed best practices in ESL and SWD that are researched based and proven to be effective in improving student achievement.

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

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. The school gathered Data on ELLs for use in instruction of ELLs. The school's inquiry team focuses on ELLs for 2008-2009. There was little evidence that teachers used data to drive instruction

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

Applicable  Not Applicable

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

Teachers are well verse in collecting data. The interpretation of data and its use in instruction needs to be further developed by staff.

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. School has blocked out time within teaching schedule to provide teachers to work with data and instruction.

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

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

Please respond to the following questions for Key Finding 6:

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

With the onset of Collaborative Team Teaching in 2008-2009 school year, the ISC has provided additional Professional Development to the staff at 117. In addition, opportunities for teachers to review and make recommendations for IEPs have promoted discussions centered on using strategies that are best practices for students with disabilities.

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

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

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

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

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

Please respond to the following questions for Key Finding 7:

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

Reviews of current IEPs indicate that most students with disabilities goals and objectives are not aligned with the current grade content standard.

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

Applicable    Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Current individualized educational plans (Imps) need to be modified based on current eight grade standards in order for students to be successful in state wide assessments.

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

The special education team with the assistance of the school's network will provide guidance to general education teachers who are CTT on developing goals for students with disabilities.

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

There are currently 10 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.  
We provide one to one counseling for at risk students, after school enrichment programs, funding for school activities that require payment including and not limited to senior activities.

### **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.

