



**ROBERT A. VAN WYCK
MIDDLE SCHOOL 217
THE GREEN MAGNET SCHOOL FOR CAREER EXPLORATION**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL DISTRICT 28/ QUEENS/28Q217
ADDRESS: 85-05 144 STREET
BRIARWOOD, NY 11435**

**TELEPHONE: 718-657-1120
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 217 **SCHOOL NAME:** Robert A. Van Wyck

SCHOOL ADDRESS: 85-05 144 street Briarwood, NY 11435

SCHOOL TELEPHONE: 718-657-1120 **FAX:** 718-291-3668

SCHOOL CONTACT PERSON: Patrick M. Burns **EMAIL ADDRESS:** pburns3@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Rotating Chair</u>
PRINCIPAL:	<u>Patrick M. Burns</u>
UFT CHAPTER LEADER:	<u>Mark Faraci</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Cindy Fernandez</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u></u>

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 28 **SSO NAME:** ICI

SSO NETWORK LEADER: John O'Mahoney

SUPERINTENDENT: Jeannette Reed

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Patrick M. Burns	*Principal or Designee	
Mark Faraci	*UFT Chapter Chairperson or Designee	
Cindy Fernandez	*PA/PTA President or Designated Co-President	
Joanne Senquiz	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Pat Glakeler	Member/ Parent	
Marlyne Adman	Member/ Teacher	
Karen Phillips	Member/ Teacher	
Wadia Sookdeo	Member/ Parent	
David Norment	Member/ AP	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Robert A. Van Wyck M.S. 217, The Green Magnet School for Career Exploration is a grade 6–8 school. The Green Magnet offers the variety of academics and extracurricular activities of a large school, while providing the intimacy and personal attention of small learning communities: Humanities, Arts & Technology, Law & Government, Math & Science. Teachers meet by discipline, academy, and class teams to consistently review student work, analyze student and school data, develop and revise learning goals for students, plan parent outreach, dialogue and strategize on instructional practice, and participate in school based professional development on differentiation, goal setting, and curriculum development founded on the principles of “Understanding by Design”, that aligns Big Ideas, Essential Questions, Enduring Understandings, Assessments, and real-world projects.

Comment [NS1]: We need to include our vision statement here.

Students and parents appreciate the emphasis on project-based learning and technology integration. Every student and every teacher has a laptop; every classroom has a Smart Board, and projector. Students work on-line in Literacy, Social Studies, Science, Math, Art, and Language classes. Students are involved in: blogging, digital documentaries, videoconferencing, global web based science projects, SmartMusic, and wikispaces. All students receive an Apple laptop that remains their individualized learning tool through eighth grade. Our students develop the technological skills necessary for 21st century careers.

Teachers are developing curriculum maps that are interdisciplinary and aligned with the most recent discipline-based knowledge and understandings. These maps integrate Sustainability, Inquiry, Activism, Technology, and Careers with the NYC and NYS learning standards. Learning to be stewards of our planet, students explore the social, scientific, mathematical, and aesthetic components of sustainable living. They participate with knowledge and understanding in the democratic process. Students study real world issues from multiple perspectives, formulate questions, analyze systems, draw conclusions, and take actions to make a difference.

Our magnet and Urban Advantage partnerships provide our students, parents, and staff with an array of resources from: American Museum of Natural History, Queens Botanical Garden, Queens Museum of Art, Cloud Institute for Sustainability Education, NY Hall of Science, NY Aquarium, City Lore, the Metropolitan Museum of Art, Teaching Matters, and the Renzulli Learning Systems. To accomplish our magnet mandates, our partners have developed academy and discipline-related professional developments and in-class residencies.

Students have opportunities to engage in varied programs that cater to their individual interests and learning styles. Programs include: Yearbook; Journalism; Lego Robotics; Animal Science Lab; Heart Surgery Program; Stock Market Game; Future Cities Engineering Program; Specialized High School Exam Prep; Integrated Algebra Regents; Achieve 3000 On-Line Literacy Program; Teaching Matters “Voices and Choices” debates; museum studies; news broadcasts; science competitions; class and academy trips; Science, Technology and Career Fairs; Forensics Lab; and the NYS Foreign Language Proficiency. Students participate in the Green Team; Spirit Week; dances; band and choral concerts; architectural exhibits and trips; peer tutoring and mentoring; talent and multi-cultural performances; and the Excelsior and Arista achievement programs. Celebrating the success of our students is a vital part of our school culture.

The Green Magnet School Physical Education program offers: CHAMPS, basketball, volleyball, soccer, Dance Squad, cheerleading, flag rugby, Special Olympics, Fitnessgram, and Fitness for Life. Art programs include

Instrumental Music: beginning and advanced band, jazz band, and strings; Visual Art: architecture, drawing, painting, design; Dance Choreography and Performance: ballet, tap, jazz, contemporary, African, Latin, and Hip Hop; Choral Vocal Development and Performance; and coaching for auditions at LaGuardia, Frank Sinatra, and other specialized art schools.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	J.H.S. 217 Robert A. Van Wyck						
District:	28	DBN:	28Q217	School BEDS Code:	342800010217		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		
Enrollment				Attendance - % of days students attended :			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	0	0	0		91.9	91.7	93.6
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment :			
Grade 2	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 3	0	0	0		91.5	92.0	90.5
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment :			
Grade 6	170	149	159	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 7	543	509	491		78.8	69.0	68.0
Grade 8	544	555	535				
Grade 9	0	0	0	Students in Temporary Housing - Total Number :			
Grade 10	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 11	0	0	0		8	12	27
Grade 12	0	0	0				
Ungraded	2	0	0	Recent Immigrants - Total Number :			
Total	1259	1213	1185	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
					80	69	62
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	64	62	65	Principal Suspensions	132	117	125
# in Collaborative Team Teaching (CTT) Classes	6	15	24	Superintendent Suspensions	18	24	25
Number all others	70	68	82				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	44	15	0				
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	119	159	152	Number of Teachers	83	88	86

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	15	0	13	Number of Administrators and Other Professionals	12	21	15
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	5	5
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	9	3	3	% fully licensed & permanently assigned to this school	100.0	100.0	98.8
				% more than 2 years teaching in this school	83.1	81.8	83.7
				% more than 5 years teaching anywhere	69.9	71.6	74.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	96.0	91.0	92.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	94.8	99.1
American Indian or Alaska Native	0.1	0.6	0.5				
Black or African American	16.0	15.2	13.7				
Hispanic or Latino	42.2	43.9	44.2				
Asian or Native Hawaiian/Other Pacific Isl.	37.2	36.3	38.2				
White	4.5	4.0	3.4				
Male	54.1	54.9	52.7				
Female	45.9	45.1	47.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√	NCLB Restructuring – Year 4						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	Restructuring Y 4			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-	-			
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		√	√	-			
Other Groups							
Students with Disabilities		√SH	√	√			
Limited English Proficient		√SH	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		8	8	7	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B			Overall Evaluation:	NR		
Overall Score:	66.1			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	9.3			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	19.1			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	29.4						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	8.3						

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Our school's strengths and accomplishments:

1. **SCHOOL IN GOOD STANDING** - Students in all demographic groups achieved Adequate Yearly Progress on the January 2009 NYS ELA exam. This achievement marked our second consecutive year of achieving AYP on the NYS ELA exam. Due to this accomplishment our school is no longer a "School In Need of Improvement (SINI)," but is now classified by the State of New York as "**A School In Good Standing.**"

2. ***"Closing the Achievement Gap"***

Our school **achieved exemplary gains** (average student performance increased by at least .5 proficiency level) on the January 2009 **NYS ELA** exam, for the following student groups:

- a) Hispanic students in the lowest third citywide, (Also achieved on Jan 2008 NYS ELA exam)
- b) Black students in the lowest third citywide, (Also achieved on Jan 2008 NYS ELA exam)
- c) ***Other students in the lowest third citywide .(This is a new achievement and an improvement over our Jan 2008 NYS ELA performance.)

Our school **achieved exemplary gains** (average student performance increased by at least .5 proficiency level) on the March 2009 NYS Mathematics exams for the following student groups:

- A) *** English Language Learners. (This is a new achievement for our school, and an improvement over our March 2008 NYS Mathematics exam performance)
- B) *** Hispanic students in the lowest third citywide (This is a new achievement for our school, and an improvement over our March 2008 NYS Mathematics exam performance)
- C) Black students in the lowest third citywide (Also achieved on the March 2008 NYS Mathematics exam)
- D) Other students in the lowest third citywide (Also achieved on the March 2008 NYS Mathematics exam)

3. During the 2008-2009 school year our school was recognized as an "Urban Advantage Science Demonstration School" Our school has the greatest number of participating teachers per middle school in the NYC Urban Advantage program.
4. The percentage of Hispanic, Black, Native American, and Asian student groups attaining "Proficiency" on the Jan 2009 NYS ELA exam increased in comparison to the previous year's NYS ELA results.
5. **71.7 % of our students obtained "Proficiency"** on the January 2009 NYS ELA exam. This percentage placed us 95.6% of the way from the lowest proficiency rating of our peer schools, with the highest peer score being 73.3%
6. The number of students obtaining Proficiency on the NYS ELA exam increased from 56.8% (Jan 2008) to 71.7% (Jan 2009) for a total increase of 14.9%
7. Our median student proficiency rating on the January 2009 NYS ELA exam increased from 3.06 to 3.14 in comparison to the January 2008 NYS ELA exam.
8. Our average change in student proficiency for Level 3 and 4 students on the January 2009 NYS ELA exam increased in comparison to the January 2008 results for that student group.
9. The percentage of **students attaining "Proficiency"** on the 2009 **NYSESLAT** exam increased in grades 6 and 8 when compared to the 2008 NYSESLAT exam results for Grade 6 and Grade 8.
10. **76.6% of our students achieved "Proficiency" on the March 2009 NYS Mathematics exam.** This percentage placed us in the upper third of our peer horizon schools, and the upper quarter of the city.
11. The number of students achieving "Proficiency" on the March 2009 NYS Mathematics exam increased by 4.4% in comparison to the number of students achieving "Proficiency" on the March 2008 NYS Mathematics exam.
12. Our **median student proficiency rating** on the March 2009 NYS Mathematics exam **increased** from 3.33 to 3.41 in comparison to the March 2008 NYS Mathematics exam.
13. Data from the **2009 Learning Environment survey** indicates an **increase in all four categories** (Academic Expectations, Communication, Engagement, Safety and Respect) when compared to the results of our 2008 Learning Environment Survey.
14. Our **student attendance year on year rate increased** from 91.7% to 93.6%, placing us above the average of both our Peer and City comparison groups

Areas for Improvement

1. The percentage of students making one year of progress on the NYS Mathematics exam decreased by 3.9% when comparing 2008 and 2009 results. This is an area in need of improvement.
2. The percentage of students identified as "in our school's lowest 1/3" making one year of progress on the NYS Mathematics exam decreased by 11.6%. This significant decrease is identified as an area in need of improvement.
3. The parent response rate on our 2009 Learning Environment Survey decreased by 16% when compared to the parent response rate on our 2008 Learning Environment Survey. Although our total parent response rate for the 2009 LES was above the City average we have identified this as an area in need of improvement.
4. The percentage of grade 7 ELL students obtaining Proficiency on the 2009 NYSESLAT exam decreased by 9% when compared to the 2008 Grade 7 ELL student NYSESLAT results.
5. The percentage of ELL students identified as "White" attaining proficiency on the NYSESLAT exam has decreased when comparing 2006-2007, 2007-2008, 2008-2009 results. This is an area for improvement.
6. Our Black and Hispanic students underperformed our other ethnic student groups on the January 2009 NYS ELA and the March 2009 NYS Mathematics exam.

Performance Trends

1. % of students in Grade 6, 7, and 8 attaining Proficiency on the NYS ELA exam has increased each year for each grade.
2. % of students in Grade 6, 7, and 8 attaining Proficiency on the NYS Mathematics exam has increased each year for each grade from 2007-2009.
3. Although the percentage of our Black students attaining "Proficiency" on the NYS ELA and NYS Mathematics exam has increased consistently over the last three years, this student population continues to underperform the other ethnic groups that comprise our school.
4. The percentage of PR 3 and PR 4 students achieving progress on the following year's NYS Mathematics exam has decreased from 2007-2009.

Barriers to Achievement

We have identified the following barriers to achievement that we will work on this year in our department and cross-content area teacher teams:

- Diverse learning needs of our student population specifically within the population of ELL, SWD and our PR 3 to PR 4.5 students.
- Diverse languages of our learning community
- Significant decrease in our school budget
- Economic challenges facing our parent population create an additional obstacle to parent-school collaboration. Our community is comprised of a strong working class. Due to the new challenges created by the economic downturn a significant number of our students' parents have been forced work additional hours/jobs or have had to find new employment opportunities. This places a significant burden on their time to participate in school activities.
- to meet the diverse needs of students through goal-setting, formative assessments, and monthly, grade-level departmental exams.
- use pre- and post-assessments for differentiation and flexible grouping.
- increase strategies for differentiation through modeling, inter-visitation, collaborative classrooms, and demonstrations.
- professional development in data inquiry, differentiation strategies, goal-setting, and multiple forms of assessment, including looking at standards-based student work.
- school-wide focus on writing that provides text-based evidence.

- Increase opportunities to create units of study that align essential questions, content, skills, and other components of the Understanding by Design (UbD) curriculum development model.
- Increasing implementation of teacher-created curriculum maps across the content areas.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

After conducting a comprehensive needs assessment we have determined the following instructional goals for the school year 2009-2010:

One - Progress in Mathematics -

By June 2010, the number of students with a proficiency level of 3 or 4, who make 1 year of progress or more will increase by 3%, as evidenced by the May 2010 New York State Mathematics examination.

Two - Progress in Mathematics -

By June 2010, the number of Students with Disabilities (SWD) who make 1 year of progress or more will increase by 3%, as evidenced by the May 2010 New York State Mathematics examination.

Three - Progress in ELA -

By June 2010, there will be a 5% increase in the number of ELL students making at least 1 year of progress on the May 2010 NYS ELA exam.

Four – Performance in ELA –

By June 2010, there will be a 5% increase in the number of SWD students attaining Proficiency on the May 2010 NYS ELA exam.

Five - Increase in Parent to School Communication –

We will increase the opportunities for communication between our school and parents by 5% as evidenced by parent response rates on the Learning Environment Survey, attendance at school events, and completion of school created surveys.

Six - Social Studies Performance -

By June 2010, general education, SWD, ELL, African American, and Hispanic Non-ELL students in all grades will make academic progress in Social Studies, as evidenced by a combination of the following data sources: bi-weekly standards-based quizzes, school-wide quarterly departmental exams in all grades, writing-based social studies exit projects using the Teaching Matters Writing Program, Social Studies grade 8 state test, and portfolio assessments.

Seven - Science Performance –

By June 2010, the percentage of students making AYP on the NYS Science exam will increase in comparison to the results of the 2009 NYS Science exam, as evidenced by the April/May 2010 New York State Science examination

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the number of students with a proficiency level of 3 or 4, who make 1 year of progress or more will increase by 3%, as evidenced by the May 2010 New York State Mathematics examination.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>This increase will be achieved through an additional 2 months of instruction before the NYS mathematics assessment, a weekly constructed response question increasing the focus on critical thinking, after-school enrichment program specifically targeting students with proficiency levels 3.0 to 4.5, increased teacher professional development with an emphasis on student goal setting and student accountability, increase school wide professional learning communities with emphasis on teaching sharing ideas across curriculum and finding and addressing a common weakness across subject areas. Increased communication between school and home through e-Chalk. Teachers post homework and resources daily, on school webpage. Math teacher teams will meet weekly to review student work samples, revise student learning goals, develop differentiated instructional strategies, and plan unit assessments.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Student and teacher programs are adjusted to include 1 team/house meeting per week. Teacher teams will meet to discuss common themes in pacing calendar and teaching techniques. In addition, teacher programs have been adjusted for 24 teaching periods with the 25th period being department meetings across grade levels to foster a professional learning community.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Benchmark exams have been implemented to measure student progress over time. Benchmark exams will be administered 4X per year. In addition, grade wide department exams will be administered to measure student progress within the mathematics curriculum resulting in an increase of the number of students with a proficiency level of 3 or 4, who make 1 year of progress by 3%, as evidenced by the May 2010 New York State Mathematics examination.</p>
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Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the number of Students with Disabilities (SWD) who make 1 year of progress or more will increase by 3%, as evidenced by the May 2010 New York State Mathematics examination.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>This increase will be achieved through an additional 2 months of instruction before the NYS mathematics assessment, a weekly constructed response question increasing the focus on critical thinking, extended day after-school program, increased teacher professional development with an emphasis on student goal setting and student accountability, increase school wide professional learning communities with emphasis on teaching sharing ideas across curriculum and finding and addressing a common weakness across subject areas. Increased communication between school and home through e-Chalk. Teachers post homework and resources daily, on school webpage</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Student and teacher programs are adjusted to include 1 team/house meeting per week. Teachers of different subject areas will meet to discuss common themes in pacing calendar and teaching techniques. In addition, teacher programs have been adjusted for 24 teaching periods with the 25th period being department meetings across grade levels to foster a professional learning community.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Benchmark exams have been implemented to measure student progress over time. Benchmark exams will be administered 4X per year. In addition, grade wide department exams will be administered to measure student progress within the mathematics curriculum resulting in an increase of the number of SWD students who make 1 year of progress by 3%, as evidenced by the May 2010 New York State Mathematics examination.</p>
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Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will be a 5% increase in the number of ELL students making at least 1 year of progress on the May 2010 NYS ELA exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • ELA and ESL teachers will work in teams to develop an aligned ELA and ESL curriculum map. • Students will be arranged in flexible groups as teachers differentiate instruction, based on students' goals and instructional needs. • ELL and literacy teachers who instruct ELLs differentiate instruction using a variety of media, including Smart Board lessons, video streaming, books on tape, on-line leveled non-fiction reading through Achieve 3000, and teacher created visuals. • Checkpoint exams designed by ELA and ESL teacher teams will be administered every six weeks to monitor student progress. Results of the exams will be utilized to target student group instructional needs. • Teachers will embed the instructional practices from Ex-CEL professional development, so as to cater more effectively to the needs of the diverse learners. • We are using multiple vocabulary strategies: Frayer Model, S.E.E.D., and other Margarita Calderon strategies. • To accelerate deconstruction of difficult texts, we are providing alternate text sets. Teachers are beginning to use alternate text sets to increase ELL's Cognitive Academic Language Proficiency (CALP). • To develop our ELL students' higher order thinking skills, we have formed a Curriculum Design Team to develop and implement Understanding by Design (UbD) units and Curriculum Mapping. Students develop essential questions, enduring understandings, content knowledge, and skills. To develop higher over thinking skills, students will use questioning the author strategies in order to generate their own questions around a text. Students will use these

	<p>questions to analyze and evaluate key content and understandings.</p> <ul style="list-style-type: none"> • Technology integration across the curriculum including: blogs, Powerpoints, iMovies; wikis. • In addition to Bloom’s Taxonomy, teachers are being trained in UbD’s Six Facets of Understanding: Understanding, Explanation, Self-knowledge, Interpretation, Empathy, and Application. • Students will develop better reading comprehension as they work on a web based program titled Achieve 3000. • Students will work on more appropriate reading materials that are aligned to their reading abilities. • Teachers will work in teams to identify professional development opportunities on best practices, so as to improve their instructional practice. • Teachers will work in teams to consistently gather and analyze student data. This data will then be used to set and revise student learning goals, target instructional strategies, and guide pedagogical decisions.. • Teachers will engage students in more rigorous writing exercises through the utilization of the Writing Matters curriculum, so as to improve students’ proficiency on this component.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • School program is designed for weekly teacher meetings by class, academy, and department • Additional reading books at different readability levels will be purchased for classroom libraries with NYSTL, Title I and school-wide project funds. • Use Title I dollars to purchase ACHIEVE 3000 software and Teaching Matters • Title III to fund afterschool and Saturday Academies. • Coverage and per diem dollars used to cover teachers attending school-based and off-site professional development. • Teachers will attend additional PD opportunities during their daily Circular 6 and preparation periods. • Teacher made assessments will be aligned to curriculum and state standards.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Set a baseline: Baseline data from the 2008-2009 NYS ELA exam and the 2009 NYSESLAT exam was analyzed by our ELA and ESL departments during September team meetings. • September 2009 pre-assessment conducted utilizing past NYS ELA exam. Data was analyzed using item skills reports provided by APPERSON Software. • Writing school-wide pre-assessment was conducted in September. • Listening skills/writing responses school-wide pre-assessment was conducted in October, 2009 • In ELA and ELL departmental conferences, time was devoted to looking at student work from these pre-assessments and setting short and long-term goals for the first and second marking periods.

	<ul style="list-style-type: none"> • Reading/writing pre-assessment will be conducted in December 2009 to evaluate students' abilities to compare and contrast thematically related reading. • Customized Acuity assessments will be utilized to measure short-term progress of students' goals identified by ESL and ELA teachers. • Checkpoint exams will be implemented to measure student progress over time. Benchmarks exams will be administered 4X per year. In addition, grade wide department exams will be administered to measure student progress within the ELA/ESL curriculum • ACHIEVE 3000 student data will be reviewed during ESL and ELA department meetings to identify student deficiencies and progress. This data will be shared with students and parents via hard copy reports.
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be a 5% increase in the number of SWD students achieving proficiency on the May 2010 NYS ELA.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers will meet with students and students' parents to delineate academic goals for the student that are grounded in data, academic expectations and needs for students during the month of September. • Specific academic goals will be reviewed every six weeks. • Teachers will administer and utilize baseline and formative assessments to shape curriculum, set attainable goals, and target areas of academic need. • General Education teachers will attend professional development targeting the understanding and use of student IEPs to guide instructional practice. • Inter-school visitations • Common Planning Time • Weekly Departmental Meetings • SETTTS teachers will push-in to provide additional support for SWD students. • Teachers will engage in more rigorous instruction evidenced by student teacher interaction, higher order questioning techniques, students engaged in student to student discussions, presentations and answering clarifying questions. • Teachers align their instruction to the NYS core curriculum as they create activities in reading, writing, listening, and speaking. Students read fictional and non-fictional texts, identify the purpose

for reading, and determine unfamiliar words by using context clues.

- Students implement strategies to understand the purpose for writing in order to explain, describe, narrate, persuade, or express feelings.
- Students will use the writing process of pre-writing, drafting, revising, proofreading, editing, and publishing.
- Students will use correct punctuation, grammatical construction, and write clear, concise and varied sentences as they develop personal style and voice.
- Students will work on more appropriate reading materials that are aligned to their reading abilities.
- Students will engage in independent reading time during the instructional period as they choose a *Just Right* book from their classroom library.
- ELA teachers will form grade-level data inquiry teams to analyze data on student assessments such as Acuity, departmental tests, and other teacher-made assessments to determine skills deficiencies.
- Teachers meet with parents and students to set short-term goals for students, based on the assessments.
- Teachers will use pre-assessments to determine the skills readiness of students in order to create differentiated grouping for instruction.
- Teachers will utilize students' IEPs to monitor the progress of students' short and long-term goals.
- Teachers will analyze students' IEPs and note the expected grade-level performance achievement. This analysis will guide selection of the readability levels of books for classroom levels and instruction. Analysis will also guide modification for any assessments given to students.
- Teachers will demonstrate the instructional practices developed in professional development, specifically utilizing thinking maps, IEP PD strategies, developed in conjunction with the Queens IEC.
- Teachers will attend two full-day Achieve 3000 professional development workshops.
- Teachers will utilize Achieve 3000 with their SWDs, at a minimum of twice/week.
- Students will work on more appropriate reading materials that are aligned to their reading abilities.
- Classroom libraries will be consistently reviewed and upgraded, when funds permit, to provide high interest, multi-genres, appropriate readability levels.
- Teachers will conduct daily pre-assessments strategies to determine students' level of prior knowledge prior specific to concept, content, and skill ability.
- Teachers of SWD will form Data Inquiry Team (DIT) to analyze student data from Acuity and teacher-made exams.
- The SWD DIT will analyze data from Acuity and implement findings to guide instructional practice.
- Teachers will utilize both hard (Acuity and teacher made exams) and soft data t(conferencing, homework logs, and observations) to create differentiated groups.

	<ul style="list-style-type: none"> • Our Literacy coach and instructional specialists of ICI will provide professional development targeted to support differentiated instructional needs. • Technology integration across the curriculum including: blogs, Powerpoints, iMovies; wikis. • Utilize ICI professional development. • Teachers will attend additional PD opportunities during their daily Circular 6 and preparation periods.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Budgeted per diem/coverage's for professional development workshops. • Teacher programs have a scheduled weekly team meeting • Additional reading books at different readability levels will be purchased for classroom libraries with NYSTL, Title I and school-wide project funds.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Set a baseline: Baseline data was analyzed using the 2008-2009 NYS ELA exam. • September 2009 pre-assessment conducted utilizing past NYS ELA exam. Teachers utilized a NYS editing rubrics, short response rubrics, and constructed response rubrics in scoring and discussing writing samples. Teachers are skill building by using holistic scoring used for scoring the NYS ELA tests. • Customized Acuity assessments will be utilized to measure short-term progress. • Teacher created grade level unit assessments
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • The curriculum planning team will conduct periodic reviews among the teachers working with this sub group with a focus on materials alignment, in-depth instruction, alignment of instruction to state standards. • Students will be given interim assessments every six weeks to evaluate their progress. • Teachers will meticulously check accomplishments against short term goals and make appropriate decisions for future instruction. • Teachers will compare results of student performance on ACUITY from one period to the next and note positive or negative changes.

Subject/Area (where relevant): School to Parent Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 we will increase the opportunities for communication between our school and parents by 5% as evidenced by parent response rates on the Learning Environment Survey, attendance at school events, and completion of school created surveys.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. "Back to School Night" 2. Monthly Newsletter mailing – Parent Title I 1% Set aside will be used to mail letters home every other month. 3. Distribution and collection of a school created survey titled "Tell Us About Your Child" Distributed in October and again in January. 4. Quarterly Parent Survey via use of Survey Monkey on-line tool 5. Use of ESL Success grant dollars to provide a Parent Education program 6. Use of Title I Parent Set Aside dollars to support the distribution of our Monthly Newsletter in various languages 7. Quarterly invites to parents for attendance at House meetings 8. Student of the Month celebration 9. Honor Roll breakfast 10. Student recruitment events
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> 1. Use of Title I Parent Set Aside \$ 2. SLT PD 3. Workshops at PA meetings 4. ARIS Parent Link

	<p>grade test – focusing on the 8th grade curriculum.</p> <ul style="list-style-type: none"> • All grade 8 students will receive the Social Studies Exit Project on May 1st. 8th grade students can only select 7th grade topics. • Beginning May 2010 – All grade 8 ELA teachers will begin teaching how to effectively construct a Social Studies document-based essay based on DBQ’s. Administration will conduct PD during their department meetings for ELA teachers during the month of April. All grade 8 teachers will receive materials. • Beginning April 2010 – every Thursday Social Studies teachers will review study skills and memorization techniques. Materials will be provided. (Literacy Coach will assist) • City Lore – Nations in Neighborhoods Program – a 3 year arts-based program focusing on our 6th grade students and teachers that offer staff development on integrating the arts into the core curriculum, designing neighborhood studies and gathering oral histories, strategies for teaching to multicultural and mixed –level students, and theater-based classroom management skills. • TAH – Teaching American History Grant – a 3 year grant for all Social Studies teachers that offers extensive professional development on improving the instruction and performance of ELL students in Social Studies. • Picturing America – a flagship initiative of the national Endowment for the Humanities. The initiative provides teachers with 40 large-scale reproductions of American art. • Parent Involvement will include curriculum night, parent association content specialty workshops, magnet parent programs, guidance counselor outreach. • Concentrate professional development on building coherence between departments. Utilize the Santa Cruz teaching and Learning Model to shape pre and post observations. Provide PD on building critical thinking strategies in the content area.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Professional Development - Analysis of ELA writing standards, Writing across the Curriculum • Conferences - Writing in the Content Area • Inter-school Visitations • Common Planning Time • Weekly Volunteer Departmental Meetings • Introducing the UbD Curriculum design model to all Social Studies Teachers • Built in bi-weekly instructional planning with teachers in the other disciplines

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Baseline writing exams in Social Studies across grade level • Monthly writing exams based on Curriculum alignment • Pre and Post Assessments • Individual Student Goal Monitoring • School-wide Quarterly Exams • NYS Social Studies Grade 8 Exam
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Subject/Area (where relevant): Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the percentage of students making AYP on the NYS Science exam will increase in comparison to the results of the 2009 NYS Science exam, as evidenced by the April/May 2010 New York State Science examination</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>This increase will be achieved through an increased focus on critical thinking and scientific inquiry, after-school enrichment program targeting all students, increased teacher professional development with an emphasis on student goal setting and student accountability, increase school wide professional learning communities with emphasis on teaching sharing ideas across curriculum and finding and addressing a common weakness across subject areas. Increased communication between school and home through echalk. Teachers post homework and resources daily, on school webpage. Collaboration with Urban Advantage, to promote students scientific inquiry in addition to free access to NYC museums for students and family and providing professional development for science teachers.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Student and teacher programs are adjusted to include 1 team/house meeting per week. Teachers of different subject areas will meet to discuss common themes in pacing calendar and teaching techniques. In addition, teacher programs have been adjusted for 24 teaching periods with the 25th period being department meetings across grade levels to foster a professional learning community. Additionally, Urban Advantage provides professional development for all science teachers in the scientific inquiry process. Urban advantage provides funding for teachers to participate in pd's, funding for parent coordinator to foster parental involvement and funding to teachers per students for classroom supplies.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Benchmark exams have been implemented to measure student progress over time. Benchmarks exams will be administered 4X per year. In addition, grade wide department exams will be administered to measure student progress within the NYC Science curriculum.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	27	35	38	18	8	1	NA	NA
7	118	135	NA	32	24	1	1	1
8	126	145	45	32	25	3	1	2
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>MS 217 has one Academic Intervention Services that provide additional instruction to our at-risk students (students at PL 1 & 2) and other students whose scores have decreased from the previous year. An ELA Extended Day program (37.5 minutes - 4 times a week). Students are offered instruction in small group setting. Instruction is differentiated to cater to the needs of students. We hope to offer a Saturday program beginning in January 2010, (three-hour, small group, differentiated instructional sessions.)</p>
<p>Mathematics:</p>	<p>MS 217 has one Academic Intervention Services that provide additional instruction to our at-risk students (students at PL 1 & 2) and other students whose scores have decreased from the previous year. A Mathematics Extended Day program (37.5 minutes - 4 times a week). Students are offered instruction in small group setting. Instruction is differentiated to cater to the needs of students. We hope to offer a Saturday program beginning in January 2010, (three-hour, small group, differentiated instructional sessions.)</p>
<p>Science:</p>	<p>Academic Intervention Services (AIS) in Science will be offered Monday through Friday from 2:30 PM until 5:30 PM. These services provide an excellent opportunity for students to receive enrichment from a variety of electives students can choose from via our community based organization (CBO), St. John's University After-School All-stars. In a small group setting, students can choose forensic science, Lego robotics, veterinary technology, or a heart surgery program.</p>
<p>Social Studies:</p>	<p>Based on information taken from our Quality Review, Progress Report, ELA state assessments, ACUITY results, and Social Studies baseline assessment; the targeted AIS students will be focusing on vocabulary remediation and instruction. We will be utilizing materials from Curriculum Associates, Inc. entitled Passwords: Social Studies Vocabulary. The material is aligned to the New York State Social Studies Scope and Sequence for grades 6 – 8. Teachers will also be utilizing Wilson and Achieve 3000 programs that address Reading Comprehension deficiencies. Teachers will incorporate an array of small group sustainable practices that are based on student academic and behavioral needs. These targeted students will be exposed to this curriculum during the regular school day and after school. Many of our targeted Social Studies AIS students are often frustrated at their lack of scholastic success; therefore, our AIS students will receive instruction from a representative from Margaret's Place on Conflict Resolution, Bias Awareness and Creating Healthy Relationships.</p>

<p>At-risk Services Provided by the Guidance Counselor:</p>	<ul style="list-style-type: none"> • Academic and behavioral intervention strategies are recommended to parents, teachers and students who are in need of assistance in order to increase their attendance and academic progress. • Meetings with students, parents, and teachers are scheduled to allow all constituents to become aware of the findings of diagnostic evaluations. In addition, counselors conduct extensive parent sessions on homework issues, library services, truancy issues, motivation issues, and adolescent rebellion. Parents are made aware of the importance of the M.S. 217 website and how this site is utilized by teachers to post and describe classroom instructional goals, homework assignments, grading policies, and learning experiences. • Furthermore, counselors create contracts with students for specific expected achievement and related behavior improvements. Parents and students make a commitment to these contracts by reading them, giving their input, signing them, and making follow-up meetings with counselors about the outcomes of these contracts. In this way, students are best-served by differentiated academic and behavior management. • For ED students (those students dealing with emotional issues), counselors develop behavior interventions plans (BIPs) with students and review them with parents and teachers so that actions and outcomes are communicated effectively to all constituents. For an at-risk student, counselors develop the BIP, but they also consult with teachers on the BIP development. • Counselors will continue to maintain a high rate of parent involvement at EPC meetings. We have had a 95 % attendance rate with parents involved in EPCs. • Counselors provide the following services to A.I.S students: Teaching organizational skills Monitoring student attendance and academic progress Communicating with parents regarding student progress and available intervention services Individual and group counseling as needed Referral to academic services and outside agencies
<p>At-risk Services Provided by the School Psychologist:</p>	<p>On a needs basis, the school psychologist met with referred students and their parents during the school day in order to access and address the needs for special services.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>On a needs basis, the social worker worked in conjunction with the school psychologist during the school day as part of the SBS team in order to access and address the needs for special services for referred students.</p>

At-risk Health-related Services:

The school nurse identified students with special conditions such as asthma, diabetes and any other severe medical condition during a review of their medical records during the school day. In addition, the school nurse reviewed student medical records during the school day in order to ensure that student immunizations were complete and up to date.

Language Allocation Policy (LAP) District 28 Middle School 217 2009-2010

School Demographics

Middle School 217 is a grade 6-8 middle school in Briarwood, Queens (a lower to middle income neighborhood of multi-family and single-family homes). Our school serves an ethnically diverse population, 15% of our students are English Language Learners. Currently there are 44 ELLs in the sixth grade, 70 in the seventh grade and 80 in the eighth grade.

ELL Identification and Parent Program Choices

Middle School 217 offers an (ESL) English as a Second Language Program. At the time of enrollment, parents are required to complete the HLIS (Home Language Inventory Survey). This survey determines if the student is required to take the LABR assessment and the Spanish Lab. This assessment is administered within ten days of enrollment in the NYC school system. The results of the LAB-R determine if a student is eligible for ESL services by the State of New York. The LAB-R is administered only once. Following the administration of the Lab-R, an entitlement letter is given to the student's parents requiring a signature. The letters are collected by the ESL teacher or the Pupil Accounting Secretary. The letters are kept on file. The parents of newly enrolled students are invited to a Parent Orientation in which the ESL teachers provide information, goals and expectations of each program that the school offers. Videos, pamphlets and parent guides are provided in the parents' native languages. Also, through the school's Translation/Interpretation Budget, we are able to provide personnel that can assist parents with their translation needs. Parents can select the instructional program of their choice. Our school keeps a careful count of all ELLs by language group, and will initiate the offering of

Bilingual classes for the students whose parents selected a Bilingual program as their first choice. The NYSESLAT exam is administered at the end of the school year to measure student progress. Every ELL must take this exam. The NYSESLAT determines if a student is required to continue with ESL services for the following school year.

English as a Second Language (ESL) Program

In our self-contained **sixth, seventh** and **eighth** grade ESL classes, all of the content areas are taught in English using ESL instructional strategies. There are two classes in grade 7 and two classes in grade 8. Currently, we have one sixth grade self-contained ESL class. Our seventh and eighth grade classes are leveled according to students' English proficiency as assessed by the NYSESLAT and LAB-R assessments. Newcomer, Beginner, Intermediate, and SIFE (Students with Interrupted Formal Education) students are grouped together and receive 360 minutes of ESL instruction per week and 180 minutes of Literacy per week. **Advanced students and long-term-ELLs** receive 180 minutes of ESL instruction per week and 180 minutes of Literacy per week. Our school also provides an extra daily period of ESL for Enrichment and Test Sophistication purposes for our advanced ELL population. These classes are multicultural and speak various native languages (Spanish, Bengali, Urdu, Arabic, and French). ELLs also receive instruction in Math, Social Studies, and Science by licensed content area teachers that implement ESL strategies in their daily instruction. Our school utilizes bilingual staff members to provide native language support for English Language Learners (Spanish- Ms. Kohm, French- Mr. Emmanuel). Classes travel together as a group and ESL instruction is delivered during double blocks when possible, as well as via a push-in program.

Delivery of Instruction and Resources for ELLs

Our goal is to empower ELLs to acquire the listening, speaking, reading and writing skills they need to become proficient. We, as educators provide students with the tools they need to achieve this goal by implementing various instructional programs and strategies.

In the ESL curriculum, a balanced literacy approach is used. Students are assessed through reading running records and writing samples. An enriching literacy program is offered through read-alouds, author studies, independent reading choices, and writing workshops. Students work with task specific rubrics and maintain portfolios containing their work. This balanced literacy approach combined with the integration of ESL strategies and methodology and technology addresses the needs of our ELLs. ESL teachers and other subject area teachers utilize research based strategies such as Total Physical Response, Language Experience Approach, explicit vocabulary development ExC-ELL strategies and QTEL scaffolding techniques, in addition to ongoing articulation between the teachers to reinforce concepts taught in subject areas. The Achieve 3000 program is used by all ELLs. Achieve 3000 provides a web-based, individualized learning program with vocabulary development, reading comprehension, and writing components. The program utilizes accepted and proven benchmarks for assessment and instruction from the Lexile framework to the principles of Bloom's Taxonomy. The content is non-fiction high-interest articles customized to the students' individual Lexile level. This provides differentiation of content for our ELLs. The Writing Workshop is enhanced by the Writing Matters Institute. Writing Matters provides

differentiated writing lessons using visuals, graphic organizers, animations and a variety of mentor texts to support students through the Writing Process. Students can publish their writing in a public online forum called an EZine where others can enjoy and comment on their writing. All ELLs have their individual laptop through iTEACH-iLEARN.

In addition through the iTEACH-iLEARN program, Teaching Matters, and the Learning Technology Grant, ELLs are taught a variety of computer skills and programs such as digidocs, Inspiration, PowerPoint, WorldBook, Wordpress Blogs, wikispaces, I-documentaries, Writing Process, and Word Processing. There are increased opportunities for hands-on instruction in Math, Science and Social Studies and increased shared reading and writing during the Literacy/ESL periods. Content area and ESL teachers differentiate instruction through the use of flexible grouping, goal setting, alternate texts and scaffolding strategies. ELLs who are mandated to take city and state ELA exams receive additional instruction with the support of a Literacy teacher who prepares the students for these assessments. Teachers use Smart Boards and Smart Notebooks to deliver lessons.

All ESL classes are provided multilevel classroom libraries in a variety of genres. These books are utilized on a daily basis for independent reading, read-alouds, and shared reading. Our school has extensive materials on teaching practical English skills, as well as skills in listening, speaking, reading and writing. Class sets of interesting adapted novels are used with intermediate, advanced and long-term ELLs. Audio books and visual aides are used to facilitate the learning of beginner, newcomer ELLs and SIFE students. As mentioned above, ESL teachers use The Achieve 3000 program. Achieve 3000 provides a web-based, individualized learning program with vocabulary development, reading comprehension, and writing components. The content is non-fiction high-interest articles customized to the students' individual Lexile level, as determined by a pre-assessment. This provides differentiation of content for our ELLs.

All math teachers use IMPACT MATHEMATICS along with test preparation materials specific to each grade. Science and Social Studies teachers use textbooks, as well as alternate text sets aligned with the New York State Standards and follow a specific curriculum and pacing calendar in each grade. Charts, visual aides, technology, and hands-on materials are incorporated in all lessons.

ELL Subgroups (Instruction and Intervention)

Special Education and SIFE Students (students with interrupted formal education)

Special Education students in a monolingual class receive ESL instruction via the pull-out model. According to IEP indications, some Special Education ELLs travel with a language paraprofessional at all times. Teachers provide differentiated instruction for these students using the tools and strategies mentioned above. SIFE and Special Education students set goals with the teacher to target their specific needs. Teachers assess their progress via, assessments, projects, individualized activities, and portfolios. In addition, Middle School 217 offers a variety of AIS and TITLE III programs, and additional instruction during the 37 ½ minutes for these students. These programs provide instructional assistance in ESL, Literacy, Mathematics, Science and Social Studies. SIFE and Special Education students are highly encouraged to attend our ESL Saturday Academy and/or

Extended Day program, which provides additional support for ELLs to improve their mathematics and ESL skills and prepare them for the state examinations. This Saturday Academy focusing in Mathematics and ESL will also be offered to all SIFE, beginner, intermediate and long term ELLs.

Newcomers (less than three years)

Newcomers and beginner ELLs, as determined by LABR and NYSESLAT assessments, are placed in a beginner ESL class. They receive 360 minutes of intensive ESL instruction per week by a licensed ESL teacher as well as 180 minutes of Literacy. Middle School 217 offers a variety of AIS and SES programs for newcomers. These programs provide instructional assistance primarily in Literacy and Mathematics. A Saturday and Summer Academy focusing in Mathematics and ESL will also be offered to all beginner and newcomer students. Newcomers are highly encouraged to attend our ESL Saturday Academy and/or Extended Day program, as well as the 37 ½ minute tutorial sessions where they are homogeneously grouped and receive targeted instruction to meet their needs in listening, speaking, reading, and writing.

ELLs (years 4-6)

Our ELLs in this category fall into the high intermediate and Advanced levels of English proficiency as assessed by the 2009 NYSESLAT. The Students are offered rigorous instruction in ESL as well as the content areas. Teachers use on-level texts as well as alternate text sets to scaffold learning and provide additional support. ELLs are often grouped together according to similar needs and academic vocabulary is a major focus. Teachers use a variety of skills to teach vocabulary and give students ample opportunities to use academic language (EXc-ELL method). Students use technology to complete projects using Powerpoint, Geo Sketchpad, IMovies, Excel, and Inspiration. The Achieve 3000 program (described above) is used two to three times a week.

Long Term ELLs and Transitional Students

Our school has approximately 59 long term ELLs. Long term ELLs receive additional instruction in literacy by a licensed teacher. This instruction is targeted to strengthen the students' reading and writing skills that they will need to perform well on the New York City and New York State ELA exams). The ESL and content area teachers of this class are trained using a variety of strategies such as QTEL and Exc-ELL. All of the ESL and content area teachers are fully licensed in their areas of instruction. Both Transitional students (former ELLs) and long term ELLs are highly encouraged to attend the AIS extended-day programs offered by the school, as well as the 37 ½ minute tutorial sessions. Transitional ELLs are granted time extensions on state examinations for two years after they pass the NYSESLAT.

Parental Involvement

Middle School 217 offers helpful workshops, events, and meetings for parents to integrate them into the school community. Interpreters or translating equipment are provided through the school's Translation Budget.

Workshops/Events for Parents:

In order to encourage parent involvement, our school will provide the following workshops and meetings:

- Parent information sessions on Sate and City Exams in the Content Areas
- Open School Night
- Math and ELA Test Preparation Tips
- How to Choose a High School for your Child
- PTA Monthly Meetings
- Parent Teacher Conferences
- Family Fun Science Night

Our school has an open door for parents. Parents can make appointments with teachers to follow up on their child's progress. Our school schedule provides blocked time daily for parents to meet with their child's team of teachers. Interpreters in the building are always available to assist parents with their translation needs. To increase the communication between parents and teachers, our teachers have an Echalk account. Echalk is found on the school's website and it's very easy to access. Teachers post daily homework assignments and special announcements. Students and parents can access Echalk at any time to receive information. In addition to the mandated Parent Teacher Conferences, Middle School 217 holds an Open School Night for parents in September. Parents are invited to come to the school and meet the teachers, visit classrooms, and learn about the expectations for the school year.

Assessment Analysis

NYSESLAT

Listening-

The majority of students scored at the Advanced and Intermediate levels in grades 6-8 (68%). Newcomer and beginner students scored at the Beginner level in grades seven and eight.

Seven students in grade 6 scored at the Beginner level.

Speaking-

Speaking was the strongest of all modalities across all grades. This may be due to the fact that speaking skills are acquired before reading and writing skills are developed.

Reading and Writing-

The majority of students across all grades scored at the Advanced and Intermediate levels. Most of the students that scored at the Beginner level were newcomers and beginners. Less than 20% of students scored at the Intermediate level. Even long term ELLs showed weakness in these areas, especially in Writing.

Math Assessment

All ELLs are mandated to take city and state Math assessments. The majority of ELLs in the ESL program score twos and threes, ten students scored a 4. After analyzing the data, we noticed that ELLs didn't make progress in Math. Math teachers will receive support from ESL teachers, incorporating various ESL strategies into the Mathematics curriculum to facilitate the students' comprehension. In addition to the AIS extended day programs, MS 217 will offer an ESL Saturday Academy focusing on ESL and Mathematics. All ELLs will be eligible for this program.

ELL Periodic Assessment

The results of the ELL Interim Assessment determined that a large number of ELLs need to improve their Reading and Writing skills. ESL teachers will focus instruction on Reading and writing by increasing the number and quality of read-alouds, shared reading, independent reading, focused mini lessons on reading skills, and various opportunities to improve writing skills. Teachers will assess students with accountable talk to demonstrate their understanding. Writing also continues to be a struggling skill for ELLs. Through modeling, revision skills and embedded grammar lessons teachers can help students master writing skills. This year, teachers will use the results of the ELL Periodic Assessment to set individual goals for students. Students struggling with the same skills will work together in a group to target that skill. Progress will be assessed by the ELL Periodic Assessment.

Professional Development For Teachers

Professional development takes place during common preparation periods, departmental or “house” meetings, after school, and during summers. Our principal provides opportunities for teachers to attend Professional Development throughout the city. Demo-lessons and helpful strategies are modeled by coaches and experienced teachers. Middle School 217 will design and deliver Professional Development that will focus on the following:

- Learning Styles
- UBD- Understanding by Design
- Implementing and using the Achieve 3000 program with ELLS
- QTEL strategies will be modeled and shared with ESL, Literacy and content area teachers
- Exc-ELL Strategies (vocabulary, reading and writing) across all contents areas, ESL, and Special Education
- More effective questioning techniques to foster higher level thinking (using Bloom’s Taxonomy)
- Vocabulary Development through word study
- Increased Writing Opportunities Across the Contents Areas (Teaching Matters)
- Flexible Grouping Strategies
- Pre-assessment Strategies
- Aligning all instruction to New York State Standards
- Increased use of classroom libraries
- Ongoing acquisition of computer skills /technology in instructional practice through the Learning Technology Grant for ELLS, Teaching Matters, and iTeachiLearn
- Green Magnet PD- Water and The Environment (Queens Botanical Gardens), Digital Storytelling- Telling the Story of Water (Queens Museum of Art)
- Using I Movies

Type of Program: Bilingual ESL Both Number of LEP (ELL) Students Served in
2009-2010: 194

- I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

English as a Second Language (ESL) Program

English as a Second Language (ESL) Program

In our self-contained **sixth, seventh** and **eighth** ESL classes, all of the content areas are taught in English using ESL instructional strategies. There are two classes in grade 7 and two classes in grade 8. Currently, we have one sixth grade self-contained ESL class. Our seventh and eighth grade classes are leveled according to students' English proficiency as assessed by the NYSESLAT and LAB-R assessments. Newcomer, Beginner, Intermediate, and SIFE (Students with Interrupted Formal Education) students are grouped together and receive 360 minutes of ESL instruction per week and 180 minutes of Literacy per week. **Advanced students and long-term-ELLs** receive 180 minutes of ESL instruction per week and 180 minutes of Literacy per week. Our school also provides an extra daily period of ESL for Enrichment and Test Sophistication purposes. These classes are multicultural and speak various native languages (Spanish, Bengali, Urdu, Arabic, and French). ELLs also receive instruction in Math, Social Studies, and Science by licensed content area teachers that implement ESL strategies in their daily instruction. Our school utilizes bilingual staff members to provide native language support for English Language Learners (Spanish- Ms. Kohm, French- Mr. Emmanuel). Classes travel together as a group and ESL instruction is delivered during double blocks when possible.

Special Education English Language Learners (ELLs)

Special Education students requiring ESL services are pulled out for instruction by an ESL licensed teacher. According to IEP indications, some Special Education ELLs are assisted by a language paraprofessional at all times. The allocation of ESL minutes is determined by the most recent NYSESLAT and LAB-R scores.

In the ESL curriculum, a balanced literacy approach is used. Students are assessed through reading running records and writing samples. An enriching literacy program is offered through read-alouds, author studies, independent reading choices, and writing workshops. Students work with task specific rubrics and maintain portfolios containing their work. This balanced literacy approach combined with the integration of ESL strategies and methodology and technology addresses the needs of our ELLs. ESL teachers and other subject area teachers utilize research based strategies such as Total Physical Response, Language Experience Approach, explicit vocabulary development ExC-ELL strategies and QTEL scaffolding techniques, in addition to ongoing articulation between the teachers to reinforce concepts taught in subject areas. The Achieve 3000 program is used

by all ELLs. Achieve 3000 provides a web-based, individualized learning program with vocabulary development, reading comprehension, and writing components. It uses accepted and proven benchmarks for assessment and instruction from the lexile framework to the principles of Bloom's Taxonomy. The content is non-fiction high-interest articles customized to the students' individual lexile level. This provides differentiation of content for our ELLs. The Writing Workshop is enhanced by the Writing Matters Institute. Writing Matters provides differentiated writing lessons using visuals, graphic organizers, animations and a variety of mentor texts to support students through the Writing Process. Students can publish their writing in a public online forum called an EZine where others can enjoy and comment on their writing. All ELLs have their individual laptop through ITEACHILEARN.

In addition through the ITEACHILEARN program, Teaching Matters, and the Learning Technology Grant, ELLs are taught a variety of computer skills and programs such as Inspiration, PowerPoint, WorldBook, Wordpress Blogs, I-documentaries, Writing Process, and Word Processing. There are increased opportunities for hands-on instruction in Math, Science and Social Studies and increased shared reading and writing during the Literacy/ESL periods. Content area and ESL teachers differentiate instruction through the use of flexible grouping, goal setting, alternate texts and scaffolding strategies. ELLs who are mandated to take city and state ELA exams receive additional instruction with the support of a Literacy teacher who prepares the students for these assessments. Teachers use Smart Boards and Smart Notebooks to deliver lessons.

Through the Green Magnet Grant, some of the themes that will be the focus of study throughout the school year include ecology, technology and career exploration across the curriculum. ELLs will be exposed to NYC's cultural resources and career opportunities through the following partnerships:

- Museum of Moving Image
- Queens Museum of Art
- Queens Botanical Gardens
- New York hall of Science

There are increased opportunities for hands-on instruction in Science and Social Studies and increased shared reading and writing during the Literacy/ESL periods. Newcomer and Beginner ELLs receive more focused multi-sensory instruction that will help to improve their skills in listening, speaking, reading, and writing, with the support of alternate text sets. ELLs who are mandated to take city and state ELA exams receive additional instruction with the support of a Literacy teacher who prepares the students for these assessments.

Supplemental Programs For ELLS

Middle School 217 offers a variety of TITLE III, and AIS extended day programs and additional instruction during the 37 ½ minutes for English language Learners. These programs provide instructional assistance in Literacy, Mathematics, Science and Social Studies. In addition, students also have the option to attend our **ESL/Math Saturday and Summer Academy**, which provide additional support for ELLS to improve their mathematics and ESL skills and prepare them for the state examinations. All ELLs including SIFE, beginner, intermediate, advanced, and long term ELLs are invited and encouraged to attend.

Extracurricular Activities-

Through the CHAMPS program, Middle School 217 offers a variety of activities for all students including ELLs such as soccer, cheerleading, dance, basketball, and fitness programs. The Queens Community House offers homework help, arts and crafts, science and sports to all students including ELLs.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 28	School MS 217
Principal Patrick Burns	Assistant Principal Barbara Kendall
Coach Linda Hoffman	Coach type here
Teacher/Subject Area Paula Kohm	Guidance Counselor M. Gottlieb
Teacher/Subject Area Grace Nelson	Parent type here
Teacher/Subject Area type here	Parent Coordinator Aletta Hall
Related Service Provider type here	SAF type here
Network Leader John Omahoney	Other type here

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1323	Total Number of ELLs	194	ELLs as Share of Total Student Population (%)	14.66%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____

Number of third language speakers: ____

Ethnic breakdown of EPs (Number)

African-American: ____

Asian: ____

Hispanic/Latino: ____

Native American: ____

White (Non-Hispanic/Latino): ____

Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

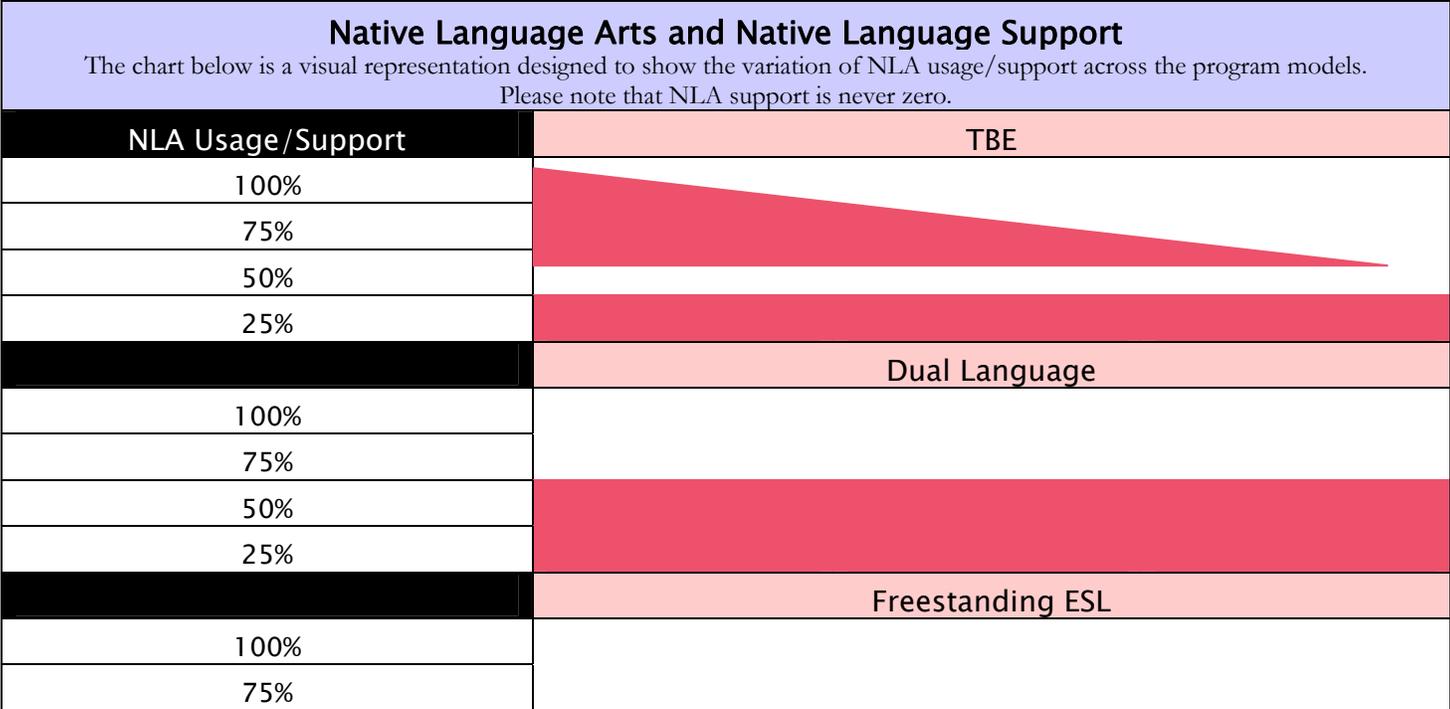
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish							35	42	53	130
Chinese										0
Russian							0	1	2	3
Bengali							4	8	15	27
Urdu							2	0	0	2
Arabic							4	7	5	16
Haitian Creole										0
French							0	3	2	5
Korean										0
Punjabi							0	1	0	1
Polish										0
Albanian										0
Other							1	9	3	13

Programming and Scheduling Information

TOTAL	0	0	0	0	0	0	46	71	80	197
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1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

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



NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

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

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

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

II. Parent/community involvement:

Parent Program Choices

Middle School 217 offers an (ESL) English as a Second Language Program. At the time of enrollment, parents are required to complete the HLIS (Home Language Inventory Survey). This survey determines if the students is required to take the LABR assessment. This assessment is administered within ten days of enrollment in the NYC school system. Parents of newly enrolled students are invited to a Parent Orientation in which the ESL teachers provide information, goals and expectations of each program that the school offers. Videos, pamphlets and parent guides are provided in the parents' native languages. Also, through the school's Translation/Interpretation Budget, we are able to provide personnel that can assist parents with their translation needs. Parents can select the instructional program of their choice, however, at this time, Middle School 217 offers ESL Programs in grades 6-8. Our school keeps a careful count of all ELLs by language group, and will initiate the offering of Bilingual classes for the students whose parents selected a Bilingual program as their first choice.

Parental Involvement

Middle School 217 offers helpful workshops, events, and meetings for parents to integrate them into the school community. Interpreters or translating equipment are provided through the school's Translation Budget.

Workshops/Events for Parents:

In order to encourage parent involvement, our school will provide the following workshops and meetings:

- Parent information sessions on State and City Exams in the Content Areas
- Open School Night
- Math and ELA Test Preparation Tips
- How to Choose a High School for your Child
- PTA Monthly Meetings
- Parent Teacher Conferences
- Family Fun Science Night

Our school has an open door for parents. Parents can make appointments with teachers to follow up on their child's progress. Interpreters in the building are always available to assist parents with their translation needs. To increase the communication between parents and teachers, our teachers have an Echalk account. Echalk is found on the school's website and it's very easy to access. Teachers post daily homework assignments and special announcements. Students and parents can access Echalk at any time to receive information. In addition to the mandated Parent Teacher Conferences, Middle School 217 holds an Open School Night for parents in September. Parents are invited to come to the school and meet the teachers, visit classrooms, and learn about the expectations for the school year.

III. Project Jump Start (Programs and activities to assist newly enrolled ELL students):

Newcomers and beginner ELLs, as determined by LABR and NYSESLAT assessments, are placed in a beginner ESL class. They receive 360 minutes of intensive ESL instruction per week by a licensed ESL teacher as well as 180 minutes of Literacy. ESL and content area teachers utilize strategies such as Total Physical Response (TPR), Ex-CELL, Bloom's Taxonomy and QTEL scaffolding techniques in addition to ongoing articulation between the teachers to reinforce concepts taught in subject areas. In order to meet the needs of the different levels of ELLs, teachers differentiate instruction by content, process, product, and learning styles.

Middle School 217 offers extra support for newcomers during the 37 ½ minute tutorial daily sessions and the TITLE III Saturday ESL/MATH Academy. These programs provide instructional assistance primarily in English and Mathematics.

IV. Staff Development (2009-2010 activities):

Professional Development

Professional development takes place during common preparation periods, departmental or "House" meetings, after school, and summers. Our principal provides opportunities to attend Professional Development throughout the city. Demo-lessons and helpful strategies are modeled by coaches and experienced teachers. Middle School 217 will design and deliver Professional Development that will focus on the following:

- Differentiated Instruction- content, process, and product
- Learning Styles
- UBD- Understanding by Design
- Implementing and using the Achieve 3000 program with ELLS
- QTEL strategies will be modeled and shared with ESL, Literacy and content area teachers
- QTEL Math Institute

- Exc-ELL Strategies (vocabulary, reading and writing) across all contents areas, ESL, and Special Education
- More effective questioning techniques to foster higher level thinking (using Bloom's Taxonomy)
- Vocabulary Development through word study
- Increased Writing Opportunities Across the Contents Areas
- Flexible Grouping Strategies
- Pre-assessment Strategies
- Aligning all instruction to New York State Standards
- Increased use of classroom libraries
- Ongoing acquisition of computer skills /technology in instructional practice through the Learning Technology Grant for ELLS, Teaching Matters, and iTeachiLearn
- Green Magnet PD- Water and The Environment (Queens Botanical Gardens), Digital Storytelling- Telling the Story of Water (Queens Museum of Art)

Part C: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s): 6-8 Number of Students to be Served: 165 LEP Non-LEP: 1,012

Number of Teachers: 4 fully certified ESL teachers Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

English as a Second Language (ESL) Program

In our self-contained seventh and eighth ESL classes, all of the content areas are taught in English using ESL instructional strategies. There are three classes in grade 7 and two classes in grade 8. Currently, we have one sixth grade self-contained ESL class. Our seventh and eighth grade classes are leveled according to students' English proficiency as assessed by the NYSESLAT and LAB-R assessments. Newcomer, Beginner, Intermediate, and SIFE (Students with Interrupted Formal Education) students receive 360 minutes of ESL instruction per week and 180 minutes of Literacy per week. **Advanced students and long-term-ELLs** receive 180 minutes of ESL instruction per week and 180 minutes of Literacy per week. Our school also provides an extra period of ESL for Enrichment and Test Sophistication purposes. These classes are multicultural and speak various native languages (Spanish, Bengali, Urdu, Chinese, Punjabi, and French).

Supplemental Programs For ELLS

Middle School 217 offers a variety of TITLE III, AIS, and SES extended day programs and additional instruction during the 37 ½ minutes for English language Learners. These programs provide instructional assistance in Literacy, Mathematics, Science and Social Studies. In addition, students also have the option to attend our **ESL/Math Extended Day Program**, which provide additional support for ELLS to improve their mathematics

and ESL skills and prepare them for the state examinations. All ELLs including SIFE, beginner, intermediate, advanced, and long term ELLs are invited and encouraged to attend.

Extracurricular Activities-

Through the CHAMPS program, Middle School 217 offers a variety of activities for all students including ELLs such as soccer, cheerleading, dance, basketball, and fitness programs. The Queens Community House offers homework help, arts and crafts, science and sports to all students including ELLs.

Parent Program Choices (1-3)

Middle School 217 offers an (ESL) English as a Second Language Program. At the time of enrollment, parents are required to complete the HLIS (Home Language Inventory Survey). This survey determines if the students is required to take the LABR assessment. This assessment is administered within ten days of enrollment in the NYC school system. Parents of newly enrolled students are invited to a Parent Orientation in which the ESL teachers provide information, goals and expectations of each program that the school offers. Videos, pamphlets and parent guides are provided in the parents' native languages. Also, through the school's Translation/Interpretation Budget, we are able to provide personnel that can assist parents with their translation needs. Parents can select the instructional program of their choice, however, at this time, Middle School 217 offers ESL Programs in grades 6-8. Our school keeps a careful count of all ELLs by language group, and will initiate the offering of Bilingual classes for the students whose parents selected a Bilingual program as their first choice.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

- Professional development takes place during common preparation periods, departmental or “house” meetings, after school, and during summers. Our principal provides opportunities for teachers to attend Professional Development throughout the city. Demo-lessons and helpful strategies are modeled by coaches and experienced teachers. Middle School 217 will design and deliver Professional Development that will focus on the following:
- Learning Styles
- UBD- Understanding by Design
- Implementing and using the Achieve 3000 program with ELLS
- QTEL strategies will be modeled and shared with ESL, Literacy and content area teachers
- Exc-ELL Strategies (vocabulary, reading and writing) across all contents areas, ESL, and Special Education
- More effective questioning techniques to foster higher level thinking (using Bloom’s Taxonomy)
- Increased Writing Opportunities Across the Contents Areas
- Flexible Grouping Strategies
- Pre-assessment Strategies
- Ongoing acquisition of computer skills /technology in instructional practice through the Learning Technology Grant for ELLS, Teaching Matters, and iTeachLearn
- Green Magnet PD- Water and The Environment (Queens Botanical Gardens), Digital Storytelling- Telling the Story of Water (Queens Museum of Art)

TOTALS	0	4					4

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)
 Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2007-2008 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.
 ** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.
 *** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

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

Part C: For schools that will receive Title III ELL Supplemental Services for 2009-2010:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s): 6-8 Number of Students to be Served: 194 LEP : 1,323 Non-LEP

Number of Teachers: 4 ESL teachers Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe

- ✓ **school's language instruction program for limited English proficient (LEP) students (see above)**
- ✓ **type of program/activities to improve mathematics, native and/or English language learning**
- ✓ **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**
- ✓ **service provider and qualifications**

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

Professional Development

Middle School 217 in conjunction with the **ExCell (Expediting Reading Comprehension for ELLs)** and Dr. Margarita Calderon, M.S.217 will deliver Professional Development for teachers that service the ELL population. These PD sessions will target the teachers that provide instruction for our beginner and intermediate ELLs (Title III). Teachers participating in these Professional Development sessions directly service our ELLs across the content areas. The strategies and activities modeled are designed to help beginner, intermediate, and advanced ELLs improve in reading, writing, listening, Social Studies, Science and Mathematics through **development of academic vocabulary** in the content areas.

Other topics include:

- Differentiated instruction for Special Education and ELL students
- Increased opportunities for accountable talk
- Scaffolding strategies
- Incorporating technology in the ESL classroom

TITLE III

Supplemental Programs For ELLs

Middle School 217 will offer an **ESL/Math Extended Day Program** for the development of the four modalities (listening, speaking, reading, and writing) needed to prepare ELLs for the NYSESLAT, as well as the NYS ELA exam. The **ESL/Math Extended Day Program** will include 40-60 of our beginner, intermediate, and advanced ELLs for 12 weeks in December through April for 3 hours per day. Instruction will be delivered by a licensed ESL teacher and a licensed Math teacher who have had experience teaching ELLs and received Professional Development in ESL strategies. We will form two classes according to students’ proficiency levels and instruction will be differentiated to meet their needs. Forty-five minutes will be devoted to ESL instruction and 45 minutes will be devoted to Mathematics instruction each day. In addition, a licensed Bilingual teacher will push in with both teachers to provide native language support in Spanish for newcomer, SIFE, and Beginner ELLs attending the program. The two collaborating teachers will have 5 planning hours to work together to analyze student data, assess students progress, and plan lessons.

Professional Development

Achieve3000 will offer Professional Development in a phased approach that ensures the school's quick advancement of the Teenbiz3000 web based program for ELLs. This year, Achieve 3000 will focus on phases 2 and 3 of the professional development series. Phase 2 gives teachers more information on using administrative functions and encouraging home involvement. This phase introduces advanced features of Achieve3000 Solutions and provides onsite coaching and modeling to ensure effective integration of TeenBiz into the classroom. During phase 3 teachers reach the level of sophistication required to extend the impact of differentiated instruction and data-driven decision making across the curriculum. Teachers will be provided with time to work together to create units that can be shared.

Curriculum Enhancement

Teachers will work collaboratively to enhance the ELA/ESL school curriculum. ESL and content area teachers will work together after school or on Saturdays to improve the existing curriculum and pacing calendar by infusing strategies such as:

- Vocabulary development (EXc-ELL)
- Academic language development
- Use of visual aids
- Effective questioning techniques for ELLs
- Awareness of cultural interferences
- Juicy Sentence
- Scaffolding strategies (QTEL)
- Use of alternate texts or websites to provide extra support
- Integration of Teenbiz articles

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe)	\$11,837.00	<u>EXTENDED DAY PROGRAM/</u> - 2 CLASSES (12 WEEKS IN DECEMBER-APRIL @ 3 HRS.

benefits)		<p style="text-align: center;">A WEEK)</p> <p>* TEACHER PER SESSION COST- (12 DAYS X 3 HRS. X 3 TEACHERS) TOTAL- \$5371.00</p> <p>* 6 PLANNING HOURS X TEACHERS= \$896.00</p> <p>* SUPERVISOR (12 DAYS X 3 HRS) TOTAL \$1791.00</p> <p style="text-align: center;"><u>CURRICULUM ENHANCEMENT</u></p> <p>4 TEACHERS X 20 HOURS= TOTAL \$3779.00</p>
Purchased services such as curriculum and staff development contracts: Achieve 3000	\$8920.00	Purchase of ACHIEVE 3000 student accounts and web based access.
Supplies and materials	\$4043.00	<p><u>-SUPPLEMENTAL BOOKS</u></p> <p><u>-INSTRUCTIONAL MATERIALS FOR EXTENDED DAY PROGRAMS</u></p>

		<p>* Benchmark Math Books (multiplication, decimals, perimeter and area, equivalent fractions, polygons, multiplication)- TOTAL \$1947.00</p> <p>* Benchmark Explorers ELL content based books- TOTAL \$1386.00</p> <p>* Benchmark Puentes Native Language Support book sets- TOTLAL \$710.0</p>
Travel		
Other		
TOTAL	\$29,700	

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:	719,550	75,301	794,851
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,200		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		761	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	35,982		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		3,769	
6. Enter the anticipated 10% set-aside for Professional Development:	71,955		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		7,530	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 98.73%
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.
- a) Not Highly Qualified teachers will have the opportunity to take college courses
 - b) Not Highly Qualified teachers will have the opportunity to complete the HOUSSE certificate.
 - c) In-house coach will provide weekly professional development opportunities.

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

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

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

I. School Parent Involvement Policy

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents.

Parental Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and advisory committees to assist in the education of their child.

The Parent Involvement Policy will be distributed to parents on November 17, 2009 during the monthly parent meeting.

Process of Implementation

- 1) MS 217 will involve parents in the process of school review and improvement. The School Leadership Team with parent members will periodically review the school Learning Environment Survey, Progress Report, School Report Card, and Quality Review and make recommendations of programs and strategies for improvement.
- 2) MS 217 will provide the following necessary coordination, technical assistance and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. The school will provide timely notices

via phone messenger, and backpacked flyers, promotion in doubt letters, curriculum workshop notices, monthly school newsletter, high school notices, and school-wide mails for all Parent Teacher Association monthly meeting and curriculum based workshops for parents.

- 3) MS 217 will foster the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children attending the school in understanding topics such as:
 - i. The State academic content standards
 - ii. The State student academic achievement standard
 - iii. How to monitor their child's short-term and long-term goal progress.
 - iv. Parents will learn about the school's various curriculums during the fall 2009 Curriculum Night.
 - v. The school will conduct workshops to inform parents about the New York State testing program in ELA, Mathematics, Social Studies and Science.
 - vi. School will conduct workshops on how to look at student data.
 - vii. The magnet program will provide parents with workshops to understand the curriculum and to involve themselves in school-wide trips and activities.
 - b. The school will provide materials and training to help parents work with their children at home to improve their child's academic achievement.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil service personnel, principal and support staff, in how to reach out to, communicate with and work with parents as equal partners.
 - d. The school will take the following actions to ensure that information related to the school and parent programs, meetings and other activities are sent to the parents in an understandable and uniform format parents can understand. MS 217 will provide translation and interpretations of important school notices in English as well as the other targeted major languages of the school population. The Parent Coordinator has access to parental information, which enables the school to meet the language needs of the homes.

Time Frame for annual evaluation: On June 16, 2010, MS 217Q School's Parent Involvement Policy will be evaluated by parents. Feedback will be utilized to make necessary improvements for the upcoming school year (2010- 2011).

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part

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

School-Parent Compact

MS 217 and the parents agree that this compact outlines how the parents, the entire school staff and the students will share responsibilities for improved student achievement. In addition it will state how the school and parents will build and develop a partnership that will support children to achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

School Compact Provisions:

1. School Responsibilities:

MS 217 will-

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating children to meet the State's student academic achievement standards.
- M.S. 217 will monitor curriculum development by reviewing and revising curriculum-mapping projects in all areas.
- Monitor instruction by conducting formal and informal observations, holding monthly faculty and weekly departmental conferences, holding Parent-Teacher Conferences in the fall and spring, holding monthly house meetings, informing parents through workshops in overviews and formats of the NYS testing program, maintaining well-running safety and policy committees which meet monthly to share concerns and to find solutions to school-wide problems, and using support services of guidance and the pupil personnel committee to assist with student progress.
- Conduct Parent-Teacher Conferences twice yearly-in fall and spring, where parental concerns and issues concerning their children will be addressed at these times. In addition, M.S. 217 will provide parents with follow-up conference time if their concerns and issues need further intervention. M.S. 217 will promote an open door policy for parents to remain updated at all time with their students' progress with individual teachers.
- Provide parents' opportunities to volunteer and participate in their child's class, and to observe classroom activities, during open school week, for scheduled student work celebration, for scheduled trips.
- Involve parents in the planning, review and improvement of the school's parental involvement policy and School wide Program plan in an ongoing and timely way by having a well functioning Parent Teacher Association (PTA), through PTA meeting, parent teacher conference and during School Leadership Team monthly meetings.
- Conduct monthly surveys for feedback from parents on pertinent school issues, through Survey Monkey.
- Publish magnet related school information on our school website.

2. *Parent Responsibilities*

We as parents will support our children's learning in the following ways:

- Monitor attendance by sending our children to school on time each day, sending absent notes when our children are absent and responding to calls from the school when there are unexplained absences.
- Making sure that homework is completed on a daily basis according to the requirement of subject-area teachers.
- Participating, as appropriate, in decisions relating to my children's education, such as high school, class trips and other extracurricular activities.
- Promoting positive use of my child's extracurricular time by encouraging participation in activities such as AIS (Academic Intervention Services) program, Queens Community House, St. Johns Program, Specialized High school tutoring sessions and the school's newspaper production.
- Serving, to the extent possible, on policy advisory groups, such as Title I, School Leadership Team, Parent Teacher Association and volunteering as a Learning Leader.

3. *Student Responsibilities*

We, as students will share the responsibility to improve our academic and achieve the State high stands. Specifically, we students will support our academics achievement by:

- Doing all homework every day and asking for help from teachers when I need to.
- Keeping an agenda of assignments, projects, tests and homework on a daily basis.
- Reading at least 30 minutes every day outside of school time and keep an at home log of books, genres, pages and content annotations.
- Giving to my parents or guardian all notices and information received my school every day.

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.

Section IV: Needs Assessment, pp. 10-12.

2. School wide reform strategies that:

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

Magnet Program. Re-enforcing the restructuring plan; developing a signature focus for each house; increasing parent involvement; Expansion from single school DIT to mini-departmental DIT that focus on individual student achievement, goal setting, and multiple teacher-created assessments. Part of the restructuring process includes a movement away from teacher-centered learning to differentiated instruction, and flexible grouping with small group instruction to increase student interactions. Expansion of assessment tools to include more conferencing, teacher-student goal-setting with increased parent communication. Teachers are using awards certificates, praise letters home, positive phone calls. Use of ARIS by both teachers and parents.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
- Continued use of comprehensive balanced literacy strategies. Use of Achieve 3000 assessment tools, assignment of differentiated reading materials, and grading of student written response with feedback. Students are reading and writing in different genres. Teaching Matters *Writing Matters*, *Voices and Choices* (Social Studies), and Integration of magnet themes including environmental knowledge, stewardship, and career exploration.
- Use of Reading Instructional Goals for Older Students (RIGOR) in order to assess, differentiate, and monitor student progress for SIFE and newcomers.
- Vocabulary reading and writing instruction through the ExC-ELL professional development provided by Margarita Calderon and her coaches for ELL, ELA, and other content area teachers.
- Technology integration across the curriculum including: blogs, Powerpoints, iMovies; wikis; Math – GeoSketch Pad; Literacy – Achieve 3000; Science – FOSS; Social Studies – Voices & Choices
- Special Education Initiatives funding for per session and per diems for Special Education Inquiry Team.

3. Instruction by highly qualified staff.

- UFT Teacher Center with varied content-area materials, technology, and duplicating equipment.
- Resources allocated for teachers to have weekly departmental meetings.
- Resources allocated for small learning community meetings.
- Resources allocated for departmental data inquiry day-long work sessions.
- Professional development for teachers of ELLs and differentiated on-line reading program, Achieve 3000
- Renzulli Learning Systems Differentiated Instructional PD and curriculum map units
- Understanding by Design curriculum development 24 hour workshop opportunities
- On-site mentoring, The New Teacher Induction Program, provided by UFT Teacher Center coach

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. On-site UFT Teacher Center, coach, lead mathematics teacher, LSO-ICI.

Date(s)	Presenter's Title, Presenter's Organization	Workshop/Activity Title and Summary of Content
9/8/09	Assistant Principals	Using Data to Flexibly Group and Set Goals
9/8 – 6/09	Assistant Principals - Math, Science, Social Studies, ELA, ESL, Art, Language, Phys Ed, Speech, SpEd	Department Meetings-Goal Setting, Differentiation, Essential Questions, Writing Prompts, Magnet Theme Integration
9/28-10/2	Linda Hoffman	GOAL SETTING PD
9/28	ICI	
9/23, 9/25, 10/2	Michael Powers	eChalk – Posting homework, tests, projects on school website
10/6 a.m.	ICI	Science Data Day
10/6 p.m.	ICI	Social Studies Data Day
10/7	ICI	Math Data Day
10/7	ICI	Phys Ed, Talent, Foreign Languages Data Day
10/8	ICI	ESL/ELA Data Day
10/5-10/9	Linda Hoffman	DIFFERENTIATION REVIEW
10/12-10/16	Linda Hoffman	WRITING MATTERS ASSISTANCE
10/19-10/23	Linda Hoffman	WRITING in the content areas
10/26-10/29	Linda Hoffman	STUDENT ENGAGEMENT through STRATEGIC GROUPING
12/8	Linda Hoffman	Creating Writing Opportunities across Curriculum
12/8	My School Binder	MySchoolBinder: Creating and Monitoring Student Goals
12/9	Achieve 3000 – Teen Biz	Achieve 3000 – Teen Biz:
12/10	Linda Hoffman	Creating Writing Opportunities across Curriculum
12/14 -15	Margarita Calderon	ExCELL – Vocabulary- Writing

Date(s)	Presenter's Title, Presenter's Organization	Workshop/Activity Title and Summary of Content
		Preparing Mainstream Teachers and Secondary Content Teachers to Teach English Language Learners:
12/15	Linda Hoffman	Creating writing opportunities - graphic organizers and short response writing prompts across the content areas
12/16		
12/17		
12/17	Renzulli Learning	Renzulli Learning Overview
1/6/10	Teaching American History	Social Studies Teachers
1/7/10	Writing Matters – Linda Hoffman; Bill Heller	Response to Literature – Green Themed Stories
1/8/10	John Greggo/Franklin Suarez	Exam View in the Math Classroom
2/10/10	Curriculum Design Team	UbD Overview and Stage 1- Social Studies Department 12 teachers
2/22/10	Linda Hoffman, Bill Heller-Writing Matters	Differentiation: Writing Editorials – Persuasive Writing Writing OR Feature Articles/Informative Writing or Literacy Department (2/22-3/19)
2/24/10	Curriculum Design Team	UbD Overview and Stage 2- Social Studies Department 12 teachers
3/3/10	Curriculum Design Team	UbD Overview and Stage 3- Social Studies Department 12 teachers
3/10/10	Curriculum Design Team	Work on Units
3/22-3/26/10	Linda Hoffman, Bill Heller-Writing Matters	Standardized Testing Genre for NYS ELA Exams
3/24/10	Curriculum Design Team	Sharing/Presenting Units – Celebration – Social Studies Department
4/7-4/23	Linda Hoffman, Bill Heller-Writing Matters	Standardized Testing Genre for NYS ELA Exams
5/3/10	Linda Hoffman, Bill Heller-Writing Matters	Poetry – 4 week unit: Literacy Department. 5/3-5/21
5/24/10	Linda Hoffman, Bill Heller-Writing Matters	Independent Study/Career Exploration. 5/24 – 6/19/10

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.
 - PA workshops, ARIS, Family Science Night, Magnet organizations
 - ELL parent literacy workshops; Learning Leaders Programs
 - Parent Association workshops; High school night with guidance counselors
 - Family Museum Night with Student Docents of Teri Pakier Nature Collection
 - Family involvement in Arts & Tech Pollinators' Garden
 - The parent coordinator will work with the magnet teacher specialists and develop programs with our magnet partners for parents: Queens Botanical Garden, Queens Museum of Art, NY Hall of Science, Center for the Urban Environment.
 - The full-time parent coordinator at M.S. 217 will continue to serve as a liaison with parents and address their concerns and needs in the school community.

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.

Teachers begin each year with a Letter Home to Parents outlining curriculum goals and class requirements. The school sends a monthly newsletter home to parents via snail mail. The school website includes a Parent-Teacher Association page, a Parent Coordinator Page, and school calendar updated weekly. Title VII supports ESL, and Bilingual programs including providing EPIC workshops for parents and after school professional development for teachers. We provide translation services during parent-teacher conferences, and translations are available for the communications sent home to parents are available. Parent workshops

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.
 - Weekly departmental, house, and class meetings.
 - DITs for each department.
 - Weekly opportunities for teacher led professional development
 - Safety Committee
 - School Leadership Team Meetings
 - Faculty Conferences
 - Weekly Newsletter to all staff
 - School Newspaper
 - School Yearbook

- School website
 - school wikispaces
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.
- Baseline exams administered in Sept 2009.
 - Checkpoint exams administered every 6 weeks.
 - Teachers meeting in teams weekly to review student progress.
 - Monthly parent meetings.
 - Use of School Messenger and school web site to communicate more effectively with parents.
 - Saturday Academies
 - AIS/ Extended Day Programs
 - Student Government
 - Academy Projects – School Beautification-Pollinators' Garden
 - Future Cities Engineering Program
 - Library Media – iMovies; Powerpoints; students blogs; class wikis
 - Use of teacher Circular 6 for small group and one-to-one instruction.
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.

Boys to Men Mentoring Program; PBIS; Green Magnet Program; Margaret's Place (Safe Horizons); St. Johns' All Stars Afterschool Program; Queens Community House Programs; C.H.A.M.P.S. before and afterschool program.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

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

The Principal, Assistant Principals, literacy and math coaches, and teachers analyze assessment data (grade-wide assessments, teacher-made tests, and ACUITY assessments) to further determine instructional needs. Members from ICI, the Principal and Assistant Principals will conduct *walk-thru* to assess the evidence of the finding.

We are currently engaging our Literacy teachers and members of the SLT in discussions about the finding.

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

x 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?

At MS 217, ELA teachers know what topics need to be covered by means of a pacing calendar that sets out month to month topics to be covered and the expected student out. However, based on a survey, according to the findings, our present pacing calendar is just one aspect of curriculum mapping and therefore lacks the structure that goes beyond it being topical. It fails to delineate the skills mastery that students are expected to develop after the topic is covered. It does not outline specific instructional strategies that should be used by teachers. It does not associate the instructional materials to be used. We are in the process of creating a curriculum that is more aligned with our Green Magnet Themes. This curriculum makes reference to appropriate reading materials for specific topics.

Even though there is evidence at MS 217 that the Taught Curriculum in ELA is aligned to the State Standards for the most part, there is still the need to examine the depth to which some topics are covered. It is worthy to note that the depth to which a topic is covered by a teacher

depends upon the prior knowledge that the specific group of students have on that specific topic. Therefore, the depth to which a topic is covered by a teacher will vary from class to class (teacher's instructional class).

MS 217 has therefore provided teachers with professional development to do pre-assessments prior to teaching on a topic. Once teachers would have made that assessment, this provides them with a springboard in terms of where to begin the instruction and how in-depth to address the topic. Teachers therefore will continue to use pre-assessment to determine the depth to which a topic needs to be covered.

The ELA teachers have a wide array of instructional materials that address the State Standards and assessment outline and this augurs well for our general education students who have consistently over the last five years, met AYP. However, the materials for our ELL's, Special Eds, and struggling readers must be re-examined. We are aware that in most cases, even though there may be differentiation in instruction, our ELL's, struggling readers, and Special Ed students use the same materials as general education students. Considerations will be given to ordering more materials that match more closely with these disaggregated groups of students' readability levels. We have recently ordered materials at a lower readability level for our ELL's, through a **grant**.

We are currently using a computer-aided reading program, ACHIEVE 3000, with our ELLs. This program provides the variance in readability level of the text. Some of our struggling readers are working on the WILSON Reading Program, to assist them to build decoding, word recognitions, and print awareness skills.

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.

Our school has recognized the mismatched level of reading materials particularly for our ELL's , Special Eds and struggling readers. We have therefore embarked on having these disaggregated groups of students work on computer program, Achieve 3000 that first assesses the students' lexical level, then directs them to appropriate reading level materials, followed by continued assessment of student performance and reassignment of additional materials.

Our instructional team and classroom teachers will make a concerted attempt to order material at a lower readability level than that for our non-at-risk students, but provides the same content and skills needed for the state assessment for our struggling readers, ELL's, and Special Ed students.

Each assistant principal will analyze the four curricula more closely to determine alignment to standards. We will look at the Taught Curriculum for congruence to state standards and how in-dept instruction is done. The administrative team plans to focus on all four curricula (Mathematics, ELA, Science and Social Studies). The team will, however, focus more intently on the ELA and mathematics curricula for instructional alignment , in terms of topics covers and the depth of understanding, materials alignment to curriculum, curriculum maps that must be structured beyond the topical phase, but extends to the level of cognitive demands for teachers and students; in terms of skills mastered, strategies utilized by teachers, and student learning outcomes. There are also plans to critically examine the types of instructional materials in order to determine appropriate match to students' level of readiness especially for our ELL's, Special Education students, and our struggling readers.

Professional development will continue to provide teachers with the art of best practices, especially our ELL's and Special education teachers in terms of using fix-up strategies for reading comprehension, vocabulary usage, pre-assessments, and graphic organizers. Teachers will be trained and encouraged to use the SMART boards more frequently as an instructional tool,

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.

At M.S. 217, the mathematics department as a whole engaged in initiatives throughout the 2008-2009 school year to increase usage of regular assessment of instruction and student learning, as measured by the New York state standards. Multiple professional development opportunities training teachers in the development, implementation, and analysis of pre-, medial, and post-assessment techniques were conducted.

In addition, an in-depth review of the New York State mathematics examinations results was conducted. That data was analyzed for trends by grade level, ethnicity, and curriculum area.

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

x Applicable Not Applicable

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?

Based on the analysis of the 2009 New York State Examination Item Analysis, the following areas are concluded to be possible areas of curricular weakness and, thus, are targeted for closer examination and possible improvement:

1. Sixth Grade – number sense and operations, geometry, and measurement.
2. Seventh Grade – number sense and operations, measurement, statistics and probability, and algebra.
3. Eighth Grade –number sense and operations, geometry, algebra.
4. Sixth through Eighth Grades – constructed response questions.

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.

M.S. 217 will address the relevant issues by examining and analyzing items in target areas for question/answer communication issues, as well as for curricular coverage gaps that may explain large numbers of incorrect responses. Additional test preparation in target areas, additional curricular coverage in target areas, professional development geared toward incorporating methods of instruction that strengthen expression of mathematic thought through writing, and increasing opportunities for written expression in mathematics through Problem-of-the-Week instruction will all be utilized to address these issues. At this time, additional support from central is not required.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

The assistant principals observe teachers on a daily basis and make a conscious and written note of the quality of instruction. The assistant principals forward those observations to the principal who reviews and discusses commonalities in instructional practices. Through post-observational conferences, teachers are given feedback and suggestions to improve their instructional practices. Teachers also share their best instructional practices during weekly departmental meetings. In addition, as a team, the principal and assistant principal conduct observations to assess classroom environment and instructional practices.

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?

The finding is applicable for some of the conditions mentioned. There is some direct instruction that occurs during the beginning of the lesson that constitutes two necessary components of a lesson plan, whereby the teacher is required to **model the concept** and **give guided practice** to the students. Most of our teachers do engage in direct instruction during the initial phase of the lesson. Based on observation, in some instances, teachers tend to spend too much time on modeling and therefore become guilty of presenting a teacher-directed lesson full of direct instruction that corresponds with this finding.

Observations by the administrative staff and results from the 2008-2009 Learning Environmental Survey confirm that for the most part student engagement is high. Students are usually given assignments that correspond to the objective and NYS standards. They later become engaged in the assigned activities. In the majority of cases, the administrative staff has found alignment of student activities to the learning objective and state standards. Observations show that students are working in groups, engaging in discussions, sharing information, presenting class-work to classmates, questioning, actively listening by making eye contact when some one or the teacher is presenting information. However, this is not evident in the majority of classrooms.

Observations also show that even though students are seated in groups, students are frequently engaged in independent assignment.

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.

For the percentage of teachers who seem to be over indulging in direct instruction that exceeds more than one-third of the lesson, they will receive professional development that will guide them in term of allocating time for the different components of a lesson plan. In addition, those teachers will be given the opportunity to engage in inter-visitation so as to observe the practice of teachers who are encouraging more constructivist classroom setting or are using a student-centered approach to learning.

Administrative staff will focus more on student activities or classroom assignments to see if there is alignment to state standards, the pacing calendar, and to state assessment. Based on observation of alignment, administrative staff will then assess if students are meaningfully engaged, by questioning students, listening to their discussions and presentations. Even though there may be evidence of high student engagement in the classroom, the onus on the administrative staff will be to check for congruency with activities, state standards, and state assessment.

We will continue to provide professional development to those teachers who are not implementing the workshop model but are engaging students in a high volume of seat work and worksheet-type assessments.

For the 2009-2010 school year, the administrative team will be conducting classroom visits or 'walk-thru' with a focus on instructional practice that may be heavily teacher directed and hence much direct instruction. The team will make recommendations for professional development on a needs basis.

2B – Mathematics Instruction

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

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

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

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.

At M.S. 217, comprehensive professional development opportunities coupled with regular and ongoing classroom observations and assessments were utilized to determine whether the finding is relevant to our school's program. During classroom walk-throughs and teacher and student observations (both formal and informal), student engagement and instructional practices were examined and assessed. These types of classroom observations numbered 20-25 per month, each month of the school year, with the exceptions of September and June.

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

Applicable Not 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?

Data collected during frequently-conducted formal and informal observations indicate that a majority percentage of mathematics classrooms at M.S. 217 have put workshop model instruction, flexible grouping, and differentiated instructional techniques into practice. Direct instruction is not the primary mode of instructional delivery within the mathematics department at M.S. 217. Further, as each student is issued a laptop computer to be used during their regular school day, use of technology is evident.

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.

Not Applicable.

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.

Review of staffing with our ISC HR department. We had no turnover.

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?

Data from HR

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Our school has taken an inventory of all teachers who instruct our English Language Learners in all content areas. Those teachers who have received QTEL training before, were placed in one group to attend follow-up training. The teachers who had little or no prior training on QTEL were placed in another group to attend training. The teachers are continuing to receive additional training this school year 2009-2010 with an EX-CEL program.

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?

Based on observations by the administrative staff, teachers in content areas of mathematics, science, social studies, and ELA did not have the instructional techniques for dealing with students who have limited English proficiency. They were not receiving QTEL or EXCEL training in past years. They voiced the concerns for understanding how to reach and teach the ELL's.

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.

In the past years, only the ESL teachers were given professional development opportunity for QTEL training. However, we have found it necessary and essential to provide such training to all teachers who instruct our ELL's. We have allowed teachers in all content areas who instruct ELL's to attend QTEL since three years ago and EXCEL training since the start of the 2008=2009 school year. In addition, we are encouraging more collaboration between the ESL and the ELA teachers in order for them to better understand how to reach and teach the ESL students.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

The Principal and Assistant Principal for ESL Department will examine data on student performance on the NYSESLAT. Teachers will examine the data to drive instruction and create differentiated groups for instruction.

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

x 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?

Teachers are not currently critically looking at the data on the ESL students performance on the NYSESLAT to inform their instruction. They basically know that students perform best on the speaking component and they perform poorly on the writing component. However, in terms of critically analyzing the data on each student to determine who is close to the Proficiency mark , or who is far away from that mark and what relevant instruction may be needed, this is an area that needs further professional development. Teachers will get further training in terms of how to groups those students in their ESL classes for specific content development in the component that they need most help.

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.

Our school will have our DATA Inquiry Team (DIT) analyze the data from NYSESLAT to determine the areas of highest skills deficiency. Our school will share the data from the NYSESLAT with not only the ESL teachers, but with all content area teachers who instruct the ELL's.

The DIT and AP of ESL will work collaboratively to identify instructional needs.

The AP of ESL will encourage more differentiated instruction for students, once the data on students become readily available.

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.

- Survey of staff to determine their familiarity with the procedures for reading, and using the student IEP.
- Formation of SpEd Data Inquiry Team

- Assistance from ISC Special Education support network
- Classroom observations
- Review of lesson plans
- Minutes from team meetings

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

x 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?

After a review of the survey responses, the on-going data collection of our Special Education Data Inquiry team, feedback from ISC Special Education support staff that visited classrooms and conferenced with teachers, and from classroom observations we determined this as an area of need.

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

We are currently addressing a primary concern raise by our teachers – accessibility to student IEPs. We are in the process of scanning the IEPs and distributing as PDFs. Next, we will utilize out LSO NSS as a resident to assist in facilitating general education teacher understanding and use of IEPs. At this time we do not believe we need assistance from Central. We will however attend professional development opportunities discussed in the Principal' Weekly on an on-going basis. We will also continue to develop the expertise of our Special Education Data Inquiry Team, and our SETSS teachers.

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

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

Please respond to the following questions for Key Finding 7:

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

- Survey of staff to determine their familiarity with the procedures for reading, and using the student IEP.
- Formation of SpEd Data Inquiry Team

- Assistance from ISC Special Education support network
- Classroom observations
- Review of lesson plans
- Minutes from team meetings

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

x 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?

See 6.3

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.

See 6.4 and

- Continued involvement of the use of BIPs and FBAs to modify student behavior. All staff members will participate in professional development opportunities on this topic.
- Pre-observation teacher conferences will include a discussion of the use of behavioral goals.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
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2. Please describe the services you are planning to provide to the STH population.
 - a) Purchased school uniforms for students
 - b) Issued students book bags, and school supplies
 - c) Issued students metro passes
 - d) Students receive free lunch

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.