



RUSSELL SAGE JHS 190

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 28Q190

ADDRESS: 68-17 AUSTIN STREET
FOREST HILLS NY 11375

TELEPHONE: 718-830-4970
FAX: 718-830-4960/3566

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 190 **SCHOOL NAME:** RUSSELL SAGE JHS

DISTRICT: 28 **SSO NAME/NETWORK #:** ICI/13

SCHOOL ADDRESS: 68-17 AUSTIN STREET FOREST HILLS, NY 11375

SCHOOL TELEPHONE: 718-830-4970 **FAX:** 718-830-4960/3566

SCHOOL CONTACT PERSON: MARILYN GRANT **EMAIL ADDRESS:** MGRANT@SCHOOL
S.NYC.GOV

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

LAURA GLASS

PRINCIPAL

MARILYN GRANT

UFT CHAPTER LEADER

ANNMARIE TURCOTTE

**PARENTS' ASSOCIATION
PRESIDENT**

ELENA TERRACCIANO

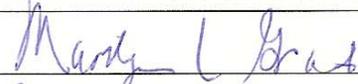
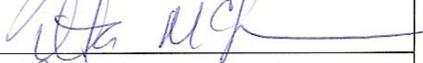
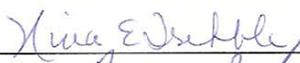
STUDENT REPRESENTATIVE
(Required for high schools)

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

JEANETTE REED

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Marilyn Grant	*Principal or Designee	
Annmarie Turcotte	*UFT Chapter Chairperson or Designee	
Elena Terracciano	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jennifer Wright	Member/ Parent	
ITA McSweeney	Member/ Parent	
Lauren Sintera	Member/ Parent	
Mina E Tribble	Member/ Teacher	
Diane Santana	Member/ Parent	
Laura Glass	Member/ Teacher	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Russell Sage JHS 190 is a diverse, collaborative school dedicated to achieving high standards of academic excellence. Through standards-driven instruction, a nurturing environment, and the development of a sense of social responsibility, we will create a community of lifelong learners.

Our instructional programs are aimed at creating a bridge between the elementary and high school grades. At JHS 190 students have an opportunity to excel through our high school level math and science courses. They also have an opportunity to take Regents in Living Environment, Earth Science and Integrated Algebra as well as the Foreign Language Regents Proficiency Examination.

In addition to following a rigorous academic curriculum, our students have an opportunity to experience the arts. They can elect to take Drama, Band and Visual Arts. Every year, students who have chosen these classes will perform in a number of concerts, art shows and drama productions. Our drama, music and art productions provide a showcase for the magnificent talent of gifted students, exceptional staff and a behind-the-scenes crew that is organized, creative and efficient.

Over 94% of our teachers are fully licensed and permanently assigned to the school. More than 63% have more than five years teaching experience. Our teachers bring to the table more than their educational experience. They also have a high degree of talent and interests that they share with their students through extra and co-curricular activities.

We pride ourselves on assisting our students to gain acceptance to the high schools that can best meet their needs and interests. Of last year's eighth-grade students, 26% were accepted to NYC Specialized High Schools, including Stuyvesant, Bronx High School of Science and Brooklyn Technical. Eleven percent were accepted to other specialty high schools such as Townsend Harris. Seven percent were accepted to specialized academic high school programs such as the Carl Sagan Science/Math Honor Academy at Forest Hills High School and four percent of our students were accepted to programs for students gifted in the arts including LaGuardia High School.

Russell Sage is the recipient of the Empire State Grant in partnership with the Queens Museum of Art and PS 144. Through this association, educators work with our Special Education population and an architect works with our ELL population. This partnership allows for professional development for our staff with museum educators. Students enjoy trips to the Queens Museum and each year an art show of student work takes place in the Museum's Community Gallery. Further, we are in partnership with the American Museum of Natural History, the Wildlife Science Conservancy/Bronx Zoo and others for the Urban Advantage

Program, which teaches students to use institutions of informal education in order to conduct long-term science investigations. In addition, our band students participate in a musical competition held in Hershey, PA; and have had outstanding results.

Russell Sage is committed to providing enrichment programs to all of our students. The extended-day enrichment and remediation activities provide students with an opportunity to sample a subject of interest. Extra-curricular activities offered are: Latin, Math Team, Video Team, Jazz Band and Yearbook. Teachers and staff have a wealth of talent which is brought into these programs. Further, Russell Sage is partnered with the Beacon Homework Study Program and our school offers Regents review classes and preparation for the Specialized High School Examination.

Our teachers have participated in grant writing for our school and have been awarded monies through The Center for Arts Education, Donor's Choose, Empire State Partnerships and have pending Lowe's and UFT grants.

We are committed to fostering strong parental involvement at our school. Among the opportunities we provide are: 6th and 7th grade orientation prior to the start of the year, welcome breakfast for incoming students and parents, Curriculum Night in which parents receive an overview of life at Russell Sage, and Museum Night, where student achievement throughout the year is celebrated. Further, an increasing number of teachers participate in a web-based program through which they can communicate with parents and students regarding student progress.

Our school's Parent Liaison is committed to ensuring that all parents and community members are engaged as full partners in the education of our students. We have an active Parents Association and strong collaboration with Councilwoman Melinda Katz, D-Forest Hills.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		J.H.S. 190 Russell Sage							
District:		28	DBN:		28Q190	School BEDS Code:		342800010190	
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	√	11		
	K		4		8	√	12		
	1		5		9	√	Ungraded	√	
	2		6		10				
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		95.1 / 92.8	95.3/93.2	95.2/ 92.0		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	0	0	0		94.9	96.6	94.9		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	423	374	356		41.1	38.3	35.7		
Grade 8	440	436	406						
Grade 9	149	83	32	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		3	3	18		
Grade 12	0	0	0						
Ungraded	2	4	1	Recent Immigrants - Total Number:					
Total	1014	897	795	(As of October 31)	2006-07	2007-08	2008-09		
					44	35	22		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	60	54	28	Principal Suspensions	114	122	137		
# in Collaborative Team Teaching (CTT) Classes	0	13	15	Superintendent Suspensions	9	15	21		
Number all others	73	39	54						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	N/A	N/A	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	0	0	3						
# in Dual Lang. Programs	0	0	3						
# receiving ESL services only	89	75	50	Number of Teachers	59	67	56		

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	4	4	3	Number of Administrators and Other Professionals	10	13	13
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	6	3	2	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	64.4	70.1	75.0
				% more than 5 years teaching anywhere	52.5	56.7	67.9
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	90.0	87.0	91.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.7	85.8	88.4
American Indian or Alaska Native	0.2	0.1	0.0				
Black or African American	10.2	8.0	6.9				
Hispanic or Latino	25.4	26.1	24.5				
Asian or Native Hawaiian/Other Pacific Isl.	33.2	34.2	31.8				
White	31.0	31.6	36.6				
Male	56.9	55.7	54.6				
Female	43.1	44.3	45.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:	Pending		

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

Student Groups	Elementary/Middle Level			Secondary Level		Grad Rate
	ELA	Math	Science	ELA	Math	
All Students	√	√	√			-
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	√	√	√			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	√	√	√			
White	√	√	√			
Other Groups						
Students with Disabilities	√SH	√	√			
Limited English Proficient	√	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	8	8	8	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	B/NR	Overall Evaluation:	NR
Overall Score:	66.2/NR	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	5.3/NR	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	19.2/NR	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	37.9/NR		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	3.8/ 0.0		

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

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

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

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) 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 highlights 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?
-

To improve the consistency of regular reviews of progress for classrooms, subjects and subgroups.

To improve the consistency of goal-setting for targeted students, classrooms and subjects.

To further develop strategic planning and goal setting to include measurable whole-school and interim goals in order to efficiently monitor progress.

To continue to provide professional development to establish consistency in assisting students to meet their improvement goals.

The teachers work well in teams to plan curriculum and instruction, which allows them to share ideas and good practice. Quality instruction and high expectations lead to accelerated progress for many of our students and having a good curriculum and enrichment programs gives students a wide range of academic and cultural experiences. Support systems for English language learners and special education are leading to good gains in achievement; however, there is more to be done, particularly with the special education population in the area of English Language Arts and overall expectations of these students in need. We will continue to raise the bar on expectations of all students. The guidance and advisory services provide very good support for students' academic and social development. Parents have high praise for the quality of education and care their children receive. Good communication between the school and home give parents a regular update on their children's progress and ways in which they can help them. It is important for us to continue to foster close relations with the home to support student success.

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.) 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 highlights 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?
-

THREE-YEAR TRENDS ANALYSIS OF ELA PERFORMANCE

TOTAL SCHOOL – ALL TESTED STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS
--

Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009	0	0	134	18	534	72	74	10
2008	28	3.5	163	20.5	556	70	48	6
2007	11	1.5	182	25	463	63.5	73	10

Total School Trends: Over a three-year period from 2007-2009, the percentage of all tested students scoring at Level 1 on the ELA assessment decreased to 0%. The percentage of students scoring at Level 2 decreased from 25% to 18%. The percentage of students scoring at Level 3 during this period of time increased from 63.5% to 72% (+8.5%). An analysis of this three-year trend in ELA TOTAL SCHOOL performance for all tested students indicates that the decrease in students scoring at Level 1 is significant. Additionally, there were noteworthy gains as students moved from level 1 to Level 2 and from Level 2 to Levels 3 and 4 as indicated by an overall decrease in the students scoring at Level 2. Additionally, targeted instructional initiatives that address the specific needs of students scoring at Levels 1 and 2 will be further implemented. Instructional initiatives will be put in place to increase the number of Level 4 students.

**DATA SOURCE: A THREE-YEAR ANALYSIS OF PERFORMANCE TRENDS IN ELA
DUSAGGREGATED BY TARGETED STUDENT GROUPS**

**STUDENTS WITH DISABILITIES
ELA PERFORMANCE ON STATE ASSESSMENTS**

Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009	1	1	61	67	29	32	0	0
2008	10	18	32	57	14	25	0	0
2007	25	22.9	64	58.7	19	17.4	1	0.9

Special Education Trends: Over a three-year period from 2007-2009, the percentage of special education students scoring at Level 1 on the ELA assessment decreased from 22.9% to 1%. The percentage of Level 2 students increased from 58.7% to 67%. The percentage of Level 3 students increased from 17.4% to 32%. There were no students achieving Level 4. An analysis of the three-year trend for SWD indicates improvement in students that moved from Level 1 to Level 2 and continued movement of Level 2 to Level 3. Overall there was a positive trend in SWD performance as the percentage of students performing at Level 1 has been reduced. However, since over 67% of SWD students remain at Level 2, effective differentiated instructional initiatives must continue to be identified in order to ensure student progress to state proficiency at Levels 3 and 4.

**ENGLISH LANGUAGE LEARNERS
ELA PERFORMANCE ON STATE ASSESSMENTS**

Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009	1	2	34	83	6	15	0	0
2008	13	25	30	59	8	16	0	0
2007	14	24.1	38	65.5	6	10.3	0	0

ELL Education Trends: Over a three-year period from 2007-2009, the percentage of ELL students scoring at Level 1 on the ELA assessment decreased from 24.1% to 2% (-23.0%). The percentage of Level 2 students increased from 65.5% to 83% (+17.5). The percentage of Level 3 students increased from 10.3% to 15%. There were no students achieving Level 4. An analysis of the three-year trend for ELL students indicates a significant improvement in students that moved from Level 1 to Level 2 and some movement to Level 3. Overall there was a positive trend in ELL performance as the percentage of students performing at Level 1 has been reduced. Since over 83% of ELL students remain at Level 2 effective differentiated instructional initiatives must continue to be identified in order to ensure student progress to state proficiency at Levels 3 and 4.

TWO-YEAR TREND ANALYSIS OF PERFORMANCE TRENDS IN SCIENCE OF STUDENTS WITH

DISABILITIES: Over a two-year period from 2007-2009 the percentage of students scoring at Levels 2 to 4 for Science was 50%. This indicates a significant number of SWD students not achieving proficiency in Science. Although there was a 10% decrease in students achieving Level 1, there are a substantial number of SWD students who need to improve their Science skills.

In 2008, there was a 6% increase in the number of SWD students achieving Level 2 and a 2% increase in the percentage of students achieving Level 4. However, since over 40% of SWD students remain at Level 1, effective differentiated instructional practices will be implemented to ensure students progress to state proficiency.

PARENTAL INVOLVEMENT: While there is substantial participation in certain events, such as Parent-Teacher conferences and Museum Nights, there is still room for improvement in involvement of parents on a consistent, ongoing basis. Parent involvement is gauged by attendance at PTA meetings, school functions (concerts, plays, performances, curriculum night, open house, science and social studies fairs), Parent-Teacher conferences, number of contacts with guidance counselors, parent coordinator, and other staff members.

ACADEMIC EXPECTATIONS, ENGAGEMENT AND COMMUNICATION: As measured by the 2008-2009 School Progress Report data our academic expectations, engagement and communication did not rise to the level of our student performance and student progress. We need to intensify and expand our efforts to keep students and parents informed of academic performance expectations, programming and participation criteria, necessary changes in school day schedule (1/2 day) and ongoing student progress.

GREATEST ACCOMPLISHMENTS: As indicated in the 2008-2009 Quality Review, JHS 190's greatest accomplishments are that the teachers work well in teams to plan curriculum and instruction. We provide high quality instruction and high expectations that lead to excellent educational progress for many students. There are good procedures in place that create a calm, caring and respectful culture throughout the school.

As a result, the school has made great progress in addressing issues identified for improvement in the previous Quality Review. Administrators, Coaches, Inquiry Team, and Teachers have worked collaboratively in order to analyze the various data sources to continue to raise student performance. As the staff continues to develop a deeper understanding of data, they are better able to identify students' strengths and weaknesses, and through differentiated instruction address individual students' educational needs.

The Inquiry Team has made significant progress addressing the needs of the targeted students. Based on available results on the 2008 ELA standardized test, the team has identified 30 students that need to make at least one and a half years progress.

AIDS TO CONTINUOUS IMPROVEMENT

A significant aid to our continuous school improvement can be attributed to the Inquiry Team process, which developed and sustained a community of inquiry. Our school community accepted the responsibility to teach, learn, establish, maintain and assess high standards on a regular basis. As a result of the Inquiry Team process, we learned that focused intervention strategies, along with adolescent development approaches and differentiated instruction can help students achieve. Classroom teachers became more involved in sharing strategies and best practices in all subject

areas. Teachers analyzed, revised and reflected on student data, as well as the impact of instructional programs on student learning. Throughout the school, teachers made instructional

decisions based on the information compiled from student data, and planned activities to address the needs of their student population.

- A target population of grade 7 and 8 students was established and the sub-skills of vocabulary and comprehension were identified. Through teacher modeling, use of a common vocabulary across the curriculum, and differentiated instruction, students became better at decoding text.
- Teachers worked collaboratively to achieve the goals set at the beginning of the year.
- Teachers worked with their roles and responsibilities as they began to increase their sense of ownership and accountability.
- A key learning of the Inquiry process was the ability to write a flexible action plan that addressed the needs of an individual student by identifying specific instructional strategies that could positively impact the child's achievement.

Formal and informal teacher conferences with both parent and student were increased so that the student's strengths and weaknesses could be discussed regularly, and together, short and long term student goals were written.

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 2008-09 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 Number 1:

By June 2010, our 6th, 7th and 8th grade student population who are currently at Level 3 will demonstrate progress toward exceeding state standards as evidenced by an increase in student gains on the NYS ELA Assessment.

Objective: 10% of our 6th, 7th and 8th grade students will improve in understanding vocabulary, inference and comprehension skills in the content areas as per Acuity, and /or in-house assessments and portfolios.

Goal Number 2:

By June 2010, our 6th, 7th and 8th grade student population who are currently performing at Level 3 will demonstrate progress toward exceeding state standards as evidenced by an increase in student gains on the NYS Mathematics Assessment.

Objective: 10% of our 6th, 7th and 8th grade students will improve in understanding vocabulary, inference, and comprehension skills in the content areas, as per Acuity, and/ or in-house assessments and portfolios.

Goal Number 3:

To increase the number of content area teachers participating in Inquiry Teams in the school.

Objective: 50% of our teachers will be involved in Inquiry Team work.

Goal Number 4:

By 2010, parental involvement will increase as a result of a variety of school activities and events.

Objective: There will be a 10% increase in communication in our school community.

Goal Number 5:

By June 2010, teachers will utilize various assessment tools and data to regularly implement differentiated instruction for all learners.

Objective: By June 2010, 100% of the teachers will use data to differentiate instruction on a regular basis.

50% of the teachers will demonstrate differentiated strategies in observed lessons and walk-thrus.

Principal: Marilyn L. Grant

School Year: 2009-2010

School: JHS 190Q Russell Sage

Phone Number: 718-830-4970

Superintendent: Jeannette Reed

District: 28

School Support Organization: Integrated Curriculum and instruction

Status

Interim Acting:

Probationer:

Tenured: X

Your Goals and Objectives

Your goals and objectives are to be completed by you in consultation with the superintendent early in the school year, after issuance of the previous year's Progress Report, Quality Review, and Annual PPR evaluation. Using the template in Appendix A, please describe **a maximum of five** performance goals and objectives you have set for your school for the coming year. These goals and objectives should focus on improving student academic outcomes at your school and must be agreed upon mutually with your Community or High School Superintendent ("Superintendent").

In defining your goals and objectives, please give careful attention to (1) your school's Progress Report target and outcomes across all measures, including parent, teacher and student survey results; (2) Part 2 of your school's Quality Review Report ("What needs to improve") and the school's scores on Quality Statements 1-5 in the Quality Review; (3) your school's most recent CEP; (4) your school's most recent NCLB outcomes; and (5) other available data. In the case of each goal, please identify the measurable objective or target you have set for yourself, which reflects your best thinking about how to meet the demonstrated academic needs of your students.

In narrative form, please describe your plan for meeting each goal, including your strategy for staffing, scheduling, and funding to meet the goal. Also describe the objective evidence (e.g., Periodic Assessment outcomes) you will use to track progress throughout the year towards meeting each goal. In drafting your plan, you should incorporate the following five areas: use of data, curriculum and instruction, development of staff, use of resources, and personal leadership.

In preparing your goals and objectives with your Superintendent, you may invite your School Support Organization representative, Senior Achievement Facilitator, School Inquiry Team, and other relevant advisors to support you in this process. The responsibilities of SSO representatives, Senior Achievement Facilitators and School Inquiry Teams include providing support to principals and schools in improving their Progress Report grades and Quality Review scores, developing strategies to meet the school's Progress Report target, and setting and meeting goals and objectives for enhanced student learning.

Goal Number 1

Goal

Describe your goal.

Our 6th, 7th and 8th student population will demonstrate progress towards improving comprehension skills across content area.

Measurable Objective

Set the measurable target that will define whether you have met your goal.

By June 2010, 65% of teachers will infuse reading comprehension skills in the content area as measured by lesson plans, observations and walkthroughs.

Action Plan

Describe your plan for meeting your goal, including staffing, scheduling, and funding.

Teachers will use their informal assessments in conjunction with the standardized tests to measure progress.

Teachers will target the needs of identified students during the 37.5 minute program through differentiated instruction.

Teachers will continue to use the assessment tools: i.e., ARIS, ACUITY, and data as well as data trends to gather up-to-date information.

Teachers will meet in interdisciplinary teams to set goals for grades, classes and targeted students via the Inquiry Team. This will be done during lunch periods and on days designated for department/grade meetings.

Continued professional development surrounding differentiated instruction will support teachers in implementing these strategies in their lessons.

Continued communication between parents, teachers, students and administration.

Progress Reports

Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>Lesson Plans Observations Walkthroughs</p>
Goal Number 2	
Goal	<p>Describe your goal.</p> <p>Develop student vocabulary skills.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By June 2010, 65% of teachers will enhance their understanding of the teaching of vocabulary in their content area as measured by lesson plans, observations, and walkthroughs.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Professional development will be provided to support instructional strategies.</p> <p>Teachers will examine the challenges that students face on exams and prepare instruction and activities that lessen those challenges.</p> <p>Students will be grouped according to needs.</p> <p>Students will receive extra help in class, during lunchtime , during the 37.5 minute program and after school.</p>

Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>Lesson Plans Observations Walkthroughs</p>
Goal Number 3- if necessary	
Goal	<p>Describe your goal.</p> <p>To increase the number of content area teachers participating in Collaborative Inquiry Teams in the school.</p>
Measurable Objective	<p>Set the measurable target that determines if you have met your goal.</p> <p>By June 2010, 90% of our teachers across content areas will be involved in teacher-team work following the Core Inquiry Team model as measured by ARIS Inquiry Space Profile.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>We are going to provide teachers with additional workshops on ARIS.</p> <p>Share the work on the ARIS Inquiry Space Profile.</p> <p>Schedule time to meet in teams along with the Inquiry Team to focus on targeted students selected this year.</p> <p>Guidance counselors and PPC members will also participate in this work.</p>

Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>ARIS Inquiry Space Profile.</p>
Goal Number 4- if necessary	
Goal	<p>Describe your goal.</p> <p>Parental involvement will increase as a result of a variety of school activities and events.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By June 2010, there will be an increase in communication in our school community.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Parents will be given opportunities to attend workshops on ACUITY and ARIS.</p> <p>Parent coordinator will disseminate a follow-up interest survey to identify parent/school partnership.</p> <p>Parent/School Newsletter will be distributed on a monthly basis.</p> <p>Parents and staff will coordinate graduation activities.</p> <p>Parents will sponsor after school enrichment activities: i.e., Robotics, Forensics, Latin, Mathematics, talent show.</p>

Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>Parents surveys</p> <p>Attendance at events sponsored by the school and PTA</p> <p>Increase the number of emails contacts</p> <p>Participation in Learning surveys</p>
Goal Number 5- if necessary	
Goal	<p>Describe your goal.</p> <p>Teachers will utilize various assessment tools and data to regularly implement differentiated instruction for all learners.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By June 2010, 90% of the teachers will use data to differentiate instruction on a regular basis As measured by lesson plans, assessment notebooks, observations, and walkthroughs.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Core team and the teacher teams will continue to look at differentiated instruction.</p> <p>Internal professional development in content areas around differentiation will take place.</p> <p>Lunch 'n' learn sessions.</p> <p>Follow up sessions with ICI Network specialists on Differentiation in the Core subjects.</p>

Evidence	Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal. Lesson Plans Assessment Notebooks Observations Walkthroughs
-----------------	--

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS –
REQUIREMENT
FOR ALL SCHOOLS**

APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7	37	19			37	0		0
8	37	40			37	0		0
9	0	0			5	0		0
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	AIS in ELA consists of the use of materials (Prentice Hall Skill Builder, Reading Advantage, etc.) which focus on improving students' reading ability by targeting specific reading skills. This is prefaced by an assessment (DRA/QRT) and presented in the form of small group and/or one-on-one (according to need), after school for 37.5 minutes, Monday through Thursday.
Mathematics:	AIS in Math consists of using small group/one-on-one instruction to assist students performing at below state levels in the areas of mathematical reasoning, operations, measurement, functions, numeration and problem solving. The text used is either Measuring Up Level G and/or Impact Math Course 2 or 3.
Science:	
Social Studies:	Social Studies consists of strategies for reading comprehension. In addition, students receive instruction in analyzing primary sources/DBQs. Non-mandated students receive additional support.
At-risk Services Provided by the Guidance Counselor:	Guidance Counselors provide counseling on a one- to- one basis, or small groups. Counseling is provided during the school day, and/or during the extended day of 37 1/2 minutes. There are also individual sessions with the Guidance Counselors as a method of screening and thus ascertaining whether these students have social/emotional issues. Once identified, these students will be placed in group counseling which would focus on coping mechanisms and other life skills that will foster their success and engagement in the academic process. Outside agencies offer support in the classroom. Home contacts, peer mediation and conflict resolution are offered through C4 funding.
At-risk Services Provided by the School Psychologist:	Individual students experiencing crisis situations involving social/emotional issues are addressed through the school psychologist. Educational progress or difficulties stemming from external or internal crises will also be addressed.
At-risk Services Provided by the Social Worker:	Working individually with parents and students during the day to enable them to explore behavioral options to school adjustment problems as well as to explore their issues and concerns that impact performance.
At-risk Health-related Services:	

ADDITIONAL LANGUAGES

Acholi (ACH)	Finnish (FIN)	Malayalam (MAL)	Slovak (SLK)
Adangme (ADA)	Garifuna (CAB)	Maltese (MLT)	Slovenian (SLV)
Afrikaans (AFR)	Georgian (KAT)	Mandinka (MNK)	Somali (SOM)
Akan (AKA)	German (GER)	Marathi (MAR)	Sotho-Southern (SOT)
Algonquin (ALQ)	Guarani (GUG)	Mende (MEN)	Sukuma (SUK)
Amharic (AMH)	Gujarati (GUJ)	Mohawk (MOH)	Swahili (SWH)
Arabic (ARB)	Hausa (HAU)	Ndebele (NDE)	Swedish (SWE)
Arawak (ARW)	Hebrew (HEB)	Nyanja (NYA)	Tajiki (TGK)
Assamese (ASM)	Hindi (HIN)	Oneida (ONE)	Tamil (TAM)
Aymara (AYC)	Hungarian (HUN)	Papiamentu (PAP)	Telugu (TEL)
Basque (BAQ)	Ibo (IBO)	Pashto (PST)	Thai (THA)
Bemba (BEM)	Icelandic (ISL)	Romanian (RON)	Tigre (TIG)
Bengali (BEN)	Ilocano (ILO)	Romansch (ROH)	Tonga (TNZ)
Bhili (BHB)	Indonesian (IND)	Rundi (RUN)	Turkish (TUR)
Brahui (BRH)	Kabyle (KAB)	Samoan (SMO)	Ukrainian (UKR)
Breton (BRE)	Kamba (KAM)	Sanskrit (SAN)	Urdu (URD)
Bulgarian (BUL)	Kashmiri (KAS)	Seneca (SEE)	Wolof (WOL)
Cebuan (CEB)	Konkani (KNN)	Seri (SEI)	Yoruba (YOR)
Cham (CHA)	Lao (LAO)	Shan (SHN)	Zulu (ZUL)
Czech (CES)	Latvian (LAV)	Shona (SNA)	
Danish (DAN)	Lithuanian (LIT)	Shina (SCL)	
Estonian (EST)	Macedonian (MKD)	Sidamo (SID)	
Ewe (EWE)	Malay (MLY)	Sindhi (SND)	

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-10

School Building: 28Q190

District 28

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	2					2

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: X Free-Standing X Push-in X Pull-out
 Indicate Proficiency Level: X Beginning X Intermediate X Advanced

School District: 28 School Building: JHS 190 Class: 751 HR Teacher: Kim, J. Room: 342A

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:28	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 9:09	ESL 340/342A	MATH 340	ESL 340/342A	MATH 340	SCIENCE 342A
2	From: 9:13	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 9:54	ESL 340/342A	MATH 340	ESL 340/342A	SOCIAL STUDIES 220	TALENT
3	From: 9:58	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 10:39	MATH 340	TECHN COMP 103	SOCIAL STUDIES 220	ESL 340/342A	ESL 340/342A
4	From: 10:43	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 11:24	MATH 340	SCIENCE 220	MATH 340	ESL 340/342A	ESL 340/342A
5	From: 11:28	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 12:09	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	From: 12:13	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 12:54	SOCIAL STUDIES 220	SCIENCE 342A	SCIENCE 342A	MATH 340	SOCIAL STUDIES 220
7	From: 12:58	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 1:39	SCIENCE 342A	ESL 340/342A	GYM	SCIENCE 342A	MATH 340
8	From: 1:43	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:24	TALENT	ESL 340/342A	GYM	TALENT	MATH 340
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: X Free-Standing X Push-in X Pull-out
 Indicate Proficiency Level: X Beginning X Intermediate X Advanced

School District: 28

School Building: JHS 190

Class: 851 HR Teacher: Tong, C.

Room: 340

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:28 To: 9:09	Subject (Specify) ESL 342A	Subject (Specify) SOCIAL STUDIES 343	Subject (Specify) ESL 342A	Subject (Specify) SCIENCE 342A	Subject (Specify) GYM
2	From: 9:13 To: 9:54	Subject (Specify) ESL 342A	Subject (Specify) SCIENCE 342A	Subject (Specify) ESL 342A	Subject (Specify) TALENT	Subject (Specify) GYM
3	From: 9:58 To: 10:39	Subject (Specify) SOCIAL STUDIES 343	Subject (Specify) SCIENCE 342A	Subject (Specify) SOCIAL STUDIES 343	Subject (Specify) ESL 342A	Subject (Specify) ESL 342A
4	From: 10:43 To: 11:24	Subject (Specify) SCIENCE 342A	Subject (Specify) MATH 340	Subject (Specify) SCIENCE 342A	Subject (Specify) ESL 342A	Subject (Specify) ESL 342A
5	From: 11:28 To: 12:09	Subject (Specify) SCIENCE 342A	Subject (Specify) MATH 340	Subject (Specify) SCIENCE 342A	Subject (Specify) SOCIAL STUDIES 343	Subject (Specify) MATH 340
6	From: 12:13 To: 12:54	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
7	From: 12:58 To: 1:39	Subject (Specify) TALENT	Subject (Specify) ESL 342A	Subject (Specify) TALENT	Subject (Specify) MATH 340	Subject (Specify) SCIENCE 342A
8	From: 1:43 To: 2:24	Subject (Specify) MATH 340	Subject (Specify) ESL 342A	Subject (Specify) MATH 340	Subject (Specify) MATH 340	Subject (Specify) SCIENCE 342A
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

Grade Level(s) 6,7,8,9 _____

Number of Students to be Served: 68 LEP _____ Non-LEP _____

Number of Teachers 2 _____

Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Russell Sage has a population of 872 students. Sixty –eight (68) are ELL students; twenty –eight (28) are in the free standing ESL program, and four(4) advanced ELL students are in the mainstream population receiving 5 periods a week of ELA instruction. The predominant languages among ELL's are Chinese, Spanish and Russian. We have two (2) ESL classes; the seventh grade ESL class has sixteen (16) students. The eighth grade ESL class has twelve (12) students and the ninth grade has three (3) students. In our ELL population we have ten (10) long term ELL's, two (2) of which are students with IEPs that have ESL with monolingual services. We have nine (9) ELLs with 4-6 years and forty-seven (47) students with 1-3 years. Of these students twelve (12) are SIFE and one (1) student with an IEP. Three (3) ESL ninth graders are mainstreamed. Literacy instruction is provided to the advanced level of ELL students of all grade level. Instructional units are designed to meet performance standards for each grade level while attending to the needs of the students. These units provide differentiated instruction to groups of students by levels of language fluency and academic proficiency in the content area. This year we will have several parent workshops designed to inform parents of the ELL student programs in the school and provide suggestions and activities to include parents in the academics of their children at school and at home. Our Parent Coordinator, ELL teachers and the Principal will provide assistance and inform all parents of the Chancellor's initiatives.

Professional Development 2009-2010 activities- This year we will conduct a needs assessment through the use of data. This will enable the school to implement effective strategies to address the number of students who are lacking the basic skills in both reading and mathematics and provide intensive professional development for teachers in the content areas to meet the needs of special populations, small group strategies, differentiated instruction, classroom management, and the use of hands on base activities. The teachers will receive professional development that will provide our ELL's with instructional strategies and rigorous alignment to the standards.

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.

Intensive professional development provided by schools administrators, ICI network specialists and coaches
 ESL teachers have been trained in QTEL strategies and continue to implement these strategies in their classes
 Training on the components of a comprehensive balanced literacy program
 Programs using the workshop model with English as a Second Language through scaffolding instruction
 Interdisciplinary instruction and academic language development

Form TIII – A (1)(b)

School: Russell Sage JHS 190Q BEDS Code: _____

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	\$8,445	<p>2 certified teachers will provide instruction to ELL’s two times a week for 25 weeks starting in November 09 ending May 10 on Tues. & Thurs. from 3:10 pm to 4:10 pm. 2 tchrs. x 2 days x 1 hr. x 25 wks. x \$49.73/hr. = <u>\$4,973.00</u></p> <p>1 supervisor will be paid 1 hr per-session each day to monitor program. 1 Supv. x 2 days x 1 hr. x 25 wks. x \$51.34/hr. = <u>\$2,567.00</u></p> <p><u>PARENT INVOLVEMENT</u></p> <p>2 ESL teachers will conduct 3 two hour workshops for parent’s. On going workshop designed to inform parents of ELL’s of programs in the school and provide suggestions and activities to include parents in the academics of their children & support them at home. 2 tchrs. x 3 session x 2 hrs. x \$49.73/hr. = <u>\$597.00</u></p> <p>1 Supv. Conducting jointly 3 two hour workshops for parent’s with ESL teachers. 1 Supv. x 3 sessions x 2 hrs. x \$51.34/hr. = <u>\$308.00</u></p>

		(ALL SALARIES INCLUDE FRINGE BENEFITS)
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 400 \$3,802 \$2,354	Supplies Workbooks for ESL students (After school Program) Materials, Supplies & Refreshments for Parent Workshops
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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. **This is done via the Home Language Survey**
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. **Based on the responses of the survey we are able to assess what languages are needed and provide translators in a timely manner**

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.

The Parent Coordinator will provide a language link to all Dept of Ed correspondence which goes to the home.

The invitations or flyers to parents provide space to request translation services

When available school personnel and parents will provide services when parents attend meeting with the teachers, guidance counselors, APs and or deans.

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.

An outside contractor, or in house staff member ,or parent volunteer will provide oral interpretation services when needed.

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>.

Parents are asked about translation services and if ample time is given to procure an outside service we will provide one. Otherwise, we will utilize staff or parent volunteers.

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 6,7,8,9 Number of Students to be Served: 66 LEP Non-LEP

Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

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.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
TOTAL		

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-2010

School District: 28
School Building: 190

(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 2009-2010)

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

3. 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.
4. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

4. 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.
5. 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.
6. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I School Wide 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 2009-2010:		\$341,439	\$341,439
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$ 3,416	
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified		\$ 17,072	
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:		\$ 34,144	
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during 2009-2010 school year: 98%
6. 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. **Professional Development is offered every Monday and Tuesday of the week, mentoring is provided for the teacher who is working towards state certification. Support is offered by the ELA Coach to co-teach, co-plan and observe.**

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

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

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

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

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 at the NYCDOE website link provided above.

School-Level Title I Parent Involvement Policy (School/Parent Compact)

This policy and compact has been jointly developed and agreed upon by the Russell Sage JHS 190 and parents of students served in the school pursuant to Title I (hereafter referred to as "parents").

Policy

The administration, staff and parents of this school believe that the improved academic achievement of each student is a responsibility shared by the entire school community, including the school district, school, community members, school administration, staff, students, and parents (as defined for purposes of this policy to include guardians and all members of a student's family involved in the student's education).

Parent involvement activities in the school will include opportunities for:

- Parents to volunteer and be involved in school activities
- Staff development and parent education
- Parents to provide home support for their student's education
- Parents to participate in school decision-making
- Effective communication between the school and parents

Responsibilities of school

The school will:

- Provide a high-quality curriculum and instruction in a supportive and effective learning environment enabling students to meet the state academic standards.
- Involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I programs, plans and policies.

School Parent Involvement Policy, the administration will:

- Facilitate and implement the Title I Parent Involvement policy.
- Involve parents in the planning, review and improvement of the School Parent Involvement Policy at least annually.
- Provide notice to parents of the School Parent Involvement Policy in an understandable and uniform format and to the extent practicable, in a language the parents can understand.
- Make the School Parent Involvement Policy available to the community.

With regard to parent meetings, the administration will:

- Convene annual meetings to inform parents of their school's participation in Title I, the requirements of Title I and the right of parents to be involved.
- Inform parents of all meetings and encourage and invite parents to attend. Meetings shall be offered at various convenient dates and times too facilitate attendance by parents.

With regard to Title I Programs and Plans, the administration will:

- Inform parents about the goals and purposes of Title I, any Title I programs at the school, the curriculum used in the programs, the academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Involve parents in the planning, review and improvement of any Title I programs at the school.
- If the Title I plan is not satisfactory to the parents, submit any parent comments on the plan when it is submitted to the district.
- If requested by parents, provide opportunities for regular meetings of parents and the school where parents may offer suggestions and ask questions regarding Title I policies and programs.
- Administrators will provide timely responses to parents' suggestions and questions.
- Provide assistance to parents, as appropriate, in understanding such topics as the state's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor their student's academic progress and how to work with school staff to improve the achievement of the student.

With regard to professional development, the administration will:

- With the assistance of parents, educate teachers, pupil services personnel, principals and other staff in:
 - the value and utility of contributions of parents
 - how to reach out to, communicate with, and work with parents as equal partners
 - implementing and coordinating parent programs
 - building ties between parents and the school

With regard to the coordination with other programs, the administration will:

- To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities,

such as parent resource centers, that encourage and support parents in more fully participating in the education of their student.

Shared responsibilities of administration and staff

Administration and staff will:

- **Provide assistance to parents, as appropriate, in understanding such topics as the state's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor their student's academic progress and how to work with school staff to improve the achievement of the student.**
- **Provide materials and training to help parents work with their student to improve the student's achievement, such as literacy training and using technology as appropriate, to foster parental involvement.**
Ensure that all information related to school and parent programs, meetings and other activities is sent to parents.
- **Provide such other reasonable support for parental involvement activities as parents may request.**

Responsibilities of staff

The staff will:

- **Assist the administration in facilitating and implementing the Title I Parent Involvement policy and parent involvement activities.**
- **Advise parents of their student's progress on a regular basis.**
- **Be readily accessible to parents and provide opportunities for parents to meet with them on a regular basis to discuss their student's progress and to participate as appropriate in the decisions relating to their student's education. For elementary schools, at least one parent/teacher conference shall be held each year during which the School-Level Title I Parent Involvement Policy (School/Parent Compact) will be discussed as it relates to the student's achievement.**
- **Provide opportunities for parents to volunteer and participate in their student's class and observe classroom activities.**

Responsibilities of parents

Parents will:

- **Support their student's learning at home by:**
 - **monitoring attendance**
 - **monitoring completion of homework**
 - **monitoring television watching**
 - **encouraging positive use of extracurricular time**
- **Volunteer in the classroom.**

- **Participate, as appropriate, in decisions related to their student's education.**

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

*See Section IV pages

2. School Wide reform strategies that:

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

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

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School Wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

*See Goals and Objectives

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School Wide Program to meet the State's student academic standards.

95%

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

Not Applicable

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

In order to increase parental involvement, we are planning Family Literacy workshops. We are planning a parent/teacher book club at which we will provide bilingual dictionaries. We will have translators available at PTA meetings as well as translating all documents sent home. To that end we have established a partnership with the local Barnes & Noble bookstore. We also have a partnership with the The Queens Museum of Art and a local feeder school, PS 144 in which parents are invited to participate in events. In addition, we are planning a Multicultural Night, a Museum Night, a Science Fair as well as a public display of Social

Studies exit projects. F.L.O.W.E.R.S. night will be a culminating activity for parents, students and the community that showcases work completed in all the subject areas. Further, we are planning to award our Student of the Month Honors at monthly PTA meetings. We will continue our tradition of hosting an honors breakfast for the hundreds of students with high achievement and their parents. If funding permits, we will establish a Saturday ELL Academy for parents.

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

Not Applicable

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

Providing meetings and workshops for teachers so that they are able to understand the assessments and achievement of individual students.

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.

Describe your plan for meeting your goal, including staffing, scheduling, and funding.

Professional development will be provided to support instructional strategies

Math teachers will examine the challenges that students face for the state exam and prepare lessons and activities that help clarify those challenges.

Students will be grouped according to the skills that are needed: comprehension, interpretation and translation of charts and graphs or other areas which have been identified as challenging

Students will receive extra help in class, during lunch time, during the 37.5 and after school

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.

There are students on the School Nutrition Team.

The Student Council meets regularly with the Nutritionist to discuss the menus.

The local police precinct has provided assembly programs around internet safety and Gang Awareness.

Money has been allocated to schools to ensure that children who live in shelters can get the basic necessities for school, such as supplies.

We host the All City Band on weekends.

Forest Hills Community House provides Homework Help and Recreational Activities and Special Community Projects through our Beacon Program.

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

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

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2009-10 anticipated Title I allocation = \$ _____; 10% of Title I allocation = \$ _____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Russell Sage's Curriculum Committee reviews the curriculum and the instructional material in order to assess the extent to which each finding is applicable and to determine the implications for the school's instructional program.

The data gathered from our Inquiry Team shows that the vast majority of the students at Russell sage have 3's and 4's on their ELA exams. As a result, we feel that our instruction is aligned to the state standards.

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

Applicable Not Applicable

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

Through our Math curriculum committee, we feel there is alignment with the NYS Standards. This alignment is part of classroom instruction, lesson plans, as well as the observations of instruction by supervisors.

In order to ensure that our teachers provide standards-based instruction, we offer school-wide staff development on a weekly basis. These staff development sessions focus on using best practices and standards-based instruction in the classroom. Our workshops include but are not limited to exposing teachers to strategies for differentiated instruction, workshop model lessons, writing objectives, asking higher order thinking questions, interdisciplinary lessons and planning, meeting school-wide goals and objectives, addressing the needs of students highlighted by the inquiry team and dissecting the various curriculums.

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

1B. Mathematics

Background

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

Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The Mathematics Department and the Curriculum Committee meet regularly to review curriculum alignment and instructional goals and methods. During the course of our meeting, we have found that the New Impact Math curriculum introduced in September 2008 has narrowed the gap in the areas of geometry, measurement and number sense and operations. We contend that the new curriculum is aligned with the New York State mathematics standards. The investigations in the new program provide students with the opportunity to explore mathematics concepts and thereby gain a deeper understanding of skills and concepts. We have ensured that our students are grasping the New York State content and process standards by regularly using and evaluating the New Impact Math curriculum mandated by the NYCDOE. When we find gaps or feel students need additional support to gain a deeper understanding, we use supplemental materials. The committee has agreed that the new Impact curriculum offers an inclusive approach and is intellectually challenging.

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? **JHS 190 has addressed the issues through continued professional development in curriculum alignment, the use of data to drive instruction, instructional methods, lesson planning and pacing to connect topics. We have sufficient support in addressing these issues. After careful review of data gathered from formal and informal assessments, teachers use supplemental material (when necessary) and differentiated instruction in order to enable all students to achieve the learning goals set forth by New York State. The supplemental materials used to either fill in the gaps or help students gain a deeper mathematical understanding include, but are not limited to, the Impact Mathematics Resource kit, Quick Review Math handbook (Glencoe McGraw-Hill), Glencoe McGraw-Hill Mathematics Review Series, and New York State Mathematics (Continental Press).**

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

After forming our Curriculum Committee to review the curriculum and instructional materials, we determined that additional PD was needed to share our school's instructional program. We provide ongoing PD to disseminate information that will enable our teachers to instruct and provide our students with skills and strategies to comprehend the purpose of given lessons aligned with the NYS ELA Standards.

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?

In addition, through the Inquiry Team, the assessments used including DRA, ACUITY, NY State Assessment & NYSESLAT, we assess all student data. This information provides us with students' strengths and weaknesses to share with pedagogues. Teachers then develop differentiated instruction which leads to appropriate learning for all students and reaching NYS standards.

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

2B – Mathematics Instruction

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

Administrators have observed the use of scientific calculators, graphing calculators, SMART boards and computers in mathematics classrooms over 80% of the time. It is evident that teachers are showing students how to use relevant technology and that they are using it to present their lessons. The mathematics department regularly meets to discuss how students are instructed in the use of calculators and computers. Russell Sage implements the "Workshop Model" that encourages accountable discussion and allows for higher-level thinking and questioning.

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

Applicable Not Applicable

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

Our Mathematics Department meets regularly to discuss technology. We plan lessons intended to teach students how to use scientific and graphing calculators. In addition to teaching students how to use technology, teachers use SMART boards, computers and overhead calculators to present their lessons. Administrative observations, coach assistance, modeling and professional development reinforces workshop models.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

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

Russell Sage does not have a high turnover of teachers. Overall, 90% of our teachers are fully licensed and permanently assigned to this school.

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?

Tenure/Probation eligibility is monitored by the Principal. Teachers are enrolled in Graduate and Post-Graduate programs. There is frequent review with the Payroll Secretary and the Principal to monitor credentials updates.

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.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Teachers receive weekly in-house PD, as well as attend meetings regularly outside of the school building. Our ELL teachers have received QTEL training.

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?

Teachers are given the opportunity to advance their knowledge by attending Regional and Central professional development experiences, which provide quality instruction and success for our students.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

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

Please respond to the following questions for Key Finding 5:

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

Teachers receive data from NYSESLAT as soon as it is available, as well as Acuity to distinguish student levels and placements.

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?

Looking at the results of the data, we are able to determine appropriate leveling of students within the program.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Teachers have access to pages 6 & 9 of the IEP to help plan instruction. Teachers have a list of students with accommodations in their classes as well as their observations of other needs. We have PD for Teachers working with Paraprofessionals, Teacher Assessment Notebooks (TANS) and Differentiated Instruction. In addition, we have a SETRC trainer and staff from the Office of Special Education to provide support for general & Special Education teachers on positive behavior with students. In September, staff development is offered to Teachers about programs and supports in the building. There is ongoing assessment of supports, programs and student's needs.

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?

We continue to make every effort to ensure that Special Education and General Education teachers at EPC meetings to share information such as teacher reports and attendance and provide effective instruction to raise the level of expectations for all students.

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

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

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

Please respond to the following questions for Key Finding 7:

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

Our teachers receive updated lists of students who need accommodations. Ongoing assessment of students' needs at annual reviews and EPC's are based on student performance during class tests and State testing. In addition, Individual Functional Behavior Assessments impacts the Behavior Intervention Plan when the need arises. If a child exhibits behavior which will lead to a BIP's the SBST and the student's teacher will meet and recommend what should be part of this plan. We implement at risk services, progress sheets, behavior modifications and when necessary a BID.

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?

Reevaluations are occurring – Pupil Personnel Meetings, 201 updates and all mandated services. Guidance Counselors meet with mandated and non-mandated students to assess situations on an ongoing basis.

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09

All schools that receive C4E funding in FY'09 must complete this appendix.

Directions: Schools will be asked to complete this appendix via a web-based survey. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2009-10 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

I. Class Size Reduction

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2009-10 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)
 No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms?**

- Yes
 No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2009-10? How many new classrooms/class sections will be created for school year 2009-10? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2008-09	# New Classrooms/ Class Sections	Projected Average Class Size 2009-10

B. Does your school plan to allocate FY09 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
 No

Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Teacher-Student Ratio 2008-09	# Classes Targeted	Projected Teacher-Student Ratio 2009-10

II. Time on Task

Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. Dedicated instructional time
- D. Individualized tutoring

Does your school plan to use FY09 C4E funding to increase student time on task?

Yes

X No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2009-10, and include a brief description of the program that will be implemented.

A. Lengthened school day (beyond the contractual 37½ minutes)

Program Description:

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

New implementation

Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

B. Lengthened school year (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

New implementation

Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

X C. Dedicated instructional time (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

Creative Conflict Resolution – Self awareness components
Intervention of students who are “at risk” by providing supports that will give them the social skills to cope and become responsible adults

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

New implementation

Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion:

X D. Individualized tutoring (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

Support of “at risk” students by working closely with the guidance counselor – selecting materials for instruction and enrichment during the day and during the 37 ½ minutes.

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

New implementation

Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion:

- Enrichment will be provided to ELA students to help them expand their comprehension and vocabulary skills as well as readings related to social issues/concerns

- To challenge students interests/needs

III. Teacher and Principal Quality Initiatives

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)
- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

Yes

No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT) (e.g., Lead Teacher program)

Program Description:

Professional Development by coaches to support newer teachers
Use of Bloom's Taxonomy, Renzulli to enhance

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

New implementation

Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion:

Coaches will work with teachers across all content areas. Assessment tools will be key in determining focus of instruction.

Compacting the curriculum through the work of Renzulli and using strategies for comprehension through the Principal's Study Group

B. Professional mentoring for beginning teachers and/or principals (consistent with SED mentor-teacher certification requirements, and limited to 1st and 2nd years of teacher/principal assignment)

Program Description:

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion:

- C. Instructional coaches for teachers** (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion:

- D. Instructional coaches for principals** (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion:

IV. Middle and High School Restructuring

- A. Implement Instructional Changes
- B. Structural Changes to Organization (must also include instructional changes)

For schools with middle or high school grades only:

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
- No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2009-10, or whether the changes are the expansion or modification of a current strategy.

Program Description:

V. Full-Day Pre-Kindergarten Programs

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

VI. Model Programs for Students with Limited English Proficiency (English Language Learners)

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2008-09, or whether it is the expansion or modification of a current strategy.

Program Description:

Appendix 9: Title I, Part A – Support for Students in Temporary Housing (STH)

All Schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7d424EBD5C83/58877/TitlePartAsetAsideforStudentsinTemporaryHousing.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.)
There are 7 Students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population. **Provide notebooks, pens, paper, pencils and other instructional materials to help these students succeed. Guidance support is also crucial to their success and assimilation.**

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.