Department of Education

RIDGEWOOD INTERMEDIATE SCHOOL

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 24Q093
ADDRESS: 66-56 FOREST AVENUE - RIDGEWOOD, N.Y. 11385
TELEPHONE: (718) 821-4882
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: I.S. 93 **SCHOOL NAME:** Ridgewood Intermediate School

SCHOOL ADDRESS: 66-56 Forest Avenue Ridgewood, NY 11385

SCHOOL TELEPHONE: (718) 821-4882 **FAX:** (718) 456-9521

SCHOOL CONTACT PERSON: Edward Santos **EMAIL ADDRESS:** Esantos3@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Gina Ceparano
PRINCIPAL:	Edward Santos
UFT CHAPTER LEADER:	John Harrington
PARENTS' ASSOCIATION PRESIDENT:	Celeste Islam
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 24 **SSO NAME:** ICI Network #6

SSO NETWORK LEADER: Diane Foley

SUPERINTENDENT: Madeline Taub-Chan

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
Edward Santos	*Principal or Designee	
John Harrington	*UFT Chapter Chairperson or Designee	
Celeste Islam	*PA/PTA President or Designated Co-President	
Maritza Navedo	Title I Parent Representative	
Patricia Gray	DC 37 Representative – School Aide	
Regina Seabrooks	Teacher	
Christie Morgado	Teacher	
Gina Ceparano	Teacher (SLT Chairperson)	
Maria Ostapak	Teacher	
Elizabeth Mancheno	Parent	
Mabel Figueroa	Parent	
Patricia Sager	Parent	
Bruni Arroyo	Parent	
Joanne Serenson	Parent	

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Ridgewood Intermediate School 93's mission is to prepare all of our students to succeed in high school, college, and the world of 21st century work. Our learning community is proud of I.S. 93's long history of excellence. Since 1916, students from all over the world have excelled at I.S. 93, previously known as P.S. 93 and later J.H.S. 93. Over the past few years, the students of I.S. 93 have made more progress and performance gains than ever before, and we have received praise for our work in closing the achievement gap. Our success is a consequence of key factors that empower the I.S. 93 learning community to carry out our mission with efficiency and integrity.

We operate within an inquiry-minded culture of collaboration. The analysis of periodic assessment data is at the heart of our instructional decision making. Teachers and coaches meet weekly by subject and grade to examine student work samples and performance results. They look for strengths, weaknesses, and trends that help them plan lessons that are responsive to the needs of their students. The principal, assistant principals, and coaches also meet weekly as a team to discuss student work and periodic data. The team members share observations, voice concerns, and consider solutions that raise both teacher and student performance levels.

We leverage our financial resources with a sense of innovation and prudence. Money from a variety of sources such as Fair Student Funds, Title I, Title III, Contract for Excellence, Legislative Grants, and Supplemental Education Services is used to drive many programs to benefit our students. Throughout the year, I.S. 93 offers students a range of academic, sports, and arts programs before school, after school, and on Saturdays. ELA, Math, ESL, Native Language Literacy, Specialized H.S. Prep, Social Studies and Science Exit Projects, Book Clubs, Badminton, Basketball, Volleyball, Wrestling, Chess, Dance, Guitar, Piano Keyboard, Drama, and ARISTA Honors are some of the extra programs available to our students.

We make professional development a priority. Research confirms that as teacher quality rises, student performance increases. Throughout the year, funds are also earmarked for professional development in the workshop model of instruction and in the uses of technology to ensure that our teachers are on the cutting edge of their craft. Professional development at I.S. 93 is provided internally by a strong infrastructure of instructional supervisors, coaches, and lead teachers. As an ICI Network #6 school and as an America's Choice National Model School, our professional abilities are further refined through our participation in local workshops and national conferences.

We make the most out of our technology. I.S. 93 continues to leverage being an *iTeach iLearn* schools. All students have access to computer use for every period of the school day, before and after school and for all other intervention programs and services. All teachers and many staff at I.S. 93 are assigned their own personal laptop computers to facilitate and enhance the process of teaching and learning. Interactive Smartboards and Internet supports are used daily in nearly all classrooms. Not only is the level of instruction raised by our hardware and software solutions, but our operations and logistical capabilities have improved in the areas of programming, scheduling, and the reporting of critical periodic assessment results. Technology supports all of the data-driven inquiry processes including goal setting from the top down, which includes the Principal's goals, assistant goals, teacher goals and student goals.

We believe in networking and a team approach as we carry out our mission. Our students are successful because we have the support of our Parents Association, SLT, Parent Coordinator, the Ridgewood Property Owner's Association, local businesses, NYPD's 104th Precinct, City Council, and

NY State legislators. We also have strong partnerships with Queens College, St. John's University, and the Greater Ridgewood Youth Council.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	I.S. 093 Ridgewood							
District:	24	**DBN:**	24Q093	**School BEDS Code:**	342400010093			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7	√	11	
	K		4		8	√	12	
	1		5		9		Ungraded	√
	2		6	√	10			
Enrollment				**Attendance** - *% of days students attended*:				
(As of October 31)	2006-07	2007-08	2008-09	*(As of June 30)*	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		92.9	92.9	93.9	
Kindergarten	0	0	0					
Grade 1	0	0	0	**Student Stability** - *% of Enrollment*:				
Grade 2	0	0	0	*(As of June 30)*	2006-07	2007-08	2008-09	
Grade 3	0	0	0		95.2	94.4	94.7	
Grade 4	0	0	0					
Grade 5	0	0	0	**Poverty Rate** - *% of Enrollment*:				
Grade 6	419	416	394	*(As of October 31)*	2006-07	2007-08	2008-09	
Grade 7	467	446	450		67.1	72.1	71.9	
Grade 8	473	462	458					
Grade 9	0	0	0	**Students in Temporary Housing** - *Total Number*:				
Grade 10	0	0	0	*(As of June 30)*	2006-07	2007-08	2008-09	
Grade 11	0	0	0		1	7	28	
Grade 12	0	0	0					
Ungraded	3	2	2	**Recent Immigrants** - *Total Number*:				
Total	1362	1326	1304	*(As of October 31)*	2006-07	2007-08	2008-09	
					42	49	57	
Special Education Enrollment:				**Suspensions** *(OSYD Reporting) - Total Number:*				
(As of October 31)	2006-07	2007-08	2008-09	*(As of June 30)*	2006-07	2007-08	2008-09	
# in Self-Contained Classes	43	49	50	Principal Suspensions	33	75	169	
# in Collaborative Team Teaching (CTT) Classes	28	41	63	Superintendent Suspensions	21	19	52	
Number all others	51	46	56					
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number:*				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09					
# in Transitional Bilingual Classes	0	0	19	**Number of Staff** - *Includes all full-time staff:*				
# in Dual Lang. Programs	0	0	19	*(As of October 31)*	2006-07	2007-08	2008-09	
# receiving ESL services only	125	149	161	Number of Teachers	86	88	90	

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	6	9	12	Number of Administrators and Other Professionals	13	16	14
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	2
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**			
(As of October 31)	2006-07	2007-08	2008-09	*(As of October 31)*	2006-07	2007-08	2008-09
	5	3	0	% fully licensed & permanently assigned to this school	98.8	100.0	100.0
				% more than 2 years teaching in this school	64.0	67.0	65.6
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere	44.2	44.3	46.7
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	79.0	76.0	77.0
American Indian or Alaska Native	0.5	0.4	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.8	80.5	96.0
Black or African American	1.4	2.6	2.7				
Hispanic or Latino	71.7	68.7	66.0				
Asian or Native Hawaiian/Other Pacific Isl.	6.9	8.1	9.6				
White	19.5	20.2	21.5				
Male	52.4	53.2	52.2				
Female	47.6	46.8	47.8				

2009-10 TITLE I STATUS					
√	Title I Schoolwide Program (SWP)				
	Title I Targeted Assistance				
	Non-Title I				
Years the School Received Title I Part A Funding:		2006-07	2007-08	2008-09	2009-10
		√	√	√	√

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY					
SURR School (Yes/No)		If yes, area(s) of SURR identification:			
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:					
	In Good Standing (IGS)				
	School in Need of Improvement (SINI) – Year 1				
	School in Need of Improvement (SINI) – Year 2				
	NCLB Corrective Action (CA) – Year 1				
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)				
√	NCLB Restructuring – Year 3				
	School Requiring Academic Progress (SRAP) – Year ___				

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level			**Secondary Level**				
ELA:	Restructuring Y 3		ELA:				
Math:	IGS		Math:				
Science:	IGS		Graduation Rate:				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			**Secondary Level**		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		–	–	–			
Black or African American		–	–	–			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	–			
White		√	√	√			
Other Groups							
Students with Disabilities		√SH	√	√			
Limited English Proficient		√SH	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		7	7	6	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		**Quality Review Results – 2008-09**	
Overall Letter Grade:	A	**Overall Evaluation:**	NR
Overall Score:	82	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	8.8	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	20.9	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 30% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress:	44.8		
(Comprises 55% of the Overall Score)			
Additional Credit:	7.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
$√^{SH}$ = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◊ = Outstanding
	NR = No Review Required

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

I.S. 93 is proud to be recognized by the State Education Department as a "School in Good Standing" under state and federal NCLB guidelines for the 2009-1010 school year.

Extensive analysis of data continues to be done to determine the causes for success for improving the achievement of our ELLS. A needs assessment within each of the four core subject areas and specifically our LEP/ELL's revealed the following:

LEP/ELL's

Research supports our finding that LEP students, who do not achieve established benchmarks of English acquisition in the four modalities within four to five years, tend to retain their LEP status indefinitely. A comparative analysis of 2009 ELA and 2009 NYSESLAT data has resulted in recognizing key understandings about LEP performance and the factors that influence the success of LEP students. We learned much from our ELL Inquiry studies from last year and we are quicker to see the trends.

Results from 2008 are similar for 2009: The NYSESLAT scores of LEP students at ELA performance level one remained flat for two or more years. This was true of the very few LEP students who scored at level one on the ELA exam in 2009. The trend is that an absence of NYSESLAT gains for beginning LEP students correlates to level one performance on the ELA test regardless of the number of years the student has been in the U.S. Furthermore, a decline in NYSESLAT scores for LEP students (such as a drop from advanced to intermediate) is a precursor to low performance on the ELA exam and failure to make AYP. This finding is based on a granular examination of individual students' scores NYSESLAT and ELA scores.

Further analysis reveals additional insights. For example, when looking at NYSESLAT scores longitudinally over a three year period using data from the RLAT in ATS, it was observed that students who made average annual NYSESLAT gains of 30% or higher passed the NYSESLAT, moved out of ESL, scored level three in ELA, and made AYP. The trend is that LEP students who do not pass the NYSESLAT by eighth grade, are SIFE and LTE, are at risk for not meeting ELA standards, not making AYP, and perhaps not graduating from high school. They tend to have attendance issues and are very difficult to motivate to attend intervention activities before or after school

English Language Arts

An examination of longitudinal data reveals the following macro trends in ELA since 2003: Grade six students have experienced a steady increase in performance levels three and four rising from 29% in

2003 to 75% in 2009. Grade seven spiked from 38% to 72% over the same seven year period. Grade eight rose from 33% to 68%. Across the school, less than one percent of our students are performing at level one.

While there is a positive trend from cohort to cohort over time, the same data reveals a recurring mix of rises, falls, and plateaus in performance levels within cohorts from grade six to grade eight. According to the data, it is most common for student performance to increase from grade six to grade seven and then fall or plateau in grade eight. This observation is indicative of performance in all subgroups when the data is disaggregated.

Furthermore, an analysis of 2009 ELA data by subgroup indicates that overall, girls outperform boys in ELA in all grades. An average of 7% more girls perform at level three or higher than boys. Eighty six percent of non-economically disadvantaged students meet or exceed the standards, whereas 67% of economically disadvantaged students score at level three or higher. According to data pulled from nySTART, Hispanic students tend to under-perform when compared with their Asian and White peers. This data also shows a wide performance gap between SWD and the general education population. Thirty percent of SWD met or exceeded ELA standards, while 76% of their general education counterparts achieved these levels. The same gap exists between LEP students and English proficient students.

Mathematics

Careful analysis of the data contained in the school report cards from 2006-2007, 2007-2008, and 2008-2009 and the NYS mathematics state assessment was performed by a mathematics team (comprised of mathematics coaches and the assistant principal responsible for mathematics). The data clearly shows that the 6th grade students in 2006-2007 showed a significant increase as 8th graders in 2008-2009. The results indicate a number of positive trends across grade levels in student performance on NYS mathematics assessment exams.

	2006-2007	**2007-2008**	**2008-2009**	**2006-2007**	**2007-2008**	**2008-2009**	**2006-2007**	**2007-2008**	**2008-2009**	**2006-2007**	**2007-2008**	**2008-2009**
All Students	*5%*	*1%*	*2%*	*22%*	*13%*	*13%*	*55%*	*65%*	*69%*	*18%*	*21%*	*16%*
Students with Disabilities	*19%*	*0%*	*13%*	*42%*	*76%*	*29%*	*36%*	*24%*	*54%*	*3%*	*0%*	*4%*
Limited English Proficient (LEP)	*20%*	*9%*	*3%*	*44%*	*63%*	*10%*	*36%*	*28%*	*81%*	*0%*	*0%*	*6%*

Positive trends:

1. There was a 12% longitudinal increase in the category of all students scoring level 3 and 4 as 6th graders from 06-07 to 8th graders in 08-09. In addition, this same population showed a 12% decrease in the number of level 1's and 2's.
2. In the category of Students with Disabilities, there was a significant increase (19%) in the number of level 3's and 4's in 08-09 in grade 8 as compared to these same students in grade 6 from the year 06-07. In addition, this same population showed a 19% decrease in the number of level 1's and 2's.

3 In the category of Limited English Proficient, a 51% increase of level 3's and 4's in 08-09 in 8th grade as compared to these same students in grade 6 from the year 06-07. In addition, this same population showed a 51% decrease in the number of level 1's and 2's.

The school has consistently and gradually increased or maintained the number of students scoring at level 3 and level 4, by grade, on the NYS mathematics assessment. Grade 6 and grade 7 continue to show an increase of students scoring at level 3-4, while grade 8 has maintained with 85% of students scoring at level 3-4.

	Grade 6 (Level 3-4)	**Grade 7 (Level 3-4)**	**Grade 8 (Level 3-4)**
2006-2007	73%	68%	54%
2007-2008	76%	85%	85%
2008-2009	82%	88%	85%

Currently, we have three classes taking the Integrated Algebra Regents. Over the past three years, the number of students taking the regents has increased (from 56 students in 2006-2007 to 74 students in 2008-2009).The scores over the past three years are as follows:

	# of students tested	**% of students scoring at or above 55**	**% of students scoring at or above 65**	**% of students scoring at or above 85**
2008-2009	74	99	70	30
2007-2008	78	100	50	50
2006-2007	56	100	100	77

Science

As per the School's Accountability Report for 2008-2009 (School Report Card 07-08) we are considered in Good Standing, as indicated by all subgroups making A.Y.P. on the N.Y. State Science Assessment. The overall status for the 09-10 school year is also "good standing."

Student performance data identified 52% of eighth graders scoring within performance level three. The state performance standard of 100 was surpassed by All students (149), Hispanics 143, Whites (162,) SWD (106), LEP (114), and economically disadvantaged (146). SWD will continue to receive A.I.S. to ensure a greater margin of success in the upcoming school year. L.E.P students still lag behind their counterparts as well. They will also receive A.I.S. services. The achievement gap is most evident between white students (162) and Hispanics (143).

Our greatest accomplishment in science has been the adequate yearly progress of all student subgroups for the past 3 years, as indicated on school reports In 04-05 only LEP students failed to make A.Y.P, though we are still considered a school in good standing for middle level science that year. The past year has also shown a significant increase in the number of students scoring within performance level three, from 40% to 52%.

The most significant aids or barriers for our school's continuous improvement in science instruction is the trend of LEP students who do not pass the NYSESLAT by eighth grade are SIFE and LTE students, who are at risk for not making A.Y.P. in the science assessment as indicated in a comparative analysis of 2008 ELA and 2008 NYSESLAT data, as indicated in the Language allocation Policy 2008-2009.

Social Studies

At this time, there is no NYS Social Studies individualized data or item analysis for the 2008-2009 school year. The school processes our own data to study the results through our in-house interim assessment teams. The preliminary results show that the Standard of U.S. History is deficient. We look deeper at our own data to show that this very general strand can be broken down into two topics. The deficient grade seven topic is "the American Revolution" and for grade eight it is "Westward Expansion." These areas will be addressed in the SS VFO initiative.

According to the most current available nySTART data for 2008, our 8th grade students performed as follows on the 2008 NYS Social Studies Test: Level 4 – 22 students (5%), Level 3 – 157 students (35%), Level 2 – 236 students (53%), and Level 1 – 33 students (7%). This breakdown shows a slight increase compared to the previous two NYS 8th Grade Social Studies Exams.

Additionally, out of the entire student population, the Asian/Pacific Islander ethnicity subgroup outperformed all other subgroups with an average score of a 71 (4 -19%; 3 - 58%; 2 - 16%; 1 - 7%), while the Black or African American population had the lowest scores with an average of 60 (4 - 0%; 3 – 43%; 2 – 50%; 1 – 7%). Furthermore, when broken down by gender, the data reveals that females (4 - 6%; 3 – 35%; 2 – 53%; 1 – 6%) slightly outperformed males (4 - 9%; 3 – 35%; 2 – 52%; 1 – 9%) on the exam with a 63 average compared to the 61 average for the males. Out of the students within the disabilities category, the largest subgroup of “learning disability” had an average score of 49.

Of the 448 students tested, 40% met or exceeded standards. An analysis of the 2008 NYS Social Studies Test shows that our grade eight students overall responded correctly to 63% of the 45 multiple choice questions. A close look at the test items shows that our students correctly answered 74% of questions pertaining to U.S. History (Standard 1). Students struggled with Economics (Standard 4) and Government (Standard 5). The data indicates that tested students accurately responded to questions about scarcity, choices, and resources with 32% accuracy. Students answered questions concerning our democratic system and related values with 36% proficiency. In the area of skills, students performed well on questions that required analyzing quotes and text with 74% proficiency. However, proficiency was at 33% when students had to identify main ideas and 44% when making inferences.

Current (2008 – 2009) social studies periodic assessment results from Grade 8 DYO # 1, 2, and 3 reveal that on average students (who graduated this year) got 60% of test items correct. Similar to NYS Test results, most students were proficient in the area of U.S. History (Standard 1). Students had difficulty with questions about Geography (Standard 3). Although identifying standards of weakness can be helpful in terms of planning the pacing calendar, the social studies department felt it was pertinent to analyze and organize the skills which span all of the social studies standards and units, as well as other content areas. With respect to these skills, students responded correctly to questions about political cartoons 57% of the time. Main idea questions continue to challenge students, who only answered 43% correctly. Therefore, these skills can be covered numerous times throughout the units even though the content is constantly changing chronologically.

Periodic DYO assessments designed for Grade 7 have shown that students answered 50% of the items tested correctly. Again, students were most proficient in U.S. History (Standard 1) and had the most difficulty on questions related to Government (Standard 5). Students answered 38% of government questions correctly. Analyzing political cartoons is a strength (among our current 8th graders), who performed this skill with 72% accuracy. Therefore, the department is able to ascertain that unlike the aforementioned group, the skill of analyzing a political cartoon would not be considered a weakness here, and therefore would not have to be addressed as ogten.

The Inquiry Team data for 2007-08 highlighted a connection between ELA and Social Studies data in terms of these skills. ELA exam results for a target group of students who performed in the bottom

third on the 2007 ELA test were carefully studied. After careful study, the IT isolated drawing conclusions/making inferences about non-fiction text as the skill that the target group needed to develop in order to meet or exceed ELA standards. The IT designed a six-week intervention program that used social studies text, effective teaching strategies, technology, and drawing conclusions/making inferences to raise the literacy skill level of the target students. The program's post-test results and subsequent DYO results show a 50% average increase in proficiency among the target students when answering questions about drawing conclusions and making inferences.

Following these results, in 2008-2009, the development of a sixth grade social studies curriculum guided by IT intervention data focused student learning on making better inferences and drawing more accurate conclusions when working with non-fiction social studies documents and text. Continuing with this, for the 2009-2010 school year, the social studies department is currently devising DYO assessments designed for Grade 6. The focus of these assessments will be broken down into the following areas: geography, ancient Egypt, ancient Greece, ancient Rome, and the Middle Ages. This task will be challenging due to the fact that there is no Grade 6 State Exam to guide the development of the assessments. This will allow the Grade 6 team to focus the curriculum and make the pacing calendar more uniform and allow for more collaboration among colleagues. The two units completed thus far are ancient Greece and the Middle Ages; ancient Rome is in progress. Again, skills will be the driving focus in the development of the assessments.

The existing 7th and 8th grade DYOs and future 6th grade DYOs have and will continue to help achieve the department's 2008-2009 goal of increasing teachers' ability to analyze a variety of data in order to differentiate instruction and set goals for each student. The recent design and implementation of DYO periodic assessments in grades seven and eight in 2007 and 2008 have provided teachers with the formative tools they need to highlight academic strengths and respond to areas of scholastic need. Professional Development focused on creating these DYO assessments allowed the department to set a uniform pacing schedule, understand Webb's "Depth of Knowledge", and use the results from the Prosper system for group and individual instruction. Common planning and bi-weekly professional development by department encourage communication and collaboration among pedagogical staff both vertically (e.g. teacher-coach-supervisor) and horizontally (e.g. teacher-teacher). Additionally, programming and scheduling considerations continue to support social studies instruction. Ninety-minute blocks for social studies are built into the students' instructional day, providing teachers and students with more time to learn about content area concepts and to practice applying key skills.

Technology continues to be a powerful aid to student learning in social studies especially in addressing the goals of all students including students will disabilities as well as English Language Learners. All teachers and 1300 students are assigned a laptop. Students have access to any laptop in any room via the school's intranet server. Internet resources (such as Brain Pop and Powermedia Plus) and devices (such as the Smartboard and the Elmo) empower and engage learners in all grades and across all subgroups. Another program recently introduced is Achieve 3000's TeenBiz which provides current, leveled, and differentiated texts in different subject areas- including social studies current events. Over the summer of 2009, students also used the "Study Island" program which provides standard-based assessments for each unit in social studies. Furthermore, technology, such as the prosper system, facilitates the administration of periodic assessments and the analysis of data which helps drive instruction at I.S. 93.

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.*

English Langauge Arts
By June 2010, student performance in grammar, mechanics, vocabulary, and reading will increase by 5% as evidenced by the NYS ELA exam and DYO Assessments.

Mathematics
By June 2010, there will be a 5% increase in the number of students meeting or exceeding NYS Standards as measured by the NYS mathematics assessment.

Science
By June 2010, there will be an increase of all students' achievement (with a special concentration on ELLs and SWD) in the area of science through improved instructional use of assessment tools, such as DYO, state exams, standard setting writing pieces such as narrative procedure and report of information, and exit projects, as measured by the State Science Assessment.

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**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By June 2010, student performance in grammar, mechanics, vocabulary, and reading will increase by 5% as evidenced by the NYS ELA exam and DYO Assessments.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Provide professional development to strengthen grammar and vocabulary instruction; continue to create and evaluate vocabulary units to supplement the curriculum; provide study groups focused on grammar and mechanics instruction; administer and evaluate the Grammar DYO; continue to revise curriculum in response to observed strengths and weaknesses of students; and provide coaching to support development of small group instruction in regard to grammar, mechanics, vocabulary, and reading comprehension skills. Two independent reading books per month will be read in addition to curriculum materials as part of the NYC 25 Book Campaign. A mandated genre with a specific task will be required on a monthly basis in all ELA classes.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Funding for coaches through Title I, C4E, Title I SWP, C4E Funding for supervisor through TL FSF Funding for study groups through TL FSF Incremental Funding for professional development coverages: TL FSF, Title III Funding for Inquiry Team: TL Children First Funding
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	Initial indicators – September 2009: QRI4and periodic assessment; October 2009: Grammar DYO; 2009 ELA state assessment Midterm indicators: analysis of TANs; class and grade data (DYO and predictive assessments), student work folders (including periodic writing samples), and individual goals; formal and informal supervisory observations

	End-term indicators: analysis of TANs, class and grade data (DYO and predictive assessments); student work folders (including periodic writing samples, and individual goals; formal and informal supervisory observations; 2010 ELA state assessment

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

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By June 2010, there will be a 5% increase in the number of students meeting or exceeding NYS Standards as measured by the NYS mathematics assessment.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	**Professional development** will be provided to teachers in the areas of data analysis and creating individualized student goals. Teachers will develop lesson plans to assist students in analyzing DYO reports that will support goal setting. DYO interventions for identified areas of weaknesses, by grade, will be implemented through the following: ARIS, Accelerated Math, Destination Math and Do Now review problems. Peer grouping and small group instruction will aid teachers in supporting these interventions. **As a follow-up:** The assistant principal and math coaches will analyze DYO data using Prosper for the purpose of measuring improvement in student performance on specific objectives previously identified as areas of weakness. The results will then be shared with the department through common planning and professional development sessions. Teachers will also track student improvement through Accelerated Math reports. The student math source book will include an analysis of individual student DYO data and outline the individual student goal(s) that have been set.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Funding for Teachers: TL FSF, Incremental, and Title I SWP Funding for Assistant Principal: TL FSF Funding for professional development coverages: TL FSF Funding for coaches through Title I, C4E, Title I SWP, C4E

Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	Initial (early October): Grades 6 – 8 will take a pre-test/baseline assessment to determine mathematics levels. Midterm (January): Grades 6-8 students will take the Acuity Predictive Assessment – results will be used as an indicator for the upcoming NYS mathematics exam. Teachers will adapt instruction to target areas for improvement. End-term (early June): Students will take a DYO End Term Assessment to plan for future instruction and future class placement.

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

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By June 2010, there will be an increase of all students' achievement (with a special concentration on ELLs and SWD) in the area of science through improved instructional use of assessment tools, such as DYO, state exams, standard setting writing pieces such as narrative procedure and report of information, and exit projects, as measured by the State Science Assessment.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Professional development will be given in the areas of teaching students the scientific method and how to apply it to real world problems, rubrics for evaluation of student products, analysis of student lab reports, reports of information and narrative procedures, and exit projects. Triangulation of data professional development will be facilitated by staff developers (internal and external) hands – on activities and educational software and websites. Creation of an Academic Intervention Teams (by academy) - the instructional team will facilitate PD for teachers in the use of data binders to monitor student progress for students of subgroups not making AYP and students at-risk (Ells, SWD and at-risk students). As a follow up, during professional development, teachers will share student work evaluated through rubrics, lab reports, and exit projects, best practices and improved case study students making progress of as a result of data analysis. Formal and informal observations will be conducted by supervisory staff.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Teachers funded through TL FSF Supervisor funded through TL FSF Professional development coverages funded through TL FSF

Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	Initial indicator September 2009: discussions and surveys for teachers about their use of the aforementioned assessment tools. Initial examination of the student data to determine students most in need of academic intervention. Midterm (January): Teachers will be asked to share case study student(s) and how they are following the progress of the student(s) based on the aforementioned data sources. Specific focus will be on ELL's, SWD and at-risk students via Academic Intervention Teams . End-term (May – June): Reevaluation of the process of using multiple data sources to evaluate the student(s) in their case studies.

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	# 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	145	145	145	145	33	5	3	4
7	146	146	146	146	33	5	3	4
8	182	182	182	182	40	5	3	3
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)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Our Extended Day Program runs from 2:20 p.m. until 2:57.5 p.m. every Monday through Thursday. Classes are created on a 10:1 ratio for all general education students and a 5:1 ratio for all students with disabilities. Additional reading classes are provided (1-2 periods per week) for three grade eight classes servicing a total of 35 students. One ELA class for ELL's is afforded a 15:1 ratio by working with a co-teaching model. Great Leaps vocabulary development is provided to students in self-contained Special Education classes (scoring far below standards) during the school day by paraprofessionals on a one to one basis. Wilson services are provided before, during and after school in small group instruction. There are 8 teacher-led Book Clubs (8 – 10 one-hour sessions per book) with a maximum of ten students in each group. Our struggling readers are paired with more proficient readers. Ten teachers conduct targeted instruction (for seven one-hour sessions) with small groups (10:1) in February and March. SWD, SIFE and LTE students use the new Achieve3000 intervention. The program provides the web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests. This will be used as an after school program and during the regular school day by ESL and ELA teachers with small groups. I.S. 93 currently has 560 students using it and 700 site licenses (all 700 will be used by the end of the 2009 – 2010 school year). Teachers also use QuickReads as an intervention for reading and ELA. QuickReads are short texts to be read quickly and with meaning. The QuickReads program consists of six levels: A, B, C, D, E, and F. Each level contains three books, and each book contains 30 texts. These texts support automaticity with the high-frequency words and phonics/syllabic patterns needed to be a successful reader at a particular grade level. Additionally, with topics in two subject areas: social studies and science, texts in the QuickReads program encourage meaning and comprehension. This program is

	used during the day in ESL classes by beginner level ESL students. It is also implemented during the extended day program and Saturday programs. All ELA teachers administer Qualitative Reading Inventory 4 (QRI4) reading assessment to determine reading levels and appropriate placement in guided reading groups. Rosetta Stone is used to complement classroom teaching by allowing students to work independently while building their basic speaking, listening comprehension, reading, and writing skills. Rosetta Stone advances students to the next level only when they achieve a level of proficiency defined by the teacher. This program is used during the day in ESL classes by beginner level ESL students. It is also implemented during the after school and Saturday programs. Teachers frequently use Rosetta Stone, Read 180 and QuickReads in conjunction with each other in a workstation model. Study Island is a computer based, interactive reading comprehension and writing program. The program generates reports that allow teachers, students and parents to track progress and determine appropriate interventions. Approximately, 250 students on each grade are using Study Island.
Mathematics:	Our Extended Day Program runs from 2:20 p.m. until 2:57.5 p.m. every Monday through Thursday. Classes are created on a 10:1 ratio for all general education students and a 5:1 ratio for all students with disabilities. A computer-based interactive math intervention is Destination Math. This program uses a comprehensive approach to teaching such topics as beginning algebra. In the Algebra course for example, students investigate the symbols and rules of algebra and how they are used to represent relationships. They learn how to solve linear equations, progress to graphing linear functions and systems, and study linear inequalities and absolute values. This program is used twice a week during the school day for all classes. Study Island is another computer-based interactive program that is aligned with state standards and performance indicators. The program generates reports that allow teachers, students and parents to track progress and determine appropriate interventions. Approximately, 100 students are using Study Island.
Science:	Beginning in May, running for 5 consecutive Saturdays, small group instruction is provided to eighth graders in order to facilitate the successful completion of exit projects. Sixth and seventh graders may also participate on a voluntary basis if they require assistance.

Social Studies:	Beginning in May, running for five consecutive Saturdays, small group instruction is provided to eighth graders in order to facilitate the successful completion of exit projects. Sixth and seventh graders may also participate if they require assistance.
At-risk Services Provided by the Guidance Counselor:	Four guidance counselors meet with mandated and at-risk students to ensure academic success. Sessions are conducted in small groups or with individual students. Counselors also provide workshops to teachers offering strategies for classroom management and behavioral issues.
At-risk Services Provided by the School Psychologist:	School Psychologist meets with non-mandated and at-risk students discuss academic and behavioral goals and benchmarks to enhance academic success. School Psychologist also analyzes a variety of data (Wechsler Intelligence Scales, Woodcock Johnson and Behavioral Assessment for Children) to tailor assistance based on students' needs. Formal student evaluations are conducted once a year and informal assessments are conducted one to four times per year.
At-risk Services Provided by the Social Worker:	Social work counseling is provided as a time limited (approximately 10 weeks), goal-oriented, short term treatment for at-risk general education students and as a preventative measure for special education placement.
At-risk Health-related Services:	At-risk health related services provide medication for the treatment of asthma ADD and diabetes with the completion of a MAF (formerly 504). Services are provided (one on one) as needed year round during the school day.

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.

Office of English Language Learners
Grades K–8 Language Allocation Policy
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District ICI Network 6/ 24	School Intermediate School 93
Principal Edward Santos	Assistant Principal Frederick Wright
Coach Jodi Rosen	Coach na
ESL Teacher Dominika McPartland/ ESL	Guidance Counselor Debby Hartz
Teacher/Subject Area Janet Reilly/DL Math & Science	Parent type here
Teacher/Subject Area type here	Parent Coordinator Mildred Reyes
Related Service Provider type here	SAF
Network Leader Diane Foley	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	2	Number of Certified NLA/FL Teachers	2
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	1310	Total Number of ELLs	195	ELLs as Share of Total Student Population (%)	14.89%

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0
Dual Language (50%:50%)							2	2		4
Freestanding ESL										
Self-Contained							1	1	2	4
Push-In/Pull-Out							4	3	6	13
Total	0	0	0	0	0	0	7	6	8	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	195	Newcomers (ELLs receiving service 0-3 years)	104	Special Education	34
SIFE	18	ELLs receiving service 4-6 years	61	Long-Term (completed 6 years)	30

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	29	4	0	13	2	0	4	0	1	46
ESL	75	5	5	48	7	19	26	0	15	149
Total	104	9	5	61	9	19	30	0	16	195

Number of ELLs in a TBE program who are in alternate placement: ____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish													22	18	20	24			42	42
Chinese														3		1			0	4
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other														15		13			0	28
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	22	36	20	38	0	0	42	74

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both	Number of third language speakers: 10

languages): 42	

Ethnic breakdown of EPs (Number)

African-American: ___ Asian: 4 Hispanic/Latino: 42

Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish							52	37	52	141
Chinese							1	6	3	10
Russian										0
Bengali							1			1
Urdu									2	2
Arabic							6	3	8	17
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish								5	3	8
Albanian							2	3		5
Other							3	4	4	11

Programming and Scheduling Information

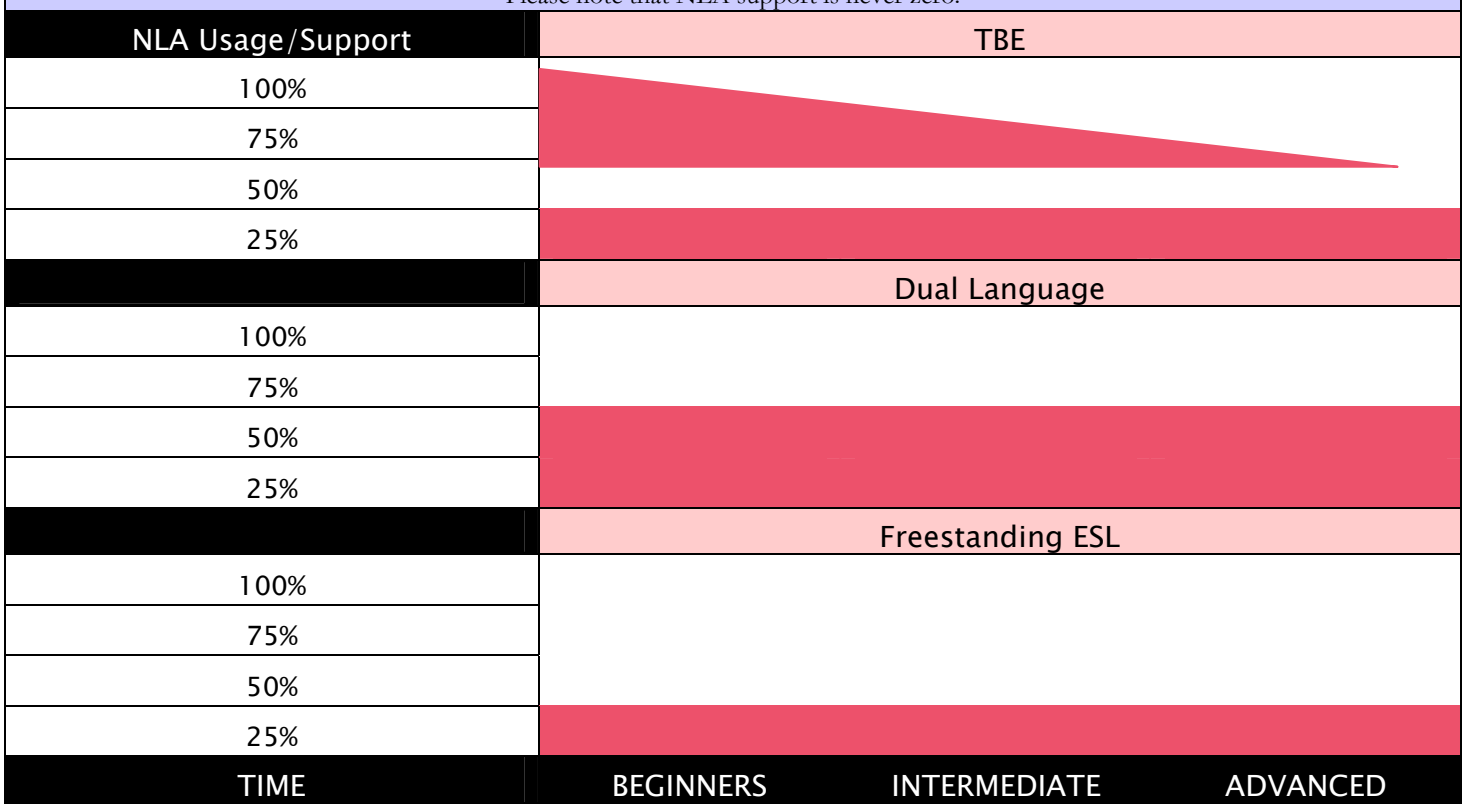
1. How is instruction delivered?
   a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
   b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
   a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for Long-Term ELLs (completed 6 years).
   e. Describe your plan for ELLs identified as having special needs.

TOTAL	0	0	0	0	0	0	65	58	72	195

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)							14	8	17	39
Intermediate(I)							13	18	28	59
Advanced (A)							37	33	27	97
Total Tested	0	0	0	0	0	0	64	59	72	195

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
Listening /Speaking	B							4	0	3
	I							4	7	9
	A							18	34	26
Reading/ Writing	B							9	4	12
	I							11	18	24
	A							36	25	26

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	0	102	271	13	386
7	5	126	297	13	441
8	4	146	284	12	446
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	12		55		240		83		390
7	5		50		286		113		454
8	9		61		323		75		468
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

4									0
8	4		215		216		45		480
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	33		236		157		22		448
NYSAA Bilingual Spe Ed									0

ECLAS-2						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	0.00%	0.00%
Chinese Reading Test	0.00%	0.00%

B. After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
    a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

Signatures	
School Principal	Date
Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

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) 6,7,8 **Number of Students to be Served: 207 LEP 60 Non-LEP**

Number of Teachers: 6 **Other Staff (Specify) N/A**

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.

In the ESL programs, the instructional model is a push- in/ co-teaching model. Students are grouped by grade and are mainly heterogeneous in proficiency level. Dual Language has similar features but changes because Spanish Language Arts is taught either by a licensed Spanish teacher, by a Bilingual teacher or both. Unique features are that Science is taught in Spanish to grade 6 DL students and Social Studies in grade 7 is taught in Spanish. Also, math is taught in Spanish and English 50/50 to grade 6 students in DL. Students travel together as a group to class. Instruction is delivered using the America's Choice Workshop Model with support of QTEL techniques

grade	ESL	Dual Language/LEP	Dual Language/English Proficient	ELLs with IEPs: (12:1)+(CTT)+ (SETSS)
6	32	22	36	11
7	30	13	44	13

8	53	NA	NA	13

Total number of ELLs: 207

There are seven certified ESL teachers and two certified content teachers with bilingual extensions. In the ESL program, there is one ESL class in the 6th grade, one in the seventh grade, and two in the eighth grade. ELLs not in designated ESL classes are serviced by an ESL certified teacher. In the Dual language program there are two dual language classes in both the 6th and 7th grade. As per CR Part 154, in grades six, seven, and eight, beginner and intermediate ESL students receive a minimum of 360 minutes of ESL instruction per week by an ESL certified teacher. Advanced students receive a minimum of 180 minutes per week by an ESL certified teacher. Dual Language students received 90 minutes per day of native language arts. Extended day classes for ELL are given by ESL teachers.

Interventions:

The Saturday Language Learner Academy provides ESL services to ELLs from 9:00 to 12:00 a.m. Instruction focuses on literacy development, academic language, and content area skills through ESL strategies and methodologies. Students develop oral reading proficiency through the English Explorers computer program, a research-based fluency program. Students and parents learn about Social Studies and Science through leveled instructional materials. The program prepares sixth graders for the upcoming seventh grade curriculum and seventh and eighth graders for the social studies exam. Students receive native language support through the use of native language Rosetta Stone libraries and through the use of native language independent reading books. Each student has access and time to borrow books in their native language. In addition, this program includes a series of excursions. A culminating activity will be the Math Olympics, where teams of students compete in Destination Math and Tabula Digita in the auditorium. This event will be loosely modeled on the international video game competitions that can be seen on cable television channels.

There are two before school programs and three after school programs for assisting ELLs. The instruction focuses on native language fluency, cultural recognition, using technology to attain fluency, and providing extra instruction for our dual language students in their native language. The second program, Early Bird, offers help to ESL students using “Quick Reads” series of books. It is social studies based and uses “Quick reads” leveled system. The Early Bird programs run from 7:00-8:00 a.m. Monday-Thursday. The after School Language Learner Academy focuses explicitly on using Rosetta Stone and READ 180 to attain fluency. Students use Rosetta Stone for explicit instruction in English, practicing sight words, phonics and vocabulary in content. READ 180 helps develop our ELLs who are struggling readers through the use of audio books, computer assisted and leveled library.

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.

1. Teachers of ELLs who have not taken QTEL, Building the Base will do so.
2. One day per week, an F-Status Teacher/ Coach will target the subgroup of ELLs in the US schools, less than three years. These are called Newcomers and include students who may not taken an ELA test, may have not tested above “Beginner” on the NYSELAT and/or only have

been in US schools under three years. The F-Status teacher will provide professional development to teachers who teach this ELL subgroup. The topics will include, but be limited to, differentiation, chunking, multiple-entry points and QTEL strategies to scaffold instruction. Specific workshops will include using data to focus differentiation and scaffolding to support students' academic and language needs. Demonstrations and intervisitation will be conducted. The coach will share lesson planning rational and will debrief student outcomes after modeling lessons. In the classroom, the F-Status teacher will target this subgroup in small group instruction to supplement the mandated 360 minutes of servicing.

3. Teachers use common planning built into their programs to share best practices and to plan collaboratively.
4. The ELL department plans and delivers Monday PD sessions and uses Election Day and BQ Days to execute workshops to train teachers of ELLs.

Form TIII – A (1)(b)

School: I.S. 93 BEDS Code: _____

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits) - Per session 1. **Early Bird/before and after school interventions: 4 teachers at 80 sessions for 1 hour**=240 hours x $49.89 (current teacher per session rate with fringe) = **$11973.60**) 2. **Saturday Academy 4 teachers at 20 sessions for 3 hours**=240 hours x $49.89 (current teacher per session rate with fringe) = **$11973.60**) 3. **NLA Tutoring 2 teachers at 50 sessions for one**= 100 hours x $49.89 (current teacher per session rate with fringe) = $4989.00) - Per diem	(e.g., $9,978) $28,936.20	**(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)** 1. **Early Bird/before and after school interventions** 2. **Saturday Academy** 3. **NLA Tutoring**
Purchased services - High quality staff and curriculum development contracts.	(e.g., $5,000) 0	**(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)**
Supplies and materials Supplemental Native Language support: Independent Reading books, Sussman Inc , FAMIS # pending	(e.g., $500) $203.80	**(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)** Native Language independent reading books
Educational Software (Object Code 199) NA	(e.g., $2,000) 0	**(Example: 2 Rosetta Stone language development software packages for after school program)**
Travel	0	
Other		
TOTAL	$29,140.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

   The school uses several sources of data. We use ATS Home Language reports from ATS. We use feedback from parents and we use anecdotal data. Our Parent Coordinator is our point person for making reservations and arrangements for en loco translations for Parent Information nights, Parent/Student award ceremonies and for School Assemblies for parents after regular school hours.

   - The Principal, Parent Coordinator and the SAPIS specialist studied the ATS report called the Home Language Report (RHLA) to determine the languages spoken by the families of our students.
   - Three times a year, Parent Surveys are given. Several questions were specifically addressed to parents concerning how the school communicates with them.
   - For new admits to the school, the pupil accounting secretary surveys the parent during registration to determine translation needs.

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.

   - It was determined that thirty different languages are spoken by students of I.S. 93 and their families. Forty-two percent speak Spanish, four percent speak Albanian, four percent speak Chinese, and five percent speak Polish. Along with this data, the team also looked at the "softer" data from our surveys concerning the parents' perceptions of how I.S. 93 communicates with them regarding their children. These two forms guided our initiatives to support translation services.
   - It was determined that several areas of translation were needed. It was determined that oral translation services were needed when incidents occur that require parents to come to school to discuss academic or discipline issues. It was also determined that parents wanted translations of documents that get sent home in the book bags of students with announcements and memos concerning a variety of topics from the school such as parent conferences, PA meetings, monthly newsletters, etc.
   - Our school's parent coordinator notifies parents of translations and translation options on the school's website
   - Teachers, deans and guidance counselors utilize the NYC DOE Translation Unit to communicate effectively with parents/guardians.

Part B: Strategies and Activities

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

    - NYCDOE translation services will be utilized when documents are deemed critical or sensitive. We will rely on the accuracy of this service for sensitive, timely or private information that requires the highest level of accuracy to the original documents.
    - In-house staff such as our Spanish, Albanian, Chinese, and Polish speaking persons will translate written documents, such as letters and the Parent Coordinator's monthly Parent Newsletter.
    - Free web-based translation solutions are also used. Google web page translation services and other online translation services such as AltaVista Babelfish are used for written communication that is not critical information regarding student news or informal areas where we are unable to attest to the reliability of the translation.
    - Title I translation and Tax Levy funds are used to pay for outside contractors during parent teacher conferences and workshops.
    - The documents that are provided by the OELL are helpful to communicate the processes and letters needed to inform our parents of ELLs.

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.

    - Translators with transmitters are used for after-school parent meetings such as Open School Night, PA meetings and other informational school meetings for parents. This system uses bilingual translators (wearing transmitters) who listen and translate verbally into a microphone. Parents wear the headphones and hear nearly instantaneous translations of the presentations. We have four channels and have used Spanish and Polish. Arabic and Romanian are also offered.
    - Guidance counselors, deans and the Parent Coordinator use the free NYCDOE phone conference translation service for parent conferences.
    - In-house staff such as our Spanish, Albanian, Chinese, and Polish speaking persons translate oral person-to-person or phone conferences with parents on a regular basis.
    - Free web-based translation solutions are also used. Google web page translation services and other text translation services such as AltaVista Babelfish sites are used for written communication. These text solutions are then read by parents when we do not have a verbal translator.
    - Outside contractors are used (as needed). However, due to the high expense of such services, these services are used infrequently.

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.

The school provides a copy of the Bill of Parent Rights to each parent, whose primary language is a covered language or who requires language assistance. Extra copies of the translations can be found in our Parent Coordinator's and guidance offices suites. A sign in each of the covered languages is posted on the Parent Coordinator's bulletin board in the lobby of the school. A translation of the posting requirements of this section of the Chancellor's Regulation regarding this topic, in Spanish (the only '10%' language), is also posted on the bulletin board.

The School safety plan contains a provision and a procedure for parents in need of language assistance to be able to communicate with the administrative offices.

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:	$775,247	$84,265	$859,512
2. Enter the anticipated 1% set-aside for Parent Involvement:	$7,752		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		$842	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	$38,762		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		$4,213	
6. Enter the anticipated 10% set-aside for Professional Development:	$77,724		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		$8,426	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _96%__

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

   The Principal will continue to closely analyze the school's instructional program and teaching staff to determine areas of need. Program changes will be made (changes in teaching assignments) where appropriate to ensure teachers are correctly assigned and are scheduled to complete the necessary requirements for their licensing. The annual BEDS survey will be closely reviewed to ensure accurate reporting.

   I.S. 93 will use the anticipated 5% Title I funds to pay for academic courses toward certification. Teacher programs will be re-evaluated to ensure alignment with teaching credentials/certification.

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.

I.S. 93 Parent Involvement Policy Statement

1. **How parents will be included in the development of school-level parent involvement activities funded through Title 1 in both Targeted Assistance and School wide Program Schools.**

   - The Parent Coordinator will conduct monthly meetings and/or workshops to complete SES applications and rules governing school choice.
   - ESL and computer classes are offered to parents.
   - A "Parent Library" is available for parents.
   - Targeted audience workshops for parents of students with disabilities and ELL's regarding standards based instructional activities
   - SLT will inform parent members of CEP initiatives and activities
   - Principal will conduct quarterly meeting with the PTA executive board
   - Principal meets monthly with the Title I Parent Involvement Committee to discuss recommendations for how to use Title I Parent Involvement Funds

2. **How parents will be involved in the planning, implementation, evaluation, and continuous improvement of school-level programs funded through Title 1:**

   - I.S.93 will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs and offer all parents the chance to form the Title I Parent Involvement Committee, which recommends to the SLT ways to use Title I funds (1% Set Aside) to promote parent involvement.
   - We will explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs.
   - The school will convene the meeting at a convenient time to parents.
   - I.S 93 will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend, and provide refreshments.

3. **A flexible schedule of regular meetings with parents-before, during, and after the school day-so that they may network with other parents, make suggestions and provide input into decisions relating to the education of their children;**

   - As per parent request, we will provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children.
   - The school will respond to any such suggestions as soon as practicably possible.
   - The Parent Coordinator will contact the parents through surveys, homeroom distribution notices and e-mails to let them know about the meetings and/or workshops.
   - The meetings will be presented on a flexible schedule (i.e. am/pm, noon and/or Saturdays)

4. **How parents will be provided with timely information about instructional programs, curriculum, performance standards and assessment instruments as well as their child's individual student assessment results and proficiency levels and their meaning, promotion policy, after school and summer programs**

- I.S. 93 website
- Back packed notices
- Parent newsletter
- Student planners
- Parent Coordinator bulletin board
- PTA bulletin board
- SLT meetings
- High School Application Orientation
- Telephone Message System
- School sign

5. **How the school will increase the accessibility for participation of parents with disabilities, and how communication with non-English speaking/limited English proficient parents will be provided in parents' native language to the extent practicable (e.g.,notifications, translations during meetings, etc.):**

- Translators will be provided to help parents in their native language using Title I Translation funds.
- Legal Interpretation Services (LIS) are used to conference call with parents in their native language.
- All documents will be translated into the native language.
- We will provide limited elevator services for anyone with disabilities who may need the assistance.
- Translation equipment has been purchased using Title I funds (1% Set Aside) for meetings and translators are contracted as needed through Legal Interpretation Services

6. **How parents and schools will share responsibility for the high student performance;**

- Both parents and the school will monitor student attendance (Parents can monitor their daily attendance in ARIS).
- Parents and teachers (as well as guidance counselors, deans, and assistant principals will arrange meetings as needed during the marking period to discuss and make decisions regarding a child's education.
- Teachers will promote high student performance by maintaining clear classroom rituals and routines and implementing rigorous and differentiated standards-based instruction. Parents will promote high student performance by maintaining a steady interest in their children's school work, encouraging the completion of homework assignments and involvement in school-related activities, and staying informed through school correspondence and the website calendar at www.is93.org

7. Capacity-building activities for parents and school staff that support strong parental involvement;

- SLT meetings
- Parent resource room amenities in the library funded by Title I funds (1% Set Aside) as voted on by the SLT
- ELL trainings and seminars funded by Title I funds (1% Set Aside) as voted on by the SLT
- ESL and computer classes for parent

8. When an annual meeting will be convened for parents of participating children in Targeted Assistance Schools to (a) provide information about the school's Title 1 program and the types of services provided; (b) inform parents of their right to be involved in the program; and (c) offer suggestions for specific school-level opportunities for parent involvement.

I. S. 93 is a designated School-wide Program school; therefore all parents are invited and encouraged to participate in all activities.

(a) An annual meeting will be conducted in the fall to notify parents about Title 1 programs and types of services provided.

(b) All previously listed avenues of parent notification will be enacted.

(c) Parents are encouraged to participate in all areas of the school:

- Fund raising events
- Chaperoning PTA sponsored events such as the senior trip, fall and spring dances and the gala prom event in June
- Parent Community Day, Asthma Awareness, Consumer Awareness, and Environmental Awareness, Gang Awareness, Obesity, etc. are just a few of the workshops offered to encourage parent involvement.

*The Parent Involvement Policy will be reviewed and distributed via homeroom distribution every year in September.

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.

SCHOOL-PARENT COMPACT (I.S. 93)

I. S. 93*, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.*

This school-parent compact will be in effect during school year ***2009-2010****.*

School Responsibilities

I.S. 93 will:

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

- Employment of balanced literacy (readers and writers workshop) in English Language Arts (a minimum of 8 periods per week).
- Employment of mathematics block periods (a total of 8 or nine periods of mathematics instruction with a minimum of two block periods).
- All classrooms will instill rituals and routines.
- All classrooms will post and refer to the standards.
- All classrooms will use rubrics.
- ELA classrooms will employ "workstations" where students' work is differentiated depending upon individual needs.
- Academic Intervention Services are in place for all students that are not meeting the standards. Additional math and ELA classes, Wilson Program and Great Leaps are some of our academic intervention services.
- Academic Intervention Teams consisting of assistant principals, guidance counselors, and teachers meet weekly to monitor and discuss the progress of students who are performing below NYS Performance Standards in ELA and mathematics
- Teachers attend monthly professional development – using data to drive instruction (The Grow Network, Periodic Assessments)
- ELA teachers use five periodic assessments designed by teachers of I.S. 93.
- All curriculum areas follow a pacing calendar that aligns with the standards.
- All teachers will engage in conferences with students (one-on-one and/or small groups).
- Push-in and pull-out programs will be implemented for English Language Learners.
- Special Education Teacher Support Service providers will service students via a push-in model. In addition, Collaborative Team Teaching will be implemented to service additional students in need of additional instructional assistance.

- Intensive reading/writing instruction will be available via a Ramp-Up program for struggling readers (four classes).
- Literacy and Mathematics coaches will push-in to observe and model instructional practices. They will also engage in conferences with teachers.
- Teachers will be encouraged to attend a myriad of professional development outside of the school (e.g. QTEL, computer training, America's Choice, Internal DOE services, etc.)
- All classrooms are equipped with extensive classroom libraries.
- ELA utilizes Developmental Reading Assessments to track students' reading progress.
- All students will complete Exit Projects in science and social studies.
- All subject areas will utilize DYO Assessments.

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

    - I.S. 93 parent-teacher conferences are held twice a year: Once in the fall and once in the spring (each with an evening and afternoon session). Translation in various languages is available.

3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:
    - Monthly parent newsletters (Spanish translation available)
    - Daily parent-teacher communication is also available through our school's website
    - Student planners are given to every student – so that parents and teachers can maintain daily contact
    - Parent meetings are conducted as needed. Progress reports between report cards are encouraged.
    - Parent letters informing them of the five periodic assessments in ELA and math are distributed via homeroom distribution
    - Parents can access their children's progress at: https://arisparentlink.org/parentlink
    - Parents are notified of their child's absences and lateness by daily automated phone calls as well as an attendance team that closely monitors attendance. Also this information is in ARIS and parents have access to the web site 24/7.

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
    - Teachers meet with parents during their preparation periods (as needed)
    - Teachers meet during their lunch periods (when needed)
    - Teachers are available before and after school (when needed)
    - Deans and guidance counselors are available as needed

- Parent Coordinator is available all day

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

    - Parent volunteers assist in two Scholastic Book Fairs each year.
    - Parent chaperones are encouraged for all class trips.
    - Urban Advantage for September 2009 includes a parent component with workshops and trips to science centers (i.e. Hall of Science and the Museum of Natural History).

Parent Responsibilities

We, as parents of I.S. 93, will support our children's learning in the following ways:

- Giving positive feedback and show appreciation for teachers and the principal.
- Making sure that homework is completed.
- Monitoring student attendance.
- Understand and reinforce school rules and expectations at home.
- Participating, as appropriate, in decisions relating to my children's education.
- Making appointments as needed to discuss my child's progress or concerns.
- Keeping abreast of school news via the school's website, parent newsletters and memos distributed via homeroom distribution.

Student Responsibilities

We, as students of I.S. 93, will share the responsibility to improve our academic achievement and achieve the State's high standards in the following ways:

- Doing my homework every day and ask for help when I need to.
- Reading at least 30 minutes every day outside of school time.
- Giving to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Asking my teacher for help when I do not understand something.

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

I.S. 93 will:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time

to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of his child on the State assessment in at least math, language arts and reading. Parents can also view the State assessment results in ARIS.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, I.S. 93 will:

- Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
- Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
- Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

_____	_____	_____
School	**Parent(s)**	**Student**
_____	_____	_____
Date	**Date**	**Date**

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

   A comprehensive needs assessment for each subject area was conducted. The data are available in Section IV (pages 9-13) of this plan.

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.

   The America's Choice School Reform Design will remain in place for the upcoming school year. The program is based on the workshop model across curriculum areas. ELA and mathematics will benefit greatly by double block instructional periods (a minimum of eight periods per week). To the extent possible, classes with "at-risk" students will be assigned nine or ten periods of ELA instruction. In addition, AIS periods in reading will be available for some classes. One sixth grade and one seventh grade class also participate in a Reading Ramp-Up program for struggling readers.

   See Appendix 1 for a listing of all AIS programs. These programs are designed to meet the needs of all students scoring at levels one and two as well as students with disabilities and English Language Learners.

   I.S. 93 continues to challenge our highest achieving students by offering Regents courses in mathematics, foreign language and science.

An extended day program is in place. Instruction is provided via small group (10:1 for general education students and 5:1 for students with disabilities). All students scoring at performance level one and two on the state ELA assessment attend the program four days a week (Monday through Thursday) for 37 ½ minutes each day immediately following the regular p.m. dismissal. The curriculum is directly connected to state standards in all subject areas.

Informal and formal assessments are an integral part our daily program. Teacher Assessment Notebooks (TAN) are used daily to collect and monitor data collected to determine individual and small group guided instruction for targarted students in ELA. Qualitative Reading Inventory 4 (QRI4) is given twice a year to determine growth in reading. Four Periodic Assessments, two Aquity predictive exams and a grammar DYO were designed for ELA. The Mathematics Department will conduct five DYO Assessments (including a pre and post-test) as well as one midyear Aquity predictive exam. Social Studies and Science began implementation of periodic assessments during the 2008-2009 school year (four in social studies and three in science) that will again be used during the 2009-2010 school year.

Two full-time ELA coaches and two part-time mathematics coaches will continue to provide classroom assistance to teachers. All coaches teach a class and provide “model environments” beneficial for intervisitation by all staff. They also work one-on-one with teachers to enhance instructional practices.

The annual summer school program will remain in place. Students not meeting promotional criteria will be mandated to attend. Students that are “at-risk” will be encouraged to attend. The curriculum is developed by our own teachers in direct connection to state standards.

Each academy will continue its efforts through Academic Intervention Teams where members will meet weekly to track and monitor the progress of low achieving students. In addition, three Inquiry Teams are currently in place and two additional teams will be added this year.

A Specialized High Preparation class is offered each year. In the past only grade eight students participated. Beginning in the spring of 2008, students in grades sixth and seventh also participated. Twenty hours of instruction are provided.

English Language Arts modified the curriculum for the honors classes in grades seven and eight. A new, differentiated curriculum was designed to ensure that our most advanced students received rigorous instruction commensurate with their academic ability.

High School Information workshops are provided by our guidance department periodically throughout the year (a minimum of four times per year). Parents and students of grades seven and eight are invited to attend.

3. Instruction by highly qualified staff.

- Our annual BEDS report will be analyzed by the Principal regarding teachers’ certification. In addition, the school payroll secretary annually reviews teachers’ files in order to ensure they are “highly qualified.” The Queens UFT representatives provide workshops for those who are not highly qualified. As a Title 1 school, monies are set aside for professional development and to pay for courses in order to assist teachers in becoming highly qualified.
- I.S. 93 will continue to hire NYC teaching fellows that are on track to complete their requirements within two years of teaching.
- I.S. 93 will reach out to members within the ICI Network to find highly qualified teachers.

- I.S. 93 will continue its relationship with the Leadership Academy (they have been helpful in providing us with resumes of highly qualified teachers).
- All resumes (sent via mass mailing or fax) are kept on file and reviewed when needed (as vacancies arise).

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.

- An Academic Leadership Team meets weekly to share ideas, participate in focused walks, and plan for high quality professional development for all members of the community.
- Pupil Personnel Team meetings take place each month (by academy) to enhance students' academic success.
- Paraprofessionals attend professional development sessions along with their cooperating teachers.
- Assistant Principals of each department meet regularly with coaches or department coordinators to review the needs of the department and plan for future PD sessions based on the needs of the teachers and students.
- Additional PD is offered in-house and outside of the school in all subject areas. Teachers are encouraged to attend these additional sessions. The school covers the participation fees (where applicable). Teachers volunteer to turn-key/share what was learned during common planning periods and/or PD sessions.
- Our School Leadership Team and Parent Association Executive Board participate in focused learning walks with members of the instructional leadership team.
- The Principal's Cabinet attends appropriate and necessary training sessions (e.g. ARIS, QTEL, iTeach/iLearn).
- All new staff members intervisit with model classrooms.
- All new teachers are assigned a coach and/or mentor in the respective subject area. These coaches or mentors provide demonstration lessons, classroom observations and meet weekly with teachers to confer. Coaching is also available to other teachers upon request or as directed by a supervisor.

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

- I.S. 93 will continue it's partnership with Queens College where students will do observations, field work and student teaching at I.S. 93. It is our expectation that we will retain these teachers upon graduation.
- I.S. 93 will continue to hire NYC Teaching Fellows.
- I.S. 93 will continue to keep resumes of file and call candidates when vacancies arise.
- The Principal uses existing networks (i.e. ICI Network and CSD 24) to canvass potential teaching candidates.

6. Strategies to increase parental involvement through means such as family literacy services.
   - Computer workshops are offered to parents (topics will include navigating the school website, internet safety, Microsoft Word, etc.)
   - English classes are offered for our non-English speaking community through our Beacon Program
   - Hands-on workshops are provided by coaches and lead teachers (in ELA and mathematics) during Parent Conferences where parents actively participate in test preparation activities with their children
   - A parent library will be updated/expanded
   - Monthly workshops on various issues/concerns (i.e. parenting skills, health insurance) are offered

- Parent volunteers are encouraged to help out in our school (in the library, office, cafeteria, etc.)

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

   N/A for I.S. 93

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.
   - I.S. 93 has an instructional leadership team (comprised of supervisors and teachers) that meets weekly to share information/ideas and analyze data that will enhance academic achievement.
   - Monthly subject conferences take place where teachers are provided with appropriate professional development. In addition, they share "best practices" and analyze and discuss the use of data in the classroom.
   - Evaluation forms are completed by teachers periodically throughout the year to gain insight to teachers' thoughts, wants and needs in relation to PD.
   - A school-wide learning survey (Learning Environment Survey) is now given annually and results are available on the DOE website.
   - Common planning periods are provided where teachers share their thoughts, ideas and best practices regarding academic assessments.
   - Teachers often volunteer to pilot academic assessment programs before implementation in other classes (e.g. Accelerated Reader, Study Island, Destination Math, Tabula Digita, Quick Reads, Rosetta Stone, etc.).
   - As members of the Academic Intervention, Inquiry and Pupil Personnel Teams, teachers have direct input in the decisions regarding the use of academic assessments for special populations (i.e. SWD and ELL's).
   - Supervisors engage in conversations with teachers about their use of academic assessments to improve student achievement.
   - Teachers actively share their ideas about how they use academic assessments.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

   Areas where students are having difficulty are identified through analysis of on-going and periodic data (i.e. state exams, DYO, DRA, class profiles, Accelerated Math). The activities listed below are selected based on this data to address the identified areas of need:
   - All daily instruction in ELA and Mathematics classrooms follow the workshop model where time is built in during the work period for workstations. Teachers use a variety of data to determine individual students' needs and create lessons via small group or individualized instruction.
   - The extended day program at I.S. 93 is designed with teacher-made lessons and pre-packaged, test preparation materials across content areas.
   - Additional ELA and mathematics periods are given as AIS periods to chosen classes (one to two periods per week).

- Four classes in mathematics are split in order to provide reduce the teacher to student ratio thereby increasing the opportunity for one on one or small group instruction.
- Title III funds and SES provide supplemental instruction for ELL's in literacy and math before and after school. Saturday Academy for ELL's is a program that supports the attainment of proficiency through mathematics and literacy focusing on listening, speaking and writing.
- Wilson Reading Program services students with disabilities for 90-minute blocks twice a week.
- Inquiry Teams are in place to monitor student progress of specified students and to implement interventions that address the areas of need.
- Accelerated Math, Destination Math, and Tabula Digita are computer based programs used to target the performance indicators where students need support in mathematics.
- A reading Ramp-Up program (designed specifically for struggling readers) services one sixth and two seventh grade classes.
- SES programs are available to all eligible students scoring at performance levels one and two. Supreme Evaluations, Learn It and Sports & Arts are three approved SES providers at I.S. 93.
- Additional information regarding AIS activities is available in Appendix 1.

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.

    Multiple funding sources such as Title I, Title III, Fair Student Funds, and Legislative Grants are integrated to improve academic achievement throughout I.S. 93 with an emphasis on closing the achievement gap for ELLs, SWD, students in the lowest third, and students who did not make a year of progress in ELA and Math. In consultation with the SLT, funds are coordinated to promote the following schoolwide programs and/or initiatives to address the needs of students in comprehensive and integrated ways:

    1. Provide academic intervention services schoolwide during school, before/after school, and on Saturdays for students identified as not making a year of progress in ELA and/or Math as of June 2009.
    2. Widen the use of periodic DYO assessments schoolwide to monitor progress toward the achievement of goals by grade, by class, and by students in need of academic improvement. The results will help individual teachers and teams revisit and adjust instructional approaches to help students progress in recurring areas of weakness.
    3. Improve communications with parents by developing and implementing a system schoolwide in which feedback to students and parents on students' progress and opportunities for support and enrichment is consistent across 90% of ELA and Math teachers and is aligned with each periodic DYO assessment.
    4. Use professional development, common planning time, coaching, the inquiry process, and the observation cycle to support the sharing of successful practices among teachers schoolwide in order to improve the instruction needed to help the classes and targeted students achieve interim academic goals. This eliminates the isolation that characterizes working conditions for many educators.
    5. Provide ESL classes and other workshops for the parents/guardians in the fall and spring

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
    a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
    b. Help provide an accelerated, high –quality curriculum, including applied learning; and
    c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

NCLB/SED Status: _____ **SURR[1] 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.

[1] 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.

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)[2] data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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

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

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

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

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

An ELA team (comprised of three ELA coaches and two assistant principals) conducted a comprehensive review of the curriculum map and resources/materials. Departmental and common planning conferences were also used as forums for review and reflection of the curriculum. The existing curriculum was updated to ensure alignment with state standards. On-going focused walks of the supervisory staff are conducted daily to observe classroom instruction/practices. Periodically, teachers are asked to complete evaluations during departmental conferences regarding their needs and the needs of their students in order to provide successful standards-based instruction.

With regard to ELL's, the process is two-fold. The first part is that I.S. 93 has established a culture that has recognized and embraced the importance of standards-based high quality instruction for our ELL's. ESL teachers are trained collaboratively with ELA teachers and work closely with the ELA department. In addition, they receive professional development from vendors of two highly regarded intervention products in use at I.S.93, Destination Math and TeenBiz. The second part of this assessment involves the hiring of a former ELL teacher at I.S. 93 to be an F-status ELL coach and ESL Coordinator. She has extensive QTEL training and 7 years of experience teaching ELL's and ensuring ESL/ELL compliance issues. She has had amazing success with her students who made proficiency in the NYSELAT. She coaches new and experienced teachers and delivered professional development to many faculty members who teach ELLs across content areas.

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?

Members of the ELA department (coaches and teachers) have created a teacher handbook and pacing calendar which are directly aligned with state standards. The handbook clearly outlines the necessary skills for each unit of instruction. Professional development focuses on showing teachers what good instruction looks like and providing them with the tools necessary to provide standards-based instruction. The expectations of what students should understand and be able to do are clearly articulated. Professional development sessions are documented (agendas, handouts and attendance lists) and kept on file in binders (in the ELA supervisor's office and the Principal's office).

While not addressed on the pacing calendar in a blanketed manner, the skills to be mastered and strategies to be utilized are addressed through our school DYO's. The DYO's provide teachers with specific evidence that brings to light the strengths and weaknesses of entire classes as well as individual students. Because the DYO's are based on the exact skills and strategies that appear on the State ELA exam, when teachers make instructional decisions based on DYO results, they are indeed addressing skills to be mastered and strategies to be utilized. In addition, we now incorporate a mechanics assessment DYO.

Our school completes author and genre studies on each grade level. Although the authors and genres may change, the work we do during each study increases in depth. The 7th grade nonfiction unit, for example, asks students to create a nonfiction picture book aimed at younger readers. As a result, our students have to identify as readers what is most important in their research. As writers, they add only the most important information to their books. Later on in the year, students examine another piece of nonfiction, an executive summary. This genre is not limited to only the most basic information. There is an increase in complexity and difficulty. In eighth grade, students complete a journalistic feature article in which they read articles that contain different tones and structures. When they are asked to use tone and variety in structure in their own feature articles, there is yet another marked increase in complexity. Our special program (SP) students create multiple pieces of writing for each genre. There is indeed depth in many areas, and in appropriate cases like our SP's, there is even greater depth.

Accountable talk is common practice in every classroom. Professional development is provided every year teaching teachers how to have accountable conversation in their classes. Some units of study (i.e. Journalistic Feature Article and Executive Summary) include interviews which require a high level of conversation. Presentations by individuals and groups are also common practices of the ELA classroom. Students learn to critique the work of others in a constructive and non-threatening manner.

Every unit of instruction culminates with a writing activity. Rubrics are provided for every culminating writing activity. Students have completed work folders and work in progress folders that document their writing progress. Students engage in writing activities daily in ELA classes (i.e. note taking, stop and jot). Students also serve as peer reviewers of each others' papers.

Our ELA teachers of ELL's and students with disabilities (SWD) are trained side by side with the general education teachers of ELA. They are also provided with additional materials to meet the needs of these populations. Classroom libraries for ELL's and SWD are leveled and age appropriate as well as culturally diverse.

Our struggling readers are programmed in Ramp-Up (a reading program). Currently, one sixth grade and one seventh grade class are involved. The program involves ten periods per week of scripted instruction designed specifically for students reading two to three levels below grade.

All teachers of ELL's, SWD and struggling readers use materials (i.e. DRA, DRA2, W.R.A.P.) for lower level performing students. Teachers use the data from these sources to plan for individualized and small group instruction. Accelerated Reader and Read 180 are also used for ELL's. Wilson Reading and Great Leaps are used for students with disabilities.

Our classroom libraries are replenished every year. Research is conducted by our coaches and teachers share their thoughts on necessary reading material. Students also have a voice in choosing appropriate books for the classroom.

Several factors dispel the report that there is a low quality of instruction of ELL's at I.S. 93. The first is that I.S. 93 meets or exceeds CR Part 154 mandates for ESL instruction for all ELL students. Another is that the professional development that the ESL teachers are in alignment with NYS Learning Standards as evidenced by the following:

- ✓ ESL teachers train side by side with ELA teachers during ELA professional development (focusing on the workshop model, differentiating instruction, accountable talk, and more).
- ✓ ESL teachers are QTEL trained or are undergoing QTEL training.
- ✓ I.S. 93 is a QTEL Model School.
- ✓ Other subject area teachers receive QTEL training to support ELL instruction and to improve instruction for all students.
- ✓ ELL students take the same DYO Periodic Assessments as other students. The DYO is in strict alignment with state standards,
  pacing calendars and units of study.
- ✓ ELA teachers of ELL's use the same America's Choice curriculum.
- ✓ ESL teachers are trained in the America's Choice curriculum.
- ✓ I.S. 93 ESL supervisors and ESL teachers attend nearly all OEL PD and communicate on a weekly basis with the Network, and the office of OELS.
- ✓ I.S. 93 conducts intervistation with other schools to observe their methods of ELL and Dual Language instruction.
- ✓ I.S.93 hosts Network ELL meetings and professional development.
- ✓ America's Choice curriculum and a Teaching Matters intervention for grades 6, 7, and 8 were translated into Spanish for use by ESL teachers for the Dual Language program.

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

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.

<u>Please respond to the following questions for Key Finding 1B:</u>

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

The supervisors of I.S. 93 maintain a record of all teachers who attend QTEL training. Since the registration for participation in OEL QTEL training is done through PROTRAXX, the I.S. 93 Technology Coordinator uses an administrative tool in PROTRAXX to provide annual reports (or monthly reports as needed) to the Principal. This facilitates the efficient scheduling and attendance of as many teachers as possible to be trained in QTEL. It is believed at I.S. 93 that QTEL concepts and techniques are a valued resource for not only ESL teachers but for all I.S. 93 teachers, and therefore, pending OEL grants and school funds, all teachers at I.S. 93 will receive QTEL professional development. I.S. 93 is already a QTEL model school.

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

☐ Applicable ☒ Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The school has a very strong alignment to the New York State Process and Content Strands for all grade levels. The school mathematics curriculum and pacing calendar clearly outlines the performance indicators that must be covered in order to prepare its students for the NYS Mathematics Assessments. The monthly pacing calendar has been developed, by grade, to ensure coverage of all necessary topics. The teachers use this pacing calendar as their guide to plan for daily instruction. The pacing calendar reflects the post-march performance indicators of 2008-2009 and the current September-April performance indicators as tested on the NYS Mathematics Assessment.

Three periodic assessments, also known as DYO's (Design Your Own assessments), were created to assess students' performance on the NYS Performance indicators. Each DYO has been created to assess a portion of the topics as outlined in the pacing calendar. The results of the DYO assessments are carefully analyzed by supervisors, teachers, and students to identify strengths and weaknesses by student, class and grade. Based on the identified deficiencies, individual student goals, teacher class goals and grade wide goals are established to address these weaknesses.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high

academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

The mechanism for determining the relevance of Key Finding 2A is primarily the daily walkthrough conducted by the principal and assistant principals. Data is collected regularly on student engagement, accountable talk, expectations, and rigor.

In order to further reinforce the institution of workshop model as opposed to direct instruction, teachers participate in common planning sessions, professional development, teacher meetings with the assistant principal and literacy coaches.

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

☐ Applicable ☒ Not Applicable

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

Daily supervisory walkthrough observations indicate that Key Finding 2A is not applicable to I.S. 93. These observations confirm that direct instruction (defined as the teacher explaining a concept, modeling a skill, reading to students, or guiding students in practicing a skill/concept) is the dominant instructional practice in ELA classrooms 90% of the time. Direct instruction occurs during the mini-lesson portion of the ELA workshop. The mini-lesson is followed by the work period, during which students complete an assigned task. Tasks can be independent, collaborative, and/or differentiated depending on the instructional objective as determined by the standards, curriculum, and periodic assessment results. This work period is observable 90% of the time in the ELA classroom. Whether during the mini-lesson, the work period, or the lesson's closing, high academically focused class time can be observed 85% of the time. While the level of student engagement varies at different points in any given lesson, random daily visits to classrooms do indicate that students are engaged and on task approximately 85% of the time. Examples of student engagement include students actively involved in a variety of tasks such as think-pair-share, turn & talk, independent reading, annotated bibliographies, participating in author studies, finding textual support for assertions, and writing in different genre.

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM[3]) 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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Regular classroom observations by supervisory staff and coaches, weekly departmental common planning meetings, and weekly instructional leadership team meetings are held to continually assess the school's instructional practices and the status of the implementation of technology in the mathematics classroom.

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

☐ Applicable ☒ Not Applicable

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

The school follows the workshop model which emphasizes the importance of cooperative learning and differentiated instruction in the classroom on a daily basis. Accountable talk is evident in the mathematics classroom as indicated by the students' use of grade

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

appropriate mathematics vocabulary. Students routinely engage in discussions that demonstrate the presence of rigorous and higher level thinking as outlined in the levels of Bloom's Taxonomy. The use of technology in the mathematic classroom is strong. Each classroom is equipped with a smart board and projector. All students and teachers have their own laptop for use on a daily basis. Teachers provide lessons using Microsoft Power Point and Smart Notebook Software. In addition, many teachers use E-chalk to post their lessons, resources, and maintain ongoing communication with parents regarding important dates and assignments. We have school licenses for various mathematics resources for our teachers and students. These include: Renaissance/Accelerated Math, Destination Math, Brain Pop, Study Island, and Tabula Digita.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY
In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The school's payroll secretary provided the Assistant Principal with a list of ALL teachers that have left the building over the past four years (2005-2006, 2006-2007, 2007-2008 and 2008-2009) along with the reasons that they left (e.g. retired, moved out of state, new position/new school, etc.). In addition, the AP analyzed the data along with the turnover data provided by the school's prior NYC report cards.

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?

Evidence supporting teacher turnover rates are high for the past five years:

Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Turnover Rate	16 %	16 %	10 %	14 %	9.5%

Reasons for leaving:	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Terminated (U-rating)		1	1	2	1
Lost license	1			1	
Promotion to (AP or Region)		1	1	2	1
New Position (teaching)	1	3	3	3	
Moved	2	1	1	1	4
Resigned	6	1	1		3
Retired	3	2	3	2	
Child Care Leave		1	1		
Medical			1		

Approximately 10 new teachers entered the building each year. Of the nine teachers that left, four of them moved out of state and one became an Assistant Principal.

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.

I.S. 93 will continue to hire teaching fellows that will stay at the school. We will continue our partnership with Queens College where student teachers and teacher observers can see our school first hand and want to stay as teachers. We will continue our relationship with the Leadership Academy (connections have provided us with good teachers). All resumes will remain on file. We will anticipate maternity leaves and hire additional staff prior so that classes remain covered.

I.S. 93 will continue to provide its teachers with a high level of support that enables them to be successful educators.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

<u>Please respond to the following questions for Key Finding 4:</u>

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The supervisors of I.S. 93 maintain a record of all teachers who attend QTEL training. Since the registration for participation in OEL QTEL training is done through PROTRAXX, the I.S. 93 Technology Coordinator uses an administrative tool in PROTRAXX to provide annual reports (or monthly reports as needed) to the Principal. This facilitates the efficient scheduling and attendance of as many teachers as possible to be trained in QTEL. It is believed at I.S. 93 that QTEL concepts and techniques are a valued resource for not only ESL teachers but for all I.S. 93 teachers, and therefore, pending OEL grants and school funds, all teachers at I.S. 93 will receive QTEL professional development. I.S. 93 is already a QTEL model school.

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

☐ Applicable ☒ Not Applicable

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

The evidence to dispel the Key Finding 4 is that I.S. 93 has purchased, at great expense in the last three years, not only QTEL professional development for the staff, but has purchased extensive consultation services from QTEL. This relationship has brought their developers into our school for two or three days at a time to observe teachers, train our teachers to be trainers, to give focused reports of observation about the leadership vision, resources and assets and most importantly, classroom instruction. We plan to continue this close relationship with QTEL for the 2009-2010 school year.

As stated in the response 4.1, I.S. 93 uses a spreadsheet to keep track of QTEL participants. So many of our teachers participate in QTEL training that it is necessary to study what courses are taken and by whom. QTEL teaches much more than "Building the Base." Many of our teachers attend the secondary levels of QTEL that give additional training for curriculum support and subject specific QTEL such as ELA and Mathematics. Again, QTEL training for *every* Office of English Language QTEL course is planned for participation by our staff (pending grant awards). Once again, many teachers are new to teaching ELLs and will need to be QTEL trained. These new teachers will be added to the QTEL spreadsheet so that we can ensure their participation in the PD.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

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

Please respond to the following questions for Key Finding 5:

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

The intense study of data of all students at I.S. 93 continues to be a high priority. The Assistant Principal responsible for ELL compliance works closely with the school's data specialist and merges ELA, math and NYSESLAT scores for the purpose of sharing with ESL and subject teachers of ELLs. A spreadsheet is shared with all teachers of ELL's during professional development and on demand. The data is used to determine placement of students, the development and purchasing of native language libraries and computer-based interventions for ELL's. As noted in previous Quality Reviews, the school has outstanding practices at looking at data and will continue to refine these efforts. The school has had success winning grants to support the ELLs, and continues to seek grant funding to assist in the deeper study of ELLs, to provide extensive professional development to the teachers of ELLs and former ELLs who are SIFE(Students with Interrupted Formal Education), LTEs(Long Term ELLs- >6 years of ELL service) and ELLs with IEPs. The professional development includes professional book study, ELL-specific inquiry teams, and instructional workshops. These grants also fund interclass visitations and interschool visitation in order for ESL teachers and subject teachers of ELLs to observe best instructional practices of ELLs.

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

☐ Applicable ☒ Not Applicable

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

The evidence to dispel the Key Finding 5 for I.S. 93 is formidable. The supervisory cabinet, Academic Intervention Teams, the Inquiry Team, and every classroom teacher *and every student*, is involved with looking at student performance data, setting goals and re-evaluating progress at I.S. 93. The Quality Review acknowledged the schools existing skills at looking at data and deeply rooted desire to improve student performance by the use of data and therefore the use of differentiated instruction. Listed below is evidence that testing data and monitoring of English Language Learners is used by teachers of ELLs at I.S. 93:

- ✓ The school opted to create DYO Periodic Assessments as an Empowerment School two years ago for ELA and Math. This process produces 5 exams in each subject for each grade given at strategic times throughout the year to inform instruction. The school has built capacity by adding DYOs for grades 6, 7, and 8 for Science and for grades 7, and 8 for Social Studies. ELL students take the same DYOs in ELA, Math, Science and SS.
- ✓ ELA/ESL teachers of ELL's use WRAP, DRA, NYSESLAT proficiency levels and NYS test data (when applicable) to plan instruction.
- ✓ All teachers of ELLs are provided with RYOS (Years of Service), SIFE and NYSESLAT information and scores.

- ✓ Software interventions used by teachers of ELLs such as Read180, QuickReads, RosettaStone, Destination Math and Tabula Digita are data driven.
- ✓ Title III and SES intervention programs, curriculum and classes are planned based on NYSESLAT proficiency levels.
- ✓ The ELL department sets school-wide instructional goals aligned with the PPR based on grade level goals.
- ✓ The teachers facilitate the setting of interim goals of each ELL student based on DYO or other data.
- ✓ The ELL Academy Academic Team uses data to study and guide intervention services for all ELLs with performance level scores of 1 or 2 on either the NYS Math and/or ELA exams.
- ✓ The participation of each ELL student in a Title III, SES or other before/after or Saturday program is monitored. When attendance or nonparticipation is discovered, the student is counseled to participate or to begin a program.

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

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.

<u>Please respond to the following questions for Key Finding 6:</u>

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

In the summer of 2008, in response to chapter 408, members of the I.S. 93 IEP Team developed the following IEP Distribution Plan:

1. IEP Pro, the IEP program will be down loaded on one repository computer located in room 301.
2. Teachers of SWD will initiate IEP annual reviews for 2008-2009 entering data on the repository computer. When necessary, documents may be copied to a flash drive for additional review.
3. All related service providers will then add additional information as needed (in accordance with IEP mandates).
4. Upon completion, IEP's will be made available via Adobe Reader (as read only) via electronic distribution – to collaborating teachers and paraprofessionals.
5. Email transaction records will suffice as evidence of receipt.
6. In compliance with annual reviews currently in effect, copies will also be distributed to necessary staff.
7. Teachers will sign a record of receipt. (The signed record will be on file in Rm. 252)

Additionally, IS 93 has been selected to participate in a technology based IEP writing program that would allow teachers to write, read and update annual review documents. A representative from the technology firm creating the program came to IS 93 in June 09 to have evaluate special education teacher's, collaborating teachers laptops, desktops and office computer for compatibility with the program. We excitedly await the next phase of implementation scheduled for October 09, when key members of the assessment team will begin professional development in the use of the program.

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

☐ Applicable ☒ Not Applicable

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

Teachers and/or administrators not responsible for compliance for special education are provided the opportunity to become familiar with the IEP plan through a workshop and on-going conferencing with IEP liaison and the Assistant Principal responsible for compliance issues. Every year professional development in the area of behavior modification is offered both within and outside the school (through the ISC Network and collaborating Universities). All new teachers attend a discipline workshop and all veteran teachers exhibiting difficulty with classroom management are encouraged to attend.

Teachers of special education participate in all departmental professional development along with teachers of general education. Our students with disabilities have met safe harbor the past three years in a row. All teachers are aware of all students' IEP information with our new 408 Distribution Plan. Beginning in September 2008, general education teachers of SWD have created a unified behavior modification plan.

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

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)
Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

<u>Please respond to the following questions for Key Finding 7:</u>

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Spring and fall IEP reviews of incoming students are conducted by our IEP Team.

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

☒ Applicable ☐ Not Applicable

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

Beginning in the spring, articulation meetings are conducted with the IEP Team and our feeder schools. At these meetings, IEP files are reviewed for outdated information and missing documentation. Only accurate, up to date IEP files are eligible for transfer. However, triennials and initial reviews processed over the summer months tend to be received later in the fall and have inaccurate CAP indicators. Behavioral concerns are flagged at these articulation meetings and successful behavior modification plans are reviewed. Once attending IS 93, our self contained classes participate in behavior modification point reward systems. Classroom environments reflect the rituals and routines of the America's Choice design model of collaborative grouping, and differentiated instructional activities, reflective of student needs and IEP goals. To date our SWD have successfully met adequate yearly progress, and or safe harbor on the state ELA, math and Science assessments.

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

I.S. 93 will participate in professional development with special education administrators in the ISC offered on Protraxx. In-house PD on accurate IEP compliance issues will also be addressed. In the Spring of 2009, assessment team members participated in the Standard operating Procedures Manual usage. The IEP teacher assigned also works with new staff to train on accurate IEP completion. A monthly annual review list has also been implemented in the fall of 09 to remain/remind teachers of compliance issues.

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 there are five students in temporary housing that attend I.S. 93.

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

   A school employee (social worker) has been assigned as a liaison between the student and the school. These students are afforded a metrocard and/or transportation to and from school. Uniform shirts are provided to the student (if necessary). The liaison will periodically review the students' academic records and meet with the students to ensure that they are achieving academically and/or getting the assistance they need to do so. The guidance counselor will also meet periodically with the student. Students not meeting state standards are assigned to the Extended Day Program (Monday through Thursday from 2:20 p.m. until 2:57.5 p.m.).

   Each student is given a backpack filled with necessary school supplies (i.e. pencils, notebooks, ruler, etc.). When necessary, school supplies are replenished throughout the year.

   I.S. 93 also provides needed funds for school events (i.e. school dances, prom fees, trips, graduation fees).

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.