



**J.H.S. 194 WILLIAM CARR**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: J.H.S. 194 WILLIAM CARR**  
**ADDRESS: 154-60 17 AVENUE, QUEENS, NY, 11357**  
**TELEPHONE: 718-746-0818**  
**FAX: 718-746-7618**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 25Q194      **SCHOOL NAME:** J.H.S. 194 William Carr

**SCHOOL ADDRESS:** 154-60 17 AVENUE, QUEENS, NY, 11357

**SCHOOL TELEPHONE:** 718-746-0818      **FAX:** 718-746-7618

**SCHOOL CONTACT PERSON:** Anne Marie Iannizzi      **EMAIL ADDRESS:** aianniz@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Anne Marie Iannizzi

**PRINCIPAL:**      Anne Marie Iannizzi

**UFT CHAPTER LEADER:**      Chris Wierzbicki

**PARENTS' ASSOCIATION PRESIDENT:**      CeCe Schob

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

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

**DISTRICT:** 25      **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

**SSO NETWORK LEADER:**      Purus, Dan

**SUPERINTENDENT:**      Diane Kay

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

Name	Position and Constituent Group Represented	Signature
Anne Marie Iannizzi	Principal	
Maureen Robins	Admin/CSA	
Michael Teodoru	Parent	
Roula Vlahos	Parent	
Jacqueline Diaz Fernandez	Parent	
Cece Schob	Title I Parent Representative	
Robert Eckhardt	UFT Member	
Lorraine Rosenquest	UFT Member	
Chris Wierzbicki	UFT Chapter Leader	
Paul Goldberg	Admin/CSA	
Mindy Anichich	Parent	

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

**\* Core (mandatory) SLT members.**

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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Located in the suburban section of north east Queens, William H. Carr Junior High School 194 devotes itself to developing and maintaining a community of life-long learners. The building, a 3-story structure constructed in 1958, is immaculate. Safety and order are a high priority within the school environment; administrators greet students as they disembark from school buses, operate the lunchroom accompanied by a dean, walkthrough classrooms and hallways constantly monitoring for safety, order, and academic achievement.

In 2007-2008, JHS 194 admitted sixth graders for the first time. They brought with them tremendous energy and excitement and quickly needed to adjust to the responsibilities, and academic demands, of middle school. This process populated our school to near capacity and required adjustment for all – students, teachers, and administrators.

While academic rigor and assuring students achieve measurable gains of one year or better in the year 2009-2010, JHS 194 finds energy and spirit from its vital arts programs. All students engage in an artistic pursuit –instrumental music, art, drama or dance – throughout the year. Expression of these artistic pursuits culminate with two drama performances, one Winter, one in the Spring and partnered with orchestra and jazz band performances, and art displays.

This purpose for learning and pride in self-expression motivates learners in the classrooms of JHS 194. To guide and monitor achievement of our student body, the administration and teaching staff have deepened their practice of examining data from a variety of sources. Data analysis has become a necessary tool for assuring that the learning needs of every child is met in this information age. Moreover, the use of data has assisted staff members on every level to focus on the needs of subgroups.

All English Language Arts and English-as-a-Second-Language classrooms and many content area classrooms have classroom libraries. Math classrooms are equipped with manipulatives and other hands-on materials to make learning concrete. Incorporating technology in our classroom pedagogy is a high priority. Smart Boards and symposiums are used by almost all staff members and we are currently increasing the availability of symposiums so that each teacher will have one in his or her classroom.

This year's focus on instruction will include a variety of technology systems including Teacher Ease, ARIS, Achieve 3000 and e-mail between administration and staff. Students will continue to use laptops in the library and classrooms and instruction on science and math is also delivered through textbooks on DVDs.

**SECTION III - Cont'd**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	J.H.S. 194 William Carr				
<b>District:</b>	25	<b>DBN #:</b>	25Q194	<b>School BEDS Code #:</b>	25Q194

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

Enrollment:				Attendance: - % of days students attended			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
Pre-K	0	0	0		95.5 / 94.9	94.9	95.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0		97.6	95.8	97.30
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	371	391				
Grade 7	392	338	367			97.6	95.8
Grade 8	393	360	325				
Grade 9	46	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0		1	1	4
Grade 12	0	0	0				
Ungraded	1	4	1				
Total	832	1073	1084				
					20.0	29.0	23

Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2006-07	2007-	2008	(As of June 30)	2006-	2007-	2008-

		08			07	08	09
# in Self-Contained Classes	12	26	18				
# in Collaborative Team Teaching (CTT) Classes	34	41	45	Principal Suspensions	99	174	TBD
Number all others	50	46	60	Superintendent Suspensions	9	21	TBD
<i>These students are included in the enrollment information above.</i>							
				<b>Special High School Programs: - Total Number:</b>			
<b>English Language Learners (ELL) Enrollment (BESIS Survey)</b>				(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	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	44	62	66	<b>Number of Staff: - Includes all full-time staff:</b>			
# ELLs with IEPs	2	7	9	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	44	64	63
				Number of Administrators and Other Professionals	9	11	11
<b>Overage Students: # entering students overage for grade</b>							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	1	0
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.1	0.2	0.3	Percent more than two years teaching in this school	72.7	59.4	58.7
Black or African American	2.4	0.9	1.0	Percent more than five years teaching anywhere	75.0	54.7	52.4
Hispanic or Latino	23.0	22.1	22.4				
Asian or Native Hawaiian/Other Pacific Isl.	27.0	31.2	32.1	Percent Masters Degree or higher	89.0	89.0	90.0
White	47.5	45.6	44.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.9	97.5	100.0
Multi-racial							
<b>Male</b>	50.5	51.2	53.0				

Female	49.5	48.8	47.0
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2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:				
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):						
<input checked="" type="checkbox"/>	In Good Standing (IGS)					
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1					
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2					
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1					
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)					
<input type="checkbox"/>	NCLB Restructuring - Year ____					
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____					
Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	IGS		ELA:		
	Math:	IGS		Math:	IGS	
	Science:	IGS		Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>	√	√	√		√	
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-			√	
Black or African American	-	-	-		√	
Hispanic or Latino	√	√	√		√	
Asian or Native Hawaiian/Other Pacific Islander	√	√	√		√	
White	√	√	√		√	
<b>Other Groups</b>						
Students with Disabilities	√	√	√		√	
Limited English Proficient	√	√	-		√	
Economically Disadvantaged						

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
	√	√	√		√	
<b>Student groups making AYP in each subject</b>	7	7	6	0	10	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY						
Progress Report Results - 2008-09			Quality Review Results - 2008-09			
<b>Overall Letter Grade</b>	A		<b>Overall Evaluation:</b>			
<b>Overall Score</b>	93.0		<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>			Quality Statement 1: Gather Data			
School Environment (Comprises 15% of the Overall Score)	7.5		Quality Statement 2: Plan and Set Goals			
School Performance (Comprises 30% of the Overall Score)	22.4		Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress (Comprises 55% of the Overall Score)	55.6		Quality Statement 4: Align Capacity Building to Goals			
Additional Credit	7.5		Quality Statement 5: Monitor and Revise			
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>						

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	⊍	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

### English Language Arts

#### Student Performance Trends

Over the past three years, schoolwide proficiency in English Language Arts has climbed from 74.6% in 2007 to 76.7% in 2008 to 89.8% in 2009. While the proficiency rate has increased, so has our student body. In 2007, JHS 194 had only two grades with an enrollment of 832 students. In 2008 our enrollment grew to 1073 with the addition of sixth grade. Our enrollment increased slightly in 2009 to 1084 students. Schoolwide performance trends indicate that we have successfully adjusted to the inclusion of the sixth grade and at the same time we have increased the numbers of students who perform on the ELA test at proficiency or above.

A further breakdown of our success in increasing the number of students who perform at proficient levels in JHS 194 is as follows: In 2007-2008, the sixth grade, they scored at 78% proficiency, our 7<sup>th</sup> grade at 86% proficiency, and our 8<sup>th</sup> grade at 66% proficiency. In 2008-09, our scores were: grade 6 scored a 90% proficiency, grade 7 performed at 91% proficiency, and grade 8, at 89% proficiency.

This year our English Language Arts Department is focusing on work with writing workshop. We are in our second year of implementing the Six-Traits Writing Rubric. This is significant in several ways. The Six-Traits rubric aligns completely with the New York State Language Arts Examination rubric for writing. The rubric also encourages teachers and students to create a common language necessary to describe and "name out" qualities of good writing. Moreover, the Six-Traits framework facilitates short term and long term goal setting while providing a systematic and transparent method for assessment and measurement of student achievement.

#### Greatest accomplishment

The ELA department at JHS 194 is also proud of the 65.7% of students, in 2008-2009, who made one year progress. Maintaining and improving the median student proficiency and thereby insuring one years' growth, is a daunting task for a student body that performs at Level 3. To that end we have shifted our method of short term assessments of our students. We are attempting to assess readers on the Scantron Performance Series and analyze the data. For writing assessment, we implemented the Six-Traits Writing Assessment in 2008-2009 and are deepening our practice in the 2009-2010

school year. Implementing the Six-Traits Writing Assessment, which is identical to the New York State English Language Arts Exam writing rubric, allows teachers and students to develop short term and long term writing goals. The language of the framework provides an academic vocabulary for the teaching of writing and empowers teachers to have the language to talk about what they instinctively know about good writing instruction.

**Significant Barriers :**

A possible barrier to continuous improvement is time. As English Language Arts teachers grow more comfortable using and interpreting data, creating standards-based goals, and individual goals for students (in both reading and writing) there is a greater need for common planning time. The elimination of the 180 minutes of professional development hampered our work in learning communities which are focused now on inquiry. Teachers need time to complete paperwork, Teacher Assessment Notebooks, and to move their professional learning communities forward.

Another possible challenge to continuous improvement is monitoring the median student proficiency scores. Insuring that all students who perform at level three move up within the range of that performance level requires significant attention on the part of the teachers who find developing individualized learning goals for all students an overwhelming challenge.

Grade	Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
				#	%	#	%	#	%	#	%	#	%
6	2008	365	669.8	3	0.8	78	21.4	256	70.1	28	7.7	284	77.8
6	2009	385	673.0	1	0.3	38	9.9	297	77.1	49	12.7	346	89.9
7	2006	379	664.8	2	0.5	108	28.5	234	61.7	35	9.2	269	71.0
7	2007	379	666.9	12	3.2	86	22.7	250	66.0	31	8.2	281	74.1
7	2008	331	671.8	0	0.0	48	14.5	267	80.7	16	4.8	283	85.5
7	2009	357	679.3	1	0.3	30	8.4	275	77.0	51	14.3	326	91.3
8	2006	373	658.2	10	2.7	154	41.3	190	50.9	19	5.1	209	56.0
8	2007	383	668.6	10	2.6	88	23.0	251	65.5	34	8.9	285	74.4
8	2008	363	665.2	9	2.5	112	30.9	216	59.5	26	7.2	242	66.7
8	2009	316	675.9	1	0.3	35	11.1	256	81.0	24	7.6	280	88.6
All Grades	2006	752		12	1.6	262	34.8	424	56.4	54	7.2	478	63.6
All Grades	2007	762		22	2.9	174	22.8	501	65.7	65	8.5	566	74.3
All Grades	2008	1059		12	1.1	238	22.5	739	69.8	70	6.6	809	76.4
All Grades	2009	1058		3	0.3	103	9.7	828	78.3	124	11.7	952	90.0

**Mathematics:**

**Student Performance Trends:**

Over the past three years students who meet or exceed NYS Mathematics Standards have increased from 73% to 95% proficiency achievement. As a department these gains were made possible by consistently re-evaluating our goals, teaching styles, differentiating our lessons based on students needs, and increasing the rigor by adhering to a pacing calendar. The members of the department give up an administrative period once a month to talk about how to differentiate the upcoming unit of study, and what manipulatives are available to use in the classroom to enhance the lesson. We require students to complete portfolio items and unit projects as a way of assessing learning.

This year we are concentrating on the 5% of our students who have not achieved proficiency. The data shows that this 5% falls mainly in the category of students with an IEP.

In helping these students we are using our monthly meetings to learn different special education strategies that the math teachers can use to reach these students. We are working on a modified pacing calendar and we are researching various mathematics textbooks that can be used in the CTT and self contained classes

**Greatest Accomplishment :**

Our greatest accomplishment has been the progress we've made toward increasing numbers of student who meet or exceed New York State Mathematics Standards. In 2007, 73% of students met or exceeded standards. In 2009, the total percentage of students who performed at levels 3 and 4 reached 95%.

**Significant Barriers :**

A significant barrier is the lack of planning time. The ideal way to improve learning for this group of students is to program time for the general ed. teacher and special ed. teacher to plan lessons together. This planning time would provide the general ed. teacher with the strategies needed to reach this group of students, and during the double period, help the special education teacher meet the individual needs of small groups of students.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
By the end of June 2010, 66.26% of our students will make at least one year of progress in English Language Arts.	In June 2009, 63.26% of students made at least one year of progress in English Language Arts. We wish to sustain our level of achieving one year's progress and increase the rate by 3%.
By June 2010, Integrated Algebra Regents results will indicate that 75% of our students will receive a score of 85% or higher, an increase of 10%	In June 2009, 65% of our students in the 8th grade Algebra Regents classes received a score of at least 85% on the New York State Regents Exam. We wish to improve the progress of the students in our 8th grade Integrated Algebra Regents program.
By June 2010, 80% of our students with an IEP will make at least one year of progress in math, an increase of 2%.	In June 2009, 80% of our students with an IEP made at least one year of progress in math. We wish to improve achievement with students who have IEPs.
By the end of June 2010, 90% of teachers (an increase of 15%) will engage in professional development around the interpretation of data used to differentiate instruction using ARIS, Acuity, Scantron performance series, departmental benchmark assessments and NYS ELA and Math exams.	This goal is directed toward developing teachers' expertise in the understanding and utilization of data to create teacher and student goals to drive and differentiate instruction across content areas.



**Subject Area  
(where relevant) :**

**Mathematics**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2010, Integrated Algebra Regents results will indicate that 75% of our students will receive a score of 85% or higher, an increase of 10%
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	The target population for this goal is the eighth grade students in the Scholars Program who will take the Algebra Regents in June. Students will be able to attend additional instructional sessions during the after school extended day program four days a week. Teachers will monitor data from teacher-made tests, in-class performance, and the Acuity Regents predictive assessment. Honors Math teachers and the Math Coach are responsible staff members.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Teacher-made tests, in-class performance, the Acuity, Regents predictive assessment.

**Subject Area  
(where relevant) :**

**Mathematics**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2010, 80% of our students with an IEP will make at least one year of progress in math, an increase of 2%.
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The target population includes those students with an IEP, special education learners. These students will receive additional instruction during the after school extended day program. In addition, the math coach will work with the special education and general education math teachers to increase the types of differentiated instruction in the classroom. In addition, the math coach will assist special education teachers in creating an adaptable pacing calendar based on math assessment to remediate and support these learners. Teachers responsible are special education teachers, general education math teachers, math coach, assistant principal.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>There is a need for additional common planning time and monies for per session for after school professional development. Department conferences and immersion in inquiry continue to be part of our professional development plan.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Acuity, math benchmark assessments, in-class performance, teacher-made tests.</p>

**Subject Area  
(where relevant) :**

**Data**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By the end of June 2010, 90% of teachers (an increase of 15%) will engage in professional development around the interpretation of data used to differentiate instruction using ARIS, Acuity, Scantron performance series, departmental benchmark assessments and NYS ELA and Math exams.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Professional development for all teachers by Assistant Principals, Coach, Teachers, and Network Support Staff on the use of ARIS, Acuity, and the Scantron Performance Series. Grade and department conferences throughout the year will examine data from New York State Exams and other data strands and administration will guide conversation on how to use this data, look for evidence in lesson planning and in daily instruction.</p>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>There is a need for additional common planning time and monies for per session for after school professional development. Department conferences and immersion in inquiry continue to be part of our professional development plan.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teacher feedback, formal and informal observation, grade and department meetings throughout the year.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	41	7			120	2		10
7	34	3	12	25	120			5
8	25	12	6	25	110			5
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

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

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>During the 37.5 minute after school extended day program, students receive one-on-one tutoring and/or small group instruction. Some students receive instruction and participate in the internet-based reading program, Achieve 3000. During the school day, for grades 6 and 7, students who performed at a level 2 and a "low" level 3 are scheduled 4 times a week to receive additional instruction and participate in the Achieve 3000 program. JHS 194 has two collaborative team teaching classes on grades six and seven. Both of those classes also participate with the Achieve 3000 reading program.</p>
<p><b>Mathematics:</b></p>	<p>During the extended day program, the 37.5 minute time period after the school day, students receive either one-on-one tutoring or small group instruction. Through the use of flash cards, math games or skills workbooks, basic skills are reviewed and practiced.</p>
<p><b>Science:</b></p>	<p>During the extended day 37.5 minutes, students engage in remediation activities that include Brain Pop, Virtual Lab CD, The Rewards Program, and use of the Science Weekly Reader.</p>
<p><b>Social Studies:</b></p>	<p>During the extended day 37.5 minutes, students engage in small group instruction that's specific and guided. They also write in a social studies journal and practice writing DBQ essays.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>One to one counseling, group counseling, referrals, parent conferences, classroom presentations, mediation, intervention.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>Individual and group counseling, observations, evaluations.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>One to one counseling.</p>

<b>At-risk Health-related Services:</b>	Daily nursing services, medication or treatments; Case finding, referrals and follow ups.
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## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

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

### JHS 194 Language Allocation Policy

For the 2009-2010 school year, there are 81 English Language Learners (ELLs) in JHS 194's English as a Second Language (ESL) program, a similar percentage of ELL population from last year. Our predominant languages are: 36 Spanish, 27 Chinese, 9 Korean and 9 other. The ESL program is aligned with rigorous city and state standards and core content initiatives in literacy, social studies, science and mathematics. In addition to the acquisition of English language as a primary goal, the program also integrates language instruction across content areas, thus meeting both the linguistic and academic needs of English learners and preparing the students to become academically successful in core subject learning.

#### ELL Identification Process

At admission, the parents or guardians of newly enrolled students are given a Home Language Identification Survey (HLIS) to complete. Once it has been determined that the student is a second language learner, the Language Assessment Battery-Revised (LAB-R) is administered. If a student is assessed to be an English Language Learner and entitled to English language development support services, the school then identifies the student's English Proficiency level and notifies the parent(s)/guardian(s) in writing in the student's home language detailing the score(s) and the program choices. The student's placement is based on parent preference and program availability.

JHS 194 holds Orientation for parents or guardians of newly enrolled ELLs during Back to School Night in September. At this time parents are informed of the available ELL programs. Parents have the opportunity to receive materials in their home language about ELL programs and to ask questions about ELL services (with assistance of a translator). At the end of the orientation, the Parent Survey and Program Selection Forms are collected. For those parents or guardians who may be unable to attend the orientation, or for families whose students are admitted to JHS 194 after the Orientation program, additional outreach is conducted by phone.

After reviewing the Parent Survey and Program Selection forms for the past years, the trend in program choices that parents have requested is the English as a Second Language (ESL) Program. Over 98% of our parents have made this selection because it is what is offered at JHS 194 and parents desire their children to attend this school because it is their zoned school and a safe learning environment for students.

#### Programming and Scheduling

Our ESL program consists of a mixed grade (6-8) self-contained/freestanding ESL class and small group pull-out services. The students are grouped according to their performance data on multiple assessments (2009 NYSESLAT, state exams, teacher made assessment and

observation). In the pull-out ESL program, the students: are at the advanced or intermediate level; have basic Tier II words (non-specialized academic words) and content area vocabulary critical for comprehension; have strong ELA literacy skills and/or formal academic learning in their home language. In looking at the students' performance data (NYSESLAT, state exams, periodic assessments, running records, baseline writing and conferences), these students have demonstrated some proficiency at grasping new ideas, concepts and language at the same time. The students are placed in mainstreamed classes and pulled out for ESL service by the licensed ESL teacher four (4) or eight (8) periods a week. They are grouped for instruction according to their grade/ability level. In the mainstream classes, the students receive between 8-9 periods of English Language Arts with a licensed English teacher. The students are taught by licensed content area teachers using ESL strategies to assist and quicken both English language and core content learning. In addition, many of the students receive AIS service (Achieve 3000, Soar for Success), smaller class instruction in ELA and Math and/or extended day. Our data has shown that when placed in the mainstream environment with non-ESL students, the students show substantial growth in their cognitive academic language proficiency (CALP). The ESL teacher plans with the general education teachers to ensure curricular alignment and support. The ESL pull-out program emphasizes English language development as well as the reinforcement of subject matter being taught in the core subject classrooms. The goal is to help students become academically successful in content area learning while becoming proficient in reading, writing, speaking and listening in English.

The Freestanding ESL class, for students who are newcomers at the Beginning or low intermediate levels, consists of ten (10) periods of departmentalized ESL class instruction in English Language Arts (ELA) from a licensed ESL teacher and content area courses taught by licensed content teachers that infuse ESL instructional strategies. The ESL class receives a similar number of periods of instruction as their non-ESL cohorts: 8-9 periods of Math, 5 periods of Social Studies and 5 periods of science. The ESL teacher also implements components of the balanced literacy model – read aloud/think aloud/talk aloud, mini-lesson, group work and share; and daily writing activities. Classroom libraries have been established in the ESL classroom and are upgraded every year to reflect the English Performance levels of students. This year, three of our core content area teachers are also speakers of other languages. This enables the teachers to tap into their students' existing native language skills and prior content knowledge. In addition, the use of flexible grouping, pairing students with the same native language background or varying levels of language proficiencies, allows the students to access content. Our goal is to move beyond the functional language syllabus and adopt a content-rich curriculum with critical thinking skills because a strong proficiency in oral English does not necessarily translate into academic success.

In the ESL Program, various supporting structures and strategies are used to promote the development of language and academic development: modeling; bridging connection between new concepts and language and previous knowledge to activate prior knowledge; embedding the new language in sensory experiences using realia, manipulatives, graphic representation, verbal analogies, metacognition, and thinking beyond the experience to reflect on the processes involved; sheltered English instruction with language related lesson modifications, thematic instruction and units of study, cooperative group work and multidimensional assessment.

For our targeted ELLs in ELA, math and other content areas, the students can receive additional instruction in the content areas from a licensed ESL/content area teacher; participate in Achieve3000, a web-based differentiated reading program; participate in a modified Wilson Reading program; in at risk SETSS or other related services; and/or Title III Saturday Academic programs in science and social studies.

Of the 35 long-term ELLs, students with three or more years of ESL service, 21 students are receiving special education services. These students and others are: placed in our Integrated Co-Teaching classes; participating in Achieve3000, a web-based differentiated reading

program; participating in a modified Wilson Reading program; placed in at risk SETSS or other related services and/or Title III Saturday Academic programs in science and social studies.

Instruction materials used to support ELLs are: National Geographic American History Reading Expeditions; Rosen Publishing Group ancient civilization and American History trade books, science (chemistry and physics) materials and CD ROMs; Great Source Access ESL science and history textbooks and workbooks; Longman ESL science textbooks; Mondo level libraries; Attanasio monolingual/bilingual dictionaries and NYSESLAT prep books; CD and cassette players; symposium (Smart Board) and projector.

The ELLs at JHS 194 predominately travel to and from school each day by school bus. As a result, many of the students are not able to take advantage of after school activities as they have no mode of transportation home. This year we will again offer Title III Saturday classes in ESL/Social Studies and Science. To entice students and parents to participate in a structured activity, the program will include activities in the computer lab and the use of multimedia equipment to support language acquisition and books on tape to enhance instruction.

Two per-session teachers will provide three hours of instruction to students on Saturday in ESL/Social Studies and Science. As part of the Saturday program, parents will be invited to attend and to work directly with their children and learn language and literacy strategies to use at home. One per-session supervisor will provide supervision and professional development to per-session teachers. As an incentive for students and parents to participate in this program, two trips will be planned to enrich the experiences of our ELL community.

#### Professional Development Program

Professional development for our ESL teacher includes developing strong literacy and vocabulary instruction for ELLs, inter-visitation with other JHS ESL teachers who are also implementing a Balanced Literacy Model and understanding student assessment data to accurately evaluate student growth and using the results to guide instruction. Our ESL teacher will attend conferences and be supported by the network. The ESL teacher will continue her work on maintaining Running Records, reading and writing conferences, levels of books and to differentiate instruction for a wide variety of English Language Learners.

Our professional development plan for all non-ELL personnel will focus on developing strong literacy instruction for ELLs; understanding student assessment data to accurately evaluate student growth and using the results to guide instruction, providing opportunities for teachers to discuss their practice, visit classrooms and study student work with the focus on improving instruction and creating positive classroom/school climate for ELLs and developing Parent/Family Involvement in the Education of ELLs.

Assistant Principals who supervise ESL/ELA and MATH teachers who are working in the Title III program will provide professional development to per-session teachers after school to discuss strategies and plan lessons that focus on the needs of the students who attend the Saturday classes.

#### Assessment Analysis

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Of the current 81 ELLs, only 66 took the 2009 NYSESLAT and 46 took the 2009 ELA test. The students fared better with the NY State Math. For 31 of the students, math was their strong content area in their native countries. For some, it was being able to use the bilingual dictionary and being able to take the exam in their native language. In looking at available NYSESLAT and ELA data for the last two years (2007-2008, 2008-2009), 27 students, (24 Advanced, 3 Intermediate) have shown no growth and have remained at the advanced or intermediate level. A deeper look at their NYSESLAT data revealed that 16 students have moved from the advanced to proficient level in the listening and speaking performance area. For these students, in the reading and writing subgroup, although their scale scores increased between 2-30 plus points, they remained in the same performance level. At the same time, these students have also shown minimal growth on the ELA exams.

Of the 46 ELLs who took the 2009 ELA exam, 14 met proficiency and 32 did not (31 at level 2 and 1 at level 1.) In comparing the data for the last two years, 8 students moved from level 2 to level 3; 14 students remained at level 2 and 7 students moved from level 1 to level 2. Of the 14 students who remained at level two for the past two years, 13 students made one year's growth. In this subgroup, 13 remained at the same proficiency level on the 2009 NYSESLAT. Of the 46 ELLs who took the 2009 ELA exams, 12 were students who took the ELA exam for the first time. Of this group, 3 students met proficiency and 9 students performed at level 2.

In addition, the NYSESLAT and ELA performance data do not show a substantial difference between Intermediate level students who were placed in the self-contained ESL program or the Pull-out program with additional AIS (CTT class, triad) services.

For the 2009-2010 school year, many of our beginning level students are new/recent admits with 0-1 year in the New York City School system. The challenge of preparing these beginners to meet the same academic demands that face their monolingual peers, as well as helping them to master another language, is formidable. Our goal this year is to provide greater academic rigor in language instruction and across the content areas. We aim to provide English language learners math, social studies, language arts, and science instruction in ways that concurrently develop their English language acquisition and offer multiple opportunities to use the vocabulary and concepts needed for retention and therefore academic achievement.

Classroom instruction will focus on literal comprehension (to get the gist of the story/information), to comprehend deeply and probe ideas in the content areas. We need the students to develop basic and advanced vocabulary and for vocabulary instruction to be taught more effectively, systematically and efficiently. Additionally, we need to tap into what students already know about the content and build background knowledge for academic achievement. The students also need to construct meaning through oral, written, artistic and dramatic means; (revising thinking based on interactions with others;) do more speaking and listening (turn and talk, accountable talk, group discussion, think, pair, share) their ideas and responses before writing.

ELLs will have more access to Achieve3000 and Soar to Success. The Program builds skills in reading comprehension, vocabulary and writing. The ELLs have access to high interest current articles, rewritten for different reading levels, that are motivating and relevant to various areas of study, e.g., health, history, education, the environment, technology, business, spotlight on people, elections, and arts and entertainment.

School administrators and teachers often study the performance data of the students at their team meetings. The data help teachers to determine the needs of the students/class and establish the teaching and learning goals for the group/class

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For the ELLs in the mainstream classes, the interim assessments provide us with formative assessment data to support ELA and ESL classroom instruction. Many students are not able to apply deep comprehension strategies (synthesize, determining importance, infer...) and require many opportunities to practice these skills. The teachers also realize that the students need to be more metacognitive in order to retain and reapply what they learn and be asked to articulate their thinking and how it helps them understand more deeply.

The success of our ESL program will be measured by the numbers of students who become proficient on the 2010 NYSESLAT and who demonstrate one year's growth on the ELA exam.

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

### **Form TIII - A (1)(a)**

**Grade Level(s)**

**6,7,8**

**Number of Students to be Served:**

**LEP 81**

**Non-LEP 1041**

**Number of Teachers 68 -- teachers**

**Other Staff (Specify) 2 alternate placement paraprofessionals**

## **School Building Instructional Program/Professional Development Overview**

### **Title III, Part A LEP Program**

#### **Language Instruction Program**

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

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See L.A.P.

**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.

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See L.A.P.

**Form TIII – A (1)(b)**

School: **25Q194**  
BEDS Code: **342500010032**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$3,000	For Saturday ESL program:  Per Session salaries: 2 Teachers= \$1763.16  1 Supervisor+ \$1236.84
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	N/A
<b>Educational Software (Object Code 199)</b>	N/A	N/A
<b>Travel</b>	N/A	N/A
<b>Other</b>	N/A	N/A
<b>TOTAL</b>	<b>0</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

### **Part A: Needs Assessment Findings**

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

Based upon surveys conducted at Orientation and home language surveys, notices and phone messages are delivered in parents' native languages.

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

Parent-Teacher Compact ensures delivery of translation services to identify parents. During parent-teacher conferences, back to school night and high school night, and other events, staff and parent volunteers are used for translation.

## **Part B: Strategies and Activities**

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

Translation services will be provided by DOE providers, staff members, and parent volunteers. Translated written flyers or letters will be distributed at the same time as those written in English.

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

Oral translation is provided in-house. It is provided by school staff and parent volunteers.

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>.

Signs are posted at the entry to school and near the parent coordinator's office. Lists of staff members and students available for translation are kept in the main office.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	0	\$371,444	\$371,444
2. Enter the anticipated 1% set-aside for Parent Involvement:	0		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$3,714	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$18,572	
6. Enter the anticipated 10% set-aside for Professional Development:	0		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$37,144	

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

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

N/A

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

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

### Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore William H. Carr JHS 194, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. William H. Carr's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. William H. Carr JHS 194 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
7. *providing parents with an on-line grade/assignment book, "TeacherEase", to communicate with their child's teacher and monitor progress in each subject area*

William H. Carr JHS 194's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the William H. Carr JHS 194 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, William H. Carr JHS 194 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a <sup>1</sup>dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.
- provide an updated website and telephone communication system, "School Messenger" to communicate events and important information to parents

William H. Carr JHS 194 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;

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

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

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

## Section II: School-Parent Compact

William H. Carr JHS 194, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. William H. Carr JHS 194 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- holding Saturday family functions such as "Swap Shop", to bring parents and children to school together

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);
- providing "TeacherEase" and website capability to all parents for on-line communication with teachers and supervisors

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
  - communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
  - respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn
- contribute to the safety of the school community by following the school dress code and Chancellor's Discipline Code as well as policies established by the School Leadership Team

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Anne Marie Iannizzi on November 17, 2009.

This Parent Involvement Policy was updated on November 30, 2009.

The final version of this document will be distributed to the school community on January 12, 2009 and will be available on file in the Parent Coordinator's office.

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

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

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

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

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

### English Language Arts

#### Student Performance Trends

Over the past three years, schoolwide proficiency in English Language Arts has climbed from 74.6% in 2007 to 76.7% in 2008 to 89.8% in 2009. While the proficiency rate has increased, so has our student body. In 2007, JHS 194 had only two grades with an enrollment of 832 students. In 2008 our enrollment grew to 1073 with the addition of sixth grade. Our enrollment increased slightly in 2009 to 1084 students. Schoolwide performance trends indicate that we have successfully adjusted to the inclusion of the sixth grade and at the same time we have increased the numbers of students who perform on the ELA test at proficiency or above.

A further breakdown of our success in increasing the number of students who perform at proficient levels in JHS 194 is as follows: In 2007-2008, the sixth grade, they scored at 78% proficiency, our 7<sup>th</sup> grade at 86% proficiency, and our 8<sup>th</sup> grade at 66% proficiency. In 2008-09, our scores were: grade 6 scored a 90% proficiency, grade 7 performed at 91% proficiency, and grade 8, at 89% proficiency.

This year our English Language Arts Department is focusing on work with writing workshop. We are in our second year of implementing the Six-Traits Writing Rubric. This is significant in several ways. The Six-Traits rubric aligns completely with the New York State Language Arts Examination rubric for writing. The rubric also encourages teachers and students to create a common language necessary to describe and “name out” qualities of good writing. Moreover, the Six-Traits framework facilitates short term and long term goal setting while providing a systematic and transparent method for assessment and measurement of student achievement.

#### Greatest accomplishment

The ELA department at JHS 194 is also proud of the 65.7% of students, in 2008-2009, who made one year progress. Maintaining and improving the median student proficiency and thereby insuring one years’ growth, is a daunting task for a student body that performs at Level 3. To that end we have shifted our method of short term assessments of our students. We are attempting to assess readers on the Scantron Performance Series and analyze the data. For writing assessment, we implemented the Six-Traits Writing Assessment in 2008-2009 and are deepening our practice in the 2009-2010 school year. Implementing the Six-Traits Writing Assessment, which is identical to the New York State English Language Arts Exam writing rubric, allows teachers and students to develop short term and long term writing goals. The language of the framework provides an academic vocabulary for the teaching of writing and empowers teachers to have the language to talk about what they instinctively know about good writing instruction.

Significant Barriers :

A possible barrier to continuous improvement is time. As English Language Arts teachers grow more comfortable using and interpreting data, creating standards-based goals, and individual goals for students (in both reading and writing) there is a greater need for common planning time. The elimination of the 180 minutes of professional development hampered our work in learning communities which are focused now on inquiry. Teachers need time to complete paperwork, Teacher Assessment Notebooks, and to move their professional learning communities forward.

Another possible challenge to continuous improvement is monitoring the median student proficiency scores. Insuring that all students who perform at level three move up within the range of that performance level requires significant attention on the part of the teachers who find developing individualized learning goals for all students an overwhelming challenge.

Grade	Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
				#	%	#	%	#	%	#	%	#	%
6	2008	365	669.8	3	0.8	78	21.4	256	70.1	28	7.7	284	77.8
6	2009	385	673.0	1	0.3	38	9.9	297	77.1	49	12.7	346	89.9
7	2006	379	664.8	2	0.5	108	28.5	234	61.7	35	9.2	269	71.0
7	2007	379	666.9	12	3.2	86	22.7	250	66.0	31	8.2	281	74.1
7	2008	331	671.8	0	0.0	48	14.5	267	80.7	16	4.8	283	85.5
7	2009	357	679.3	1	0.3	30	8.4	275	77.0	51	14.3	326	91.3
8	2006	373	658.2	10	2.7	154	41.3	190	50.9	19	5.1	209	56.0
8	2007	383	668.6	10	2.6	88	23.0	251	65.5	34	8.9	285	74.4
8	2008	363	665.2	9	2.5	112	30.9	216	59.5	26	7.2	242	66.7
8	2009	316	675.9	1	0.3	35	11.1	256	81.0	24	7.6	280	88.6
All Grades	2006	752		12	1.6	262	34.8	424	56.4	54	7.2	478	63.6
All Grades	2007	762		22	2.9	174	22.8	501	65.7	65	8.5	566	74.3
All Grades	2008	1059		12	1.1	238	22.5	739	69.8	70	6.6	809	76.4
All Grades	2009	1058		3	0.3	103	9.7	828	78.3	124	11.7	952	90.0

## Mathematics:

### Student Performance Trends:

Over the past three years students who meet or exceed NYS Mathematics Standards have increased from 73% to 95% proficiency achievement. As a department these gains were made possible by consistently re-evaluating our goals, teaching styles, differentiating our lessons based on students needs, and increasing the rigor by adhering to a pacing calendar. The members of the department give up an administrative period once a month to talk about how to differentiate the upcoming unit of study, and what manipulatives are available to use in the classroom to enhance the lesson. We require students to complete portfolio items and unit projects as a way of assessing learning.

This year we are concentrating on the 5% of our students who have not achieved proficiency. The data shows that this 5% falls mainly in the category of students with an IEP.

In helping these students we are using our monthly meetings to learn different special education strategies that the math teachers can use to reach these students. We are working on a modified pacing calendar and we are researching various mathematics textbooks that can be used in the CTT and self contained classes

**Greatest Accomplishment :**

Our greatest accomplishment has been the progress we've made toward increasing numbers of student who meet or exceed New York State Mathematics Standards. In 2007, 73% of students met or exceeded standards. In 2009, the total percentage of students who performed at levels 3 and 4 reached 95%.

**Significant Barriers :**

A significant barrier is the lack of planning time. The ideal way to improve learning for this group of students is to program time for the general ed. teacher and special ed. teacher to plan lessons together. This planning time would provide the general ed. teacher with the strategies needed to reach this group of students, and during the double period, help the special ed. Teacher meet the individual needs of small groups of students.

**2. Schoolwide reform strategies that:**

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

See Section VI, Action Plan

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

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

See Appendix 1, p. 14

o Help provide an enriched and accelerated curriculum.

Section VI, Action Plan

o Meet the educational needs of historically underserved populations.

N/A

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

Part B, Academic Intervention Services

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

N/A

3. Instruction by highly qualified staff.

Our school is staffed with 100% highly qualified teachers.

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

Staff will continue to participate in school-wide and LSO professional development.

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

N/A

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

See Parent - School Compact.

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

N/A

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.

See #7, School level Reflection

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.

Part B, Academic Intervention Services

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.

School participates in universal free breakfast and lunch programs and feeds on average 980 students per day. The afterschool YMCA Beacon program serves approximately 80 students per week and supports both academic, social and recreational activities.

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

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

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

N/A

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

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

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

*All schools must complete this appendix.*

### **Background**

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

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

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### **CURRICULUM AUDIT FINDINGS**

#### **KEY FINDING 1: CURRICULUM**

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

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

##### **Background**

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

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

### **ELA Alignment Issues:**

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

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

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

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

### **-English Language Learners.**

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

<sup>2</sup>To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

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

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

After a review of New York State Standards in June, 2009, members of the ELA department were organized into grade level teams. Each team began a study of curriculum maps and New York State Standards. Curriculum maps were reviewed and expanded to include standards-based teaching objectives, vocabulary, and skills for reading. Another curriculum map with equal detail was created for writing. The grade level teams in the ELA department planned units of study for reading and writing horizontally (across grade level). Representatives from each grade level team met to reconcile curriculum units and standards and plan vertically. All teachers agreed to adhere to the revised curriculum calendar and to focus standards-based learning on each grade. This process continues as the teams plan units of study, identify standards, consider data from a variety of sources that address the achievement of their students.

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?

Evidence includes curriculum maps, agendas from team meetings, agendas and notes from professional conversations, inquiry group research.

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.

The ELA department will continue to develop and plan collaboratively, reviewing goals and curriculum as it relates to data resulting from most recent New York State ELA examinations and the New York State Standards. Grade teams and learning communities have been developed and continue to grow and sustain with reviews of student work and an implementation of the Six Traits writing rubric -- which aligns with New York State testing rubrics for writing.

## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning

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

#### Specific Math Alignment Issues:

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

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

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

This finding is not relevant to our school's educational program. Although the changes to the Impact Mathematics program aligned many topics with NYS Learning for Mathematics, there are gaps in Measurement and Geometry and Number Sense and Operations.

As a department we re-evaluated our goals, teaching styles, differentiating our lessons based on students needs, and increasing the rigor by adhering to a pacing calendar. We immediately researched and purchased supplemental material and developed a pacing calendar to ensure that topics were taught in a timely manner.

In the classroom, direct instruction focuses on the Content Strands, and the Process Strands are addressed in every lesson in the form of Warm-up (problem solving), Journal Writing/Exit Tickets (Communication), and Group Activity (Connections and Representation).

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

- Applicable  Not Applicable

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

The evidence that dispels the relevance of this finding to our school's educational program is the steady progress made from 2006-2009. The percent of students meeting or exceeding the standards in Math has steadily increased. Also, the math department has bi-weekly grade level meetings that are used to plan lessons and activities.

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

N/A

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## **KEY FINDING 2: INSTRUCTION**

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

### **2A – ELA Instruction**

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

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

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

ELA department implements the workshop model for ELA instruction. Direct instruction becomes the heart of the mini lesson and is surrounded by activating prior knowledge prior to the instruction and checking for understanding post content delivery. Instruction is varied so that teachers may model, provided guided instruction and students have an opportunity to practice with teacher support. Daily lessons include independent reading, talk about books, and writing.

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?

Evidence includes observation of the workshop model as the organizing principle around delivery of instruction; time for independent inquiry and accountable talk; time for writing, maintaining a writer's notebook, and publishing pieces geared to specific genre study.

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.

The workshop model is widely implemented. ELA teachers are deepening their manipulation of its components so that there is more teaching during conferring, more time to implement strategic instruction to small groups, and a better practice of applying rubric descriptors to student work. Additional support to teachers who are deepening their work in writing comes from grade level learning communities and a department wide focus on the Six Traits writing framework; standards based teaching objective; building writing stamina; acquiring the language of writing instruction; developing an ability to create short term and long term teaching goals while assisting students to develop their own short term and long term goals and ability to accurately self assess.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

The delivery of instruction in the mathematics department depends on the collaborative effort of developing lessons and a pacing calendar with math teachers and their math coach. Frequently mini lessons run to 30 minutes in length, but because mathematics features 90 minute instructional blocks, there is time for students to practice mathematical thinking and engage in inquiry as well as accountable talk around key mathematical concepts. The department meets at regular intervals on grade and department levels.

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?

Technology is integrated whenever possible in the mathematics classroom. Manipulatives are frequently used. Students maintain mathematics notebooks and often write about mathematics concepts as they relate to real world applications.

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

N/A

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

### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

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

During the 2008-2009 school year departments developed common unit assessments, developed benchmark exams and revised curriculum maps with New York State Standards to ensure alignment of the curriculum in all classrooms.

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?

All departments revised and implemented detailed curriculum maps and standardized exams. Data was analyzed and compared between teachers in the same grade. Teacher teams reviewed student work to explore a uniform application of rubrics.

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.

Teachers continue to meet during department and grade conferences to develop their expertise in applying rubrics, developing common assessments and analyzing student progress.

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

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

Please respond to the following questions for Key Finding 4:

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

During faculty and grade conferences professional development evaluations and individual conferencing sessions with teachers, we discovered that additional focus was required to articulate ELL goals and strategies to general education teachers.

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?

Utilizing grade and department conferences, intervisitations and team meetings we engage teachers in discussion and encourage collaboration between the ESL teacher and our general education teachers. Additional professional development opportunities are needed to continue to focus on this goal.

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.

To effectuate better communication of the LAP and instructional goals for ELLs, more focused communication between the ESL teacher and general education teachers must occur. Planning cooperatively with the ESL teacher to align targeted goals and strategies will help us better plan for the needs of ELL students.

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## **KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

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

Student data was examined by the ESL teacher and supervisor. General education teachers had access to this data through ARIS and received support and strategies from the ESL teacher to use in their respective subject areas.

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?

Content area teachers are looking at the overall NYSESLAT scores of ELLs but need additional PD in ELL strategies such as listening/speaking, reading/writing.

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

The need for professional development on the format of the NYSESLAT exam, for sharing and communicating of students' performance in the subgroups and developing strategies across content areas that will improve performance in the deficit areas will strengthen our instruction to ELL students.

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

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

Please respond to the following questions for Key Finding 6:

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

At the beginning of the school year all teachers of students with IEPs received the IEP through the school e-mail system to incorporate in their planning. Teachers of special education and the supervisor met individually with teachers to communicate individual needs of students as needed. Collaborative meetings between general education and special education teachers were held to discuss students' present level of

performance and management needs. General education teachers participation in the annual review and EPC processes provide teachers with a greater understanding of goals and objectives for special education students.

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?

Feedback from meetings indicate that general education teachers continue to need support in differentiating instruction/activities to support student learning. Additional PD is needed to better prepare teachers to meet students' annual goals both behavioral and academic.

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.

Continued professional development for general education and special education teachers on differentiated instruction, individual student goal setting, small group instruction, and the use of technology for instruction will serve to better prepare teachers to meet the needs of students with IEPs. Additional professional development time for collaborative partnerships would greatly support this initiative.

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

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

Please respond to the following questions for Key Finding 7:

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

Testing accommodation for classroom tests were articulated to the special education supervisor by the general education teacher and accommodations/modifications were coordinated. During department conferences and individual teacher meetings general education teachers learned promotional criteria, behavioral plans, goals and objectives for students with IEPs.

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?

In reviewing SETTS and integrated co-teaching 6th grade students with modified promotional criteria we found that many students were below the 50% of criteria of their current grade. In addition, the annual goals written for these students was based on lower grade performance indicators. As a result the academic performance of these students fell far below their general education peer groups and grade level standards.

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.

Better articulation is needed between the elementary school and middle school to communicate students academic performance as it relates to the modified criteria. Additional academic intervention services to students and professional development on small group guided instruction and conferencing will to teachers would provide greater support for these students.

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

*This appendix will not be required for 2009-10.*

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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

### **Part A:**

#### **For Title I Schools**

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

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

N/A

### **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).

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

N/A

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

N/A