



IRWIN ALTMAN MIDDLE SCHOOL 172

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: IRWIN ALTMAN MIDDLE SCHOOL 172
ADDRESS: 81-14 257 STREET
TELEPHONE: 718-831-4000
FAX: 718-831-4008

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	Error! Bookmark not defined.
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	Error! Bookmark not defined.
SECTION III: SCHOOL PROFILE	Error! Bookmark not defined.
Part A. Narrative Description	Error! Bookmark not defined.
Part B. School Demographics and Accountability Snapshot	Error! Bookmark not defined.
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS	Error! Bookmark not defined.
SECTION VI: ACTION PLAN	Error! Bookmark not defined.
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	Error! Bookmark not defined.
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM Error!	Bookmark not defined.
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) Error!	Bookmark not defined.
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) Error!	Bookmark not defined.
APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS	Error! Bookmark not defined.
Appendix 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-2010	Error! Bookmark not defined.
APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) Error!	Bookmark not defined.

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 26Q172 **SCHOOL NAME:** Irwin Altman Middle School 172

SCHOOL ADDRESS: 81-14 257 STREET, QUEENS, NY, 11004

SCHOOL TELEPHONE: 718-831-4000 **FAX:** 718-831-4008

SCHOOL CONTACT PERSON: Jeffrey Slivko **EMAIL ADDRESS:** jslivko@schools.nyc.gov

POSITION / TITLE PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM

CHAIRPERSON:

Jeffrey Slivko/Carol Robinson	-
-------------------------------	---

PRINCIPAL:

Jeffrey Slivko	-
----------------	---

UFT CHAPTER LEADER:

Rick Lewis	-
------------	---

PARENTS' ASSOCIATION

PRESIDENT:

Carol Robinson	-
----------------	---

STUDENT REPRESENTATIVE:

(Required for high schools)

	-
--	---

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 26 **SSO NAME:** CEI-PEA

SSO NETWORK LEADER:

Mae Fong	
----------	--

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
Jeffrey Slivko	Principal	
Rick Lewis	UFT Chapter Leader	
Kathryn Priven	UFT Member	
Steven Levy	UFT Member	
Thomas Scarpinato	Admin/CSA	
Richard Bilella	UFT Member	
Carol Robinson	PA/PTA President or Designated Co-President	
Arlene Laverde	Parent	
Cynthia Bishop	Parent	
Marika Serras	Parent	
Debbie Lomangino	Parent	
Virginia Straughan	Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Irwin Altman MS 172 is a grade 6-8 middle school located in the Floral Park section of Queens, a suburban area of New York City approximately one half of a mile west of Nassau County. The school combines cutting edge technology, a dedicated and experienced staff and a child-oriented, middle school philosophy in order to achieve our goal of academic excellence for all of our students. This means that we are acutely aware that our students have unique social and emotional needs as they move from their elementary schools into the more challenging rigors of middle school.

At Altman, we believe that students learn best by doing. By applying knowledge of hands-on individual and cooperative group projects, our students master the academic and social skills necessary for success in the middle school. Once our students become acclimated to the middle school, they are eligible for our Special Progress (SP) in our seventh grade.

Our sixth grade curriculum consists of Core (the integration of language arts, social studies, reading and literacy), mathematics, science, foreign language instruction (some classes,) health, general subjects and physical education. The emphasis is placed on academic exploration and experimentation in the development of critical thinking. Even though middle schools are "departmentalized," movement in grade 6 is reduced so that the transition from elementary to middle school is easier. We also have a Scholars' Institute for eligible sixth grade students in which students are academically challenged and are expected to become educational leaders in our future grades.

In grades 7 and 8, students receive instruction in English Language Arts, mathematics, science, social studies, Spanish and in the general subjects, which include art, music, drama, technology (computers,) journalism, robotics and video. Qualified students may be enrolled in our SP program in grades 7 and 8. Grade 8 SP students take accelerated courses in Regents Earth Science and Regents Integrated Algebra. Many of our students receive credit toward their high school graduation by completing these high school level courses and passing the Regents examinations in Earth Science, Integrated Algebra and Foreign Language Proficiency. Altman is very proud of our grade 8 inductees into the National Junior Honors Society. Many of our eighth grade students also opt to test for specialized New York City high schools.

English Language Learners in all grades receive English as a Second Language instruction daily toward achieving proficiency in English. We also have intervention classes in reading and mathematics for those students who need support in those areas. Through our SETSS (Resource Room,) Self-Contained, Integrated Collaborative Teaching and Related Services programs, MS 172 supports all students with special needs by providing small class and individualized instruction, Speech and Hearing services, Occupational and Physical Therapy services and Counseling according to the mandates of each student's Individual Education Plan.

Irwin Altman Middle School has its own video communications center where students are given the opportunity to create video tapes, edit and produce television worthy projects. Our computer labs and computer equipped media center enables students to learn how to use the most modern technology in their school lives. Teachers further integrate technology in content area classrooms through student use of laptop computers (with wireless internet connections) and interactive SmartBoards.

In addition to our regular programs, we have a very dedicated and expert teaching staff which spends

many additional hours with our students to work on diverse extra-curricular activities. Students can participate in our annual drama production, science fair, creative writing, computer literacy classes, debate team, band, newspaper, senior yearbook, peer tutoring, Career Day and peer mediation; In addition to participating in the DOE C.H.A.M.P.S. sports program, Altman is proud to have winning teams in boys & girls basketball, girls volleyball and co-ed softball.

For students who need extra support in achieving to NYS Standards in ELA, Math, Science and Social Studies, the MS 172 Academic Intervention Services (AIS) program is are designed for students who are academically at risk, as well as to assist students in remaining at or above standards. The program at MS 172 includes before/after school instruction in ELA, mathematics, science and social studies, intervention classes during the regular schedule in ELA and mathematics, counseling and parental contacts for identified students, coordination with the Beacon program in related areas, ESL instruction for our ELL population.

Parent involvement is important at all stages of each student's educational career. Ms 172 is fortunate to have an active and caring Parent Teacher Association which works in collaboration with our Parent Coordinator to outreach to all parents and to plan informational forums on pertinent topics. The PTA supports programs at 172 through fundraising and providing parent volunteers at many special events.

In partnership with the Samuel Field Y, we are able to provide additional after school and holiday activities through the Beacon and New Vision OST programs which operate in the school after 3:00pm, on Saturdays and various school breaks. 172 also collaborates with various arts including the Metropolitan Museum of Art, the Queens Museum, American Place Theater and Lincoln Center to provide arts enrichment for all students.

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:		Irwin Altman Middle School 172					
District:	26	DBN #:	26Q172	School BEDS Code #:	26Q172		

DEMOGRAPHICS											
Grades Served in 2008-09:	<input type="checkbox"/>	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7		
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded					

Enrollment:				Attendance: - % of days students attended			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
Pre-K	0	0	0		96.6	96.2	TBD
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0		96.0	97.2	TBD
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	361	349	349				
Grade 7	369	367	355				
Grade 8	365	368	378				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0		0	3	TBD
Grade 12	0	0	0				
Ungraded	0	0	0				
Total	1095	1084	1082				
					14.0	24.0	15

Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained	27	34	34				

Classes								
# in Collaborative Team Teaching (CTT) Classes	19	32	36	Principal Suspensions	44	51	TBD	
Number all others	84	73	73	Superintendent Suspensions	6	6	TBD	
<i>These students are included in the enrollment information above.</i>								
				Special High School Programs: - Total Number:				
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09	
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0	
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0	
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	26	41	30	Number of Staff: - Includes all full-time staff:				
# ELLs with IEPs	1	0	6	(As of October 31)	2006-07	2007-08	2008-09	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	58	62	63	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	10	13	14	
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	2	1	
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09	
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0	
American Indian or Alaska Native	0.2	0.4	0.2	Percent more than two years teaching in this school	79.3	79.0	84.1	
Black or African American	12.0	11.9	12.8	Percent more than five years teaching anywhere	72.4	67.7	77.8	
Hispanic or Latino	14.7	15.9	15.2					
Asian or Native Hawaiian/Other Pacific Isl.	51.3	49.7	52.6	Percent Masters Degree or higher	88.0	89.0	94.0	
White	21.8	22.1	19.2	Percent core classes taught by "highly qualified"	99.0	93.8	96.7	
Multi-racial								

Male	50.0	51.4	51.6	teachers (NCLB/SED definition)			
Female	50.0	48.6	48.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	
<input checked="" type="checkbox"/>	In Good Standing (IGS)
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)
<input type="checkbox"/>	NCLB Restructuring - Year ____
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
		ELA:	IGS	ELA:
	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
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	√	√	√			
Economically Disadvantaged	-	√	-			
Student groups making AYP in each subject	7	8	7	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results - 2008-09		Quality Review Results – 2007-8	
Overall Letter Grade	A	Overall Evaluation:	Well-Developed
Overall Score	83.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well-Developed
School Environment	7.1	Quality Statement 2: Plan and Set Goals	Well-Developed
(Comprises 15% of the Overall Score)			
School Performance	20.1	Quality Statement 3: Align Instructional Strategy to Goals	Well-Developed
(Comprises 30% of the Overall Score)			
Student Progress	50	Quality Statement 4: Align Capacity Building to Goals	Well-Developed
(Comprises 55% of the Overall Score)			
Additional Credit	5.1	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding

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

Note: 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?

Learning Environment (2007-8/2008-9 NYC DOE Learning Environment Survey)

From 2006-7 to 2007-8

- Gains made in Safety and Respect (+ .5 points / + 11.1% on Peer Horizon / + 6.8 %on City Horizon)
- Gains made in Academic Expectations ((+ .3 points / + 5.2% on Peer Horizon / + 2.2 % on City Horizon)
- Gains made in Engagement (+ .5 points / + 10.2% on Peer Horizon / + 8.2 %on City Horizon)
- Gains NOT made in Communication 0 points change/ -4.6% on Peer Horizon / -4.7% % on City Horizon)*

*Focus on improving Communication with parents / MS 172 community

From 2007-8 to 2008-9

	2007-8	2008-9
Academic Expectations	6.9	6.8
Communication	5.7	5.6
Engagement	6.1	6.0
Respect and Safety	7.1	7.2

The differences between the 2007-8 and the 2008-9 Learning Environment scores for the four major areas indicate similar responses in both years. It was noted that gains (see above) were not made in Communication from 2006-7 to 2008-9. This is an area that still needs work, both between the school and parents and within the school itself. For the other three areas, Academic Expectations, Engagement and Respect and Safety, further investigations into what is lacking will be an on-going process this year to clarify what is at the root of various constituents perceptions. (e.g. Suspensions are at relatively low level with approximately 40 per year with a population of over a 1000 students.)

The number of both teacher and parent responses is also a noted concern as part of the address to improving communication.

	Parents	Teachers
2007-8:	42%	55%
2008-9:	32%	63%

Student Performance (< NYS Accountability Reports '05-'06 / '06-07, NYS School Performance Reports for ELA /Math '07-'08, '06-'07 and '07-'08 NYC DOE Progress Report)

ELA all students/grades	05-'06	06-'07	07-'08	08-'09	Math all students/grades	05-'06	06-'07	07-'08	08-'09
Level 3/4 Total	71.3%	79.1%	80.0%	90.7%	Level 3/4 Total	80.3%	84.9%	90.2%	95.4%
Level 4	12.2%	15.4%	5.8%	79.9%	Level 4	23.2%	33.3%	41.9%	46.7%
Level 1	2.5%	1.1%	0.1%	0.2%	Level 1	3.9%	2.1%	1.4%	0.4%
Level 2	26.2%	19.8%	19.9%	9.1%	Level 2	15.8%	13.0%	7.7%	4.2%
Grade 6					Grade 6				
Level 3/4 Total	74.6%	80.6%	79.6%	90.9%	Level 3/4 Total	81.6%	87.3%	92.2%	95.7%
Level 4	18.5%	22.5%	5.5%	8.5%	Level 4	27.9%	39.0%	45.4%	47.2%
Level 1	2.8%	1.1%	0.3%	0.0%	Level 1	3.6%	2.8%	1.4%	0.3%
Hispanic students Level 3/4	59.0%	80.0%	74.0%	79.2%	Hispanic students Level 3/4	61.0%	80.0%	82.0%	89.6%
Students w disabilities L 3/4	23.0%	24.0%	45.0%	69.6%	Students w disabilities L 3/4	31.0%	52.0%	71.0%	87.0%
LEP students Level 3/4	17.0%	0.0%	44.0%	41.2%	LEP students Level 3/4	43.0%	50.0%	67.0%	72.2%
Black students Level 3/4	65.0%	81.8%	85.7%	93.5%	Black students Level 3/4	60.0%	84.4%	85.7%	95.7%
Grade 7					Grade 7				
Level 3/4 Total	78.4%	77.8%	85.9%	94.5%	Level 3/4 Total	85.9%	85.8%	92.9%	95.9%
Level 4	12.1%	12.2%	5.0%	11.6%	Level 4	23.0%	39.1%	47.0%	51.8%
Level 1	1.9%	0.9%	0.0%	0.3%	Level 1	1.6%	1.1%	1.4%	0.3%
Hispanic students Level 3/4	66.0%	63.0%	73.0%	96.2%	Hispanic students Level 3/4	84.0%	73.0%	86.0%	94.4%
Students w disabilities L 3/4	46.0%	33.0%	49.0%	75.0%	Students w disabilities L 3/4	52.0%	50.0%	63.0%	75.7%
LEP students Level 3/4	60.0%	20.0%	11.0%	25.0%	LEP students Level 3/4	57.0%	50.0%	73.0%	70.0%
Black students Level 3/4	75.0%	70.7%	85.1%	94.4%	Black students Level 3/4	88.6%	70.7%	91.7%	94.1%
Grade 8					Grade 8				
Level 3/4 Total	61.4%	78.8%	74.6%	87.0%	Level 3/4 Total	73.7%	81.6%	85.5%	94.8%
Level 4	6.40%	11.4%	6.9%	12.2%	Level 4	19.1%	22.2%	33.3%	41.4%
Level 1	2.70%	1.40%	0.00%	0.30%	Level 1	6.4%	2.5%	1.4%	0.5%
Hispanic students Level 3/4	38.0%	70.0%	64.0%	88.5%	Hispanic students Level 3/4	55.0%	75.0%	75.0%	92.5%
Students w disabilities L 3/4	10.0%	23.0%	18.0%	47.4%	Students w disabilities L 3/4	23.0%	45.0%	43.0%	62.2%
LEP students Level 3/4	0.0%	0.0%	17.0%	10.0%	LEP students Level 3/4	32.0%	29.0%	70.0%	62.2%
Black students Level 3/4	77.8%	67.5%	79.5%	90.0%	Black students Level 3/4	71.0%	72.0%	70.0%	94.0%
All Grades Level 3/4					All Grades Level 3/4				
All students	71.3%	79.1%	80.0%	90.7%	All students	80.3%	84.9%	90.2%	95.4%
Hispanic students	55.2%	71.3%	72.6%	88.2%	Hispanic students	68.2%	76.1%	83.2%	92.3%
Students with disabilities	27.7%	29.5%	36.3%	64.5%	Students with disabilities	36.6%	50.9%	60.5%	75.8%
LEP students	25.0%	8.1%	30.0%	28.6%	LEP students	41.2%	40.9%	71.4%	71.8%
Black students	60.7%	76.9%	79.5%	92.4%	Black students	71.9%	75.6%	83.7%	94.6%
All Grades Level 1					All Grades Level 1				
All students	2.5%	1.1%	0.1%	0.2%	All students	3.9%	2.1%	1.4%	0.4%
Hispanic students	4.8%	1.9%	0.0%	0.0%	Hispanic students	9.3%	4.4%	3.1%	0.6%
Students with disabilities	17.6%	7.1%	0.8%	0.8%	Students with disabilities	22.0%	13.4%	8.9%	2.5%
LEP students	40.0%	8.1%	0.0%	2.9%	LEP students	21.6%	25.0%	9.5%	7.7%
Black students	4.1%	0.0%	0.0%	0.0%	Black students	6.2%	4.1%	3.3%	0.0%

- Testing data indicate a continued increase in (all) students achieving Levels 3 and 4 for 3+ years (only 3 years data reported above) in ELA and Math (with the exception of Winter '08 ELA test scores as reported city/state-wide.)
- Decrease in students at Level 1 for ELA and Math over a 3+ year period
- Exceptions noted for the following sub-groups: Hispanic students, students with disabilities, LEP students (for ELA-those who took the NYS ELA test,) African American students in Grade 8 for mathematics (shaded data indicate group deviations > 6.0%)
- Students with disabilities and LEP students' data indicate significantly fewer or 0% achieving Level 4 and significantly greater number achieving Level 1 in both ELA and Math.

While MS 172 ELA and Math scores have continued to improve overall, there needs to be a focus on student performance (achieving to Level 3 and 4,) in the aforementioned sub-groups.

Additionally, the Progress Report in 2007-8 did NOT indicate a gain in MS 172 ELA Levels 3 / 4 from '06-'07 to '07-'08 on the Peer Horizon and City Horizons (ELA = -0.7% on the Peer Horizon and -1.8% on the City Horizon) and only a gain in comparison with all schools for mathematics (Math= +8.7% on the Peer Horizon, - 0.8% on the City Horizon)*

The median student proficiency for ELA remained the same (3.35 in '06-'07 and '07-'08) with a <1.0% loss on both the Peer and City Horizon; the median student proficiency in mathematics increased + 0.22 in '07-'08 to 3.87 with gains on the Peer Horizon of 11.7% and 5.8% on the City Horizon.

***Focus on moving additional students (Level 2) to meeting and exceeding to NYS Standards (Level 3 and 4,) and raising all students' median score in ELA. Higher performance is an obstacle to students demonstrating increased performance.**

Data from the 2008-9 Progress Report indicates mostly significant gains in the schools standing in comparison to both our peer group and the city in the areas of Student Performance in ELA and Mathematics.

	Relative to Peer Gr.	Relative to City
% Students Proficient in ELA 2007-8	50.8%	90.6%
% Students Proficient in ELA 2008-9	78.7% (+17.8)	102.9 (+ 12.3)
% Students Proficient in Math 2007-8	70.5%	89.6%
% Students Proficient in Math 2008-9	85. 2% (+14.7)	90.4% (+0.8)*

Changes in the Median student proficiency for ELA [3.37 (+ 0.02)] and Math [3.96 (=0.09)] indicate a small amount of growth which the school is addressing in order to make more significant positive changes.

Student Progress

The percentage of students making at least one year's progress on the 2008-9 NYS ELA 63.5% (+14.5) demonstrates significant improvement. Though a positive change, the increased percentage of students making at least one year's progress is relatively small (+0.08) which is probably due to the high number of students at levels 3 and 4.

The change in the percentage of students in the school's lowest third making at least one year's progress in ELA and math was also relatively small, both positive and negative (ELA : +6.5%; Math: -1.2%) indicates the need to more fully address our lowest achieving students needs .

Technology

MS 172 embarked on an initiative to integrate technology in content area classrooms through the acquisition of laptop computers (and carts,) for use in content area classrooms, acquisition of additional interactive

SmartBoards and professional development for interested staff members and the re-opening of one of the two computer labs (with a partial upgrade,) and the hiring of a state-certified computer teacher. Additionally, teachers have been trained in the use of several computer and web-based programs (Accelerated Reader, Achieve 3000, Rosetta Stone, Renzulli Learning,) to provide Computer Assisted Instruction differentiated support (all) students and specifically students with diverse needs.

Teacher interest and increasing expertise have been instrumental in this initiative's success and the ultimate benefits to students.

Additional computers, SmartBoards, software and professional development are needed to sustain and grow this initiative. Budget cuts- both directly to the school and to external DOE resource offices will be an obstacle to this effort, especially as MS 172 has not consistently been a recipient of additional funding through the DOE.

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.

Goal #1: During the 2009-2010 school year, students in the NCLB sub-groups of Students with Disabilities and ELL's will show a 0.5% increase in their proficiency rating on the April 2010 N.Y.S. ELA Test.

(Specifically, to increase the number of students making exemplary gains by 3% on the 2010 NYS ELA Test: ELL's will increase from 26.0 % in 2009 to 29% in 2010 / SWD 21% in 2009 to 24.0% in 2010)

Goal #2 During the 2009-2010 school year, 3% of all English Language Learners and Special Education students will achieve an increase of at least a one-half proficiency level on the May 2010 Standardized New York State Mathematics Exam.

Goal #3 By June 2010, grade 8 students participating in the NYS Spanish Proficiency Exam will increase by 5.0 %.

Goal #4 During the 2009-2010 school year, communication between the school and parents will improve as measured by a 20% increase in responses on the 2009-10 NYCDOE Learning Environment Survey.

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

ELA

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>During the 2009-2010 school year, students in the NCLB sub-groups of Students with Disabilities and ELL’s will show a .5% increase in their proficiency rating on the April 2010 N.Y.S. ELA Test.</p> <p>Specifically, to increase the number of students making exemplary gains by 3% on the 10 NYS ELA Test: ELL’s will increase from 26.0 % in 2009 to 29% in 2010 / SWD 21% in 09 to 24% in 2010)</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Introduce Achieve 3000 to targeted groups, establish baseline and goals for each student • Inquiry team and classroom teachers will continue to monitor these groups in classroom using Achieve 3000, Renzulli, as well as using QRA’s and classroom assessments. • Continue to review and program double ELA periods (90 minute literacy blocks) • Continue to provide PD for A Ps & coaches—develop training and professional development schedule • Develop Uniform Essential Learning Outcomes for each unit of study, continue to add to pacing schedules and in depth curriculum maps • Develop rubrics and procedures for portfolios • Introduce “Test Prep” as a Genre for a unit of study • Provide staff development for ELA and subject area teachers in balanced literacy • Review and plan for use of leveled libraries and reading resources • Incorporate technology into literacy • Expand classroom libraries in ELA classes (both lower & upper levels), science classrooms, social studies classrooms & foreign language classrooms (pending funding availability) • Send staff members to professional development activities outside of school

	<ul style="list-style-type: none"> • Hold faculty conferences and department conferences for staff development – continue work on Differentiating Instruction • Continue the use of the “Daybook” on each grade level to strengthen ELA reading/writing skills. • Hold joint conferences (i.e. ELA and Social Studies) for professional development of literacy in the content area • Meet with library and technology to assess and review available resources for ELA • Identify at-risk students for ELA interventions • Review strategies to create a “literate” environment (book fairs, book talks, conversation groups) • Incorporate special education teachers into departments for professional development and supervision • Review strategies and available resources with A Ps • Continue to introduce the “New Teaching Standards/Continuum” • Plan for training days • Meet with A P s and coaches to identify roles and strategies • Begin classroom visits/walkthroughs and observations • Plan AIS programs, recruit teachers • Review curriculum requirements and potential modifications for literacy, • Provide test sophistication strategies • Continue to review the use of data in the classroom (test scores, Acuity scores, QRA’s, student work, etc) <p>Analyze results of exams, hold celebrations</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Contract for Excellence – to fund Literacy Coach/UFT Teacher Center Staff Developer • NYSTL 07/08 – Allocated for classroom libraries • NYSTL 08/09 - to fund intervention materials for AIS (targeting levels 1, 2, &3) • Tax levy funding • AIS resources • ELA funding support • Grants-Title III ESL – Allocated for reading materials to support ELL students <p>Project Arts</p>	
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Quick Reading Assessments (QRA)</p> <p>Standardized exams</p> <p>Portfolios</p> <p>Classroom observations</p> <p>Meetings/events</p> <p>Achieve 3000 Lexile scores</p>	<p>Classroom Tests</p> <p>Acuity Tests</p> <p>Examine student work</p> <p>Common planning periods</p> <p>Class Profile Logs</p>

Subject Area

Mathematics

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Mathematics Annual Smart Goal : During the 2009-2010 school year, 3% of all English Language Learners and Special Education students will achieve an increase of at least a one-half proficiency level on the May 2010 Standardized New York State Mathematics Exam.</p>
<p>Action Plan</p> <p><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>The Impact Mathematics Program (Glencoe McGraw-Hill, Publisher) is the foundation for all mathematics instruction. This complete program synthesizes basic mathematical skills with conceptual understanding.</p> <p>The materials utilized in grades 6-8 include: a basic textbook, Math Handbook, Student Review Workbook, Reflective Notebook and Journal, teacher’s manual for differentiated instruction and a software component used for assessment purposes. Student editions of these materials are available in Spanish.</p> <p>The program includes diagnostic, formative, performance, summative, review and self-assessments, and test taking practice. Additionally, the teacher guides offer “Approaching-Level and English Language Learner” teaching tips and suggestions for “At Risk” students. The differentiated instruction practices include an “Intensive and Strategic Intervention Teachers Planning Guide.”</p> <p>Classroom lessons are designed around a forty to sixty minute block of time and include a motivation, group investigations, problem sets and skills review.</p> <p>Professional Development:</p> <p>Outstanding classroom practices will be demonstrated and discussed during departmental and faculty conferences by lead teachers of Special Education and English as A Second Language. Supervisors will meet with teachers to discuss and review data available through ARIS. This includes biographical data such as ELL level and attendance patterns as well as the academic strengths and weaknesses of students using the Items Skills Analysis.</p> <p>The school will continue to roll out the Professional Teaching Standards and emphasize teacher reflection and professional growth.</p> <p>Other professional development opportunities will continue in questioning skills, differentiated instruction and literacy through all content areas.</p>

Differentiated Instruction for English Language Learners: Teachers will incorporate the following strategies within their classrooms: scaffolding tasks, student conferencing to assess and monitor student progress, think-pair-share, re-teach time in small flexible needs based groups, cooperative learning, nonlinguistic representations, summarizing and note-taking, KWL charts, peer tutoring and buddying.

Portfolio tasks will include project based learning to support these students. “Unit Word Walls” exhibited in classrooms along with the availability of student language glossaries will assist to promote vocabulary building.

The before and after school **Title III Program** will focus on bridging the gap between regular classroom literacy and mathematics instruction. In addition to instruction on skills and concepts students will also be assisted on understanding directions, test taking strategies, and honing their written expression. Math instruction will utilize hands-on manipulatives where appropriate. In an effort to support writing skills, math journals will be kept in each classroom. Oral skills development will be supported by cooperative learning groups and activities will be centered on mathematical problem solving. Mathematical “Word Walls” will be shared between the ESL and Mathematics classrooms.

Special Education Students : SETSS and Collaborative Team Teachers will meet and collaborate with regular classroom teachers to discuss **Tier I Classroom interventions:** These interventions include but are not limited to Student/Teacher Communication, Parent/Teacher Communication, Dean/Teacher Communication, Classroom Anecdotes, Physical Arrangement Strategies, Organizational Strategies, Behavioral Management and Modification, Presentation of Instruction, Altered Assignments, Material Adaptations, Modification of Instruction, Tests and Homework Modification and Expectations of Instructional Output.

Tier II interventions are considered as a preventive service. These interventions include: “At Risk” SETSS placement, AIS after school classes, counseling, guidance services, services relating to speech and language improvement, CAP Reading, etc. The school’s Student Support Team reviews and evaluates the needs of students who are not demonstrating success in their current education program. “**Collaborative Team Teaching**” classes are available whereby students with disabilities are educated with non-disabled students by a full-time general education teacher and full-time special education teacher who collaborate throughout the day.

If need be, Special Class Services are provided for children with disabilities in a self-contained classroom. They serve children with disabilities whose needs cannot be met within the general education classroom, even with the use of supplementary aids and services.

Teachers are responsible to review all IEP records of students in their classes and provide all test modifications notated therein. Students may be pulled-out for SETSS, counseling services, etc. or services may be provided by a push-in teacher.

Inquiry Team and classroom teachers will target ELLs and Students with Special Needs and monitor progress through Achieve 300 and classroom assessments.

After School Academic Intervention Service (AIS) Program:

These small classes meet after school for one hour to receive additional instruction in basic skills and mathematical concepts. Students who scored in levels 1, 2 and low 3 on last year's New York State Standardized Mathematics Exam, new students to the school from private schools and students from schools outside of New York State are eligible. These courses center around the interweaving of the mathematical content strands of Number Sense and Operations, Algebra, Geometry, Measurement and Statistics and Probability and the process strands of Problem Solving, reasoning and Proof, Communication, Connections and Representations.

After School Extra-Curricular Gifted and Talented Programs: These classes include 6th, 7th and 8th grade Mathematics Teams. Students enrolled are challenged to solve non-routine type math problems that involve the problem solving strategies taught in the regular mathematics classroom. These students compete on the National Level. Other courses offered include Math Game 24 which sharpens students' ability in using mental math, Math Games From Around the World and the Stock Market Game.

Prentice Hall New York Integrated Algebra Program: This two -year program is designed for the 8 SP student to sit for the Integrated Algebra Regents in June 2010. It is fully aligned to the New York State Core Curriculum for Integrated Algebra. Ancillary materials include: All In One Student Workbook and Brief Review for the Integrated Algebra Regents Workbook. The program also includes student support in daily note-taking skills, guided problem solving, and additional practice and unit vocabulary and study skills. Student editions are available in Spanish.

Achieve 3000: This web-based reading program uses e-mail, technology and current events to strengthen students' literacy skills. The articles examined are correlated to the New York State English as a Second Language and English Language Arts standards and are grade level appropriate for instruction.

The program provides opportunities to differentiate instruction for heterogeneous groupings in English, uses texts that are read aloud for students at the "Beginning Reader" reading levels, uses new arrivals' native language for students with low literacy skills, builds self-esteem for

	<p>students who are long term ELLs, and provides access to a web-based writing center by the use of interesting activities, prompts and graphic organizers. Mathematics problem solving activities are also explored.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>NYSTL funds will be allocated to purchase materials both for regular classroom use and mathematics AIS classes. Title III funds were allocated to purchase supplementary materials to support ESL students. Teacher staff development includes “Marilyn Burns Workshops” on utilizing best teaching practices. Funding will be provided to support the AIS and Gifted and Talented Programs. A part-time mathematics coach who will provide staff development and teacher support will also be funded.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Periodic teacher classroom tests, quizzes, observations, conferencing notes and portfolio reviews will comprise student assessment. Departmental meetings focused upon analyzing mathematics student data and reviewing teacher data logs. Teacher discussions during common planning time will include period review of student and class accomplishments.</p> <p>During the school year 2009-2010, there will be two Interim Assessments slated for November 2009 and March 2010. Also, a Predictive Math Exam will be administered in January 2009. The New York State Standardized Exam will be given in May 2010.</p> <p>The NYSESLAT Exam will be administered in mid- May 2010 and will assess the reading, writing and listening skills of ELL students.</p> <p>IEP Students: Every year the parent and school staff will review the IEP and develop new annual and short term goals. This is known as the Annual Review. During this meeting the student’s educational program and goals are discussed. Students who receive special education services will be provided with an assessment every three years to review the student’s progress and the educational services he/she is receiving. This is known as a Triennial Re-evaluation.</p>

Subject Area

Spanish

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, grade 8 students participating in the NYS Spanish Proficiency Exam will increase by 5%.</p>
<p>Action Plan</p> <p><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>Inquiry teams and classroom teachers will monitor NCLB subgroups of ELLs and students with disabilities</p> <p>Incorporate literacy into Spanish program</p> <p>Develop lesson plans to provide differentiation of instruction based on students' learning needs (purposeful grouping, multiple levels of questions, project choice, homework choice, student goal-setting)</p> <p>Align curriculum with key standards, national, state, city</p> <p>Use pre- assessment and assessment data to drive instruction (pretests, short quizzes, student performance on end –of-unit assessment)</p> <p>Promote student self- assessment</p> <p>Provide meaningful feedback to students-conferencing</p> <p>Utilize real world experiences-magazines, newspapers, trips</p> <p>Provide test sophistication for grade 8</p> <p>Collaborate with interdisciplinary team members</p> <p>Incorporate higher order in depth critical thinking (Bloom's Taxonomy)</p> <p>Increase the use of technology- training more staff in SMARTBoard, laptop</p> <p>Reinforce instruction in all language modalities (listening, speaking, reading, writing)</p> <p>Utilize Instructional materials from Textbook <i>Navegando</i>: (Navegando Testing/Assessment Program, Audio CD Program, TPR Storytelling Manual, Materials for Spanish Speaking Natives, Portfolio Assessment Activities for Proficiency, Grammar Vocabulary Exercises, Communicative Activities)</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>NYSTL 2009-2010 Project Arts- Flamenco Vivo Carlos Santanna Dance and Music Field Trips to Various Spanish Language Cultural Events Tax Levy After School Talented and Gifted-Spanish Club (pending funding availability) Classroom Libraries /Spanish Novels (pending funding availability-NYSTL)</p>	
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Formative Assessment Student Reflections Standardized exams Portfolios Classroom observations Meetings/events NYS Spanish Proficiency Exam(June)</p>	<p>Classroom Tests Review Essential Learning Outcomes Acuity Tests Examine student work Common planning periods Examine Class Profile Logs</p>

Subject/Area (where relevant):

Learning Environment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>During the 2009-2010 school year, communication between the school and parents will improve as measured by a 20% increase in responses on the 2009-10 NYCDOE Learning Environment Survey.</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>	<ul style="list-style-type: none">• Send home flyers and newsletters in different languages• Use school electronic phone messaging.• Coordinate school activities and workshops with PTA functions• Continue student-centered events: Honors dessert, Multi-cultural events, Career Day, ELL PAC meetings, science fairs, parent orientations for high school, new sixth grade orientation, curriculum showcase, music and drama presentations, student recognition awards night• Hold monthly PTA ,SLT meetings and Safety Committee meetings• Hold parent fundraisers• Continue workshops to train parents in the new assessments (social studies, science exit projects)• Use Beacon program for counseling, parenting training, ESL instruction• Parents of all students, including those with special needs are involved in school activities and decision-making processes. Substantial support is provided for the families of our most fragile learners by the teachers, related service providers, and administrators. Information regarding changes in special education laws, mandates or regulations is provided to families in a timely fashion and in a consistent manner.• Develop parent database for e-mail and message boards.• Continue sending home Teacher Welcome/ Grading policy letters• Continue Senior Newsletters• Utilize Student Agenda/Planner for parent-teacher communication• Encourage the use of Email and the school website• Encourage the use of "positive" phone calls and notes of praise• Encourage the creation of class newsletters• Establish venues for on-going direct communication between parents and the schools such as monthly "Coffee and Conversation" meetings with the Principal for parents to share concerns and questions.
<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>Additional monies will need to be allocated to this effort to include added costs for mass mailings (postage, paper , personnel,) and personnel to coordinate and monitor specific action plan items (school aide and teacher per session hours.)</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Report cards /Progress report sign off returns High school information sign off returns Monitor number of calls made through phone messenger Monitor PTA attendance Monitor parent attendance during “open school week.” Review Parent coordinator parent surveys Monitor Parent Handbook sign off’s</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 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	# 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	(invited 2010)								
6	(82)	(42)	30	19	9	0	3	5	
7	(128)	(72)	9	28	7	0	1	3	
8	(112)	(83)	50	50	10	0	1	4	

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>In-class flexible grouping / differentiated materials and instruction. After school and Saturday small-group instruction with leveled groups using AIS materials to focus on reading comprehension, fluency and accuracy, writing skills and test-taking skills. In-school pull out classes to provide small-group and one-to-one interventions. Interim assessments and informal teacher assessments will be used to monitor student progress. <i>Rally Reading Essentials</i> used in after school program.</p>
<p>Mathematics:</p>	<p>In-class flexible grouping / differentiated materials and instruction. After school and Saturday small-group instruction with leveled groups using AIS materials to focus on mathematics skills and test-taking skills. In-school pull out classes to provide small-group and one-to-one interventions. Interim assessments and informal teacher assessments will be used to monitor student progress. <i>Coach Test Prep</i> used in the after school program.</p>
<p>Science:</p>	<p>In-class flexible grouping / differentiated materials and instruction. After school and Saturday small-group instruction with leveled groups using AIS materials to focus on mathematics skills and test-taking skills. In-school pull out classes to provide small-group and one-to-one interventions. <i>Big 8 Science Review</i> used in the after school program.</p>
<p>Social Studies:</p>	<p>Small group intervention through in-school pull-out and after school classes concentrating on DBQ's and test taking strategies</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Discuss study skills, organization and time management. Assist the student in setting goals and identifying obstacles to achievement.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>When applicable: 1:1 counseling sessions center around discussion of affective issues – in-school and outside toward more appropriate social And academic behaviors.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>1:1 counseling sessions center around discussion of affective issues – in-school and outside toward more appropriate social and academic behaviors.</p>
<p>At-risk Health-related Services:</p>	<p>Nurse monitors/assists students in dealing with heart disease, allergies, asthma and ADHD.</p>

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

NCLB/SED requirement for all schools

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

Identifying ELLs

Students coming into MS 172 for the first time begin at the main office. In the office a secretary, who is assisted by the Parent Coordinator, hands the parent/guardian an admit packet. Secretary instructs the parents how to complete each document aiding them when needed. The Home Language Identification Survey (HLIS) is included in this packet and is available in Chinese, Punjabi, Bengali, Spanish, Urdu, Russian and Arabic. Staff members who speak other languages may be called upon to assist if further clarification is needed. During this process the certified English as a Second Language (ESL) teacher performs an informal oral interview and reviews the HLIS. Students who have already been a part of the NYC Educational System, OSIS numbers are identified, admit and discharge history, as well as exam history is checked on ATS by the ESL teacher, to ascertain eligibility for ESL services. Students with New York State English as Second Language Achievement Tests (NYSESLAT) scores below the level of Proficient or students with Language Assessment Battery Revised (LAB-R) scores with the LEP decision marked "Yes" are immediately added to the ESL roster and given a schedule for their appropriate services. Students new to NYCDOE are administered the LAB-R by the ESL teacher in a comfortable environment. LAB-R test scores are immediately hand recorded by the teacher to determine ESL eligibility. Native Spanish speakers are administered the Language Assessment Battery in Spanish as well. Each score is cross referenced with the LAB-R cut scores provided by the NYCDOE testing administrators. Students who score higher than the cut score are considered ineligible for ESL. Students scoring at or below the lowest cut score are scheduled for 360 minutes a week of ESL. Students scoring greater than the lowest cut score and lower than the highest cut score are scheduled for 180 minutes a week of ESL service. The ESL teacher creates a schedule and begins service and while waiting to submit LAB-R and Spanish LAB tests to be officially scored. RLER reports are checked often for confirmation that hand scores and computer scores from the testing center match. RNMR and RLAT reports from ATS are used to determine areas of strength and weaknesses for each ESL student in each modality.

Returning English Language Learners (ELLs) are identified based on their previous NYSESLAT scores, as per RLAT reports. Students with Advanced scores are scheduled for four (45 minute) periods and students with Intermediate and Beginner scores are scheduled for 8 - 45 minute periods. Students with scores of Proficient are compiled and given to the Reading Specialist for additional support. Current and prior NYSESLAT scores are evaluated and analyzed to determine gains and weaknesses in all four skill areas (Listening, Speaking, Reading, and Writing).

ELLs who are newcomers, transfer students and incoming sixth graders are given entitlement letters in their languages, as well as a notice for the first Parent-Teacher meeting for ELLs. Prior to this meeting the New York Department of Education Orientation video is given to each parent to view at home. The initial Parent-Teacher meeting for ELLs is meant to answer questions and concerns and explain the Program Choices of all ELLs. Translators and translations of all materials are available during each meeting. Within one week letters and videos are distributed to students for parents viewing and a date for the Parent-Teacher

meeting is set. Letters are returned during second week indicating attendance of Parent-Teacher meeting. Unresponsive parents are called immediately. Alternative dates and times are given to provide best possible opportunity for a meeting to take place.

The Parent-Teacher meeting is attended by the ESL teacher, the parent coordinator, an administrator, and any translators needed. An orientation of the ESL program for MS 172 is given, describing academic schedules, State exams, test modifications, grading policies, and supplemental programs. It is explained that we run a Push-in/Pull-out Freestanding ESL program and students will be accompanied by the ESL teacher in their core subjects, as well as be pulled out of foreign language or elective classes such as video, drama, computer and art for small group instruction. Surveys and Program Choice letters are distributed and explained in detail. Translators, translated materials are used and questions and discussion are encouraged to clearly define the choices parents have in the education of their child. The Transitional Bilingual and Dual Language Programs are described. It is explained because we do not meet the criteria for these programs that they are not offered in this school, but if parents are willing to provide transportation other schools around and outside of the school district are available to them if they wished. Parents wanting additional information about Transitional Bilingual and Dual Language programs are given a list of schools that offer each program.

Entitlement letters, surveys and program choice letters are collected at Parent-Teacher meetings or in the classroom. Letters not accounted for are diligently sought after through second and third letters home, phone calls to the house using information from emergency blue cards and finally a scheduled meeting with the ESL teacher, parent coordinator and administrator. All letters are kept on file by the ESL teacher for at least three years. Failure to respond to these letters and meetings defaults to a selection of a Transitional Bilingual program.

Each year one or two general education classes are allotted seats to house ELLs for returning ELLs, transfer students, and new admits. This allows for effective push-in and pull-out scheduling. On-going communication of parent and general education teacher with the ESL teacher as a liaison occurs during Parent-Teacher conferences and special ESL meetings or PAC meetings. MS 172 also plans a parent orientation night in September to meet their child's teachers and obtain answers to any questions they might have. Translators and translated materials are given if requested.

After reviewing the Parent Survey and Program Selection forms from the past four years, parents choose the Freestanding ESL program offered in our school. MS 172 has had an average of 36 ELLs each year since 2005. Out of that average 70% - 80% of our ELLs speak languages native to India (Punjabi, Hindi, Malayalam, Tamil, Telugu, and Gujarati). Due to the fact that there is not one language spoken by more than 15 ELLs in any grade, MS 172 does not offer a Transitional Bilingual or a Dual Language program. In the past four years 144 out of 146 parents have chosen Freestanding ESL as their preferred program.

Programs are aligned with the requests of the parents. Parents are informed of every option to their child and in the past four years there has not been a single instance of a parent transferring to a different school with a different program

Programming and Scheduling for ELLs

The ESL curriculum is standards-based and uses interdisciplinary materials to teach core academic content. A thematic approach is used and a workshop model is incorporated. The materials are age and level appropriate. The content textbooks are written in sheltered

English. Copies of classroom textbooks are used for tutoring and also to teach ELL's how to navigate the texts. There is a class library of High Interest Low Readability books catered to the needs of ELLs which also includes books on tape. There is also a multi-lingual and cultural library. A reading center motivates ELL's to read a "just right book" and respond to the reading in a variety of venues. A listening center that accommodates sixteen (16) ELL's is used for reinforcement, enjoyment, and as a tool for managing differentiated instruction. The classroom has a computer center with three computers and one printer used for writing and to develop computer skills. Students are provided with CAI through programs that include *Achieve 3000*, *Rosetta Stone* and *Accelerated Reader* (used both in the ESL classroom and in ELA classrooms.) Additionally an interactive SmartBoard is used for modeling and student practice.

During each year ATS reports are frequently run to ensure each student eligible for ESL services are identified. Once ELLs have been identified with the LAB-R or RLAT reports on ATS, or from reviewing students' IEPs, they are scheduled the appropriate minutes by the ESL teacher. Schedules are submitted to principal and supervisor for review. The identification process is ongoing throughout the year. Students who have already been a part of the NYC Educational System, OSIS numbers are identified, admit and discharge history, as well as exam history is checked on ATS by the ESL teacher, to ascertain eligibility for ESL services. Students with New York State English as Second Language Achievement Tests (NYSESLAT) scores below the level of Proficient or students with Language Assessment Battery Revised (LAB-R) scores with the LEP decision marked "Yes" are immediately added to the ESL roster and given a schedule for their appropriate services. Students new to NYCDOE are administered the LAB-R by the ESL teacher in a comfortable environment. LAB-R test scores are immediately hand recorded by the teacher to determine ESL eligibility. Native Spanish speakers are administered the Language Assessment Battery in Spanish as well. Each score is cross referenced with the LAB-R cut scores provided by the NYCDOE testing administrators. Students with who score higher than the cut score are considered ineligible for ESL. Students scoring at or below the lowest cut score are scheduled for 360 minutes a week of ESL. Students scoring greater than the lowest cut score and lower than the highest cut score are scheduled for 180 minutes a week of ESL service. The ESL teacher creates a schedule and begins service and while waiting for waiting to submit LAB-R and Spanish LAB tests to be officially scored. RLER reports are checked often for confirmation that hand scores and computer scores from the testing center match. RNMR and RLAT reports from ATS are used to determine areas of strength and weaknesses for each ESL student in each modality. Returning English Language Learners (ELLs) are identified based on their previous NYSESLAT scores, as per RLAT reports. Students with Advanced scores are scheduled for four 45 minute periods and students with Intermediate and Beginner scores are scheduled for 8 45 minute periods.

Our ESL program is a standards-based pull-out / push-in program. The ESL teacher uses the thematic approach. It is inter-disciplinary and each lesson contains content vocabulary, grammar, phonemic awareness, and functional language. All four language skills are integrated into the lesson - listening, speaking, reading, and writing. Hands-on activities, visuals, realia, graphic organizers, and drawing are used to scaffold the learning. A print-rich environment is maintained including a word wall with content and functional language and definitions. Instruction is differentiated according to needs. The Balanced Literacy Approach is used as well as the Writing Process. Sheltered content area textbooks are implemented to bridge gaps to the students' prior knowledge for each subject area. The Writing Process is built upon the units of study in their content area classes. There are technology-based skills centers: Listening, Reading, and Writing. Informal and formal assessments drive instruction.

SIFE students are given the required number of ESL periods, as well additional small group instruction by the ESL teacher. Reading interventions focusing on sight words and phonics are implemented. They are also tested for The WADE assessment to identify if they need to learn decoding skills and determine if they may require Wilson reading program classes. After school programs (when available,) such as peer tutoring, AIS, Title III and Beacon programs are strongly recommended to the parents and students.

The ESL is an inter-disciplinary and each lesson contains content vocabulary, grammar, phonemic awareness, and functional language. All four language skills are integrated into the lesson - listening, speaking, reading, and writing. Hands-on activities, visuals, realia, graphic organizers, and drawing are used to scaffold the learning. A print-rich environment is maintained including a word wall with content and functional language and definitions. Instruction is differentiated according to needs. The Balanced Literacy Approach is used as well as the Writing Process. Sheltered content area textbooks are implemented to bridge gaps to the students' prior knowledge for each subject area. The Writing Process is built upon the units of study in their content area classes. There are technology-based skills centers: Listening, Reading, and Writing. Informal and formal assessments drive instruction.

ELLs with four to six years of ESL service are offered many different services. Test scores and grades and analyzed formally through ARIS and Acuity, as well as NYSESLAT scores. Informal evaluations such as student portfolios and interviews with content area teachers are performed to compile a more accurate student profile. Weaknesses and strengths are continually revisited and worked on through the year by the ESL teacher with collaboration of their content area teachers. Teachers meet on an informal basis and in department meetings to discuss students' progress. ELLs with four to six years of service are offered our Title III supplemental program, AIS, After School peer tutoring in the library, as well as Computer Assisted Instruction with Achieve 3000 during group work in the classroom to specifically focus on the students' greatest academic needs.

More extensive evaluation is necessary for Long Term ELLs. Often times family and education background checks are made as to ascertain the level of education received in their country of origin. Recommendations for formal evaluations in the students' native language are made, in order to determine if other services are needed. The ESL teacher meets with content area teacher and these students frequently to make sure Long Term ELLs are on track in their content area classes. Test scores and grades and analyzed formally through ARIS and Acuity, as well as NYSESLAT scores. Informal evaluations such as student portfolios and interviews with content area teachers are performed to compile a more accurate student profile. Weaknesses and strengths are continually revisited and worked on through the year by the ESL teacher with collaboration of their content area teachers. Teachers meet on an informal basis and in department meetings to discuss students' progress. Long Term ELLs are offered our Title III supplemental program, AIS, After School peer tutoring in the library, as well as Computer Assisted Instruction with Achieve 3000 during group work in the classroom to specifically focus on the students' greatest academic needs.

M.S. 172 currently follows recommendations for the least restrictive environment placement for Special Education students. Ongoing assessment is used to monitor student progress and recommendations are made toward appropriate services for ELL's in Special Education.

ELLs with special needs are offered the same programs as other ELLs; however their IEPs are reviewed in the beginning and during the year to ensure goals and modifications are met for each ELL. Special needs ELLs are serviced in a 12:1 situation or a Collaborative Team Teaching (CTT) class. They are pulled out of classes to meet with the ESL teacher for their required amount of time in a heterogeneous setting. Test scores and grades and analyzed

formally through ARIS and Acuity, as well as NYSESLAT scores. Informal evaluations such as student portfolios and interviews with content area teachers are performed to compile a more accurate student profile. Weaknesses and strengths are continually revisited and worked on through the year by the ESL teacher with collaboration of their content area teachers. Teachers meet on an informal basis and in department meetings to discuss students' progress. ELLs with special needs are offered our Title III supplemental program, AIS, After School peer tutoring in the library, as well as Computer Assisted Instruction with Achieve 3000 during group work in the classroom to specifically focus on the students' greatest academic needs.

Our targeted intervention programs are provided for all ELLs, including newcomers, Pre Long Term ELLs, Long Term ELLs, ELLs with special needs and Former ELLs. All ELLs have the opportunity to participate in the Title III supplemental program after school and on Saturdays. Our Title III program is geared towards improving English in the content areas, as well as preparing students for the upcoming Math and ELA State Exam. All ELLs are targeted to participate in AIS for all content areas. Achieve 3000 will be provided to all ELLs and is given in class during group instruction and where the classroom teacher sees fit. It is also given in the ESL pull out class where corresponding reading and writing skills are explicitly focused on.

Congruence meeting between the ESL teacher and content- area teachers further serves to provide for alignment of instruction. ELL's are provided with AIS services in ELA, Math, SS and Science through our after school and Saturday AIS program and throughout Title III enrichment program which focused on language acquisition through the content areas as well a specific focus on mathematics. Transitional support for ELL's reaching NYSESLAT proficiency is provided through the Title III program, the schools pull-out reading program and AIS program (Tier I and Tier II.) The ESL teacher coordinates with the AIS supervisor and the reading teacher in order to identify former ELLs that are in need of transitional services. Also the ESL teacher works with the testing coordinator to ensure all ELLs and former ELLs get the appropriate testing modifications. Our main goal is to provide the knowledge and skills needed for meeting all content area standards. The ESL teacher meets regularly with classroom teachers to develop congruence and to discuss the progress and needs of the ELLs. The ESL teacher provides data to the classroom teachers in order to facilitate the identification of needs and literacy profiles.

Achieve 3000 and the Renzulli Learning System will be implemented for ELLs and former ELLs to cater to their individual needs as students of MS 172. ELLs will be able to use Achieve 3000 in the computer lab, in the ESL classroom, in the content area classroom, and the library. Student data will be collected from this program in order for the teacher to design curriculum and assess and analyze student strengths and weaknesses. Renzulli Learning Systems is a program designed to help students achieve by focusing on their strengths, their interests, and the ways they like to learn and express themselves.

All ELLs at MS 172 have equal access to the programs offered in the building. ELLs have the opportunity to participate in our Title III program which focuses on cultural enrichment, bridging the gap in the content area and preparing for the ELA, Math and NYESLAT State exams. ELLs are assigned to an AIS class in Math, ELA, Social Studies and Science and encouraged to go to after school peer tutoring during lunch hours and after school in the library. Beacon and the C.H.A.M.P.S program is also available to them for homework help or participating in athletic activities. ELLs are welcomed to tryout for cheerleading, basketball, volleyball and softball teams during the year. Currently there are no programs that have been discontinued for ELLs.

A variety of materials are implemented to instruct ELLs. In the ESL classroom ACCESS Newcomers, English, History, Science and Math are used to bridge the language gaps to help make understanding their content area subjects easier. A SMART board is used for mini lessons, modeling and other teacher directed instruction. Audio/video players are applied in the listening center, to differentiate instruction with one or small groups of students, as well as for classroom instruction. Computers in the content area classrooms, the ESL classroom, the computer lab, and the library are all available for instructing ELLs.

Native languages are delivered in the Freestanding ESL model through in class libraries of age appropriate books. Native language support is primarily provided in the ESL classroom which also serves as a resource for general education classroom teachers. An ongoing individual flash card collection is created by the student to incorporate content area and everyday words in English and the native language word that correlates. Independent reading books in the native language are selected from ESL teachers' classroom library. Also educational websites providing ELLs native language and English are incorporated in the ESL classroom. All students are provided with glossaries for each subject area. Also Spanish speakers are issued translated textbooks in each subject for the classroom and for home. Achieve 3000 contains bilingual reading material in Spanish as well.

In the content area classroom and the ESL classroom teachers differentiate instruction to accommodate students of all needs by utilizing ELL's strengths to achieve growth in their weaknesses. Materials and resources available to support ELLs are provided to teachers and students of all levels and ages when needed. . A circulating library of reference materials is maintained by the ESL teacher and is available to content area teachers. The Library maintains a section of circulating books and reference materials that can be taken out by the classroom teachers for use with their ESL students. Additional books that support emergent English readers that are high interest and low readability are in the ELA and the ESL classroom libraries.

Professional Development and Staff Support

The ELL teacher attends numerous workshops and conferences throughout the school year. Professional development workshop opportunities given by New York City Department of Education and BETAC are sent to the Principal electronically often and are screened for relevance to the field of ESL. It is common practice that the ESL teacher attends at least four workshops and/or conferences relating to the field of ESL every year.

ELLs transitioning from elementary school to MS 172 are given a school orientation before the school year begins. During the months of May and June guidance counselors identify all ELLs and other special needs students in order to create an appropriate schedule for them. Student lists and articulation reports are sent to the ESL teacher for review further analysis. Students are then grouped accordingly. Eighth graders transitioning to high school are provided with information about the school and guidance as to any questions and concerns by the student or parent. Also students are encouraged to attend the ELLs summer enrichment program in the district, as well the CUNY's Summer Intensive English Language Institute. The ESL teacher also researches and if needed contacts all high schools current eighth grade students will be attending to coordinate orientation dates, summer programs and summer reading requirements.

The ESL teacher presents professional development at least four (4) times per year. The topics are continuous in order to make the training cognitively meaningful and applicable. Teachers receive a signed record of their attendance in order to fulfill the 7 1/2 hours (10 hours for Special Education teachers) of required ESL training. Staff development is an

important component of our ESL program. We try to advocate for our through these training sessions as well as provide ideas and strategies for working with the ELL's in the content classroom. The following are projected dates for this year's ESL **Staff Development Program**:

September 8, 2009 -- Welcoming and Orientation for ELLs

October 5, 2009 -- ESL Strategies for Classroom Teachers - Special Needs of ELLs

November 3, 2009 -- ESL Strategies for Differentiating Instruction – Implementing Achieve 3000

June 10, 2010 -- ESL Strategies to Enhance Study Skills

Parent Involvement

M.S. 172 recognizes the importance of parental and community involvement. We conduct Parent Advisory Committee meetings to inform and educate parents about the needs of the ELLs. We work with the Parent Coordinator to provide information concerning community resources. Parents of new entrants are offered an ongoing Orientation Meeting. A BOE video is shown in the respective languages to assist parents regarding their choice of placement for the ELL's. Parents are invited and encouraged to participate in PTA meeting and functions. For the parents convenience translators are available for all meetings. All important documents, such as report cards are translated if needed. We run programs that teach parents how to help their children study and work at home in order to succeed at MS 172. There is an outreach through the PTA with the multicultural community. MS 172 also offers trips to expose parents to the Queens community and the arts. We currently have monthly meetings exclusively for ELL parents. These meetings are given by the ESL teacher and the parent coordinator to clarify school policy, to help their children with acclimating or learning the language, and show them good techniques to assist their children.

Assessment Analysis

On the NYSESLAT: Writing and reading scores are lower than their Speaking and Listening – daily immersion in the English Language through instructional and social conversations has assisted students in improving their speaking and listening proficiency; however additional explicit instruction in specific reading and writing skills to include comprehension and application is needed for improvement in reading and writing. Toward that end the school is investigating targeted ELA programs, such as ACHIEVE 3000 to provide additional differentiated instruction for all ELL's at Beginner, Intermediate and Advanced levels.

Data from ACUITY and ARIS and the ELL Periodic Assessment system is used to examine item analysis of performance indicators in ELA and Math to determine students' appropriate instructional level. Students are grouped for instruction within the general education classroom and for AIS services (before and after school, pull-out during school and on Saturday.)

Address to students' native language skills is achieved through use teacher/student created materials that include bilingual vocabulary cards (native language/English,) picture dictionaries in English and various languages (depending on the ELL population,) translated textbooks and textbook CD's in English and Spanish and independent reading books in their native language provided in the ESL classroom and general education classrooms. The bilingual Spanish component of Achieve 3000 is implemented to allow teachers to provide reading material in Spanish on the topics that are being discussed in class.

The assessment scores generally reflect the need for literacy skills development across the curriculum in all skill areas. This means that there needs to be a general focus on “comprehensible input” in the instruction of ELL’s school-wide. To satisfy these needs will require more attention to teaching content-specific and functional language in the content areas. There specifically needs to be more emphasis on writing across the curriculum in order to reinforce the writing skills addressed in the ESL and English classrooms. Congruence meetings between the ESL teacher and the content teachers additionally need to focus on materials and strategies to improve all areas on the NYSESLAT skills area- Reading, Listening, Writing and Speaking- specific to content area classrooms.

The ELL periodic assessment is used by the teachers and administration as a tool to develop the reading, writing and listening skills for all ELLs. The ESL teacher monitors the ELL Periodic Assessment reports and performs an item analysis for every ELL in MS 172. A data folder is created and distributed to classroom teachers to allow for further discussions with teaching clusters and the ESL teacher about progress and needs for development.

Our main goal is to provide the knowledge and skills needed for meeting all content area standards. The ESL teacher meets regularly with classroom teachers to develop congruence and to discuss the progress and needs of the ELLs. The ESL teacher provides data to the classroom teachers in order to facilitate the identification of needs and literacy profiles.

At MS 172 we evaluate the success of our programs by how ELLs perform in their content area classes, their State Exams and most importantly how they acclimate to their environment. It is important to us here at MS 172 that ELLs are comfortable with their surroundings and feel that they can share and celebrate their cultural background and experiences with all students. ELLs offer MS 172 a wide variety of strengths and experiences which we try to incorporate to build on their specific language needs, as well as contribute to the culture of our school environment.

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 (1 ESL / 1 Math)

Other Staff (Specify)

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. Instruction will be solely in English. Translated materials and peer translators will facilitate any instruction needed to be reinforced in ELLs native language. 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.

OVERVIEW OF SCHOOL AND ESL SERVICES:

Irwin Altman MS 172 is a 6-8 middle school located in the Floral Park section of Queens, a suburban area of New York City approximately one half of a mile west of Nassau County. Approximately 17% of our children are white, 12% African-American, 16% Hispanic, and 51% Asian. The majority of Asian students are from the Indian sub-continent. Approximately 51% of the students are registered as eligible for free or reduced lunch.

Floral Park is a residential area with a large Pakistani and Indian population. Many of these families do not have English as their primary language and they tend to exhibit more mobility in their residential arrangements and less school based skills than previous Asian immigrants. These factors greatly impact the educational culture of MS 172.

The number of ELLs in the building is currently 40 and has remained relatively stable in the last few years. Historically, we have an ongoing influx of ELLs as the year progresses and with children testing out of the ESL program, the total number of ELL's receiving ESL services is static. The ESL program is standards-based, interdisciplinary, pull-out/push-in program. The Balanced Literacy Approach is implemented. The Reading and Writing workshop model as well

as content-based thematic project learning are incorporated into the curriculum. The ESL Standards Book provides the guide for the curriculum

There is one certified ESL teacher with a Masters Degree in ESL. He has over five years of teaching experience in a secondary education setting. He also has three years experience teaching English abroad. He is proficient in the use of SMART board functions and various forms of technology are incorporated in his class.

All ELLs receive either 360 minutes of ESL services for Beginner and Intermediate levels (8 periods), and 180 minutes for Advanced (4 periods). [All ELL's have been identified using the LAB-R(new students,) or by NYSESLAT score (as continuing ELL's.) All eligible ELL's are being provided with ESL services.]

RATIONALE:

6th and 7th grade promotional standards require ELL's (English Language Learners) to pass English and Math. 8th graders must pass all major subjects. They must also produce an "Exit Project" for Social Studies and Science. Due to all these demands, we strive to give our ELL's a comprehensive content-based curriculum that includes ELA, Science, Social Studies and Math. However, there is not enough time available to work extensively and exclusively on these core subjects. The nature of the problem of understanding for ELL's in the content area classroom is lack of or the gaps in their prior knowledge. For ELL's to be able to interact, they need to be equipped with a repertoire of linguistic concepts and structures. Research by Steven Krashen, shows that there is a positive correlation between language skills and scholastic achievement. Krashen has also emphasized the importance of extensive reading in the content areas.

Due to the lack of prior knowledge in the language used in Social Studies, Math and Science classes, our students need additional support to succeed in their general education subjects. Reading and writing in the content areas will be an important part of our program, as the need for content area intervention is becoming more and more apparent. Phonetic and phonemic awareness as well as building vocabulary will be emphasized with the Beginner and Intermediate level ELLs in our school with Rosetta Stone and Newcomer texts, which are designed specifically for their needs. Reading skills and strategies will be focused in all lessons using the balanced literacy approach. An Extensive Reading Program will also be implemented, using "Just Right" books to help students read for fluency, rather than struggle with grade level books. These "Just Right" books will be chosen by the student with the assistance of the ESL teacher. 100% of these books will be supported by Accelerated Reader, which will be used to monitor the progress and understanding of each student. Lessons will be guided by incorporating reading, writing, speaking and listening skills, through the use of various forms of media and nonfiction content area texts. Also to support reading, writing and listening to nonfiction texts Achieve 3000 (a non Title III acquisition) will be incorporated. Data from Achieve 3000 will be measured frequently to detect short comings and gains in reading comprehension throughout the year. These classes will be held on Tuesday and Friday for one and a half hours after school from November to May.

The NYSESLAT results show that we have about 20% Beginner Level ELLs, 32.5% Intermediate Level ELLs, and 47.5% Advanced Level ELLs. Nevertheless, many ELLs, at all levels, have scored low 2 and 3 on the Math Assessments, as well the English Language Arts State Exam. This underscores the need for more intensive Math vocabulary development and for more practice using mathematical language in a variety of ways to develop authentic acquisition of the content language. ELLs need additional opportunities to practice using the language of Mathematics and thereby "acquire" it, beyond the situations in the regular math

classroom. Many ELLs are able to succeed in the structured setting of the classroom, but, when left on their own cannot navigate the content-specific language of math texts and standardized Math tests.

This proposal, therefore, is to continue a program that targets the needs of 6th, 7th, and 8th grade ELL's who have scored a Level 1, Level 2 or Level 3 on the NYS Math Test. This is due primarily to lack of content language skills, not computation skills. This program would supplement the work that we do in the regular school day program. It will provide in-depth learning and remedial intervention of math skills needed for each grade. The internet based program CEIS (a non title III purchase), which targets struggling students in mathematics, will be part of the focus of our program. This program is based on functional day to day situation that relate to students' lives within the area of mathematics i.e. projects based on banking and other financial matters. The math teachers involved in the program will collaborate weekly with the ESL teacher in the lesson planning and in the assessment of the individual needs of the ELLs. Instruction will be differentiated to meet the needs of each student. Ongoing assessment (informal and formal) and looking diligently at student work will guide the planning. By providing more time on the tasks of math skills, particularly word problems and theme based projects ELLs will gain in content reading stamina as well as in ways to apply that language to mathematical skills. Many ESL students have a wealth of prior knowledge in the area of Math. They only need more time and practice to make those connections with the target language.

This class will meet on Wednesday and Thursday for one and a half hours sessions for 24 weeks, November – May. One Math/or Common Branch certified and one ESL certified teacher will serve approximately 30 of the neediest ELLs who have scored at Level 1, 2 or 3 on the 5th, 6th and 7th grade NYS Math test. A Supervisor will supervise this after school programs (there are no other after school programs running concurrently.)

1. By June 2010, 100% of the targeted 6th, 7th, and 8th grade ELL's will gain in their use of oral language through a planned program of dialogue, play, and oral presentations using Math, Social Studies and Science content, as measured by an increase of one level on the NYS Math Test, and the NYSESLAT.
2. By June 2010, 100% of the targeted 6th, 7th, and 8th grade ELL's will gain in their understanding of numbers and operations, Geometry and Measurement, Algebra, Statistics, and Probability, and Problem-solving and Thinking, through a planned program of Mathematics, as measured by an increase of one level on the NYS Math Test
3. By June 2010, 100% of the targeted 6th, 7th, 8th grade ELL's will gain in their reading and writing skills through a planned program of reading and writing using content area themes and content, as measured by an increase in at least one reading level.

ACTIVITIES:

The ESL and Math teachers will present one mini-lesson per class in each of their respective classes. After modeling the skill to be learned, the teacher will provide practice opportunities and will conference with individual students and small groups to check for comprehension and to re-teach if necessary. In the Math class functional based projects on the internet based on daily routines and other real life situations will drive the core curriculum. Math Journals will be maintained in the Math classroom while Reading and Writing Notebooks will be maintained in the ESL classroom. Math and ESL Portfolios will serve to monitor the progress.

The ELL's will write in their Math Journals to assess their learning experiences as well as to identify what they did not understand. They will create their own word problems using the

vocabulary presented in the lessons. They will work cooperatively to solve problems and to create presentations that will reinforce the learning as well as provide an opportunity for oral skills development. In the ESL classroom reading and writing activities will serve as extensions to the learning in the Math classroom. Students will read stories, articles, biographical pieces on famous mathematicians, and internet downloads on topics at hand in the Math classroom. A shared word wall will ensure opportunities for repetition so crucial to ELLs in language acquisition. Students will have opportunities to independently work with language acquisition programs on the computer and will have a SmartBoard for whole-group interactive technology-based learning.

The ESL teacher will focus on the development of content and academic vocabulary in the context of the content area curriculum as well as through small group conversations in which students practice listening and speaking skills. Additionally, students will be provided with opportunities for independent work using research-based Computer Assisted Instruction to improve their content area and academic vocabulary, reading comprehension and writing skills, as well as listening skills. Beginner ELLs will have time to work on the computer with Rosetta Stone, whereas intermediate and advanced students will use some independent time to use ACHIEVE 3000. High interest/ low readability books and books translated into native languages will be incorporated for independent reading on a weekly basis. This new ELL library is meant to improve fluency and reading confidence and act as a motivator to encourage students to read more. These library books/materials will be shared with content area teachers to provide ELL's with enrichment in the content area classrooms.

A trip to a museum or cultural center will afford students the opportunity to utilize their newly acquired content area language and skills to real-life situations. This interdisciplinary approach will connect topics and language they have learned in the classroom with the world in which they live. Parents will be invited to share the experience with the students and teachers.

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 will be provided during the course of the program. Approximately once every week, for one hour after school, the ESL and the Math teacher will meet to plan lessons and discuss the ongoing assessment of each student, using the appropriate data. Both teachers will address the needs of the ESL students in terms of what they are working on in the classroom. The ESL will mentor the Math teachers for the duration of the program. This teacher/mentor will serve as an objective observer of the process and give key insights into what the teacher is doing. He will collaborate in the design of the activities and offer advice on materials and effective connections to literacy. Additionally, instructional staff will participate in professional development provided by ESL staff developers on-site and off-site to be determined by MS 172 staff availability and identified PD programs. PD topics will occur on a weekly to basis and include, but not be limited to: Strategies to Develop Vocabulary, The Building Blocks of Mathematics and Implications for ELLs, Content Area Vocabulary, Content Area Interventions, Using the Workshop Model, Differentiating for ELLs, Using Data to Drive Instruction, Ideas Maps, Preparing for the NYSESLAT, and Preparing for the State tests.

PARENTAL INVOLVEMENT

Parents are an essential part of the success formula for all students. The needs of ELLs, however, require that parents be aware of the difficulties they encounter in their learning process as well as what is expected of them. With their support, we have been able to accomplish more success at MS 172. There will be two Parent Workshops for this program. Each workshop will be one hour and 30 minutes long. The first workshop, "English Language Learners and Math", will introduce the Program and explain why their children have been chosen. It will be held in November, 2009 from 3:00 P.M. to 4:20 P.M. The teachers will explain about standardized testing, performance and promotional standards. There will also be an introduction to the Impact Math program. The second workshop, "How Parents Can Help English Language Learners At Home", will be presented to provide ideas for helping the ELL's at home. This workshop will be presented in January, 2010 from 3:00 P.M. to 4:20 P.M. The third workshop will be presented in April, 2010, 3:00-4:20pm- "Looking at your Child's Work."

All written materials will be provided, whenever possible, in the respective native languages. Efforts will also be made to provide translators for the workshops for all the languages represented in the population being served in the program.

The ESL and the Math teacher will provide materials and instruction in strategies that will prepare the ELLs to succeed on the Standardized tests for Math.

Form TIII – A (1)(b)

School:
 BEDS Code: 342600010172
 Title III LEP Program
 School Building Budget Summary

Allocation Amount: \$15,000		
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	\$9848.04	Teacher Per Session Cost: Instruction 2 teachers x 3hours x 20 weeks @ 49.89= \$5986.80 Teacher Per Session – Parent Workshops 2 teachers x 1.5 hrs x 2 meetings @ 49.89. = \$299.34 (afterschool/evening) Teacher Per Session Cost – PD/Planning 2 x 1 hour x 20 sessions @ 49.789= \$1995.60 Supervisor Per Session Cost 1 Sup. x 30 hours @ 52.21 = \$1566.30
Purchased services - High quality staff and curriculum development contracts		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3690.96	Books (trade) 2300 (To expand ESL and classroom libraries for enrichment) Desktop Computers (2) 954 (for use with <i>Rosetta Stone</i> , <i>Achieve3000</i> and Classroom Inc. <i>Chelsea Bank</i> Programs) InstructionalSupplies 436.96 (Composition books, printer cartridge, paper for internet and writing activities)
Educational Software (Object Code 199)	\$632	Software 632 (Rosetta Stone)
Travel	\$350	Trip Transportation 350*
Other	\$479	Trip Admission Fees 479*
TOTAL	\$15000	

*May have to be adjusted due to rise in costs.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The following information was used in the assessment of the written translation needs of MS 172: Home Language Survey – new admits; ELL population review; Parent Coordinator survey of language spoken in the home; Ethnic Census data; PAC meeting attendance; ATS-Home Language Report; Teacher survey; Office/support staff survey; Parent requests,

The following groups, sources and methods were used to assess the need for oral translation services at MS 172:

- Results of survey from teachers, parent coordinators, counselors,
- Secretaries(Pupil Accounting Secretary,)
- Past requests from parents,
- Requests from teachers,
- ATS Home Language Report, Home
- Language Information Survey (HLIS),

The MS 172 student population (1031 students) includes the following major language subgroups: Bengali (19,) Chinese/Cantonese (12) Gujarati (34,) Hindi (28,) Malayalam (28,) Punjabi (101,) Spanish (65,) and Urdu (39.)

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.

MS 172 acknowledges the need to outreach to our entire school community and to provide written documents in languages that can be accessed by all parents. Toward that goal we would provide translated versions of documents including

- PTA meeting notices,
- open school invitations,

- special event/ activity announcements,
- school newspapers,
- Principal's monthly letter and calendar,
- Parent Coordinator letters,
- PAC meeting notices information

The need for oral translation services that were specifically and generally identified include:

- Registration of new students where parents do not speak English
- Parent-teacher conferences – November and February; ongoing individual conferences
- Parent Coordinator events /conferences
- PAC meetings
- Guidance conferences
- School meetings and events
- PTA meetings

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.

.Toward our goals to outreach to our non-English speaking community, we would provide translated versions of documents including

- PTA meeting notices,
- open school invitations,
- special event/ activity announcements,
- school newspapers,
- Principal's monthly letter and calendar,
- Parent Coordinator letters,
- PAC meeting notices
- Use of pre-translated DOE documents; parents bill of rights, report card explanations

We will use the DOE Translations & Interpretation Unit whenever possible. When necessary we will contract with outside vendors.

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

Oral translation is needed to assist parents with their communication with the school and in providing parents with the information that they need to assist and support their children including:

- during student admissions and ELL parent orientations
- PTA meetings,
- Open school
- Special events- school concerts, plays, presentations, activities,
- parent workshops,
- Group or individual parent meetings,
- Counseling, telephone communications
- Use the Translation & Interpretation Unit Phone Line Interpretation Services.

Interpretation services will be provided by both in house staff and outside vendor when necessary.

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>.

School will post signage prominently in the building indicating availability of interpretation services as provided by the Dept of education.

The website information will be provided to all parents; [http://schools.nyc.gov/Offices/translation/Tips and Resources/Default.htm](http://schools.nyc.gov/Offices/translation/Tips%20and%20Resources/Default.htm)

Language Identification Cards are provided at both the security desk in the main lobby and in the main office.

The phone-line interpretation telephone number is readily available at the security and the main office of immediate language assistance.

The Parents Bill of Rights and all Department of Education official forms and documents will be readily available in the covered languages.

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:		415,557	415,557
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		4155	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		20778	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		41,555	

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

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.

Three NYS Science Certified Teachers are teaching Earth Science. They have started course-work toward Earth Science Certification;

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.

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore MS 172, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. MS 172's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. MS 172 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

[add other activities, if applicable]

MS 172's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with

disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the MS 172 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, MS 172 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ¹dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement

¹ Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.
- *[add other activities, if applicable]*

MS 172 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- *[add other activities, if applicable]*

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.

Section II: School-Parent Compact

MS 172, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. MS 172 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- *[add other activities, if applicable]*

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- *[add other activities, if applicable]*

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);
- *[add other activities, if applicable]*

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents; and

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- *[add other activities, if applicable]*

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

- *[add other activities, if applicable]*

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

[add other activities, if applicable]

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by _____ on _____.

This Parent Involvement Policy was updated on _____.

The final version of this document will be distributed to the school community on _____ and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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.

- Supervisors/administrators, along with teachers will review school-wide and class-room specific data to determine specific needs areas as well as students requiring services; to include a review of NYS Accountability Reports, NYC Progress Reports/Learning Environment Surveys, Periodic Assessments, current school performance (class grades,) attendance and other biographical data, supervisors and teachers observations of students.
- Supervisors and teachers will also participate in formative assessment to provide feedback for teachers in optimizing instruction.
- See pages 15-18 (Needs Assessment)

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- Standards –based curriculum
- Extended periods (double) of tiered instruction to provide for differentiation and intervention

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.

- Before and after school AIS program*
- Before and after school enrichment program (TAG)*
- Partnership with a CBO (Samuel Field y) and its school based Beacon program (after school/Saturday academic and recreational activities)
- *Achieve3000 and Renzulli Learning programs available for students for in-school and at-home use*

**Budgetary constraint have impacted on these opportunities for students*

o Help provide an enriched and accelerated curriculum.

- Schoolwide SP program of acceleration for students in grades 6-8; Grade 8 SP students take HS level courses

- *Renzulli Learning*(differentiation and enrichment) available for all students for school and home use

o Meet the educational needs of historically underserved populations.

- Our Needs Assessment (P15-18) demonstrates that as a high –achieving school, we have narrowed the achievement gap for NCLB subgroups: the groups making the most progress are Hispanic and Black students.
- Students with Disabilities and ELL’s have also made progress (increase in Levels 3 and 4; decrease in Level 1) but still lag behind all students and the other NCLB groups.
- Specific address to the needs of SWD’s and ELL’s include:
 - School-wide goals CEP) towards increasing these students achievement
 - Implementation of specific research-based/proven programs (*Achieve3000/Classroom Inc./Renzulli Learning*)
 - *Additional staff development focusing on instructional strategies to meet the needs of SWD’s and ELL’s*

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 above
- AIS program for students in the lower 3rd of the school (Level 1- lower Level3)
- At-risk services that include :
 - At-risk SETSS
 - Pull-out reading classes
 - Socialization groups
 - At-risk counseling

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

o Instruction by highly qualified staff.

All staff members are highly qualified with the exception of 3 NYS Science-certified teachers who are teaching Regents Earth Science. These teachers are currently in the process of taking courses to become Earth Science certified.

3. 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.

- Title I ARRA funds partially fund the literacy coach who provides PD for all staff members
- CEI-PEA (SSO) provides support and PD for supervisors and for teachers (directly and indirectly through contracted vendors.
- Parent workshops to increase parents knowledge of curricula and their ability to support their children's work at home are to be planned (pending the development of the Parent Involvement Plan)

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

N/A (Irwin Altman MS 172 is not a high needs school.)
See #3 above

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

See #4 above

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

N/A (Irwin Altman MS 172 serves grade 6-8)

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.

The school and administration support ongoing teacher teaming and collaboration to develop coherent curriculum and participate in formative assessment practices wherein students are provided targeted instruction and routinely monitored and assessed to provide teachers with information to adjust instructional procedures and practice where necessary and to assist students in adjusting their own practice. This is a planned process that includes the use of both formal and informal (classwork, projects, homework, classroom observation) assessments; teachers additionally plan their standards-based instruction with a focus on the requisite subskills and enabling knowledge for particular targeted curricular aims, which comprehensively compose Essential Learning Outcomes. The mastery of each subskill and comprehension of enabling knowledge is essential toward the achievement of the curricular goals. Students who need additional support toward that mastery and comprehension make their needs known through the aforementioned ongoing assessment. Tired interventions, beginning in the classroom and progressing to additional support services outside the classroom (small-group pullouts, before and after school AIS) are also used to ensure that all students become proficient or advanced.

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.

See above (#8)

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 schools Title III funding is used to support ELL's in achieving to proficient and advanced levels. MS 172's Title III program has focused on increased content area literacy, specifically in Science and Social Studies and increased mathematics comprehension and skills acquisition. A review of the data (see page 12) demonstrates significant gains for ELL's in Mathematics over the past 4 years.

MS 172 is also identified as a school with ELL referrals to Special Education and resultant non-LRE placement above a criterion point. The resultant CEIS funding will be used to support ELL achievement.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

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

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

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

APPENDIX 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.

The Assistant Principal of ELA and the Literacy Coach reviewed the Key Findings as listed in Appendix 7. They met on several occasions and found that the current curriculum maps showed evidence of alignment to NYC and NYS Standards; however these maps were often lacking extensive details regarding skills to be mastered, strategies to be utilized and student outcomes to be attained. There are plans to form a curriculum committee to further assess these findings. This committee will include the Assistant Principal of ELA, the Literacy Coach, an Inquiry Team member, the ELL teacher, and a teacher representative from each grade level in the ELA department. They will meet to assess and address each finding and propose solutions to each finding.

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?

? Initial findings showed that there were few, if any, gaps in the curriculum. Student portfolios and portfolio checklists are used as supporting evidence that each ELA standard has been achieved. The portfolio checklists are aligned with NYC and NYS Learning Standards.

As stated above, it was found that the curriculum maps were lacking in specifics, and will be addressed by a newly formed curriculum committee.

Taught curriculum will be evaluated by the curriculum committee by examination of student work and portfolios, classroom visitations, department meetings and/or grade level meetings, collaborative unit planning, etc.

ELA Materials have and will be reviewed regularly to assess their value in meeting the needs of all learners including struggling readers, English Language Learners and students with disabilities.

ELL planning and instruction will be evaluated by the curriculum committee.

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.

The Impact Mathematics program has been evaluated on the basis of student outcomes from standardized tests, supervisor observations and teacher review through available data.

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

- Applicable Not Applicable

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

The Impact Mathematics program separates investigations into Think and Discuss, Develop and Understand and Share and Summarize segments. Within this framework the teacher presents a problem or investigation, models a strategy or teaches a

specific skill. This is followed by either an individual or small group activity whereby students apply this concept or skill under teacher assessment and monitoring. Students discuss their work and share their thinking, followed by either a teacher or student summary.

Within this instructional workshop model, mathematical communication is practiced within the student groupings. Mathematical communication includes a show of understanding by explaining ideas to others, organizing work, using mathematical language and representations, justifying statements and defending work. With the addition of the student “Investigation Notebook and Reflection Journal” (September 2008) to the Impact Math program this process strand is addressed.

The Impact Math program contains real –world applications allowing students to discover mathematical ideas and connect mathematics to other disciplines. Connections are made among mathematical concepts in all concept strands.

Problem solving is emphasized and incorporated throughout the program. The problems presented are open-ended thus multiple solution strategies may be explored by students.

Impact Math provides opportunities for students to make conjectures through observations and presented patterns.

In regards to mathematical representations, the program includes uses of graphs, tables, equations and written explanations.

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. **1.B4 The finding is not applicable.**

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.

See answer to ELA 1A.1

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?

? Utilizing alternatives to direct instruction is an ongoing professional development topic. The current needs of teachers in reducing reliance on direct instruction will continue to be addressed through the ongoing practice of the workshop model, as well as implementation of differentiated instruction to meet the needs of all learners. The curriculum committee will review and assess this finding in depth as the year progresses.

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. **Not applicable**

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.

Through informal and formal observations class lessons are monitored by subject supervisors. In addition, standardized test scores are reviewed along with other quantitative and qualitative data.

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

- Applicable Not Applicable Somewhat 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?

Overall, MS 172 is a successful school in terms of mathematics instruction as evidenced by the marked increases in math scores over the past several years. By no means does this compromise our vision of continuous improvement of math instruction. We have begun rolling out the "Professional Teaching Standards" through staff development. In particular, this year's focus involved engaging all students in learning. In all content areas instructional strategies are varied to increase students' active participation.

The Impact Math and the Prentice Hall Integrated Algebra programs include hands-on manipulative use to actively engage students in content learning.

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.

The school needs to provide additional staff development in the areas of differentiated instruction along with teaching strategies that address the learning needs of ESL students and students with Special needs. Through the use of Lead Teachers, subject supervisors and math and literacy coaches and network support MS 172 plans to address this issue.

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.

Examine data regarding new teacher acquisition and transfers over the last 5 years.

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?

Over the course of 5 years there has been 15 teacher retirements, 4 teacher transfers to assume supervisory positions, 2 UFT transfers into the building and 2 transfers out of the building and this year, 3 Open Market hires and 1 new teacher (with 6 months NYCDOE Long Term substitute experience.

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. **Not applicable.**

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.

Teachers will be surveyed within the school to determine their awareness and interest in professional development specific to the teaching of ELL's and monitoring of ELL progress.

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

Applicable Not Applicable

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

While information regarding ELL specific professional development has been shared with specific teachers, most teachers decline the invitation to attend. Budgetary constraints and the high cost of ELL-specific PD (especially QTEL courses,) have also been a barrier to progress on this front.

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.

Current pertinent information on ELL-specific professional development will be continue to disseminated; the ESL teacher, Literacy Coach and Math Coach and supervisory team will provide in-house professional development for teachers. The school needs additional funding to support this endeavor.

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.

Teachers will be surveyed regarding their awareness of and access to ELL testing data.

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?

All teachers have been provided with some of this data-i.e. the proficiency level of the student.

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.

The ESL teacher in consultation with the administration and school data specialist will access all ELL testing data and compile documents for all teachers where necessary. Professional development will be provided to all teachers regarding ELL data analysis an address to relevant findings. The school needs additional funding to provide these professional development opportunities.

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.

Teachers will be surveyed regarding 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.

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? **While the school has provided limited professional development regarding special education issues, many teachers still do not demonstrate an understanding of the fundamentals of IEP's and student needs.**

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. **We need to drill down on specific Special Education issues including an understanding of individual students' IEP's (goals, objectives and instructional strategies, accommodations and modifications) and the implementation of the instructional strategies to provide for all (Special education) students needs.**

The school needs additional funding to provide these professional development opportunities.

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.

Survey teachers and Special Education support staff (SBST,) to determine the consistent alignment and/or lack of alignment of IEP testing modifications, accommodations goals, objectives with those needed and/or practical for implementation in the classroom environment and in address to state tests.

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?

While certain IEP elements are aligned with instruction and learning in the general education classroom, many are impractical, especially in maximum size (33) and oversized (>33) classrooms.

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.

In consultation with Special education support personnel from the ISC (to insure adherence to city, state and federal mandates and guidelines,) the school will seek to provide teachers with practical strategies for implementing IEP mandates. Additional training should be provided to special education teachers and SBST personnel (psychologists and social workers,) in the creation of IEP's with realistic goals, objectives, modifications and accommodations. Teachers would also need ongoing professional development as this whole process develops.

The school needs additional funding to provide these professional development opportunities and the work needed to address his key finding.

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/ronlyres/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.)

1 student

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

The student will receive at-risk services where necessary to include academic and guidance services. The Parent Coordinator will maintain an open line of communication with the student's parent to insure an on-going assessment of needs and support.

Part B:

For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.