



# **BEA FULLER RODGERS INTERMEDIATE SCHOOL 528**

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

**SCHOOL: (DISTRICT 6/ MANHATTAN/ 06M528)**  
**ADDRESS: 180 WADSWORTH AVENUE NY, NY 10033**  
**TELEPHONE: (212) 740-4900**  
**FAX: (212) 781-7302**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** IS 528      **SCHOOL NAME:** Bea Fuller Rodgers Intermediate School

**SCHOOL ADDRESS:** 180 Wadsworth Avenue New York, New York 10033

**SCHOOL TELEPHONE:** 212-740-4900      **FAX:** 212-781-7302

**SCHOOL CONTACT PERSON:** Norma M. Pérez      **EMAIL ADDRESS:** nperez@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Ms. Margarita Modesto

**PRINCIPAL:** Ms. Norma M. Pérez

**UFT CHAPTER LEADER:** Ms. Luz Minaya

**PARENTS' ASSOCIATION PRESIDENT:** Ms. Fanny Hernandez

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

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

**DISTRICT:** SIX      **SSO NAME:** Children's First Network (CFN) #11

**SSO NETWORK LEADER:** Ms. Altagracia Santana

**SUPERINTENDENT:** Ms. Martha Madera

## 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
Ms. Norma M. Pérez	*Principal or Designee	
Ms. Luz Minaya	*UFT Chapter Chairperson or Designee	
Ms. Fanny Hernandez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Luz Da Silva	Paraprofessional	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Saudi Guzman	Member/Title I Reading Teacher	
Ms. Margarita Modesto	Member/IEP Teacher	
Ms. Martha Rodriguez	Member/Parent	
Ms. Rosa Hernandez	Member/Parent	
Ms. Mayra Morety	Member/Parent	
Ms. Ana Suarez	Member/Parent	
	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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The Bea Fuller Rodgers Intermediate School 528 opened its doors on September 2002 as a Middle School for the Performing Arts. It is the first New York City public school; in the area of Washington Heights; that is dedicated to the performing and visual arts. Servicing grades 6<sup>th</sup> through 8<sup>th</sup>, the school serves a population of approximately 300 students primarily of Latino descent. This community serves as a home to many new immigrants from the Dominican Republic, Puerto Rico, and various countries in Central America and South America. The school provides an education that allows the students, through the use of the new curriculum initiatives, as well as the Alvin Ailey Dance Program and other art programs, to develop the skills and knowledge necessary for all future endeavors. The school building is a well kept; modern building where pride in the student's accomplishments is evident in the prominently displayed student work.

### **Principal's Statement**

I.S. 528 is a school devoted to preparing students to be successful citizens in the 21<sup>st</sup> century. Each of our students will be recognized for his/ her unique qualities and talents and empowered to explore them. Our goal is to graduate literate and competent citizens who will become contributing members of the community.

### **Bea Fuller Rodgers' Mission Statement**

The school community is dedicated to preparing our children to become life-long learners. In our enriched environment we promote high-level academic achievement through standards based curriculum, while fostering love, respect, and appreciation for the performing arts.

### **Vision**

We envision the Intermediate School 528 community being the opportunity for our students to develop their talents and gifts in the performing arts resulting in every child graduating with the knowledge, skills, and social values to become successful citizens in the global community.

### **Special Programs**

Intermediate School 528 enjoys collaborations with several community based organizations, including Alvin Ailey Dance Program, Concerts in the Heights, 92<sup>nd</sup> Street YMCA, Hayden Astrophysics sponsored by American Museum of Natural History, Teach for America – Pace, Teaching Fellows Program, Soaring Words Inc., Lang Youth Medical Program, Mouse Squad, and Urban Arts Partnership. These agencies provide ongoing services to our school community and are a vital component of our Special Academic Programs.

At I. S. 528, we recognize that families and other community members are a vital part of all students' academic and social success. We encourage parent/school collaboration at all levels, and offer numerous opportunities for family and school interactions by providing workshops and in school volunteer programs with the leadership of our Parent Coordinator. The PA empowers parents to become an integral part of the schools' decision-making process.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	I.S. 528 Bea Fuller Rodgers School			
<b>District:</b>	6	<b>DBN #:</b>	06M528	<b>School BEDS Code #:</b> 310600010528

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	√ 6	√ 7
	√ 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(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		94.2	92.8	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	0	0	0		98.9	97.4	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	90	93	82	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	94	90	94		96.8	86.4	86.2		
Grade 8	95	85	93						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		2	1	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	279	268	269		2	12	9		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	9	8	9						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	0	14	TBD		
Number all others	15	15	22	Superintendent Suspensions	0	11	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
2006-07	2007-08	2008-09		CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	26	43	49	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	1	0	3	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	17	20	20
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	4	7	7
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	0	0
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.4	0	0	Percent more than two years teaching in this school	29.4	35.0	55.0
Black or African American	4.7	3.4	2.6	Percent more than five years teaching anywhere	52.9	55.0	55.0
Hispanic or Latino	95.0	96.6	96.3				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.0	0.4	Percent Masters Degree or higher	88.0	90.0	80.0
White	0.0	0.0	0.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.5	93.8	100.0
Multi-racial	0.0	0.0	0.0				
<b>Male</b>	35.8	33.6	33.5				
<b>Female</b>	64.2	66.4	66.5				

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

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

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Subject/Area Ratings	ELA:	IGS		ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. Rate:		
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>						
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American	-	-	-			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	-	-	-			
Limited English Proficient	√	√	-			
Economically Disadvantaged	√	√	√			
<b>Student groups making AYP in each subject</b>	4	4	3	0	0	0
<b>Key: AYP Status</b>						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	TBD	Overall Evaluation:	TBD
Overall Score	TBD	Quality Statement Scores:	TBD
<b>Category Scores:</b>		Quality Statement 1: Gather Data	TBD
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	TBD
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	TBD
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	TBD
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	TBD
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

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Intermediate School 528's School Leadership Team used a variety of methods to review the school's programs and student achievement. They analyzed tests scores, reviewed the Quality Review report, evaluated the findings of the Inquiry Team, examined portfolios, and discussed overall student growth in the school community. The needs assessment included a review of the following measures and indicators:

- Annual School Report Card
- Progress Report
- Quality Review
- Quality Review Self-Assessment
- State and City assessments results, including item skills analyses
- ARIS
- DAA School Profile reports
- ATS Reports
- Inquiry Team Whole School Initiative
- Inquiry Team Targeted Group
- Feedback from Learning Walks
- Assessment of School Resources

Using all available information we examined the school's achievement data. Item skills analyses for reading and math were used to identify specific instructional needs of students and establish goals and for each subject. Results from state test scores as well as in-class examinations informed the developed of small collaborative learning groups. All information was disseminated to the parents and school community via Parent Association meetings and monthly staff meetings.

The major area of concern at Intermediate School 528 is the low academic achievement of many of its students, as measured by results in State and City standardized assessments. Although, 50% of our students scored at a level 3 on the Spring ELA assessment, 47% were at a level 2. With 2% at a level one and one student scoring a perfect score of a 4. On the Math Assessment 72% of students scored a 3, .08% scored a 4. On the lower end 17% of students scored a 2 and .03% scored a 1 on the 2008 Math Assessment. Test scores for Social Studies were 8% of students scored a 1, 73% of students

scored a 2 and 19% scored a 3. In science 4% of students scored a 1, 54% of students scored a 2, 41% of students scored a 3 and 1% of students scored a 4.

The findings of a comprehensive needs assessments resulted in the identification of several priorities for improving student performance; implementation of effective strategies to address the large number of student lacking basic skills in both reading and mathematics, as well as providing intensive professional development for teachers in specialized strategies to meet the needs of the students. Thus, Intermediate School 528 Comprehensive Educational Plan for 2009-2010 will reflect a concerted effort and specific plan to address the low academic achievement of all students.

Current strategies for improving instruction and student performance in English Language Arts include the continuation of the Balanced Literacy Approach which consists of: independent reading, mini lesson workshop, read aloud, shared reading, guided reading, independent/small group work time, sharing session, the Writing Workshop, modeled writing, shared writing, guided writing, independent writing, mini lesson, and teacher/student reading and writing conferences. This approach will be continued in the 2009-2010 school year and will be implemented during a 90-minute literacy block for grades 6<sup>th</sup> – 8<sup>th</sup>. Classroom libraries, departmentalization of the 7<sup>th</sup> and 8<sup>th</sup> grade literacy classes, and academic support personnel in the classroom will further support literacy instruction.

Currently, 6<sup>th</sup> - 8<sup>th</sup> grades are using Impact Mathematics as the primary vehicle for instruction in the school. This instructional program, implemented during a 90-minute block for grades 6-8<sup>th</sup>, will continue in the 2009-2010 school year. An assistant principal will support effective implementation of the program through focused, on-site math staff development. In addition, there will be an Integrative Algebra Regents math course to provide academic rigor for those students who have attained a Level 3 or 4 in Mathematics. These students will be given the opportunity to take the Regents exam in June 2010.

Academic Intervention Services (AIS) are provided to meet the needs of all students who required additional assistance to meet the state standards in ELA and mathematics. Intensive guidance and support services are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided vary, based on the individual needs of students, all grades students performing in Levels 1 and 2, will receive appropriately targeted services. The school has developed the following Academic Intervention Service programs; utilizing push in and pull out small group instruction, and departmentalized literacy instruction. Furthermore, each classroom teacher will have an AIS binder to assist them in identifying the needs and strengths of designated students. Each week, the AIS Team will meet to discuss case studies, provide feedback, and identify additional at-risk students.

The priorities identified for the 2009-2010 school year are based the data received in the 2008-2009 Annual School Report Card. They are detailed below:

- Improving student performance in literacy
- Improving student performance in mathematics
- Preparing students with skills necessary to successfully compete in the technological world of the 21<sup>st</sup> century.
- Improving home-school relationship in support of students' educational and social-emotional needs.

## 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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The priorities identified for the 2009-2010 academic year are based on the data received in the 2008-2009 Annual School Report Card. They are detailed below:

Annual Goal #1: By June 2010, an effective Balance Literacy Program will be implemented that will result in a 5 percent increase in the number of students in grades 6-8 that are scoring at or above State designated performance levels on the NYS English Language Arts (ELA) standardized examinations. Until 100 percent of our students are reading at and/or above grade level, the SLT demands that one of goals is that students show growth in their reading scores.

Annual Goal #2: By June 2010, there will be a 5 percent increase on all student raw scores in grades 6-8 as evidenced on the NYS Mathematics exam. Again, our ultimate goal is to have all of our students at or above grade level in all subject areas. That is to say, our students must show progress and increase their raw scores in mathematics.

Annual Goal #3: By June 2010, there will be an increase in the amount of technology for all students in grades 6 through 8 to at least 30 minutes per week as evidenced by the number of students enrolled in technology classes and the computer logs in each classroom. In order to prepare our students for the 21<sup>st</sup> century and to become global citizens, they must be equipped with technological skills. Since the world of technology is ever changing, the SLT determined that students needed more classroom time to expose them to it.

Annual Goal #4: By June 2010, there will be a 5 percent increase of parent involvement in the school's instructional program as evidenced by the P.A. meetings attendance rate and the number of parent volunteers. After conducting our needs assessment, the SLT established that increasing parental involvement would strengthen and build upon our school's learning community.

Annual Goal #5: By June 2010, there will be an increase of the integration of the arts into the curriculum as evidenced by the various forms of feedback from cultural experiences and the annual spring performance. To continue to strengthen our school's mission of fostering a love and appreciation of the Arts, this must be one of our priorities for each academic year.

**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):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, an effective Balance Literacy Program will be implemented that will result in a 5 percent increase in the number of students in grades 6-8 that are scoring at or above State designated performance levels on the NYS English Language Arts (ELA) standardized examinations.</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><b>Instructional Strategies:</b> To decrease class size with small group instruction during daily literacy departmentalization. Instructional reading strategies that emphasis the use of data, graphic organizers, hands on activities in service of differentiation and to assist in making measurable gains in reading comprehension.  <b>Responsible Staff Members:</b> Literacy Coach, Assistant Principal, Push in model using Title I Reading Teacher, AIS Teacher, ESL teacher, interns and classroom teachers.  <b>Beginning Date:</b> September 2009  <b>Frequency:</b> All school days, 90 minutes of small group instruction daily during literacy block.  <b>Duration:</b> September 2009 – June 2010</p> <p><b>Grouping of Students:</b> flexible grouping, leveled grouping, implementation of Readers and Writers Workshop, departmentalized instruction, scaffolding learning by providing supports to students such as graphic organizers, visual aids, outlines, and reading strategies to assist with understanding content.</p> <p><b>Parental Involvement:</b> Conduct parent survey to assess needs and interest of parents. Conduct parent workshop on pertinent topics related to literacy. Provide ESL instruction for parents. Progress Reports will be distributed to the parents on a quarterly basis. Parents will be invited to monthly Publication Parties for each unit of study.  <b>Target Population:</b> All parents’ grades 6 through 8.</p>

	<p>Responsible Staff Members: School Professional Developers, Family Worker, P.A. Executive Board, Parent Coordinator, Literacy Teachers, Literacy Coach, Assistant Principal.</p> <p>To increase students access to the school library and multimedia center as a resource for research and book selection as evidenced by providing Open Access periods, after school hours and biannual Book Fairs by June 2010.</p> <ul style="list-style-type: none"> <li>- The Library will have current magazines as well as English and Spanish literature aligned to the curriculum.</li> <li>- Students will use research materials and the internet during open Access Periods in the library/multimedia center</li> <li>- Students will have the opportunity to use the library and its resources during their lunch periods.</li> <li>- Sixth grade scheduled for weekly library skills classes. Students have increased accessibility to technology while using the library for research as well as pleasure.</li> <li>- Book Fairs are held at least twice a year.</li> </ul> <p>To develop and consistently implement best practices in literacy and math and other content areas through faculty conferences, departmental meetings, and professional development opportunities that will positively impact on students' literacy performance as measured by the State standardized assessments this academic year.</p> <p>Additional Strategies:</p> <ul style="list-style-type: none"> <li>-37 ½ minute instruction</li> <li>-Extended Day Programming/Saturday School</li> <li>-Monthly Literacy and AIS Meetings</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>Human resources: Administration, classroom teachers, literacy coach, Title 1 Reading Teacher, ESL teacher, SETSS teacher, paraprofessionals, and parent volunteers  Tax Levy-Fair Student Funding/Title I-SWP, Title 1-ARRA SWP  NYSTL Library</p>

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

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

Improvement in Classroom Assessment: projects, quizzes, and notebooks  
ELA 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Grade

-Marking period grades are reviewed each trimester by classroom teachers and the administration.

-If students are not showing progress, then they should be discussed during a departmental meeting and/or AIS meeting. Some students are changed to a different literacy group based on their needs.

-Parent and student conferences are held with teachers and administration depending on the students' needs.

Gains in ELA based on the Acuity predictive assessments:

-Administered each trimester (October, January/February, and Spring)

-Item analyses: Conducted by Inquiry Team for each Acuity Predictive Administered

-Results are shared with classroom teachers at monthly departmental meetings.

-Conferences are held with students who are not showing progress on their interim assessments.

-Struggling students are recommended to attend our school's Homework Club, 37.5 Minutes for small group instruction, and six Saturday Academy sessions in the Spring.



	<p>homework and class assignments.</p> <ul style="list-style-type: none"> <li>- Phone calls made to parents in regard to classroom work and behavior as well as missing homework assignments.</li> <li>- To develop and consistently implement best practices in literacy and math and other content areas through faculty conferences, departmental meetings, and professional development opportunities that will positively impact on students' literacy performance as measured by the State standardized assessments this academic 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>	<ul style="list-style-type: none"> <li>- Tax Levy-Fair Student Funding</li> <li>- Title 1 Funds-SWP</li> <li>- Principal</li> <li>- Assistant Principals</li> <li>- Three Math Teachers</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>- Minimum percentage as noted above should be evidenced in their classroom assessments as well as the Acuity Predictive exams that are given each trimester (October, January/February, and Spring). Classroom teachers and the school's Inquiry Team conduct item analyses for each predictive administered. Results are shared and discussed at monthly departmental meetings. As a collaborative team, best practices are shared and steps are made to help students show growth in their mathematical skills.</li> <li>- Evidence of growth in mathematical thinking-accuracy, multiple strategies, organization, and comprehension, abstract thought, basic skill mastery, skilled use of mathematical language, as measured by ongoing teacher assessment. Each teacher gives quizzes and exams on a monthly basis. Each month the teacher must examine the progress and growth of each student on these classroom assessments. Conferences are held with students who fail to show progress. Depending on the needs of the students, Homework Club, 37.5 minute for small group instruction, and the Saturday Academy sessions are recommended. Parent conferences with teachers and administration are scheduled on a as-needed basis.</li> <li>- Use of rubrics for self-assessments: At the end of each monthly meeting, teachers and the assistant principal discuss next steps and ways to improve their instruction. Minutes are types and distributed for each meeting.</li> </ul>

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be an increase in the amount of technology for all students in grades 6 through 8 to at least 30 minutes per week as evidenced by the number of students enrolled in technology classes and the computer logs in each classroom.</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>To provide all students access to the school’s technology resources.          To provide technology support for our school’s Mouse Squad.          To provide technology support from our designated technology teacher.          To offer technology courses to students.          To utilize technology such as the Smart boards and computers in classroom instruction.          Professional Development offered to teachers for technology training.          Agile Mind Professional Development for one math teacher.          Student operated Mouse Squad assist teachers and provides ongoing technology support to entire building.          Computers are available in all classrooms.          Students and teachers are utilizing the SMART boards in all classrooms.</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>	<ul style="list-style-type: none"> <li>- Tax Levy-Fair Student Funding</li> <li>- Title 1 Funds-SWP</li> <li>- Principal</li> <li>- Professional Periods – Individual tutoring</li> <li>- Administration</li> <li>- Technology Teacher</li> <li>- Trained Mouse Squad Members</li> <li>- Trained Agile Mind teacher</li> </ul>

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

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

- Technology Log in Classrooms: Monitored by Mouse Squad members; Checked each marking period for completion; Follow up with Principal about which classrooms have/have not completed logs.
- Mouse Squad Log for Completed Projects: Supervised by Technology Coordinator; Evaluated each marking period; Students are put on probation if they fail to meet Mouse Squad requirements such as grades, assignment completion, conduct, and workshop attendance.
- Teacher Assessment: Completed by each classroom teacher depending on the project and the content area; Teachers must make sure students are completing computer logs and that there is equity among students.
- Published work: Teacher must examine whether students have completed their published projects; Conference with students who have difficulty completing projects; Frequency depends on the course and the number of projects.
- Informal assessments: Informal observations and interviews conducted on a daily basis by teachers, administration, and staff members.
- Exit Projects: Completed for Social Studies, Science, Literacy, and Math each Spring; Evaluated by classroom teachers for each content area; Rubrics are created and evaluated by each teacher.

**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):** Parental Involvement

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will be a 5 percent increase of parent involvement in the school’s instructional program as evidenced by the P.A. meetings attendance rate and the number of parent volunteers.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Conduct parent survey to assess needs and interest of parents.          Conduct parent workshop on pertinent topics related to literacy, math, health, and so forth.          Progress Reports will be distributed to the parents on a quarterly basis.          Parents will be invited to monthly Publication Parties and school-wide events/activities.          To conduct monthly parent workshop on pertinent topics          Monthly newsletters provided in both English and Spanish          Phone calls made to parents in regard to classroom work and behavior as well as missing homework assignments.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>- Tax Levy-Fair Student Funding</li> <li>- Title 1 Funds-SWP</li> <li>- Principal</li> <li>- Parent Coordinator</li> <li>- PA President &amp; Executive Board</li> <li>- Teachers</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>- Attendance sheets are distributed each monthly meeting by the Parent Coordinator. They are maintained on file in her office.</li> <li>- Increase attendance at P.A. meetings: P.A. President and officers examine factors that affect the attendance records such as meeting’s time, topic, and/or weather.</li> <li>- Increase parent participation in school-wide activities/celebrations: Each marking period there is at least one school-wide activity. At these events, the Parent Coordinator, PA</li> </ul>

	<p>President &amp; Officers, and administration examine the various factors of parental involvement as previously mentioned. If a factor has been identified, then adjustments will be made. For example, Awards Night must be scheduled in the evening so more parents can attend to support their children. Ample time must be given to parents to make arrangements to attend events.</p> <ul style="list-style-type: none"> <li>- Class Visits/Field Trips: Each month there is at least one field trip. Parents are utilized as chaperones for these events.</li> <li>- Parent Workshops: Each month the Parent Coordinator conducts a workshop. After the workshop, the principal and the Parent Coordinator reflect on the workshop and how it could be improved.</li> <li>- Parent Newsletter: Each month the Parent Coordinator distributes a newsletter in both English and Spanish. There are additional copies made available outside her door. When parents visit the school, the PC verifies that parents have received the newsletter.</li> </ul>
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**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):** Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be an increase of the integration of the Arts into the curriculum as evidenced by the various forms of feedback from cultural experiences and the annual spring performance.</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>Parent Orientation for students in the Alvin Ailey Dance Program Alvin Ailey Dance Program is Tuesday-Friday from October 2009 to June 2010 Urban Arts Partnership is from the end of school until 5:30 pm five days a week from October 2009 to June 2010 Orientation for 145 students participating in the Urban Arts Partnership Orientation for Teaching Artists in the Urban Arts Partnership</p>

	All students are instructed by fully certified dance and art teachers.
<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>	<ul style="list-style-type: none"> <li>- 21<sup>st</sup> Century Grant</li> <li>- Extended Day Violence Prevention Grant</li> <li>- Teachers</li> <li>- School Site Coordinator</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>- Attendance record for Alvin Ailey &amp; Urban Arts Partnership is completed on a daily basis. Alvin Ailey teachers maintain attendance for its program. The Parent Coordinator is the site supervisor for the Urban Arts Partnership, so she maintains accurate attendance for that program. Phone calls are made home for late/absent students. If students are habitually late and/or absent, conferences are held and if the problem is not resolved then they are removed from the respective program.</li> <li>- Informal and formal observations: Informal daily observations are made by teachers and administration. Formal observations conducted by teachers and administration each marking period.</li> <li>- Student Feedback: Students write in their journals about their experiences. Depending on the class, these written journal entries are done on a monthly basis. Teacher-created rubrics are utilized to assess these assignments. Teachers provide the administration with feedback on how the Arts can be improved.</li> <li>- Field Trips and Cultural Experiences: Varies per class; at least one field trip per month; Students, teachers, and administration reflect on these experiences in both formal and informal conferences.</li> <li>- School wide Celebrations/Performances are organized and scheduled for each marking period (minimum three each year). The dance teacher, Mouse Squad, technology coordinator, art teacher, Urban Arts teachers, staff members, and the administration organize and implement these events. After each event, this team reflects on how the celebration/performance could be improved and adjustments are made.</li> </ul>



## **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	29	29	29	29	10	3	2	1
7	21	21	21	21	7	1	2	0
8	20	20	20	20	12	3	2	1
9								
10								
11								
12								

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

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

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b> Extended Day program Pull-out small group instruction Ramp-Up, Great Leaps Wilson Training	Students were serviced during regular school day during 90-minute literacy block. Students were also serviced in small groups of 15-20 after school in ELA. Depending on the student's reading level, Great Leaps and Wilson are utilized.
<b>Mathematics:</b> Extended Day program 4 days a week/ Saturday School Math Skills Intervention (Glencoe) Pull-out small group instruction	Students were serviced in small groups of 15 to 20 after school in reading and math. Students were serviced during regular school day during 90-minute mathematics block for the pull-out small group instruction. Student conferences and peer tutoring were utilized during the small group instruction.
<b>Science:</b> Pull-out small group instruction	Students were serviced in small group instruction ranging from 1-10 pupils. In addition, individualized student conferences were conducted as well as peer tutoring.
<b>Social Studies:</b> Pull-out small group instruction	Students were provided services in an individual or small group setting. Individualized student conferences were held throughout the academic year. Peer tutoring was available for all students.
<b>At-risk Services Provided by the Guidance Counselor:</b> Pull-out individual/small group	Regular individualized conferences with students, parents and teachers. The guidance counselor also meets with students in small peer groups. She holds informative meetings with students, parents, and teachers. She schedules meetings and appointments for students who need services to be provided by the psychologist and/or social worker.
<b>At-risk Services Provided by the School Psychologist:</b>	Regular individualized conferences with students, parents and teachers. The psychologist also performs psychological evaluations and assists in updating the Individualized Education Plans (IEPs) for the students.
<b>At-risk Services Provided by the Social Worker:</b>	Regular individualized conferences with students, parents and teachers. She participates in evaluations and other meetings that involve identified students, parents, and teachers.
<b>At-risk Health-related Services:</b>	Regular follow up with nurse and/or necessary provider. Regular individualized conferences with students, parents, and teachers as needed.

## 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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**Office of English Language Learners**

**Grades K-8 Language Allocation Policy Worksheet, School Year 2009-2010**

**I.S. 528/District 6**

### **Part I: School ELL Profile**

#### **Language Allocation Policy Team Composition:**

Our Language Allocation Policy Team consists of the following members: Principal, Assistant Principal, ESL Teacher, the Spanish Teacher, the Literacy Coach, Parent Coordinator, Family Worker, and Guidance Counselor. The members of the LAP team were selected for many reasons. First, administrators must value, become familiar, and assist in the process of implementing the Language Allocation Policy. Next, parents must have a voice in the programs available in the school building. The Parent Coordinator and Family Worker are valuable voices in the community, and are a crucial part of the ELL Identification Process. Then, the Spanish and ESL teacher are crucial in the implementation of the program. Finally, the guidance counselor is able to provide information about the special needs of certain ELLs.

#### **Teacher Qualifications:**

There is one fully certified ESL teacher as well as an assistant principal who is National Board Certified and fully certified in ESL. All of the members of the LAP team are fully certified. Copies of these licenses are available in the main office and the school's ELL Binder. In this school building, there are no Content Area Teachers with Bilingual Extensions. In addition, there are no Special Education teachers with Bilingual Extensions.

#### **School Demographics:**

Bea Fuller Rodgers Intermediate School (IS528), located in District 6, offers only a free standing English as a Second Language (ESL) Program for all English Language Learners (ELLs) in grades six through eight. This school is located in an urban setting. All of the students are eligible for free/reduced lunches. There are 52 ELLs out of 271 students in the building. Hence, the ELL population is 10.19%. Forty-eight of the ELLs are in the General Education Program and the remaining four are in the self-contained Special Education classroom. Spanish is the first language for all the ELLs. There are three homerooms per grade and one self-contained special education classroom. There are 11 classrooms and one dance studio in the building. Our school lacks a gymnasium or auditorium, so the cafeteria is used for many purposes.

Out of these 52 ELLs, there is only one SIFE student in the sixth grade. There are four ELLs in the self-contained classroom, two in the seventh grade and two in the eighth. There are 38 long-term ELLs. There are 9 students with 4-6 years of service. The one SIFE student in the 6<sup>th</sup> grade has had only one year of ESL service, but scored at the Advanced level of English Proficiency. One student in the 8<sup>th</sup> grade has had two years of ESL and is at the Beginner's Level. Both of these students are new to our building. Then, there are five students with three years of ESL service. All of these students with Spanish as their first language participate in the school's freestanding ESL program.

## **Part II: ELL Identification Process**

Here are the structures in place to ensure that parents are able to make informed choices. First, the family worker, who is bilingual in English and Spanish, provides all new admits with a Home Language Identification Survey (HLIS). The HLIS is available in nine different languages. The parent completes this survey to show what language the child speaks at home. Then, the family worker conducts an informal oral interview to help the parent complete the survey. If needed, a translator in the parent's native language will be made available. Next, the family worker notifies the English Language Learner (ELL) Coordinator of any new Home Language Surveys. In order for a student to be eligible for a Language Assessment Battery –Revised (LAB-R), the parent must have checked at least one “other language” for the top part of the survey, and at least two “other language” boxes for the second portion of the survey. Next, these students are administered the Language Assessment Battery-Revised (LAB-R) within ten school days, because the ELL Identification Process must be completed within 10 school days of initial enrollment as per CR Part 154. Those children who score at or below proficiency on the LAB-R become eligible for state-mandated services. If a non-native English Speaker is found proficient they are given a non-entitlement letter. If children score at the non-proficient level on the LAB-R, then they are given an Entitlement Letter and Parent Survey and Program Selection Form, and Placement Letter.

Parent Orientations are scheduled every two weeks for parents of those students who have been identified as English Language Learners (ELLs) based upon the LAB-R results. All Parent Orientations are made available in the native language of the parent. In order to ensure that parents understand the three program choices, parent orientations are scheduled within 10 days of identifying ELLs. Our licensed ESL teacher and our trained Parent Coordinator work together to facilitate these meetings and to schedule the Parent Orientations at times convenient for parents. At these parent orientations, parents are informed of three program choices available in New York City for ELLs, which are Transitional Bilingual Education, Dual Language, and Freestanding ESL. If parents want to transfer their children to another school with a bilingual and/or dual language program, then they have that option. In our school building, the only program available is the Freestanding ESL. All materials and videos are available in the native language of the parents. In addition, translators are provided. Furthermore, our parent coordinator, Ms. N. Brito, has been trained and informed of the ELL policies. During these Parent Orientations, entitlement letters are distributed and Parent Survey and Program Selection forms are distributed. To ensure that these forms are returned, our Parent Coordinator makes phone calls home to remind parents. Once the forms are returned, the ESL teacher keeps the forms on file in the ELL binder.

Each year, the assistant principal and the ESL teacher analyze the English Proficiency of the ELLs as evidenced on the New York State English as a Second Language Achievement Test (NYSESLAT). These two licensed individuals determine the proficiencies of each individual modality as well as grouping the Listening & Speaking and the Reading & Writing. The ESL teacher collaborates with classroom teachers by providing them with a list of the ELLs and their NYSESLAT scores. During departmental meetings, the ESL teacher and assistant principal explain to the classroom teachers how the NYSESLAT scores impact their teaching. When students remain eligible for ESL services, these parents receive letters of continuation. To ensure that these letters are returned, our ESL teacher makes copies of these letters and places them in the ELL binder. If the forms are not returned, then phone calls are made to contact the parents. Since our school provides only a Freestanding ESL program, the parents are always given the opportunity to transfer to another school in order to receive bilingual or dual language instruction. These are the structures in place at our school to ensure that parents are notified of the three program choices.

According to the Parent Survey and Program Selection forms as well as using HIBE in ATS, thirty-five parents of the ELLs in our building have requested the Freestanding ESL program; therefore, the trend is that the parents want a freestanding ESL program and it is aligned to their

preferences. The forms are available in the ELL binder in the Principal's office. If the parents were to request a bilingual program and there were 15 students who have the same first language in the same and/or consecutive grades, then we would be mandated to open a bilingual program. In order to open a bilingual program, we would have to either add another story to our building or move to an entire new building due to our limited amount of space. At this time, the Freestanding ESL program is aligned with the parent requests. When parents prefer another ELL program, our school assists them in making the transfer. Our Region has special programs designed for Newcomers and SIFE students, so our building always gives the parents the opportunity and choice to transfer. If the parents were to request a bilingual program and there were 15 students who have the same first language in the same and/or consecutive grades, then we would be mandated to open a bilingual program. In order to open a bilingual program, we would have to either add another story to our building or move to an entire new building due to our limited amount of space. Our school building has only 11 classrooms, one dance studio, a library, and a cafeteria for 263 students. Currently, we have five classroom teachers who are fluent in Spanish. Out of these five teachers, three are certified to teach a bilingual classroom. So, these are the changes that would be made in order to implement a bilingual program if the parents requested one. In addition, our school maintains an open communication with parents about options that would best benefit their children.

### **Part III: ELL Demographics:**

#### **ELL Program**

The only ELL Program available at our school is our freestanding ESL program in which the language of instruction is English. The ESL teacher's schedule includes 28 classes per week, which services 52 English Language Learners, 48 in the General Education program, and 4 in the school's only self-contained Special Education classroom. In addition, the fully certified teacher services students during the 37.5 period Monday through Thursday. Students are organized in classes by levels determined by the LAB-R and/or NYSESLAT results. Beginning and intermediate students receive 2 units or 360 minutes of ESL per week and advanced level students receive 1 unit or 180 minutes of ESL week. This year, our fully-certified ESL teacher instructs 7<sup>th</sup> grade ELLs during second and third period. Then, she teaches 8<sup>th</sup> grade ELLs during 5<sup>th</sup> and 6<sup>th</sup> period. The remaining periods she pulls-out the 6<sup>th</sup> ELLs and the students who are placed in the self-contained special education classroom.

#### **ELL Years of Service and Programs**

There are 52 ELLs in our school building. Out of these 52 ELLs, there are only five students who are considered newcomers. Then, there are nine students who have received 4-6 years of ESL service. Then, the remaining 38 students are considered long-term ELLs. There is only one SIFE student in the sixth grade who scored an advanced level of English Proficiency on the NYSESLAT. He also scored at the Level 4 level on the state mathematics exam and the English Language Arts exam.

#### **Home Language Breakdown and ELL Programs:**

All of the 52 ELLs in the building speak Spanish as their home language, except for the SIFE student in the sixth grade who speaks Chinese as his home language. All of the ELLs participate in our school's sole Program Choice which is a free-standing ESL program.

#### **Programming and Scheduling Information:**

Currently, the ESL teacher utilizes the pullout freestanding ESL model with the ELL population in the 7<sup>th</sup> grade Monday through Friday during periods two and three. Then, the ESL teacher pulls out the ELLs in the 8<sup>th</sup> grade during fifth and sixth period. Both of these periods are approximately 45 minutes each, which equals 90 minutes per day. Hence, all of the ELLs in seventh and eighth grade receive 450 minutes of ESL instruction per week, which is more than the CR Part 154's mandated number of units. The ESL teacher also uses the push-in and pull-out model for the ELLs in the 6<sup>th</sup> grade classrooms as well as the ELLs in the self-contained special education classroom during both 4<sup>th</sup> and 8<sup>th</sup> period Monday through Friday. All of these groups are heterogeneously mixed with little variation in English proficiency levels. The principal values the ESL program; so all the ELLs receive more than their mandated services. In addition, the ESL teacher works with ELLs in the seventh grade during the additional 37.5 minutes of instruction

As educators, our goal is to making content and language instruction comprehensible. Explicit teaching does not mean to return to the teaching of traditional grammar and to meaningless drills and exercises in which there is no functional and communicative purpose. Explicit teaching means students are encouraged to reflect on how language is used for a range of purposes with a range of audiences and the ESL teacher focuses on the aspects of language that will enable the students to do this. Explicit teaching is related to real-life use. The goal of explicit teaching in the ESL program is to promote active involvement in learning, independence, and to analyze the ways language is used in authentic contexts.

For example, a persuasive essay or editorial is a type of text, which is a New York State English Language Standard for middle school students. The purpose is to persuade others. In order to write a persuasive essay, the students must take a position and justify it. After the students have researched their positions and gathered supportive evidence, they must learn the organization of a persuasive essay (personal statement of position/argument, supporting evidence, possible counterargument and evidence, and conclusion). When writing a persuasive essay, there are connectives or linking words that are typically used such as first, second, therefore, on the other hand, however, and in addition. As an ESL teacher, I will explicitly teach all of the language features to reach this goal of writing a persuasive essay. Since our school follows the Readers/Writers Workshop Model or the Balanced Literacy Approach, we study a genre or unit of study each month. Each student has a reader's notebook and a writer's notebook. Therefore, the ESL teacher must identify and teach the language features for each genre of study. In order to explicitly teach the language features, the instruction must be scaffolded.

Scaffolding instruction is not another word for *help*. Instead, it is the type of support that assists ELLs to move toward new skills, concepts, or levels of understanding. Scaffolding instruction is the temporary assistance in which the teacher assists the students learning how to do something, so that they will be able to do accomplish a similar task alone. According to Lev Vygotsky, scaffolding instruction is future-oriented because what a student or child can do with support today, he or she can do alone tomorrow.

The ESL teacher uses ESL methodologies to follow the ELA curriculum as designed by the school and Region. All ELLs are held accountability for meeting the same high expectations. Therefore, the ESL takes the curriculum and identifies the language features for each genre of study. Then, she explicit teaches the language features for each genre using semantic mapping, visual aids, graphic organizers, templates, modeling the text, and text reconstruction. Here are some ways the ESL teacher addresses each language modality:

For the modality of listening, the students must be introduced to how to listen, because some of them are unused to quiet, and have never learned to listen perceptively to specific sounds. Students can be introduced to various activities such as Sound Bingo, Interviews, Jigsaw Listening, Sound Stories, and Minimal Pair exercises.

For the modality of speaking, Group Work has a number of advantages of language learning. When working in a small group, learners hear more language, so it increases the amount of input. Next, the learners interact more with other speakers; therefore, there is more output. The ELLs take turns and must negotiate their own meaning. Finally, the learning is contextualized. The learning is heard and used in an authentic context.

For the modality of writing, the ESL teacher must identify the language features used for each specific unit of study or genre. First, the teacher must *build the field* or activate the schemata or prior knowledge of each student. Some ways to activate schemata is to brainstorm ideas, create a semantic web, develop a word wall, or interview another student. Next, the teacher must *model the text*. Students should be immersed in the genre of study. The ESL teacher will explicitly teach the language features of each context. Then, the ESL teacher will work together and *guide* the students. The ELLs give suggestions and contributes ideas while the teacher is the scribe. Hence, the students and class create a literary work together. Finally, the students are able to write their own texts, independently.

When planning for the modality of reading, the ESL teacher must remember that ELLs should understand the text they are reading and they should help develop good reading strategies for reading other texts in various contexts. The planning is divided into three sections: before reading strategies, during reading strategies, and after reading strategies. Some before reading strategies are predicting from words, titles, pictures, or the first sentence of the text. Again, the teacher is activating the students' prior knowledge. Once the ESL teacher becomes aware of the ELLs' knowledge, then he/she can build upon it. Some during reading strategies include modeling reading aloud, skimming and scanning the text, rereading for details, and summarizing the text. Finally, the after reading strategies could include writing a new ending to the story, completing a story map that is a representation of the main elements of a story, creating a timeline, and retelling the story.

Overall, the ESL teacher attempts to make content comprehensible for ELLs by identifying language objectives and content objectives for each lesson. She still adheres to the Readers/Writers Workshop Model, but she adapts the model to meet the needs of her students. ELLs need explicit teaching of the language features to assist them in being able to comprehend the overall content.

At this time, there is only one SIFE student. He is at the Advanced level of English proficiency according to the NYSESLAT. SIFE students would receive the minimal 360 minutes of ESL instruction per week. All SIFE students receive an English/Spanish Picture Dictionary. The ESL teacher would assess the language proficiency of the student's native language. SIFE students need to learn vocabulary that will assist them in communicating in the school building and outside of the school. When writing, the students will be encouraged to write in their first language, so they will feel more comfortable in the classroom setting. Students will be able to use picture sequencing for simple narratives. SIFE will use a dialogue journal between them and me. The dialogue will begin as pictures and/or simple sentences depending on the level of language proficiency; however, it will be an ongoing written conversation. SIFE students will be expected to complete monthly projects that focus on a genre of study; however, the rubric will be modified to meet the needs of each level of proficiency. Instructional materials and books would be purchased for this subgroup of students. For this subgroup, the materials should focus the basic literacy skills. Professional Development for all teachers would be provided. Finally, these students would be encouraged to attend all Afterschool and Saturday programs provided by the school, Region, and community. Furthermore, SIFE students would be given the opportunity to transfer to one of the Regional programs such as Academic Universe.

Newcomers receive at least 360 minutes of ESL instruction per week. In the classroom, the teacher will focus on developing BICS. Newcomers need to learn vocabulary that will assist them in communicating in the school building and outside of the school. When writing, the students will be encouraged to write in their first language, so they will feel more comfortable in the classroom setting. Students will be able to use picture sequencing for simple narratives. Newcomers will use a dialogue journal between the teacher and them. The dialogue will begin as simple sentences; however, it will be an ongoing written conversation. Additional books and instructional materials for newcomers would be purchased. Each student will be provided with a Bilingual Spanish/English Picture Dictionary. Newcomers will have monthly projects. However, the rubrics for each project will specify the level of language proficiency. When studying the memoir genre, newcomers who are at the beginner level of language proficiency might create a picture book with simple sentences whereas a student at the advanced level of proficiency will write a vignette using a narrative form. Professional Development for all school personnel would be provided to teachers after school and during some of the

monthly Faculty Conferences. Teachers will be encouraged to use visual aids in classroom instruction and to have the newcomers placed with a “buddy” who speaks the first language of the newcomer and is at the Advanced Level or Proficient Level of English Language Proficiency. This subgroup of students would be encouraged to attend all after school and Saturday programs provided by the school, building, and Region. Finally, the students would be given the option to transfer to our Region’s program for newcomers, Harbor Heights, or any other school in the region.

All of the students who have received 4-6 years of ESL services and the long-term ELLs receive ESL instruction based upon their proficiency level. In our school, approximately 73% of the ELL population is considered long-term. Since most of the long-term ELLs have acquired their BICS, the classroom instruction focuses on developing academic vocabulary and learning the language features of various genres. In their literacy class, the ELLs are expected to complete monthly projects, which focus on a particular genre. For example, the ELLs created memoirs in October, Poetry Anthologies in November, literary essays for December, and feature articles for the month of February. The ESL teacher follows the curriculum as outlined by Teachers College’s Balanced Literacy Program; however, she modifies and scaffolds instruction to meet the needs of the ELLs. Assessment includes weekly quizzes, monthly projects, midterms, journal entries, and exit portfolios. Each week a progress report is sent and signed by the parents of these ELLs. In addition, long-term ELLs are encouraged to attend all after school and Saturday programs available at our school, community, and Region. Instructional materials, books, and software will be purchased to meet the needs of these students. Professional Development on topics such as Differentiated Instruction, Finding the Language Features: SIOP Model, and Making Content Comprehensible will be provided for all school personnel.

Currently, the ESL teacher uses the push-in model for the one multilevel self-contained classroom. For students in general education, the ESL teacher provides the students with the mandated amount of minutes using the push-in or pullout model. In addition, the hearing specialist, speech therapist, and other support services collaborate with the ESL teacher on a monthly basis. These teachers plan lessons together and discuss the progress of the ELLs in the special education program. The ESL teacher is aware and well informed of each child’s needs. Our building’s guidance counselor, Special Education Supervisor, and Academic Intervention Specialist notifies all personnel of the students who have special needs and how to accommodate their needs in the classroom. Finally, the Academic Intervention Team meets every Friday to assess and reflect on the progress of these students. The ESL teacher is a member of the AIS team, so she represents the ELL population.

There are several intervention services offered in our school for all ELLs. First, all ELLs are invited to participate in the school’s 37.5 minute Extended Day program. During this time, students receive small group instruction to strengthen their literacy skills. Next, students are invited to participate in our after school program, which is the Urban Arts Program. Again, this is a program to strengthen and develop their literacy skills through the Arts. The classes offered this year are Digital Photography, Filmmaking, Drumming, and Theater. In addition, all students are given the opportunity to participate in our school’s Homework Help Program, which occurs from 2:20 pm until 5:30 pm five days per week. Finally, all ELLs will be given the opportunity to participate in our Saturday Academy sessions for both Math and ELA, which will take place this spring.

Since our ELL population is small, students are provided with transitional services. Therefore, these students still receive 180 minutes of ESL instruction. Instructional materials and classroom libraries are available for this population. All classroom teachers are notified of these students and best teaching practices for them. Most of these students benefit from a push-in model, because they are considered Proficient according to the NYSESLAT. During the ESL teacher’s professional period, she conferences with each student and various content teachers to monitor the progress of each student. Students are encouraged to attend all after school and Saturday programs to prepare them for upcoming assessments.

All ELLs are provided with their mandated minutes whether it is using the push-in or pullout model. The ESL teacher maintains anecdotal records and updated attendance records for each student. Each ELL has an updated portfolio of their work in ESL. These portfolios are maintained from sixth to eighth grade. Students are able to monitor and self-assess their progress through the grades. In the pullout model, ELLs receive a

weekly homework calendar that explains their homework for the week. In addition, the students are given weekly progress reports that must be signed and returned by their parents. Since the ESL teacher also provides ESL for parents on the weekend, she is familiar with the parents of many ELLs. The ESL teacher calls each student's house at least once a month to remind the parents/students of their monthly projects.

This year, our only new program is the Urban Arts Program, which is an after school program that operates five days a week in our building. Through this program, all ELLs are given the opportunity to strengthen their academic skills through the Arts. In addition, students are able to receive assistance with their homework. At this time, the only program that was discontinued was the Police Athletic League, because we decided to collaborate with the Urban Arts Program, because it corresponds with our school's mission of fostering a love and appreciation of the Arts.

Instructional materials, books, and software are purchased to meet the needs of the students. In each classroom, there are computers available to our students. We have an open access library which means students can utilize the library's computers and resources during the school day as well as after school.

Our school only provides a Freestanding ESL program; however, Spanish is an available course for all students. In fact, eighth graders are able to take the Spanish Regents Exam. Furthermore, all students are allowed to read books in Spanish for the 25 Book Campaign. Instructional materials and library books are available in Spanish. In the Spanish classroom, "Somos asi En Sus Marcas" by EMC Paradigm is the main instructional tool. However, the Spanish teacher supplements and adapts the curriculum to meet the needs of each student. Some other resources are: "Puertas al Sol: Gateways to the Sun," "Rosetta Stone: Language Learning," "Cuaderno de Actividades Compañeros," "Juntos" by Prentice Hall, and "Escriba con Estilo: Improving Writing Skills in Spanish" by David W. Gurney. The Spanish teacher is also the Technology Coordinator, so the students are familiar with technology and the following websites: [www.studyspanish.com](http://www.studyspanish.com), [www.uni.edu](http://www.uni.edu), and [www.diario.com](http://www.diario.com). For assessment, the Spanish teacher utilizes quizzes, exams, and projects. Our school's uniform grading policy is 40% exams, quizzes, projects, 25% homework, 20% classroom participation, and 15% journal entries.

Students and teachers have an endless amount of books, materials, and resources available. There are computers available in the classroom, so students are able to research topics and type their published literary pieces. Since our building uses the Readers/Writers Workshop model, there are classroom libraries of various types of literature available for the students/teachers. Some materials used by the ESL teacher are: The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach by Anna Hull Chamot and J. Michael O'Malley, The Art of Teaching Reading/Writing by Lucy McCormick Calkins, Making Content Comprehensible for English Learners: The SIOP Model by Jana Echevarria, MaryEllen Vogt, and Deborah J. Short, Learning to Learn in a Second Language by Pauline Gibbons, Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom by Pauline Gibbons, "When Kids Can't Read: What Teachers Can Do" by Kyleen Beers, Awakening the Heart: Exploring Poetry in Elementary & Middle School by Georgia Heard and so forth. The English Language Arts and ESL Standards for New York State are also utilized for classroom instruction as well as exit portfolios. The students are familiar with the standards for each grade level. In fact, all classroom portfolios include a standards checklist. Students need to have goals and high expectations for each school year. All of the classrooms are equipped with computers and SMART boards. Students are expected to utilize the computers for their research and projects. Our school participates in the Renzulli Grant which utilizes a website to assist in differentiating instruction for the students.

Our school makes staff available to help ELLs in their transition from the elementary to middle school level in many ways. Once we are informed of the incoming sixth graders, there is a Parent Orientation scheduled in June. Then, there is an additional Parent Orientation scheduled in September. On the first day of school, all sixth graders are invited to a special welcome in which they are given a tour of the school. At this time, the students are given the opportunity to ask questions and address any concerns. The Parent Coordinator is readily available to assist students and

parents. During the first week of school, each 6<sup>th</sup> grade homeroom focuses on a specific topic such as using their planner, reading and following their schedules, reviewing the discipline handbook, and so forth.

### **Professional Development and Support for School Staff:**

Professional Development is provided to our building as well as for the ESL teacher. The ESL teacher attends professional development both at the regional and state level. In addition, the ESL teacher facilitates ELL professional development for her school. By analyzing the data from the NYSESLAT scores and other standardized exams, most students need to improve their reading and writing skills or their CALP. In the classroom, instruction needs to focus on developing academic vocabulary in order for the ELLs to be successful in the classroom and on standardized exams. Each year at least five Professional Development Sessions on topics such as Second Language Acquisition, Making Content Comprehensible, Differentiated Instruction, and NYSESLAT Training are provided for all school personnel. In addition, the ESL teacher collaborates with various content teachers to discuss the progress of the ELLs and to assist them in meeting their needs. Our main goal is for the ELLs to be successful both in and outside the classroom. The Assistant Principal and the certified ESL teacher facilitate most of the workshops. In addition, the administrators distribute questionnaires and interest surveys about potential topics for Professional Development. Overall, the teachers have a voice in determining the topics for Professional Development.

In order to ensure that our Special Education teacher as well as special education paraprofessional receive their mandated hours by attending the workshop series provided by our school as well as attending monthly department meetings and citywide workshops. The ESL teacher utilizes the push-in model in providing services to the ELLs in the self-contained classroom. The ESL teacher also collaborates with the special education teacher on a weekly basis. Both assistant principals facilitate workshops and PD addressing the needs of ELLs.

Our school provides only a freestanding ESL program; however, all of the students take Spanish as their Foreign Language Course in grades six through eight. Spanish is an available course for all students. In fact, eighth graders are able to take the Spanish Regents Exam. Furthermore, all students are allowed to read books in Spanish for the 25 Book Campaign. Instructional materials and library books are available in Spanish for all students in grades 6-8.

As ELLs transition from one school level to another, teachers are provided with additional support. Our ESL teacher collaborates with classroom teachers about the individual needs of each student. In addition, the assistant principal conducts ELL training about the students and their individual needs as well as how to modify and adapt classroom lessons during monthly department meetings. Furthermore, our assistant principal who is National Board Certified in ESL schedules meetings with teachers on an as-needed basis.

### **Parental Involvement:**

Parents are a crucial part of our school community. Each spring, there is a Parent Orientation for the incoming sixth graders. In the fall, there is a Parent Orientation for the eighth graders explaining 8<sup>th</sup> grade expectations, the high school application process, and other 8<sup>th</sup> grade events such as prom, cap and gowns, and so forth. Parents attend field trips, cultural experiences, and performances. Each month, our Parent Coordinator, distributes a monthly newsletter in both English and Spanish. Also, there are monthly parent workshops as well as PA meetings. Parents are invited to class celebrations as well as performances. Parents assume an active role in many of our school committees such as the School Leadership Team, School Safety Committee, and Building Response Team.

Every year our Parent Coordinator sends conducts an interest survey to gain information on the needs of the parents. Then, the topics of the workshops will be based on the data received from these surveys. Depending on the year, parents have wanted Literature Circles and/or Book Clubs

or more technology training. Depending on the needs of the parents, our school has had ESL workshops for parents as well as what is to be expected on the statewide examinations. Our Parent Coordinator collaborates with outside Community Based Organizations depending on the workshops needed. Right now, we are affiliated with the Urban Arts Program in which parents will be encouraged to attend performances and culminating projects.

#### **Part IV: Assessment Analysis:**

For the past few years, there have not been any newly enrolled ELLs to our school. All of our 52 ELLs have attended a New York City Public School for at least one year; therefore, all of the students have a NYSESLAT score. Approximately 84 % of the ELLs have an advanced proficiency level in the listening and speaking modalities. Sixty-one percent of the ELL population earned the advanced proficiency in reading and writing. Most of the students have acquired their Basic Interpersonal Communication Skills (BICS), which is evidenced by the high scores in listening and speaking. More students lack Cognitive Academic Language Proficiency (CALP), which involves the modalities of reading and writing. After analyzing the data, the ESL teacher needs to focus on improving proficiency in reading and writing across the content areas. Concurrent teaching of language and content allows the ELLs to continue learning as they are developing their second language; therefore, for the content areas there should be language objectives as well. Scaffolding instruction involves three principles. First, the teacher must activate the students' schemata and link and build on what the children bring to school such as their language, culture, and experiences. Next, the teacher must provide support to language development needs of the learners and the language demands of the mainstream curriculum. Finally, the students must be given the responsibility to use what they have learned in new contexts.

These patterns across the four modalities affect instructional decisions in all content areas. Since the only program in our school is a freestanding ESL program, all of the instruction is in English. After examining the results from the NYSESLAT and other state assessments, the classroom instruction should focus on improving reading and writing skills as well as academic or technical vocabulary. In addition, the ESL teacher will scaffold instruction by building on what the students already know in the classroom.

Approximately 73% of the ELLs have an advanced proficiency level in the listening and speaking modalities. Sixty-one percent of the ELL population earned the advanced proficiency in reading and writing. Most of the students have acquired their Basic Interpersonal Communication Skills (BICS), which is evidenced by the high scores in listening and speaking. More students lack Cognitive Academic Language Proficiency (CALP), which involves the modalities of reading and writing. After analyzing the data, the ESL teacher needs to focus on improving proficiency in reading and writing.

Concurrent teaching of language and content allows the ELLs to continue learning as they are developing their second language; therefore, for the content areas there should be language objectives as well. Scaffolding instruction involves three principles. First, the teacher must activate the students' schemata and link and build on what the children bring to school such as their language, culture, and experiences. Next, the teacher must provide support to language development needs of the learners and the language demands of the mainstream curriculum. Finally, the students must be given the responsibility to use what they have learned in new contexts.

For the modality of listening, the students must be introduced to how to listen, because some of them are unused to quiet, and have never learned to listen perceptively to specific sounds. Students can be introduced to various activities such as Sound Bingo, Interviews, Jigsaw Listening, Sound Stories, and Minimal Pair exercises.

For the modality of speaking, Group Work has a number of advantages of language learning. When working in a small group, learners hear more language, so it increases the amount of input. Next, the learners interact more with other speakers; therefore, there is more output. The ELLs take turns and must negotiate their own meaning. Finally, the learning is contextualized. The learning is heard and used in an authentic context.

For the modality of writing, the ESL teacher must identify the language features used for each specific unit of study or genre. First, the teacher must *build the field* or activate the schemata or prior knowledge of each student. Some ways to activate schemata is to brainstorm ideas, create a semantic web, develop a word wall, or interview another student. Next, the teacher must *model the text*. Students should be immersed in the genre of study. The ESL teacher will explicitly teach the language features of each context. For example, there are certain linking words or transitions used in a persuasive essay such as *on the other hand*, *first*, *next*, and *furthermore*. Then, the ESL teacher will work together and *guide* the students. The ELLs give suggestions and contributes ideas while the teacher is the scribe. Hence, the students and class create a literary work together. Finally, the students are able to write their own texts, independently.

When planning for the modality of reading, the ESL teacher must remember that ELLs should understand the text they are reading and they should help develop good reading strategies for reading other texts in various contexts. The planning is divided into three sections: before reading strategies, during reading strategies, and after reading strategies. Some before reading strategies are predicting from words, titles, pictures, or the first sentence of the text. Again, the teacher is activating the students' prior knowledge. Once the ESL teacher becomes aware of the ELLs' knowledge, then he/she can build upon it. Some during reading strategies include modeling reading aloud, skimming and scanning the text, rereading for details, and summarizing the text. Finally, the after reading strategies could include writing a new ending to the story, completing a story map that is a representation of the main elements of a story, creating a timeline, and retelling the story.

Since 61% of the ELLs scored at the Advanced Level of Language Proficiency and approximately 68% of the ELLs are long term, the language and curriculum learning must support each other. That is to say, there must be an integrated curriculum. According to Pauline Gibbons, "Children learn language, learn through language, and learn about language. They learn language in the process of using it. They learn through language when they use it to construct knowledge across all areas of the curriculum." ELLs need to be able to use English not only for schoolwork, but also ultimately for academic learning and negotiating their place in the American Society.

At the beginning of the year, many of the ELLs are given the DRA to help determine their actual reading levels. In the sixth grade, ten of the ELLs read at the third grade level. Forty of the ELLs have strong decoding skills, but have difficulty with reading comprehension and abstract concepts. This impacts our school's instructional plan by providing guided reading on a daily basis. In addition, these students have difficulty reading and comprehending their science, math, and social studies textbooks because these books are on grade level. That is to say, teachers need to be provided with professional development on how to scaffold the learning of the ELLs to make the content comprehensible for them. This means providing ELLs with graphic organizers, memory devices, and note-taking strategies.

Another one of the assessment tools our school utilizes is the results from the New York State ELA exam. Most ELLs score at the Level I and II in ELA. Students lack the academic language to justify their answers. Students need to develop their critical thinking skills in English. This year, we did not have any students exempt from the ELA exam. The more proficient ELLs are in reading and writing, the higher their scale scores were on the ELA exam. Hence, there is high correlation between the students' proficiency on the NYSESLAT and their ELA scores.

When the ELLs were given the opportunity to take the mathematics exam in Spanish, six of the students scored at the Level III in the sixth grade. For the State ELA exam, there were only two ELLs who scored at the Level III, whereas, nine students scored at the Level III in mathematics. Therefore, there were more Level III scores when the students were able to take the exam in their native language. These six students were exempt from the ELA test the previous year. Since the current ELLs in the eighth grade will take the Science and Social Studies exam this spring, only the

scores from the ELA and Mathematics exams were analyzed. However, these ELLs are long-term, so they will take the exams in English. These scores provide evidence that the students are lacking the academic language skills in English.

The ESL teacher tracks the scores from the Interim Assessment for Mathematics, ELA, and ESL for all of the ELLs in all grades. In addition, the ESL teacher knows which modalities such as reading and writing need more emphasis in the classroom. Students are familiar with their scores, so they know their strengths and weaknesses. They are able to access their scores online. Finally, the ARIS website was used to develop the midterms for the ELLs. The ELLs were also part of the target population for our school's Inquiry Team.

This year, all of the ELLs in the 8<sup>th</sup> grade will take the Spanish Regents exam in June. For the past seven years, our school has a 100 percent passing rate for all Regents exams. Again, Regents exams are not mandatory for the 8<sup>th</sup> grade. This is an optional test, and the student must pass the course work to take the exam.

Our school provides only a Freestanding ESL program, so we adhere to the CR Part 154 plan in which students at the Beginner and Intermediate Level receive 360 minutes of ESL instruction per week. ELLs at the Advanced Proficiency Level receive 180 minutes per week. While studying at IS 528, students are required to take Spanish. Some students have the option of taking the Spanish Regents Exam in the eighth grade. During Spanish class, the teacher focuses on improving the literacy skills of reading, writing, listening, and speaking in Spanish. Although most students speak Spanish at home, they are less proficient in the academic skills of reading and writing. Therefore, the Spanish teacher emphasizes reading and writing in the classroom. Students are expected to complete monthly projects, daily homework, and journal logs. Students are given quizzes and exams for each unit.

For the purpose of the LAP, the following multiple assessments were used for all ELLs in grades 6-8: NYSESLAT scores, 2008 NYS ELA and Math Scores, and Interim Assessment Scores.

**Part V: LAP Team Assurances are on file in the ELL Binder located in the Principal's Office.**

**LAP Worksheet has been reviewed by staff and is on file in the ELL binder in the Principal's Office.**

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## 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): 6 - 8      Number of Students to be Served: 52      LEP             Non-LEP       

Number of Teachers 1      Other Staff (Specify) 1 Assistant Principal (Fully certified/National Board)

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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IS 528 is a middle school in Washington Heights that serves 269 students in grades six through eight. Over 95% of the students are from the Dominican Republic and the remaining is from Hispanic heritage, African American, and Chinese. One fully certified English as a Second Language (ESL) teacher instructs a freestanding pullout and push-in ESL Program in this building. The Assistant Principal is a fully certified ESL teacher as well as National Board Certified in ESL. The ESL teacher's schedule includes 28 classes per week, which services 52 English Language Learners (ELLs) in grades six through eight, 48 in the General Education program, and 4 the school's only self-contained Special Education classroom. The language of instruction is English.

Our school provides a freestanding ESL push-in and pullout model for the 52 ELLs to meet all requirements. All of the ELLs in the sixth and seventh grade receive 450 minutes of ESL instruction through the pullout model. The entire 8<sup>th</sup> grade ELLs at the advanced level of English Proficiency based on the NYSESLAT results receives 225 minutes of ESL instruction. The four ELLs in the self-contained Special Education classroom receive their mandated ESL instruction utilizing the push-in model. Students are organized in classes by levels determined by the LAB-R and/or NYSESLAT results. Beginning and intermediate students receive at least 2 units or 360 minutes of ESL per week and advanced level students receive 1 unit or 180 minutes or more of ESL per week, which is aligned with our CR-Part 154 and Language Allocation Policy.

The ESL instruction is aligned to the NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient/English Language Learners. Most of the instructional strategies utilized in this program are based on the Cognitive Academic Language Learning Approach (CALLA) and the Sheltered Instruction Observation Protocol (SIOP) Model, which both models focus on building language through content or the academic area. In this building, the ESL teacher develops language through the academic area of English Language Arts. While using Balanced Literacy in the classroom, the ESL teacher creates objectives both for the ELA content area and language objectives, which are the linguistic features for each genre of study. Some of the instructional strategies utilized to assist in making content comprehensible are the use of graphic organizers, visual aids, realia, role playing, vocabulary development activities such as word maps and learning common prefixes and suffixes, pre-reading strategies to activate schemata by building on previous knowledge, during and post-reading strategies to check for understanding and comprehension.

All ELLs in all grades benefit from reduced class size for their literacy instruction for 450 minutes each week. During their ESL instruction, the Readers and Writers Workshop or Balanced Literacy as introduced by Teachers College is utilized. All ELLs in grades 6-8 participate in the mandated 37.5-minute program from 2:20 pm until 2:58 pm.

### **Title III After school Program**

An after school program will be provided for all ELLs in grades 6-8 from 3:00 p.m. until 4:00 p.m. This program will begin in January and continue through March. Fully-certified teachers will provide these services. The ESL teacher pushes into these classes. During this after school program,

instructional materials from Rally Education will be used to provide the students with additional educational support to help them attain English Proficiency as well as meet NYS State learning standards across all content areas.

**Title III Saturday School**

In March through April, there will be several Saturday Academies from 9:00 am to 12:00 pm to assist the ELLs in meeting NYS English Learning Standards and NYS Math standards. All ELLs in grades 6-8 will be invited to participate in this program. Three teachers will provide these services. One of them is fully certified in ESL, and the remaining teachers are fully-certified in their content area. The ESL teacher will push into these classes. During these sessions, the students utilized NYS examinations from previous years to review and prepare for the examination. Students also were taught test-taking strategies such as the process of elimination, reading the question first, and underlining key information.

**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.

This school provides ongoing professional development by the fully certified ESL teacher as well as the certified assistant principal. One topic is on scaffolding instruction and introducing various strategies that can support language learning such as graphic organizers, reading strategies, and different types of journal writing. Another workshop is on differentiating instruction in which each content area collaborates and generates ideas of how they can differentiate instruction for the needs of the students in that particular content area. Furthermore, the ESL teacher and Assistant Principal hold conferences with teachers in various content areas to assist them in teaching the ELL population. In addition, the Assistant Principal shares ELL best practices in her monthly departmental meetings. The professional development sessions will be devoted to ELLs services:

- Scaffolding Instruction to meet the needs of ELLs-November 2009
- Differentiating Instruction Across the Curriculum-January 2010
- More Effective ESL Strategies-March 2010

These conferences and workshops are at no cost of the Title III budget.

**Form TIII – A (1)(b)**

School: IS 528 BEDS Code: 06M528

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session/Professional Salaries	\$13,000	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>

(Object Code 15)		Professional Salaries After School Program (3 teachers x 73 sessions x 49.73) = 10,911.34 Saturday Program (7 teachers x 12 hours x 49.73 = \$2,088.66)
<b>Purchased services</b> - High quality staff and curriculum development contracts.		<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials (Object Code 45)</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2,000	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>  Instructional Materials: General Supplies such as paper and composition books = \$564 NY ELA and Mathematics Rehearsal booklets by Rally Education Grades 6-8 4 packs (30 per pack) x \$359 = \$1, 436
<b>Educational Software (Object Code 199)</b>		<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$15, 000	

### **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.

When students enter the New York City Public School system, they are given a Home Language Survey. While completing this survey, translations are immediately made available. The Family Worker who is bilingual in both English and Spanish will either conduct the interview or call someone who speaks the home language of the parent. Parent Orientation Meetings in selecting the educational options are made available in the home language of the parent. These orientations occur within ten business days. The Parent Coordinator and ESL teacher collaborate in scheduling these Parent Orientation sessions on an as needed basis. All letters and other documents distributed to parents are made available in the home languages represented in our student population. Since Spanish is the only other language needed besides English, all written documents are provided in both languages

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

According the ATS system and our records of home languages, Spanish, Chinese and English are the three languages needed for our school community. These findings were reported to the school community in a timely manner.

#### **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.

The Parent Coordinator or a designated, qualified paraprofessional in our school building provides all written translation services. All documents are translated within a one-week time frame. Most services are provided during the school day; however, these individuals are paid per session for certain projects.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services are provided in-house. The Parent Coordinator, Family Worker, School Aides, Paraprofessional, Principal, PA Association and other bilingual teachers in the building provide these interpretation services.

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>.

**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:	\$240,500	\$69, 654	\$310,154
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,405		\$2,405
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$696	\$694
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$12,542		12,542
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$3,482	\$3,482
6. Enter the anticipated 10% set-aside for Professional Development:	\$24, 518		\$24,518
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$6,965	\$6,965

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: \_\_\_\_\_ 100%\_\_\_\_\_

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Not applicable

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

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

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

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

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

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**See Section IV: Needs Assessment (pages 11-12)**

2. Schoolwide reform strategies that:

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

**See Section VI: Action Plan (pages 15-23)**

3. Instruction by highly qualified staff.

**See Section VI: Action Plan (pages 15-23)**

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.

All of our teachers are fully certified. For more information about the professional development, find the following:

**See Professional Development (page 37)**

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

Most of our new teachers come from Teach for America, Teaching Fellows, and Peace Corps Fellows. Our goal is to create a teaching/learning environment in which teachers want to stay and work; therefore, we have little difficulty finding highly qualified teachers.

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

**See Section VI: Action Plan for Parental Involvement (pages 22-23)**

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.

Some teachers utilize our students for peer tutoring at our local elementary PS 132. In addition, many our students provide community service at PS 48, and PS 128, some of our feeder schools.

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.

During departmental meetings, conferences, surveys, and faculty conferences teachers are able to voice their concerns and opinions and have input in the decision-making process. Some teachers provide more input than others, but each teacher is given the opportunity.

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. Each week there are monthly AIS meetings in which our AIS team discusses students who have been referred or are experiencing difficulties. Weekly minutes are provided. Our guidance office has an open door policy in which students are able to share any concerns or difficulties. Many parents feel comfortable contacting our Parent Coordinator and PTA President with any issues and/or concerns. Currently, our school offers the Extended Day Program for all students to provide additional academic assistance. Since our school has 263 students, we are able to identify and offer assistance to all of our students. For more information, find the Description of Academic Services (page 26).
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. All mandated programs are supported in our building. This year we offer a Career Education and Advisory period for our students. In the spring, a health education program is introduced to our student body.

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

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

1. Use program resources to help participating children meet the State standards.  
**See Resources in Action Plan (Pages 15-23) and the Title I Plan (Pages 35-38)**
2. Ensure that planning for students served under this program is incorporated into existing school planning.  
**See Action Plan (Pages 15-23), Description of Academic Services (Page 26), and Title III Plan (Pages 35-38)**
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;

**See Action Plan (Pages 15-23), Description of Academic Services (Page 26), and Title III Plan (Pages 35-38)**

4. Coordinate with and support the regular educational program;

The ELL Specialist, AIS Teacher, Literacy Coach, and other support staff collaborate with the content teachers. There are monthly department meetings for each department in which the out of the classroom teachers are included in these teams. In addition, these teachers collaborate with each other. The afterschool and Saturday Academies are aligned with the school's curriculum as well as State Standards.

5. Provide instruction by highly qualified teachers;

All of the teachers in our school are fully certified. In addition, we provide many opportunities for professional development. First year teachers are provided with in-house mentoring. Each teacher participates in monthly departmental meetings.

**See Section VI: Action Plan (pages 15-23)**

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

All of our teachers are fully certified. For more information about the professional development, find the following:

**See Professional Development (page 37)**

7. Provide strategies to increase parental involvement; and

**See Section VI: Action Plan for Parental Involvement (pages 22-23)**

8. Coordinate and integrate Federal, State and local services and programs.

All mandated programs are supported in our building. This year we offer a Career Education and Advisory period for our students. In the spring, a health education program is introduced to our student body. For more information, find resources portion in the Action Plan (Pages 15-23 and the Title III Budget (Pages 35-38).

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

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

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

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

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

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

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

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

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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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.

– **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.

Teachers are given surveys and feedback forms at all gatherings. In addition, numerous informal and formal conferences are conducted with teachers, students, and the administration.

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?

It will always remain a challenge to meet the needs of all learners regardless of whether they are ELLs or SPED. When having struggling readers in the classroom, it is difficult to find materials that are high interest and at their reading level in all content areas. In addition, there does not seem to be enough hours in a day/week to provide adequate professional training for our teachers.

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.

Currently, we provide our new teachers with mentoring as well as ongoing professional development for all teachers. Next, we continue to order additional supplies. We also meet with teachers both individually and as a group to identify their needs and/or concerns then we try our best to support them. Both teachers and administrators constantly reflect on how to improve their practices.

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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.

Teachers are given surveys and feedback forms at all gatherings. In addition, numerous informal and formal conferences are conducted with teachers, students, and the administration.

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

X Applicable    Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Yes, there are gaps, but our veteran teachers have found effective ways to supplement *Impact Mathematics* in which it is aligned to state standards. In addition, the utilization of portfolios and journals in our math classes has been an effective tool. Currently, our main challenge is assisting the struggling students in basic computation and mathematical concepts. Some of the students have difficulty with the process standards due to their limited mathematical communication skills.

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.

Teachers will continue to share best practices and materials during departmental meetings. Teachers and administration will analyze the gaps in the curriculum from the assessment data and find ways to address the students' needs as well as the teachers. Furthermore, students need to develop their ability to communicate in math by journaling on a regular basis.

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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.

Feedback forms, informal/formal observations, informal conferences with teachers, monthly departmental meetings, and faculty conferences.

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

X Applicable    Not Applicable

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

Depending on the teacher, there is more or less teacher-directed time. In addition, the range of differentiated instruction varies depending on the teacher.

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.

More professional development, training, and support will help teachers in providing differentiated instruction and meeting the needs of their students.

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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.

Formal/informal observations, conferences with teachers, and monthly departmental meetings.

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

X Applicable    Not Applicable

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

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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.

Depending on the teacher, most of the instructional time is teacher-directed. However, many teachers utilize manipulatives and projects on a frequent basis. Technology is highly used in all of the math classrooms.

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

Demo lessons, training, and ongoing professional development to support the teachers and their needs.

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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.

The number of new teachers each year and look at the patterns and/or trends. This year, we only had two teachers leave the building (one for retirement and one to teach overseas).

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

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? This year, we had a low teacher turnover rate; however, this fluctuates depending on the number of Fellows there are in the building. Each year we tend to have at least 2 new teachers. Many teachers continue to teach, but leave the state for personal reasons such as marriage, family, and graduate programs.

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.

We continue to strive to create an optimal teaching/learning environment in which teachers feel like they are growing as individuals. We will support teachers through training, professional development, and conferencing.

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

MAY 2009

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.

Training provided, number of teachers who attended, informal/formal conferences, and feedback.

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?

Our school provides the mandated 5 professional development sessions. In addition, our ELL specialist is a part of the Literacy Team as well as AIS Team. She continuously advocates for the ELL population. Furthermore, both the principal and the assistant principal are ELL experts too. The assistant principal has earned her National Board Certification in ESL. The principal was a former bilingual classroom teacher as well as district coordinator for Bilingual/ESL population. However, few teachers participate in this additional training due to graduate programs and other commitments.

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.

We will continue to support our teachers and share information about upcoming workshops available for them.

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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.

State assessment scores, predictive/interim assessment, portfolios, classroom assessment, and the NYSESLAT

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?

We know our students since we have high student stability rate. For our incoming sixth graders, we immediately provide diagnostic examinations. In addition, our ESL teacher provides all teachers with the list of ELLs and their scores as well as their English Language Proficiency levels. Our ESL teacher and administration provide numerous workshops and trainings on how to identify the different levels of second language acquisition and how to implement effective teaching strategies for them. In each classroom, there is a binder with the names of all of the ELLs and students who receive services.

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

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

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

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. Informal/Formal Observations, Conferences, Faculty/Departmental Meetings, and Feedback forms from teachers and students

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

X Applicable  Not Applicable

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

Some of the content teachers have addressed concerns meeting the needs of their students with IEP's. Differentiated Instruction in the classroom still remains a topic of interest and a need.

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.

We will continue to provide ongoing training and support for our teachers to assist them in providing differentiated instruction to meet their students' needs.

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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.

Informal/Formal Observations, Faculty/Departmental Meetings, and Conferences

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

X 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?

Teachers are informed of all testing modifications for all students. Each classroom is equipped with an AIS binder with all the information regarding AIS, ELLs, and other modifications; however, the IEPs do not specify how to create the most optimal learning environment. In many cases, there is not a behavioral plan. Instead, our school develops a plan to meet the needs of the students.

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. Continue to create the most positive environment for learning to take place for our student



**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.)

Currently, we have two Students in Temporary Housing who are attending our school.

2. Please describe the services you are planning to provide to the STH population.  
Students will participate in our school's advisory program. In addition, students will meet with the Guidance Team on an as needed basis. Students' academic and emotional needs will be monitored through informal observations and individual conferences.

### **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.