



M.S. 137 AMERICA'S SCHOOL OF HEROES

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: M.S. 137 AMERICA'S SCHOOL OF HEROES
ADDRESS: 109-15 98 STREET, QUEENS, NY, 11417
TELEPHONE: 718-659-0471
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 27Q137 **SCHOOL NAME:** M.S. 137 America's School of Heroes

SCHOOL ADDRESS: 109-15 98 STREET, QUEENS, NY, 11417

SCHOOL TELEPHONE: 718-659-0471 **FAX:** 718-659-4594

SCHOOL CONTACT PERSON: Laura Mastrogiovanni **EMAIL ADDRESS:** lmastro2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Brian Iken and Belinda Schwach

PRINCIPAL: Laura Mastrogiovanni

UFT CHAPTER LEADER: Matthew Goodman

PARENTS' ASSOCIATION PRESIDENT: Marisabel Ruperto

STUDENT REPRESENTATIVE: N/A
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 27 **SSO NAME:** Knowledge Network Learning Support Organization

SSO NETWORK LEADER: D'Onofrio, Maureen

SUPERINTENDENT Michele Lloyd-Bey

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/RulesPolicies/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
Laura Mastrogiovanni	Principal	Comments: yes approved
Brian Iken	UFT Member	Comments: yes approved
Michael Potwardski	UFT Member	Comments: yes approved
Matthew Goodman	UFT Chapter Leader	Comments: yes approved
Belinda Schwach	UFT Member	Comments: yes approved
Ellen Kaminsky	UFT Member	Comments: yes approved
Marisabel Ruperto	Parent	Comments: yes approved
Lydia Perez	Parent	Comments: yes approved
Donna Ayala	Parent	Comments: yes approved

*** 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.

M.S. 137, America's School of Heroes, is a large, diverse, urban middle school in its eighth year. We are located in Ozone Park, Queens. Our mission at America's School of Heroes is to provide every student with the support to grow emotionally, intellectually and socially into a contributing member of society.

All of our teachers are dedicated professionals that work together to ensure that students receive the best education possible. Each learner is treated as an individual, and teachers strive to facilitate differentiated instruction so that all students work to their full potential. Since each child has unique talents and abilities, we feel that this allows us to create a more complete educational experience for all the students in our building.

The principal, assistant principals, coaches and teachers have a clear vision for the school's development and have effective systems in place to monitor all aspects of their work. One area we are particularly proud of is our teacher resource center. It contains all the resources and information our staff needs to plan and deliver professional development activities. Teachers have the opportunity to take part in departmental professional development and work with their core groups to analyze data and plan.

At M.S. 137 we strive to educate the whole child, and we feel that students who participate in extra curricular activities learn better. This year we are thrilled to be recipients of a Twenty-First Century Grant, which allows us to provide various after school opportunities for our students. We offer basketball, soccer, and flag football. Students can also participate in the Boys and Girls Club (homework help and recreation), boys and girls leadership forums and the Urban Arts Videography Program. Our students also participate in Think Quest, a citywide technological competition and have the opportunity to participate in the school musical.

Here at America's School of Heroes, we feel that it is important to prepare our students not only for their high school experience, but also for college and beyond. It is our goal to encourage and empower our kids to take greater ownership and responsibility for their own education. We want to instill in them the idea that learning does not end when they pass through our doors and leave our building, but continues with them throughout their lives.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	M.S. 137 America's School of Heroes						
District:	27	DBN:	27Q137	School BEDS Code:	342700010137		
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		92.8 / 5.3	92.1	93.7
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		93.6	93.5	93.1
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		67.2	67.0	71.6
Grade 6	542	540	561	Students in Temporary Housing - Total Number:			
Grade 7	674	634	638	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	648	672	652		5	1	10
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	1	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		39	34	43
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	4	3	5	(As of October 31)	2006-07	2007-08	2008-09
Total	1868	1850	1856				
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	56	57	68	Principal Suspensions	29	65	88
# in Collaborative Team Teaching (CTT) Classes	13	27	29	Superintendent Suspensions	18	17	27
Number all others	94	90	98	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	N/A	0
(As of October 31)	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# receiving ESL services only	142	120	151	Number of Teachers	104	122	125

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	5	11	9	Number of Administrators and Other Professionals	10	19	16
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	8	8
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)				% fully licensed & permanently assigned to this school	100.0	100.0	100.0
	4	4	8	% more than 2 years teaching in this school	75.0	68.9	73.6
				% more than 5 years teaching anywhere	29.8	45.1	59.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	86.0	79.0	85.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.0	99.0	98.1
American Indian or Alaska Native	0.0	0.5	0.2				
Black or African American	10.4	9.7	8.5				
Hispanic or Latino	33.9	34.0	34.4				
Asian or Native Hawaiian/Other Pacific Isl.	51.2	52.3	53.7				
White	4.4	3.6	3.0				
Male	51.3	50.8	51.3				
Female	48.7	49.2	48.7				
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 ____						
	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:	CA			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		√	√	√			
Limited English Proficient		√SH	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		8	8	7	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:	86.5			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	7.6			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	22			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	47.1						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	9.8						

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?

Based on the Progress Reports from the last two years, we have noticed an improvement in our ELL population. We earned additional credit in the area of ELA for our ELLs. Our exemplary gains were 20.5%. We also received additional credit for our ELLs in mathematics as a result of accomplishing exemplary proficiency gains of 32.1%. We continue to strive for excellence with our ELLs, and all ELLs are currently being tracked according to their proficiency level. We use a pull-out ESL model.

We are proud of our accomplishments at M.S.137. One of our greatest accomplishments has been the decrease in levels 1's and 2's, as well as, the increase in level 3's for ELA and level 3's and 4's for mathematics. We believe this is a result of meeting individual needs of students by creating special classes that receive academic intervention services, including the expansion of our successful Wilson reading program. We offer Wilson reading intervention classes to our students who are far below grade level in reading. We offer enrichment classes and regents classes to approximately 230 students performing at or above grade level, as well as, academic intervention support services and specialized classes to meet the needs of the at-risk students.

Our entire building has internet access. Many teachers have configured their personal laptops for the Internet and are using them for administrative and instructional technology, such as Acuity and ARIS. At M.S. 137, we believe in the continued integration of technology within our curriculum and instructional efforts. It is our understanding of the ubiquity of technology within the professional and academic pursuits that stimulate our ambition for further enhancing our technology program with new hardware, software and integration ideas. In addition to the numerous grants awarded to M.S. 137, a clear recognition of our outstanding success with technology integration, the success of the instructional technology program at M.S. 137 can be measured by the numerous awards and accolades we have been awarded by citywide, borough and regional technology competitions. In 2007, M.S. 137 was awarded third place, middle school division, for its student created entry in the citywide Think Quest competition. In 2008, M.S. 137 was awarded 15 outstanding website awards among hundreds of citywide entrants in the New York City Think Quest competition. In 2008, M.S. 137 received third place and honorable mention for our entries in the NBC Universal Digital Media Competition. In 2009, our students continued to strive for excellence in technology and won the Think Quest Religious Tolerance Award and the Founders Award. All of our entries received honorable mentions.

Our state of the art library is filled with resources and novels of different genres for all our students and staff to access. The library is accessible to our students to research using our vast variety of books and computers to work on projects. Our library specialist collaborates with classroom teachers to plan lessons that lead to inquiry-based instruction which address curriculum needs and

integrates the teaching of information literacy inquiry skills. Lessons are created for different strategies in the context of the students assignments. These lessons include research skills such as evaluating materials to determine their accuracy, availability, relevance, suitability, authority, reliability and bias. Our students are trained on how to evaluate websites and check the criteria to determine if they are appropriate to be used for research.

M.S. 137 offers a comprehensive art program which encourages students to take part in many contests that offer opportunities for students. Citywide competitions have recognized our students with various awards. We follow the NYC Blueprint for the Arts. Our art program is a vehicle for our students to make judgments, formulate values and exercise their curiosity. We want to instill in our children that art is the venue for experimenting in the construction of new relationships between inner and outer realities. We are proud of our dedication to the belief that arts education is an integral part of the development of each child's personal vision and voice. We encourage our graduating students to keep in contact with us, so that we may track their continued successes as well as their accomplishments to serve as role models for our current students wishing to pursue careers in the arts.

Another one of our major accomplishments is using data to plan school wide programming to create classes for enrichment and academic intervention services. We use a variety of data and resources to plan each class. Last year we created articulation cards that assess the students' performance throughout the year. Through our articulation process we confer with each individual teacher so we can identify students who have particular needs. This process includes hard data, but also allows for teacher assessment. Performance in class is reviewed and used in determining placement for maximum academic success. Teachers have access to Acuity and are trained in how to analyze the data and use it to set individual goals for their students. Acuity allows us to use these no stakes assessments to help prepare our students for the state tests. School wide data is looked at to determine what professional development is needed to fill in the gaps in our students thinking and help them progress. This year teachers also have access to ARIS. ARIS allows teachers to look at a student's entire biographical and exam history. Teachers of all disciplines find it helpful to get a clear overall picture of their students.

We feel that one of the largest barriers to our school's continuous improvement is the lack of time for professional development. Teacher's need more time within the school day to analyze data so it can be used to our greatest advantage, preferably at a monthly professional development workshop. Another barrier is the physical constraints within our building. The lack of space to accommodate our programs is a major challenge in our increasingly overcrowded school. A third barrier we face is the ever-growing use of technology in the world. While we are proud of the accomplishments we have made in this area within our building, the quick pace at which advances in technology occur is often difficult for us to keep up with. A fourth and very significant barrier to our continuous improvement is parent involvement. In a school of almost 2000 students, we would like to have more parent involvement. Each year, we try various methods for gaining support from our parent community in collaboration with our P.T.A. and our parent coordinator.

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 (SINI/SRAP/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.

Annual Goal	Short Description
60% of grade 6 students will demonstrate proficiency in writing as measured by the school-wide standards based writing rubric by June 2010.	Improving student writing in Grade 6 as measured by our school wide 6 trait rubric.
60% of our ELLs will move at least two Fountas and Pinnell levels as measured by the 6-9 Quick Reading Assessment from the Teacher's College Reading and Writing Project from September 2009 to June 2010.	To increase the level of reading accuracy and comprehension for our ELL population.
50% of our students with disabilities will reach proficiency as measured by science benchmark exams from September 2009 to June 2010. Proficiency is defined as a score of 70%.	To improve science skills for our grade 7 students with disabilities.

SECTION VI: ACTION PLAN

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

**Subject Area
(where relevant) :** _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>60% of grade 6 students will demonstrate proficiency in writing as measured by the school-wide standards based writing rubric by June 2010.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Collaborative development of standards-based writing rubric as a result of September writing inventory/assessment Write Source/Source Book and Day Book by Great Source will be utilized as a primary resource to develop “writing” lesson plans. Observations will be focused on the writing process and tiered writing lessons. Snapshots will be conducted regularly during the writing block. Common preparation for Tuning Protocol and CAS –Collaborative Assessment Conferencing – Teachers will be given the opportunity periodically to examine student work samples and use feedback to differentiate the instruction to meet the individualized needs of students in writing. ELA teachers will intervisit the literacy coach modeling writing lesson plans. ELA teachers will identify and track at-risk students in writing and develop an inquiry team for those students. Professional development will be based on the needs of the students using student work and teacher/student conferencing as data. A PD consultant from an outside organization (Brienza Academic Advantage) will provide writing curriculum supporting NYS standards to ELA teachers. Benchmarking – Proficient writing of different genres will be displayed in ELA classrooms to support students with model pieces and to promote a print-rich community.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Observations and snapshots. Writing folders and portfolios. Teacher conference notes will reflect student goals and progress. Exemplary lesson plan samples. Bulletin Boards demonstrating student work meeting and exceeding standards in Grade 6. Shared feedback from tuning protocol and collaborative assessment conferencing. Excel spreadsheet of Grade 6 classes identifying at least 60% of students demonstrating proficiency from September 2009 – June 2010. Study Group agendas.</p>

**Subject Area
(where relevant) :** _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>60% of our ELLs will move at least two Fountas and Pinnell levels as measured by the 6-9 Quick Reading Assessment from the Teacher's College Reading and Writing Project from September 2009 to June 2010.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Administer the Slosson Oral Reading Test in September to identify students' decoding level to choose appropriate level of text to begin Fountas and Pinnell Reading Inventory. Administer the Fountas and Pinnell Inventory 3x per year. Create an Excel spreadsheet identifying ELL students to track growth periodically using data from Fountas and Pinnell Inventory. ELL/ELA teachers articulate during common planning time to review and assess student data to drive instruction. F-Status literacy teacher will provide additional instructional support to our ELL population. AIS will be provided using the push-in/pull-out model. Professional development for teachers to implement effective strategies and techniques for LEP students based on analysis of periodic assessments and teacher/student conferencing. Content area teachers of ELL's mainstreamed will be provided with PD to support the needs of our LEP students. Tracking program was created for our ELL students to be serviced by ESL teachers based on their proficiency levels, i.e., beginner, intermediate, advanced. Instructional materials to support varying level of ELL proficiency to differentiate instruction. Study Groups by administration to provide curriculum support to promote best practices. PTA and ELL parent meetings will provide information to all stakeholders about goals to build a positive learning community</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title III LEP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Informal and Formal Observations. Snapshots and walk-throughs. Interim Assessments – ITA, Predictive, Acuity Supplemental ELL periodic assessments, teacher-made tests, and report cards Student homework, student reading logs and responses. Excel spreadsheet indicating growth of ELL students on Fountas and Pinnell scale from September 2009 to June 2010. Lesson plans that promote fluency as well as comprehension. Study Group agendas. Exemplary lesson plan samples. Data inquiry findings. Teacher conference notes will reflect student goals and progress.</p>

**Subject Area
(where relevant) :**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>50% of our students with disabilities will reach proficiency as measured by science benchmark exams from September 2009 to June 2010. Proficiency is defined as a score of 70%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Science teachers will create goals for special education students and classes based on student IEP's to meet academic needs. Common planning time for special education and science teachers will support collaboration and articulation of student's data to track progress. Provide professional development for special education and CTT teachers to support effective instructional practices. Study groups by administration to promote best practices and establish criteria for unit tests, in addition to supporting curriculum needs. Sample model lesson plans will be provided for teachers to differentiate instruction and facilitate the process of creating lesson plans to promote effective instructional practices in the classroom. Science teachers will create an inquiry team for targeted students to analyze and implement focused scaffolded strategies based on student needs. Implement activities in the science classroom to increase academic vocabulary.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Fair Student Funding, TL Stabilization</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Science portfolios and bulletin boards. Unit test results documented on an Excel spreadsheet tracking student progress of grade 7 Special Needs students. Formal and informal observations Snapshots and walk-throughs. Lab Results/ Reports Exemplary lesson plans reflecting differentiation of instruction and best teaching practices. Study Group agendas. Data inquiry findings. Teacher conference notes will reflect student goals and progress.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	118	118	118	118	100	30	10	15
7	138	138	138	138	100	30	10	15
8	144	144	144	144	100	30	10	15
9								
10								
11								
12								

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

- o 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.
- o 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.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Our ELL students are tracked in classes according to their proficiency level cross grades. We use a ESL pull out model. ELL learners are serviced by NYS Certified ESL teachers, and receive content instruction from teachers certified in those content areas. The ESL students are supported with the Achieve 3000 interactive literacy program. We have a specialized Wilson class in grades 6, 7 and 8, as well as a Wilson pull-out program during the school day. In the sixth grade, one class was created with a low teacher-student ratio to support the identified AIS students for more individualized instruction. We provide after school academic support programs for our students for ELA on Tuesdays and Thursdays, and we provide ESL instruction after school on Mondays and Wednesdays. We provide one on one tutoring for certain students from our Learning Leaders.</p>
<p>Mathematics:</p>	<p>AIS students are identified and tracked according to their NYS math results. Teachers differentiate instruction and target those students in need using tiered lessons, manipulatives and small group instruction.</p>
<p>Science:</p>	<p>Students in need are identified according to assessments. Students get small group tutoring during the school day from their teacher, the school librarian, and/or UFT teacher center support. In grade 8, we offered one-to-one tutorial assistance for promotional exit projects. Teachers volunteer to give students support during their prep periods.</p>
<p>Social Studies:</p>	<p>Students get small group tutoring during the school day from their teacher, the school librarian, and/or UFT teacher center support. In grade 8, we offered one-to-one tutorial assistance for promotional exit projects. A special class was designed to strengthen the students' ability in analyzing and evaluating Document Based Questions.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Guidance counselors meet one-on-one or in small groups with identified students. Students are offered to participate in our Peer Leadership program.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>School Psychologist implements IEP mandated one-on-one SBST counseling.</p>

At-risk Services Provided by the Social Worker:	The school social worker meets one-on -one or in small groups with identified students.
At-risk Health-related Services:	Identified students receive services mandated by their IEP.

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.



America's School of Heroes

Middle School 137

109-15 98th Street, Ozone Park, N.Y. 11417

Tel: 1-718-659-0471 Fax: 1-718-659-4594

Laura Mastrogiovanni, Principal

Assistant Principals:

Mark A. Main • Elizabeth Orsini-Fox • C. Lorri Ellis • Zoanne Wilkins

LAP PLAN

School Year 2009-2010

MS 137, America's School of Heroes Language Allocation Policy Team is made up of the following members:

Laura Mastrogiovanni, Principal
Elizabeth D. Orsini- Fox, Assistant Principal
Lois Avellino-Bruno, Parent Coordinator
Moraima Mojica – Parent - PTA Co-President
Belinda Schwach – Literacy Coach
Elaine Kelly – Math Staff Developer
Manal Moussa – ESL Teacher
Dina Marone – Testing Coordinator/Data Inquiry Team
Diane Marzigliano-Hines – Literacy F-Status Teacher
Grace Sullivan – Special Education F-Status Teacher

Demographics

M.S. 137 services 165 identified mandated ELL students, which is 9% of our total student population (1,935).

ELL Identification Process

Parents/Guardians are assisted in completing the home language survey. Our **three** certified, highly qualified ESL teachers (Ms. Manal Moussa, Ms. Carmen Salva, Mr. Michael Roll) conduct the initial screening when we have a new admit at MS 137. During the interview, Spanish, Punjabi, and Arabic translators are available to assist parents. Based on this information and an exam history check, newly enrolled students are administered the LAB-R. If students are already identified as ESL, then we use their NYSESLAT levels, NYS ELA and Math test scores, and other data from ARIS to place the students accordingly into an identified ESL class. We determine the students' strengths and weaknesses from an item skills analysis report and from the components of the NYSESLAT and set goals for these students.

The school has implemented a pull out ESL program for the 2009-2010 school year . To address the needs of our students, they are placed in homogenous classes by language proficiency level. There are 165 ELL students placed in these classes. There are 43 in Grade 6, 61 in Grade 7, and 61 in Grade 8. Out of the 165 ELL students, 34 are also identified as SIFE (Students with Interrupted Formal Education), 57 are identified as Newcomers, and 78 are identified as Long-Term ELLs. We have 30 ELL students who have been receiving services for 4-6 years. We also have 33 ELL students who are also identified as Special Education. Out of the 106 Spanish speaking students, 29 students are as Newcomers, 15 are identified as receiving 4-6 years of service, and 62 are identified as Long- Term ELLs. Out of the 34 Punjabi speaking students, 15 are identified as Newcomers, 7 identified as receiving 4-6 years of service, and 12 identified as Long-Term ELLs. Out of 14 Arabic speaking students, 7 are identified as Newcomers, 3 identified as receiving 4-6 years of service, and 4 identified as Long-Term Ells. Out of the 5 Bengali speaking students, 3 are identified as Newcomers, and 2 identified as receiving 4-6 years of service. Out of the 4 Urdu speaking students, 1 is identified as a Newcomer, and 3 are identified as receiving 4-6 years of service. The one student who speaks Hindi and The other one who speaks Dutch are identified as Newcomers.

Parents of these 165 identified ELL students are provided with two orientation workshops in the fall and in the spring semesters. During these workshops parents are provided with information on general teaching prototypes and the school's English Language instruction. Entitlement letters are translated into different languages and given to the ELL parents prior to the parent orientation meeting. At the meeting, parents receive program selection forms in the language of their choice, and can be assisted in filling out these forms by our staff. Parents also have the option of taking the forms home returning them the next day. Returned forms are stored and maintained in files by the ESL teachers. Approximately ninety-eight percent of the parents that attend the orientation workshops and request ESL services in place of Bilingual or Dual Language programs opt for self-contained ESL instruction for their children. Parent choice is honored and students are placed in our ESL program accordingly. The remaining parents are given the option of attending other schools where their program of choice is offered. They are advised and assisted in the appropriate procedure to transfer their child. Every year our certified ESL teachers, Manal Moussa, Carmen Salva and Michael Roll administer the four components of the NYSESLAT test to evaluate the ELL students. Special testing locations and testing modifications are provided according to state and IEP mandates.

Programming and Scheduling Information

All ELL students receive ESL services in a pull-out program. In addition they receive 5 periods per week of ELA instruction from a certified Common Branches, Language Arts or Special Education teacher, in their grade level class.

The CR Part 154 instructional unit requirement for ELLs mandates that beginning ELLs receive 360 minutes of instruction per week. Intermediate ELLs must receive 360 minutes per week. Advanced ELLs must receive 180 minutes per week. We are in

compliance with these requirements. In fact, all ELL students receive 8 periods per week of ESL instruction, which is more than the required number of minutes for our advanced students. Each ESL group travels together 1-2 periods a day to their designated ESL class. Our newcomers, beginners and intermediate students are provided with *at least 360 minutes* of ESL instruction and our advanced and proficient students are provided with *at least 180 minutes* of ESL instruction a week.

Students are heterogeneously grouped in the appropriate grade level in all content area classes. Two classes are created for each grade level for easy tracking of our ELL population. The school implements the New York State ESL Standards in students' academic language development program and regular content area classes. The ESL Standards specifically address listening, speaking, reading and writing in English for information and understanding, expression, critical analysis and evaluation, social interaction, knowledge and understanding. Furthermore, scaffolding strategies are utilized following the *Walqui* model in our ESL lessons and content area lessons. Modeling, bridging, contextualization, schema building, text re-presentation and metacognition are the six types of scaffolding that we implement from *Walqui's* model.

Instructional Plans

In our ELL self-contained classes, teachers use visual stimuli, flexible groupings and a hands-on approach to make the content comprehensible for our ELL students. In Social Studies, the teachers utilize the Access History books which are modified to allow ELLs to access content on an appropriate level. In Math, manipulatives and hands-on activities are used. We offer extended day program, after school programs, and AIS program for all our ELL students.

Students who reached proficiency level on the NYSESLAT are enrolled in a transitional program. The program stresses vocabulary development and fluency. Teachers use various strategies to develop the students' critical thinking and comprehension skills, using fiction and non fiction reading selections. They practice different writing genres, such as personal narrative, fictional narrative, persuasive writing, and poetry. Students continue to receive all testing modifications. They receive extended time during testing. During state ELA tests, they will get third reading of the listening selection. After school programs are offered to our transitional students to support and reinforce their reading and writing skills.

For next year we would like to make some improvements. We have found that interactive technology programs enhance learning for our ELLs. We would like to increase the programs that are used, and we would like to have a laptop for every ELL student. Next year we are planning to discontinue the practice of placing students in mixed grade proficiency groups. Instead, we plan to service them in grade level proficiency groups. For this to occur, we will need to hire an additional highly qualified, certified ESL teacher.

Instructional plans for SIFE, long-term ELLs, Newcomers, and alternative placement of Special Education ELLs will adhere to the current NYS/NYC academic curriculum with the following additions:

- SIFE – First these students are tracked and placed in classes receiving extra AIS support with a lower teacher to student ratio. They see the reading specialist to take part in the reading Wilson program. They are grouped according to their decoding ability. This program helps students to fluently and accurately decode and encode. It focuses on their reading and spelling. Students are encouraged to attend the extended day morning program and ESL after school program.
 - *Cooperative learning*: struggling learners will be paired with advanced learners in an effort to supplement their instructional achievement gaps.
 - *Activating prior knowledge*: integrating skills and prior goals from IEPs in order to build on and address new skills.
 - *Visual prompting*: using graphics and pictures to aid in comprehension and understanding of content.
 - *Role-playing*: students perform for one another and the experience can give them the confidence as well as boost their language prowess.
 - *Reader's Theatre*: gives students the chance to practice and develop positive attitudes toward reading.
 - *Assisted Reading*: supportive “side-by-side” activity in which the teacher and student read aloud simultaneously from the same materials (aka Neurological Impress). Immediate feedback on academic language is provided, with an ultimate goal of fluent, silent reading.
 - *Native Language Instruction*: allow students to reflect and communicate in their native language and then translate for teachers to assess content acquisition.

4-6 Year ELLs

The school will continue to implement the New York State ESL Standards in students' academic language development program and regular content area classes. The ESL Standards specifically address listening, speaking, reading and writing in English for information and understanding, expression, critical analysis and evaluation, social interaction, knowledge and understanding. Furthermore, scaffolding strategies are utilized following the *Walqui* model in our ESL lessons and content area lessons. Modeling, bridging, contextualization, schema building, text re-presentation and metacognition are the six types of scaffolding that we implement from *Walqui's* model.

- Long term ELLs – Receive testing accommodations and specific instruction to NYSESLAT modalities that are hindering them from passing the NYSESLAT. Test sophistication strategies are reinforced daily.
 - *Cooperative learning*: students will be grouped heterogeneously in order to provide them with leadership and learning opportunities, depending on the student level in the group.

- *Reciprocal teaching*: questioning, clarifying, predicting and summarizing are modeled to students and they are then encouraged to implement these comprehension strategies on their own, while reinforcing their decoding skills.
 - *Question Answer Relationship*: provides students the opportunity to relate material in the text to their background knowledge.
 - *Elaboration strategies*: engage students in thinking and reasoning strategies that they have been exposed to previously and are expected to master.
 - *Real-world relevance and application*: students will be coached to use problem solving and reasoning to relate actual experiences to academic learning.
 - *Self-management of learning*: provide motivation, tools, and skills to improve students' abilities to manage their learning needs.
- Newcomers – Students are tracked as newcomers for 3 years and receive testing accommodations specific to their admit date. Before the beginning of the school, materials and programs are in place to differentiate instructions and better assist newly enrolled ELL students.
 - *Assessment of level*: LAB-R exam is given, as well as benchmark, diagnostic content exams in order to assess English Language proficiency levels and content specific grade levels. These results are conducive to the specific instructional plan created for the students.
 - *Cooperative learning*: students will be grouped with others who are familiar with the specific native language and have a higher proficiency level in English. This will allow students to communicate in their native language while helping them to learn social language, and then transition into academic language.
 - *Audio/Visual center*: use of media to integrate curriculum in all academic areas. This gives the students visual context clues and aids, while reinforcing their listening skills.
 - *Visual prompting*: teachers use teacher-student created visual aids, such as charts, pictures, graphical representations, creating a print-rich environment, provide students with alternative and supportive ways of content comprehension.

Native Language Instruction: allow students to reflect and communicate in their native language and then translate for teachers to assess content acquisition.
 - Special Education ELLs – Students are supported with the Wilson Reading Program. All special Education teachers are trained in Wilson to offer this support. Students receive proper testing accommodations.
 - *Individual Educational Plan (IEP)*: students identified as special needs will receive ESL services as mandated by their IEP.
 - *ESL mandated short and long term goals*: ESL goals are aligned with NYS ELA, ESL standards and the LAP.

- Transitional ELLs – Proficient students are enrolled in a transitional program which stresses vocabulary development and fluency. They are also supported by the reading specialist. Focusing on both fiction and nonfiction reading selections, various strategies are used to develop critical thinking and comprehension skills. In addition, the program reinforces writing skills. They practice different writing genres, such as personal narrative, fictional narrative, persuasive essays and poetry.
 - *Academic support:* Aligned with classroom content curricula
 - *Transition:* Use ESL teachers pushing into identified, non-ESL designated classes to provide transitional services to decertified students.

Proficient students receive ongoing support. They are receiving their entitled testing accommodations. Additionally, during the state ELA test they receive a third reading of the listening selection.

Program Model Description

Currently the MS 137 curriculum model ensures that students are exposed to the majority of core-subject instruction while receiving their mandated ESL services. Our educational program incorporates challenging content and well-developed learning strategies that will prepare our ELL population to think critically, solve problems, and communicate in the languages of instruction. Our ELLs are actively engaged in standards-based curriculum. All teachers of ELLs are well-versed in ESL standards in addition to their content area standards to promote language and literacy development.

Our self-contained ESL model allows beginner ESL students to communicate in their native language, though the native language is not used as an instructional tool. The native language is allowed to promote a risk free environment that is conducive to student language. The teachers have high expectations for all ELL students. Students receive explicit content standards-based instruction. Content instruction is modified for the ELLs when necessary.

ELL learners are serviced by NYS certified ESL teachers, and receive content instruction from teachers certified in those content areas. Professional development is approached by promoting job-embedded learning for ESL and content teachers and administrators. Study groups discuss ESL methodologies, language acquisition theories, classroom management and multicultural awareness. In addition, ESL teachers receive regional training and content-specific (ELA and Math) professional development to ensure familiarity with curriculum. ESL/ELL strategy sessions are also coordinated to promote a consistent and unified approach for ELL instruction.

Content area teachers of ELL students are scheduled to ensure common preparatory periods so they can identify and strategize to address specific student needs. Additionally, ESL teachers are invited to participate in these common planning sessions

so they can suggest alternative methodologies which would improve content delivery and comprehension in the classroom.

We purchased Achieve 3000 interactive literacy program to support our ELL population as well. This program has been proven to improve comprehension of nonfiction texts, developing fluency, writing and solving math word problems.

Professional Development

Professional development is ongoing throughout the year at MS 137 for ESL and content area teachers of our ELL population. The hours surpass the minimum of 7.5 hours. They are currently receiving high quality staff and curriculum development for differentiated instruction and collaborative data inquiry from Brienza's Academic Advantage. We are implementing professional development from the Achieve 3000 interactive literacy and technology program. All teachers who service the ELLs have received training, established passwords for themselves as well as for their students to successfully implement the program. This training will be ongoing throughout the year to analyze data to measure their progress. ELA, Math, Social Studies, Science and Spanish teachers will attend QTEL training and our ESL teachers will attend the QTEL Curriculum Enhancement Institute. They will be attending meetings and workshops offered for ESL through our LSO, Knowledge Network. Teachers will also be encouraged to attend professional development available from the Office of ELLs. Study groups and book talks offered at MS 137 using ELL and differentiating instruction resources are offered biweekly and all ELL personnel are committed and contribute to these PDs regularly. The resources utilized are: *Differentiating Instruction* by Carol Tomlinson, *Learning to Learn in a Second Language*, *Scaffolding Language*, and *Scaffolding Learning* by Pauline Gibbons as well as *Teaching Second Language Learners in the Main Stream Classroom*, and *Bringing Words to Life* by Dr. Isabel Beck. Teachers are also set up to inter visit classes across grades to build capacity as an ongoing practice at MS 137.

Parental Involvement

Parents will be invited to attend workshops with the ELL teachers. Parent Orientation meeting are given as needed. To evaluate the needs of our ELL parents, an oral interview is conducted at the end of the meeting surveying them as to what they need. The ESL Toolkit is utilized to support any needs in our ESL department. The ESL assistant principal and parent coordinator will do presentations guiding parents through the process of accessing their child's progress, especially using the ARIS Parent Link, and teaching them about the programs utilized by our ELLs. Parents will be trained on how to access the conversation guide in Achieve 3000 to locate relevant questions to give students the opportunity to apply the knowledge and reinforce the skills learned. It will show parents how to get involved in their children's learning and boost achievement. They will

discover how to utilize weekly conversation guides to promote guided discussions, how to monitor progress, and how to use additional features.

Our main objective is to increase parental involvement, and strengthen the relationship between home and school. We will invite parents on the cultural excursions along with the students. We will take part in various trips in New York City, such as visiting Ellis Island, The Metropolitan Museum of Art, etc. to promote cultural literacy and instill core knowledge.

Assessment Data Analysis and Results

Our school is now in good standing and received an A on our school report card. The NYSELAT levels indicate that more students are having difficulty with the reading and writing component on the test. In examining the school's NYSELAT and LAB-R results, we have determined that 73 students out of 165 of the school ELL population is *Advanced*, 48 out of 165 is *Intermediate*, and 34 out of 165 is *Beginning* in listening and speaking. We determined that 28 out of 165 students have reached the ***Proficient level*** in these two areas. In contrast, the reading and writing levels are lower. We determined that 53 out of 165 are at the *Advanced* level, 49 out of 165 are at the *Intermediate* level, and 24 out of 165 are at the *Beginning* level in these areas. In addition, 13 out of 165 have reached the *Proficient* level in reading and writing. In order to address these results, we identified programs that would reinforce the weaker modalities and support the others.

Out of 183 ELL students who sat for the ELA exam, 3 scored at level 1, 25 scored at Level 2 and 36 scored at Level 3 in Grade 6. In grade 7, 1 student scored at level 1, 37 scored at Level 2, 31 scored at Level 3 and 1 student scored at level 4. In Grade 8, 3 students scored at level 1, 31 scored at Level 2, 14 scored at Level 3 and 1 student scored at level 4. Out of 190 ELL students who sat for the math exam, 2 students scored at level 1, 11 students scored at level 2, 47 students scored at level 3 and 10 students scored at level 4 in Grade 6. In Grade 7, 10 students scored at level 1, 16 students scored at level 2, 44 students scored at level 3, and 12 students scored at level 4. In Grade 8, 2 students scored at level 1, 18 students scored at level 2, 31 students scored at level 3 and 9 students scored at level 4. After studying the content-specific NYS exam results of the students, we identified several patterns. 37 students who took the math test in their native language showed no measurable difference in scores that ELLs who took the test in English. Our ELL population performed better in math than ELA. However, our ELL students made progress in ELA and Math on the state tests from the 2007-2008 school year to the 2008-2009 school year. Our ELL students made 20.5% gains in English Language Arts and 32.1 % gains in mathematics.

Out of the 21 Grade 6 students who took the Grade 4 NYS Science test, 8 scored Level 1, 9 scored Level 2 and 4 scored Level 3. Out of the 22 Grade 7 students, 3 scored at Level 1, 15 scored at Level 2 and 5 scored at Level 3. Out of the 17 Grade 8 students who took the test, 5 scored at Level 1, 7 scores at Level 2 and 5 scored at Level 3.

Out of the 22 Grade 6 students who took the Grade 5 NYS Social Studies test, 8 scored Level 1, 8 scored at Level 2, 5 scored at Level 3 and 1 scored at Level 4. Out of the 30 Grade 7 students, 12 scored at Level 1, 1 scored at Level 2 and 17 scored at Level 3. Out of the 21 Grade 8 students, 13 scored at Level 1, 3 scored at Level 2 and 5 scored at Level 3.

As we look at the elementary Social Studies and Science results of our ELL students, we notice a large number of 1s and 2s, especially in Science. We will focus on these students using appropriate materials and instructional strategies in the content areas in order to raise these scores by the 8th Grade assessments.

As a result of this data analysis, our school goals for these areas are focusing on an ELA/ESL based writing rubric and Achieve 3000 interactive nonfiction literacy program to support language development, English language instruction and high academic achievement. Materials were purchased from Great Source to support our ELLs in content area subjects as well. These materials include: **Access English, Access Science and Access – History and World History and Newcomers. ESL libraries are content and age appropriate. Native language books are used for support. Special leveled libraries are utilized, i.e., *Fluency Theater*, with color-coded leveling.**

The current LAP is a result of collaborative inquiry and planning for instruction. The team revisits the LAP quarterly to make certain that the plan still addresses the needs of the ELLs in the building. The team gauges the effectiveness of the plan by analyzing content benchmark standardized exams, periodic assessments, ESL student evaluations, and classroom alternative assessments, i.e. portfolios. Teacher instruction is also reviewed and supplemented to support the LAP in every aspect of instructional practice.

Evaluation of the strategies suggested in the LAP will continue to be a part of the school review process. The language allocation policy will be disseminated to the entire school community to encourage a discussion of its effectiveness.

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 Knowledge Network/27	School MS 137, America's School of He
Principal Laura Mastrogiovanni	Assistant Principal Elizabeth Orsini-Fox
Coach Belinda Schwach	Coach Elaine Kelly
Teacher/Subject Area Manal Moussa/ESL	Guidance Counselor Christine Chioffe
Teacher/Subject Area Diane Marzigliano/Literacy	Parent Moraima Mojica
Teacher/Subject Area Grace Sullivan/Sp. Ed.	Parent Coordinator Lois Avellino-Bruno
Related Service Provider Joy Scherwin	SAF Anita Skop
Network Leader Maureen D'Onofrio	Other Dina Marone - Test Coordinator

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	3
Number of Content Area Teachers with Bilingual Extensions		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	1922	Total Number of ELLs	236	ELLs as Share of Total Student Population (%)	12.28%
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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.

- 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].)
- 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.
- 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.)
- 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									0
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained							43	61	61	165
Push-In										0
Total	0	0	0	0	0	0	43	61	61	165

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	165	Newcomers (ELLs receiving service 0-3 years)	57	Special Education	33
SIFE	34	ELLs receiving service 4-6 years	30	Long-Term (completed 6 years)	78

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									Total
	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	
TBE										0
Dual Language										0
ESL	89	30	6	45	4	19	31	0	8	165
Total	89	30	6	45	4	19	31	0	8	165

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									

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u> </u>	Number of third language speakers: <u> </u>
Ethnic breakdown of EPs (Number)	

African-American: ____ Asian: ____ Hispanic/Latino: ____
 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							25	39	42	106
Chinese										0
Russian										0
Bengali							2	1	2	5
Urdu								3	1	4
Arabic							2	6	6	14
Haitian Creole										0
French										0
Korean										0
Punjabi							14	11	9	34
Polish										0
Albanian										0
Other								1	1	2

Programming and Scheduling Information

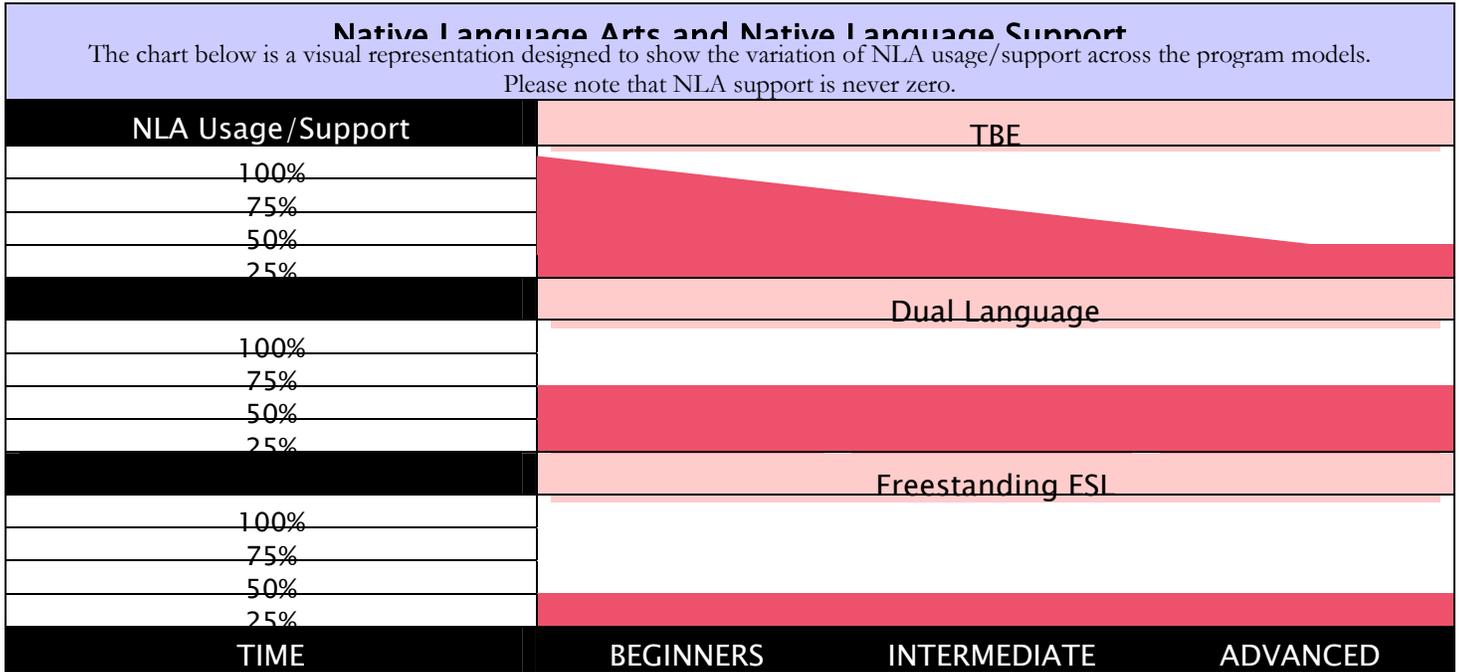
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one 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	43	61	61	165
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
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FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> 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



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 (including non-ELL teachers) 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.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)							11	17	16	44
Intermediate(I)							14	8	26	48
Advanced (A)							18	36	19	73
Total	0	0	0	0	0	0	43	61	61	165

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING / SPEAKING	B							2	4	3
	I							6	4	11
	A							25	27	31
	P							4	18	6
READING / WRITING	B							6	8	10
	I							14	9	26
	A							14	27	12
	P							3	7	3

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	25	36	0	64
7	1	37	31	1	70
8	3	31	14	1	49
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2		11		47		10		70
7	10		16		44		12		82
8	2		18		31		9		60
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	8		9		4				21
8	5		7		5				17

NYSAA Bilingual Spe Ed									0
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NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	8		8		5		1		22
8	13		3		5				21
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
	ELE (Spanish Reading Test)								
Chinese Reading Test									

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- 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)
Elizabeth Orsini-Fox	Assistant Principal		10/30/09
Lois Avellino-Bruno	Parent Coordinator		10/30/09
Manal Moussa	ESL Teacher		10/30/09
Moriama Mojica	Parent		10/30/09
Grace Sullivan-Special Ed	Teacher/Subject Area		10/30/09
Diane Marzigliano-Literacy	Teacher/Subject Area		10/30/09
Belinda Schwach	Coach		10/30/09
Elaine Kelly	Coach		10/30/09
Christine Chioffe	Guidance Counselor		10/30/09
Anita Skop	School Achievement Facilitator		10/30/09
Maureen D'Onofrio	Network Leader		10/30/09
Dina Marone-Testing/Data	Other		10/30/09
	Other		
	**Signatures on School's Hard Copy		

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

27Q137

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: LEP –40 Non-LEP

Number of Teachers – 2 Other Staff (Specify) – Supervisor

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.

Language Instruction Program

As a result of this data analysis, our school goals for these areas are focusing on an ELA/ESL based writing rubric and Achieve 3000 interactive nonfiction literacy program to support language development, English language instruction and high academic achievement. Materials were purchased from Great Source to support our ELLs in content area subjects as well. These materials include: **Access English, Access Science and Access – History and World History and Newcomers.**

As such, students of homogeneous proficiency levels – beginner, intermediate, advanced, and proficient – are routinely grouped in one ESL class. Intermediate ELLs must receive 360 minutes per week. Advanced ELLs must receive 180 minutes per week. We are in compliance with these requirements. Each ESL group travels together 1-2 periods a day to their designated ESL class. Our newcomers, beginners and intermediate students are provided with *at least 360 minutes* of ESL instruction and our advanced and proficient students are provided with *at least 180 minutes* of ESL instruction a week. However, students are heterogeneously grouped in the appropriate grade level in all content area classes.

ELL learners are serviced by NYS certified ESL teachers, and receive content instruction from teachers certified in those content areas. Professional development is approached by promoting job-embedded learning for ESL and content teachers and administrators. Study groups discuss ESL methodologies, language acquisition theories, classroom management and multicultural awareness. In addition, ESL teachers receive training and content-specific (ELA and Math) professional development to ensure familiarity with curriculum and to differentiate instruction. ESL/ELL strategy sessions are also coordinated to promote a consistent and unified approach for ELL instruction.

Content area teachers of ELL students are scheduled to ensure common preparatory periods so they can identify and strategize to address specific student needs. Additionally, ESL teachers are invited to participate in these common planning sessions so they can suggest alternative methodologies which would improve content delivery and comprehension in the classroom. All ELL teachers are set up on collaborative data inquiry teams to look at student performance and promote best practices.

We purchased Achieve 3000 interactive literacy program to support our ELL population as well. This program has been proven to improve comprehension of nonfiction texts, developing fluency, writing and solving math word problem

Title III Program

Our ELL students were invited to attend our **ESL After-School Program**. Our After School program will commence November 23, 2009 to May 10, 2010 on Mondays and Wednesdays from 3 p.m. to 5 p.m. for 40 sessions. This program is exclusive to our ELL population and all teacher(s) working with the students are two highly qualified and licensed in ESL. There will be two groups of 15-20 students at the beginner and intermediate levels. The materials that will be utilized are ***Finish Line for ELLs*** with the audio CD and ***National Geographic***. A supervisor is needed to plan curriculum and oversee implementation of the program. The supervisor will act as a direct link to parents, regularly monitor attendance, and remain with students until all are dismissed.

ELL students will be provided with the opportunity to take a trip to the Museum of Natural History with participating parents and teachers to provide enrichment to their science and social studies curriculum. The museum has developed an ELL Initiative for students and families to provide opportunities for science and cultural content programs.

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.

Professional development is ongoing throughout the year at MS 137 for ESL and content area teachers of our ELL population. The hours surpass the minimum of 7.5 hours. After analyzing the NYSESLAT and State Assessment data, we have realized that intensive professional development in data analysis, ELL data and differentiated instruction strategies are needed for all our teachers of ELLs. For this reason, we have invested funds in purchasing for the ELL students the Achieve 3000 Literacy and technology program. Our teachers of ELLs are currently receiving high quality staff and curriculum development for differentiated instruction and collaborative data inquiry from Brienza's Academic Advantage. Teachers work with a staff developer to track and analyze data for our ELL students. They are currently creating collaborative inquiry spaces on ARIS Connect. This allows for teachers to look closely at their practice to make modify/adapt and differentiate their lessons to develop their pedagogy. In addition, they are also being trained to use data to differentiate instruction for their ELL students according to their proficiency levels, NYSESLAT modalities, and item skills analysis data from the ELA and Math assessments.

We are implementing professional development from the Achieve 3000 interactive literacy and technology program. All teachers who service the ELLs have received training, established passwords for themselves as well as for their students to successfully implement the program. This training will be ongoing throughout the year to analyze data to measure their progress. This consultant will be purchased with Title III funds. They are offering six, six hour PD sessions, in-house, with teachers in small groups and individual, they will also work with the inquiry team on ELL data, and a staff developer will be assigned to the school to work with teachers and administrators on ELL data analysis. They will also offer a four hour PD on differentiating instruction for all teachers of ELLs. Through these PD activities teachers of ELLs will be asked to create content area lessons using the information received for these activities offered by this consultant.

ELA, Math, Social Studies, Science and Spanish teachers will attend QTEL training and our ESL teachers will attend the QTEL Curriculum Enhancement Institute. They will be attending meetings and workshops offered for ESL through our LSO, Knowledge Network. Teachers will also be encouraged to attend professional development available from the Office of ELLs. Study groups and book talks offered at MS 137 using ELL and differentiating instruction resources are offered biweekly and all ELL personnel are committed and contribute to these PDs regularly. The resources utilized are: *Differentiating Instruction* by Carol Tomlinson, *Learning to Learn in a Second Language*, *Scaffolding Language*, and *Scaffolding Learning* by Pauline Gibbons as well as *Teaching Second Language Learners in the Main Stream Classroom*, and *Bringing Words to Life* by Dr. Isabel Beck. Teachers are also set up to inter-visit classes across grades to build capacity as an ongoing practice at MS 137. The additional PD activities are at no cost to Title III.

PROFESSIONAL DEVELOPMENT CALENDAR – 2009-2010

<u>Month</u>	<u>Activity</u>	<u>Staff Members</u>
September/October	<p>Achieve 3000 training/Brienza Academic Advantage – Differentiation of Instruction.</p> <p>Building Vocabulary for ELLs-focus on strategies to improve their reading, writing, listening and speaking skills.</p>	Certified ELL teachers and core subject area teachers of ELLs, coaches, administration
November/December	<p>Achieve 3000 Training/Program implementation – Brienza - implementation of differentiated Instruction/Collaborative Inquiry Spaces – Focus Questions – setting and resetting goals based on data to develop best practices.</p> <p>Using Acuity results to support differentiation.</p> <p>Differentiation of Instruction Study Groups</p>	<p>Core subject area teachers of ELLs, coaches, administration</p> <p>ELL Certified Teachers</p>
January/February	<p>Building Vocabulary for ELLs – Tiered vocabulary</p> <p>Mid year analysis of Achieve 3000 literacy program.</p>	Certified ELL teachers and core subject area teachers of ELLs, coaches, administration
March/April	<p>Tiered Vocabulary- NYSESLAT/ELA/Math Test Prep to differentiate the instruction of test-taking skills and strategies.</p> <p>Inquiry Team Strategies</p>	Certified ELL teachers and core subject area teachers of ELLs, coaches, administration
May/June	<p>Tiered Vocabulary-Analyzing ELA and Math Data to create goals for the next school year.</p>	Certified ELL teachers and core subject area teachers of ELLs, coaches, administration

	<p>Final analysis of Achieve 3000 literacy program</p> <p>Reflections of Data Inquiry spaces to promote collaboration and best practices.</p>	
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*Professional Development workshops will be delivered to certified ELL teachers and core subject area teachers who work with our English Language Learner students. Workshops are scheduled and will focus on differentiated instruction and inquiry team strategies and use of information. Workshops will be followed by a viewing of each teacher's lesson followed by a discussion on how workshop information and strategies were introduced in the teacher's classroom. The final session will serve as a summary and closure for the work covered with the teachers.

Form TIII – A (1)(b)

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School: MS 137

27Q137

BEDS Code: 342700013700

**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 - Per diem	\$ 12,159.20	<u>After School Program</u> 2 teachers X 40 sessions X 2 hours X \$ 49.89 = 7,982.40 Supervisor 1supervisor X 40 sessions X 2 hours X \$ 52.21 = \$ 4176.80
Purchased services - High quality staff and curriculum development contracts	\$10, 100.00=	Brienza's Academic Advantage Professional Development to track and analyze data, create collaborative inquiry teams 6 six hour workshops \$9000 PD for differentiation of instruction/ESL strategies. 1 four hour workshop - \$1,100 *
Supplies and materials - Must be supplemental. - Additional curricula,	\$ 3,580.50	Finish Line for ELLs with Audio CD and T.E. at \$ 511.50 x 7 packs (30 books/pack) = \$3,580.50

instructional materials. - Must be clearly listed.		
Educational Software (Object Code 199)		
Travel	\$500.30	Admission fee -Trip to The Museum of Natural History -
Other		
TOTAL	\$ 26, 340.00	

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.

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.

As was described in previous sections of this CEP, MS 137 has a very diverse population. Many of our parents are non-English speakers even if they have resided in the country for many years and their children are English proficient. It is well established that parental involvement impacts positively on a child's academic development. In order to communicate effectively with parents we need to use several different methods to determine the language needs. Some of the methods are:

- a. Parent entry survey
- b. NYSESLAT scores to identify high need language areas
- c. Teacher evaluations from Parent teacher conferences
- d. Teacher evaluations from student input and contact home

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.

From the information we collected we found that we had a need for several different language translations: Spanish, Punjabi, Bengali, Russian, Urdu and Arabic, Tagalog, Hindi and Dutch. New York City provides translated materials regarding Chancellor's notices. We have a need for both oral and written translated services. The written services are required for testing and letters home. The oral translation is useful for Parent-Teacher conferences and meetings. These translations have supported parental involvement.

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.

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

The school will translate all notices home that pertain to children's academic and social needs. If a letter is not able to be translated, the school will notify the child of the need for translation. In the case that this does not work, the school will place a call to the parent to relay the information in the notice verbally through the use of a translator. Translation services are currently provided by staff and parent volunteers. In the case that a language is not able to be translated, then translation will be provided by DOE Translation and Interpretation Unit. As per Chancellor's Regulations, "When the Translation and Interpretation Unit, a school, or a central or regional office is temporarily unable to provide required translation into one or more covered languages, it must provide, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document."

Our building attempted to provide translated information for these constituents through the use of in house translators. When in-house translation is not possible, we resort to non-staff translators or the DOE Translation and Interpretation Unit for services. The delivery of these services is determined by logistics, so they may be delivered by phone or in person.

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.

Our building attempted to provide translated information for these constituents through the use of in house translators. When in-house translation is not possible, we resort to non-staff translators or the DOE Translation and Interpretation Unit for services. The delivery of these services is determined by logistics, so they may be delivered by phone or in person.

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 will assess within the first 30 days of student enrollment the primary language and translation needs of the parents. This will be accomplished using the methods described above. Parents will be notified that translation and interpretation services are available to them upon request.

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:	\$1,154,835	\$140,741	\$1,295,576
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$11,548		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,494	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$57,741		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$7,037	
6. Enter the anticipated 10% set-aside for Professional Development:	\$25,222		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$14,074	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
99%

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.

During the 2009-2010 school year, we are implementing the following strategies to increase the percentage of our highly qualified teachers to 100%:

Continued staff development

Continued professional development

New P courses

More teachers teaching within their certification area

Housse system used to help qualify teachers

Mentoring of new teachers -New Teacher Mentoring Tracking System

Required demo lessons before hiring of new teachers

Observation of demo lessons by experienced teachers to better ascertain abilities

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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.

America's School of Heroes, MS 137 Q is committed to developing and implementing a parent policy that foster fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

America's School of Heroes, MS 137 Q agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

- 1. America’s School of Heroes, MS 137 Q will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA.
- 2. America’s School of Heroes, MS 137 Q will actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
 - The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
 - The school will incorporate this parental involvement policy into its school improvement plan.
 - Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
-
- America's School of Heroes, MS 137 Q will coordinate and integrate Title I parental involvement strategies with parental involvement strategies through the following activities:
 - - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
 - The school will help parents gain access to support services by other agencies, such as health care, Academic Intervention Services (AIS), and childcare programs.
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - - Through the efforts of the Parent Coordinator, the PTA President with LSO support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month celebrations will be held in conjunction with PTA meetings and an Honor's Night will be held at the end of each marking period.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- Saturday English as a Second Language (ESL) and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

Professional Development:

Monthly professional development for parents provided by parent coordinators. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Laura Mastrogiovanni, Principal. This policy was adopted by the America's School of Heroes, MS 137 Q on June 1, 2006 and will be in effect for the period of school year 2009-2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before September, 2009.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

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.

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 below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm> .) 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.

America's School of Heroes
109-15 98th Street
Ozone Park, NY 11417
P (718) 659-0471 F (718) 659-4594
2007-08
Title I School-Parent Compact Framework

The school and parents working cooperatively to provide for the successful education of their children agree:

MS 137 will:

MS 137 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

MS 137 will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows:
 - Hire and retain highly qualified classroom teachers
 - Provide timely and responsive feedback to teachers, students, and parents about student progress
 - Differentiate instruction when needed by student
 - Identify at-risk students and provide appropriate and required AIS services
 - Acquire sufficient resources to enrich mandated curriculums
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:
 - In the fall and spring to follow up on the first and second quarters. One on one conferences can also be scheduled at parent and teacher convenience.
- Provide parents with frequent reports on their children's progress.
 - Through the use of phone calls, quarterly report cards, and memos and letters home.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Individual one-on-one conferences can be scheduled before, during or after the school day at the convenience of the parent and teacher.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Volunteer: Parent Leaders, Assorted committees (SLT, Safety Committee, PTA)

- 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 Schoolwide
- Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- 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.

The Parent/Guardian will:

Describe the ways in which parents will support their children's learning, such as:

- Promoting positive use of my child's extracurricular time
- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television their children watch
- Volunteering in my child's classroom
- Participating as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

[Describe the ways in which students will support their academic achievement, such as:

Student Responsibilities

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

SIGNATURES:

SCHOOL
PARENT(S)
STUDENT

(Please note that signatures are not required)

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

See Action 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.

see action plan

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

see action plan

o Help provide an enriched and accelerated curriculum.

see action plan

o Meet the educational needs of historically underserved populations.

see action plan

- o 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.
see action plan

- o Are consistent with and are designed to implement State and local improvement, if any.
see action plan

3. Instruction by highly qualified staff.

All teachers hired in MS 137 for the 2009-2010 school year will be “highly qualified” as defined in NCLB. Teachers in MS 137 that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor’s degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

MS 137 and the District provide extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building and district level.

In order to be an effective middle school, professional development opportunities have been designed to ensure that the staff possesses the appropriate knowledge, skills, and attitudes to implement new strategies and grow professionally. The Principal and Assistant Principals have attended recruitment fairs in order to hire qualified teachers that are certified. New teachers will be assigned a buddy teacher and a mentor. For both newer teachers and veteran teachers, professional development must include and extend the range of teaching strategies appropriate to the students. The focus of professional development activities for SY 2009-2010 will be: to promote collaboration among teachers, to develop hands-on active learning strategies, to integrate literacy in all content areas, to use technology across the curriculum, to promote standards based instruction, to promote the use of writing to facilitate learning in all subject areas, to use data to drive instruction, to develop quality lesson plans, and to establish classroom management techniques. Our professional development plan is sustained throughout the school year, supports continuous improvement, encourages reflection and organization, and is solidly linked to changes in teaching practice. All this, in turn, will lead to student achievement. We will use a variety of approaches including study groups, workshops, model classrooms, accountable talk sessions and mentor/coaching. Evaluation will be accomplished through formal and informal observations of teachers, and assessment of data including Acuity assessments.

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.

MS 137 will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators.

Professional development for staff will be coordinated in MS 137 by a Professional Development Team, which includes the LSO Network Leader, Principal, Assistant Principals, Literacy and Math Coaches, and Teacher Center Specialist. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

In addition, an extensive teacher mentoring program, which is a critical component of the support and professional development for new teachers, will be in place for MS 137.

Administrators will participate in all school-based professional development activities, and will also be supported by the LSO Network Leader to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent Coordinator workshops
- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

- ARIS Parent Link Training

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.

As the research shows, teacher education is one of the major strategies for school improvement. An effective program of staff development for teachers and paraprofessionals will contribute to a high level of professional commitment. The successful implementation of model middle school teaching methodologies will create a feeling of "ownership" among teachers and in programs leading ultimately to instructional changes which will foster higher student achievement.

Professional development this year continues to include the following:

1. Standards Training – Workshops to help teachers understand and implement the performance standards in English Language Arts, Mathematics, Science and Social Studies. Curriculum development, instructional strategies, assessment and understanding rubrics are the areas to be emphasized. Held after-school, at grade meetings, on staff development days, at pre and post observation conferences, Teacher Center Specialist.
 2. Balanced Literacy- Workshops to help all teachers understand the components of a balanced literacy program: read aloud, guided reading, shared reading, mini-lessons, writing workshop, and independent reading. Use of classroom libraries for independent reading will be included. Held on staff development days, after-school, grade/subject meetings- Teacher Center Specialist support and Literacy Coach.
 3. Math Workshops- As we are implementing Impact Math in Grade 8, and continuing with Impact Math in grade 6 and 7 and Math A for advanced regents classes in grade 8, we will hold workshops on Impact Mathematics, which supports the integration of conceptual understanding and the teaching of basic skills, and on Prentice Hall Math A, a program which provides test taking strategies and practice preparation for the Math A Regents Examination.
 4. Principal's and Assistant Principals' Study Groups, topics to include classroom management, literacy skill development, the art of questioning, cooperative learning, mandated ESL, and lesson planning.
 5. Reading Workshop - a series of workshops designed to offer classroom teachers strategies and instructional practices that can be used to integrate reading across the curriculum. The workshop leader models strategies based on scientific research that incorporates components of a comprehensive school reform model (phonemic awareness, fluency, vocabulary and reading skill).
 6. Workshops – Test Preparation for Reading and Math (all grades); Test Preparation for Grade 8 English Language Arts, Math, Social Studies, Science, and Technology. Held after-school, on common prep, at grade meetings.
 7. Using data to inform instruction – using ELA and Math state assessments, Acuity assessments and ARIS data results to understand student cohorts, establish hot lists, analyze data slippage and plan effective instruction. Principal and Assistant Principals, Data Inquiry Team and Data Specialist meet with teams on their common prep time to facilitate collaborative data inquiry spaces on ARIS Connect.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The District has assisted all schools in the placement of 100% certified staff. Beginning in the spring of 2009 and continuing throughout the summer, the Principal and/or designee will continue to monitor the open market transfer system. Additionally, ongoing recruitment strategies by the District included advertising and recruiting on college campuses in various states and internationally.

MS 137 will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms.

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

MS 137 will support the system-wide goal of being more welcoming to and respectful of parents. Research supports findings that when students graduate from the elementary schools and enter the middle schools, parental involvement declines significantly. As a result, many students fail to achieve their maximum potential at the middle school level. Therefore, parental involvement is a major goal. Our school provides support activities through parent involvement by actively involving parents in the school experience. P.T.A. meetings and workshops focus on creating a community for learning. For SY 2009-2010 there will be an on-site parent coordinator who will work with parents to address issues and concerns.

The Parent Support Offices, located in the Learning Support Center will provide parents with an additional point of entry into the schools system beyond their children's schools. The Office will handle parent concerns and issues that can not be resolved at the school level. In order to accommodate parents' schedules, the Office will be open five days a week during business hours, as well as one weekend day and two evenings per week. The Parent Support Officer in the Learning Support Centers will also help coordinate the activities of the Parent Coordinator for MS 137.

Additional support for MS 137 will be provided by the District and by the Central Office, through the Executive Director for Parent and Community Engagement, who will promote engagement, provide customer service center support and work on special projects to develop and enhance parent involvement. In addition, the Senior Instructional Manager for Parent Engagement and her team will work closely with the Executive Director and his team to design and deliver training programs for the Parent Coordinator, staff and parents.

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

Not Applicable

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

Teachers will be engaged in ongoing discussions and decision-making processes with MS 137 and district administrators regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

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.

MS 137 will use disaggregated State assessments Grades 3-8, school wide assessments, ARIS, Acuity assessments, integrated Algebra, Geometry, Earth Science and Living Environment Regents Examinations, and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State standards, will receive appropriately targeted services.

Strategies for promoting learning for at-risk students will be enhanced by ongoing professional development and parental involvement activities.

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.

The District will work closely with each SWP school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I School wide Program.

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.

N/A

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

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

(TO BE REVISED FOLLOWING CONVERSATION WITH SED ABOUT TIMELINE FOR IMPLEMENTATION OF NEW DIFFERENTIATED ACCOUNTABILITY REQUIREMENTS)

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:

In Good Standing

SURR Phase / Group (If Applicable):

Not 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. **Not Applicable**
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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

-ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

-English Language Learners.

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

²To 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.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

A school based curriculum committee was created to assess whether or not the findings of the audit were relevant to our school's educational program. This committee consists of the principal, the assistant principal for ELA and ESL, the data specialist and members of the School Leadership Team. The committee has met on three occasions, reviewed our CEP, and analyzed our school's data in ELA for our entire student population. As a result of this assessment process, we found that our ELA curriculum is fully aligned to state standards.

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?

All teachers and support staff are well versed in the New York State Learning Standards and performance indicators for English Language Arts. These standards are distributed annually at the very beginning of the school year during our opening day activities and are then analyzed during small group professional development both at the beginning of the year and throughout the year. In addition to the distribution of state standards to all teachers, ELA, ESL and Special Ed teachers are also given a literacy handbook during the first two days of professional development in August. Focusing on balanced literacy, the handbook incorporates many tools to assist our teachers including literacy and block schedules, strategies for comprehension schedules, Flow of writing projects, examples of standard based tasks, NYC Core Curriculum aligned with NYS standards, Bloom's taxonomy, Cambourne's Conditions for Learning, mini-lesson structures and samples for both reading and writing, read aloud and shared reading lesson plans, various teaching strategies (QARs, It Says/I say, etc.), the assessment cycle, sample rubrics, testing formats and many other tools as well.

Through formal observations including pre and post conferences, as well as through ongoing snapshot classroom visits, our administrative team analyzes the success of the materials and programs used by our teachers in the classroom. Our data coordinator, AIS coordinator, literacy coaches and the assistant principal in charge of ELA meet once or twice a week to review new and existing data from student portfolios, periodic assessments, NYS test scores, student notebooks, accountable talk in the classrooms, and other sources to examine and assess the success of our current ELA program.

We have found that our teachers' lessons are fully aligned to the NYS standards. They have a variety of resources, both in their own classrooms and also in our Teacher Center, at their disposal. Materials are available for students at all levels including ELL's, students with disabilities, and struggling readers. Teacher's lessons focus on the seven different areas of reading as well as the five areas of writing. Our

teachers successfully use the means at their disposal to facilitate our students' comprehension of topics, strategies and outcomes that are required of them. Speaking and listening are required as part of our block scheduling, which is not only used in ELA classrooms, but is encouraged across all disciplines, as is critical reading. Our coaches and professional development team have matched all of our curriculum materials to the NYS standards so that the teachers have immediate resources that align with the NYS standards. All lessons are developed by the teachers from the standards resulting in our student population being aware of the standards and what is required of them as part of their education. As a result of the effort by our staff, our ELL's made exemplary proficiency gains by 20.5%, lessening the achievement gap. According to our school's progress report, the percentage of students making at least one year of progress is 60.6 %. The percentage of students in the school's lowest one third making at least one year of progress is 83.9%. This progress has now identified MS 137Q as a school in good standing.

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.

N/A

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

A school based curriculum committee was created to assess whether or not the findings of the audit were relevant to our school's educational program. This committee consists of the principal, the assistant principal for Math, the data specialist and members of the School Leadership Team. The committee has reviewed our CEP, and analyzed our school's data in Math for our entire student population. As a result of this assessment process, we found that our Math curriculum is fully aligned to state standards. The results of the assessment was shared at one of last year's SLT meetings, with parents at a PTA meeting, and with the staff at a faculty conference.

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

Applicable Not Applicable

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

All teachers and support staff are well versed in the New York State Learning Standards for Math following the NYC Core Curriculum aligned with the NYS standards. The standards are distributed annually at the very beginning of the school year during our opening day activities and are then analyzed during small group professional development both at the beginning of the year and throughout the year. During the first days of school, our math teachers are given a pacing calendar and supplemental materials such as Coach books, Rally books, etc. to assist their development of lesson plans that are standards based and go in depth into all areas of mathematics.

Through formal observations including pre and post conferences, as well as through ongoing snapshot classroom visits, our administrative team analyzes the success of the materials and programs used by our teachers in the classroom. Our math coach and the assistant principal in charge of math meet once a week to review new and existing data from student portfolios, periodic assessments, NYS test scores, and other sources to examine and assess the success of our current Math program.

We have found that our teachers' lessons are fully aligned to the NYS standards. They use the variety of resources they are given, as well as materials they create on their own. Our math coach and the assistant principal for mathematics hold study groups with the teachers to focus in on the individual needs of teachers within and across grade levels to ensure that our students are receiving standards based lessons.

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.

N/A

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

Our school has conducted a Pass Review each year of the entire building. In addition, our administrators conduct snap shot classroom visits several times a day to observe teachers' practices in the classroom as well formal and informal observations. Our observations are all aligned with the quality statements from the quality review rubric.

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?

Our administrators have made several observations based upon their classroom visits. All classrooms demonstrate evidence of group work, supported by the arrangement of desks as well as actual observations of group activities throughout the grades. Accountable talk takes place,

and student made charts are visible in our print rich classrooms. The balanced literacy philosophy utilized in our classrooms across all subject areas, supports student centered learning.

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.

N/A

2B – Mathematics Instruction

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

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

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

Our school has conducted a Pass Review each year of the entire building. In addition, our administrators also conduct snap shot classroom visits several times a day to observe teachers practices in the classroom, as well formal and informal observations.

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?

Our administrators have made several observations based upon their classroom visits. All classrooms demonstrate evidence of group work, supported by the arrangement of desks as well as actual observations of group activities throughout the grades. Accountable talk takes place, and student made charts are visible in our print rich classrooms. Our math teachers specifically design their lessons to include hands on

activities and the use of manipulatives that support practicing math concepts in creative ways. They are also incorporating technology in their lessons with the use of over heads, but even more so with the use of computers hooked up to projectors and soon smart boards, which our teachers recently received training to use. It is evident that teachers are using the strategies learned in professional development to create stronger lesson plans as demonstrated by best practices in teaching.

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.

N/A

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The principal, administrators and the hiring committee have reviewed the percentage of new and transfer teachers to see if there is a high turnover rate.

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?

Our findings show that we do not have a high turnover rate. Although a few teachers leave each year, we lose less than five percent each year. We have had several teachers out on maternity leave, but they return after their six weeks has concluded.

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.

N/A

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

The assistant principal in charge of ELLs has reviewed the professional development offered to our teachers servicing this population. They also spoke with the individual teachers to assess their understanding of the opportunities available to them, and to the Teacher Center representative in the building to see what information was made available.

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?

Those teachers that service this population are aware of many different professional development opportunities available to them. The information is dispersed from our assistant principal to the coaches and to the teachers. All professional development opportunities are posted in the main office and in our resource center. All teachers have been set up with a DOE email account, as per Teacher's Weekly, and all professional development is logged into a book.

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.

N/A

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 assistant principal in charge of ELLs has reviewed the distribution of and the types of ELL data made available to our teachers.

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?

Our Assistant Principal in charge of ELL reviews the data for our ELL population. She utilizes the results of the NYS exams in ELA and Math, NYSESLAT, ELL periodic assessments, Acuity, notebooks and portfolios, and teacher made assessments to track the academic progress of our students. Copies of this data are distributed to all teachers of our ELL population at the beginning of the school year and are updated throughout the year.

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.

N/A

KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Our assistant principal in charge of Special Education and our IEP coordinator have met with a variety of teachers throughout the building to assess their comprehension of IEP's and the varying services this population of students receive. Our administrators, through their ongoing snap shot assessments, have observed the approach of those teaching this particular population to evaluate their instructional approaches.

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?

During our opening day conference and departmental meetings, procedures are articulated to the general and special education teachers who have identified IEP students. Their responsibilities include reviewing the IEPs for their mandated students to differentiate instruction and to ensure the mandated services such as speech and/or counseling are provided. All other service providers are given the same opportunity to review IEPs to plan for the students' first day of school. During the course of the year, as we admit new special education students in any capacity, whether in self-contained classes or related services, our pupil personnel secretary informs our IEP teachers of a new admit. As a child is admitted, a copy of the IEP is given to all of the students' newly assigned classroom teachers, general education, special education, and if mandated, his/her educational assistant at the introductory conference with our guidance department.

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.

N/A

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

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

Please respond to the following questions for Key Finding 7:

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

Our assistant principal in charge of Special Education and our IEP coordinator have reviewed our existing IEPs making sure they are accurate. Testing modifications are cross referenced with the CAP system and all modifications are shared with the testing coordinator..

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?

After reviewing our IEPs, it was found that the students' goals, objectives and modified promotional criteria are clearly aligned with and based on the students' assessment. Where indicated, behavioral intervention plans were attached for students who have classroom behavioral issues.

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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
7
2. Please describe the services you are planning to provide to the STH population.

We will provide to the STH population:

- **Access to our Universal Free Lunch program**
- **Metro Cards**
- **At-risk counselling as needed with the guidance counselor**

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).

N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

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.

N/A