



I.S. 230

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: I.S. 230
ADDRESS: 73-10 34 AVENUE
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 30Q230 **SCHOOL NAME:** I.S. 230

SCHOOL ADDRESS: 73-10 34 AVENUE, QUEENS, NY, 11372

SCHOOL TELEPHONE: 718-335-7648 **FAX:** 718-335-7513

SCHOOL CONTACT PERSON: Sharon Terry **EMAIL ADDRESS** sterry@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Craig Gielarowski

PRINCIPAL: Sharon Terry

UFT CHAPTER LEADER: Peter Bloch

PARENTS' ASSOCIATION PRESIDENT: Jill Fabian

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 30 **SSO NAME:** Partnership Support Organization

SSO NETWORK LEADER: O'Brien, Walter

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Sharon Terry	Principal	Electronic Signature Approved. Comments: The SLT team decided to sign the signature page to show approval in lieu of approving online on the iplan
Jill Fabian	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Yes : The SLT team decided to sign the signature page to show approval in lieu of approving online on the iplan
Nora Bibb	Parent	Electronic Signature Approved. Comments: Yes : The SLT team decided to sign the signature page to show approval in lieu of approving online on the iplan
Veronica Beltran	Parent	Electronic Signature Approved. Comments: Yes : The SLT team decided to sign the signature page to show approval in lieu of approving online on the iplan
Tara Lannen Stanton	Parent	Electronic Signature Approved. Comments: Yes : The SLT team decided to sign the signature page to show approval in lieu of approving online on the iplan
Ghazela Shakoor	Parent	Electronic Signature Approved. Comments: Yes : The SLT team decided to sign the signature

		page to show approval in lieu of approving online on the iplan
Adelenia Palacio	Parent	Electronic Signature Approved. Comments: Yes : The SLT team decided to sign the signature page to show approval in lieu of approving online on the iplan
Nabila Malika Khan	Parent	Electronic Signature Approved. Comments: Yes : The SLT team decided to sign the signature page to show approval in lieu of approving online on the iplan
Peter Bloch	UFT Chapter Leader	Electronic Signature Approved. Comments: Yes : The SLT team decided to sign the signature page to show approval in lieu of approving online on the iplan
Summer Martinez	UFT Member	Electronic Signature Approved. Comments: Yes : The SLT team decided to sign the signature page to show approval in lieu of approving online on the iplan
Erikka Sharpe	UFT Member	Electronic Signature Approved. Comments: Yes : The SLT team decided to sign the signature page to show approval in lieu of approving online on the iplan
Claudia Garcia	DC 37 Representative	Electronic Signature Approved. Comments: Yes : The SLT team decided to sign the signature page to show approval in lieu of approving online on the iplan
Craig Gielarowski	UFT Member	Electronic Signature Approved. Comments: Yes : The SLT team decided to sign the signature page to show approval in lieu of approving online on the iplan
Ronald Zirin	Admin/CSA	Electronic Signature Approved. Comments: Yes : The SLT team decided to sign the signature page to show approval in lieu of approving online on the iplan

*** 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

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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.

IS 230 is located in the Jackson Heights section of Queens, New York. This sixth through eighth grade school serves a population of approximately 950 students from culturally diverse backgrounds. The community is home to many new immigrants from Latin America and Asia. I.S.230 is in its tenth year of operation in Community School District 30, where pride in the students' accomplishments is evident in the prominently displayed student work.

The Mission of Intermediate School 230 is to provide a safe learning environment where all students will reach high levels of academic achievement as measured by NYS Performance Standards. I.S. 230 fosters a spirit of lifelong learning, challenging students to achieve their fullest potential, as encouraged and role modeled by staff and parents. Our goal at IS 230 is to establish a community of citizens who value individual differences and celebrate cultural diversity.

The principal has made professional development a high priority with a clear focus on improving the achievement of all students. The principal's vision "from good to great" is evident throughout the school.

We have adopted the *Small Learning Communities* design. There are three different academies including Business and Finance (BF), Law and Government (LG), and Environmental Health and Sciences (EHS). This academy structure creates smaller learning communities within the larger school community to ensure that each of our students is known and supported by a team. This team includes an assistant principal, school counselor, and dean.

Currently I.S. 230 follows the NYC core curriculum, which is a standards-based, research-based academically rigorous curriculum that is in alignment with NYSED Commissioner's Regulations. Instructional practices emphasize the workshop model of instruction, which includes a mini lesson, work period, and closing. The school has implemented the Teachers College Reading and Writing

Project. As the instructional leader of the building, the Principal is first to direct all curriculum implementation. Follow-through is carried out by all Assistant Principals who are supported by the instructional coaches. These individuals follow through with school-wide initiatives during common planning with all teachers on all grade levels. These meetings are held each week and curriculum-pacing calendars are devised. It is at these meetings that valuable turnkey training takes place and general instructional strategies are modeled and discussed. Everyone involved is committed to improving teaching and learning at this school and views this design as a unifying instructional focus.

Teachers collaborate with students to set SMART goals aligned to the content and performance standards for each core content area. Differentiated instruction scaffolds student learning in subject areas. Student engagement, furthered through hands-on activities, accountable talk and interest-based lesson, promote involvement and student accountability. Teachers' self and peer evaluation practices utilize the Santa Cruz Professional Teaching Standards as well as a "critical friends" group that conducts inter-visitations; provide feedback and reflection on best teaching practices. An extensive program of extra-curricular clubs and activities exists to provide students with opportunities to explore interests and collaborate on projects after the school day.

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:	I.S. 230						
District:	30	DBN:	30Q230	School BEDS Code:	343000010230		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		95.4	94.8	95.4
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		94.1	96.7	95.2
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		71.3	75.2	76.9
Grade 6	310	313	299	Students in Temporary Housing - Total Number:			
Grade 7	327	317	312	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	320	326	333		2	1	17
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		35	43	49
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	19	25	20	(As of October 31)	2006-07	2007-08	2008-09
Total	976	981	964				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	59	57	56	Principal Suspensions	59	21	23
# in Collaborative Team Teaching (CTT) Classes	23	37	37	Superintendent Suspensions	13	4	18
Number all others	42	33	34	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	122	137	159	Number of Teachers	63	68	67

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	14	0	34	Number of Administrators and Other Professionals	9	27	23
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	1
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)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	68.3	77.9	71.6
				% more than 5 years teaching anywhere	57.1	57.4	50.7
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	86.0	79.0	82.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	97.2	94.1
American Indian or Alaska Native	0.0	0.0	0.0				
Black or African American	2.0	2.0	1.9				
Hispanic or Latino	53.8	51.3	50.8				
Asian or Native Hawaiian/Other Pacific Isl.	37.1	39.9	42.1				
White	7.1	6.8	5.2				
Male	52.6	54.4	52.7				
Female	47.4	45.6	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 ____						
	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:	PFR			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		√	√	-			
Other Groups							
Students with Disabilities		√	√	√			
Limited English Proficient		√	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		7	7	6	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	89.1			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	8.6			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	22.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	48.8						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	9						

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

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

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

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

English Language Arts:

An analysis of NYC ELA assessment results, over the one-year period from 2008 –2009 indicates the following:

Results for **all tested students** indicate a **1.15% decrease** (from 1.45% to 0.3%) of students performing at **Level 1** and a **16.6% increase** (from 60.1 % to 76.7%) of students performing **at or above Level 3.**

Results for **special education students** indicate an **3% decrease** (from 4 % to 1%) of students performing at **Level 1** , and a **15.7% increase** (from 18% to 33.7 %) of students performing **at or above Level 3.**

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Results for **English Language Learners** indicate a **8.3% decrease** (from 8.3%to 0.0%) of students performing at **Level 1** , and a **19.8% increase** (from 10.4 % to 30.2% students performing **at or above Level 3.**

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The overall results indicate a positive trend in the performance of all tested students.

A review of all qualitative and quantitative data indicates student weakness across the grade in the following literacy areas:

- Relevant and irrelevant information
- Inferring and supporting with text based details.
- Academic Language

A review of student portfolios and teacher observations confirms the data, and also reveals that students are demonstrating weakness in expository writing.

Informal surveys, interviews, and discussions with teachers indicate the need to provide substantial professional development in the components and implementation of Teacher's College Reading and Writing project. In addition, the need for professional development in the areas of balanced literacy blocks, author studies, genre studies, literature circles, and specialized strategies in all balanced literacy classrooms (including Special Education and E.S.L.) was also indicated.

Mathematics:

An analysis of NYC Math assessment results, over the one-year period from 2008 –2009 indicates the following:

Results for **all tested students** indicate a **2.4 % decrease** (from 5.8% to 3.4%) of students performing at **Level 1** and a **5.9% increase** (from 79.8% to 85.7%) of students performing **at or above Level 3.**

Results for **special education students** indicate a **8.4 % decrease** (from 20.2% to 11.8 %) of students performing at **Level 1** , and an **8.5% increase** (from 27.3% to 50% %) of students performing **at or above Level 3.**

-

Results for **English Language Learners** indicate an **1.8% decrease** (from 11.4 % to 9.6 %) of students performing at **Level 1** , and a **9.8 % increase** (from 49.1 % to 58.9 %) of students performing **at or above Level 3.**

-

The overall results indicate a positive trend in the performance of all tested students.

A review of all qualitative and quantitative data indicates student weakness across the grade in the following mathematics skills:

- Number sentences and variables
- Estimation and probability
- Geometric terms and shapes
- Process strand and communications

Teachers indicate a need for additional training in teaching strategies to incorporate real world problem solving skills into instruction, the effective use 90 minute blocks based upon the Workshop Model, and specialized strategies to meet the needs of all learners.

Strengths and Accomplishments

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The principal has a strong academic focus and provides distributive leadership for effective instruction.

- The curriculum, with uniform data collection and recording systems, contributes to improved student achievement.
- The academic program is engaging and challenging, involves students through collaborative goal setting activities.
- Individual and small groups of students receive effective support through various intervention strategies implemented by the school.
- Professional development is a very high priority, differentiated by interest, need and skill, and well attended by the staff.
- Teachers feel supported by the administration and have the necessary materials and supplies to address their instructional targets.
- School goals are regularly reviewed and revised to ensure they are appropriate and achieved.
- A high level of mutual trust and respect is evident between staff and students because of the nurturing environment.
- The administration and staff collaboratively support one another in the teaching and learning process .
- The school has extensive partnerships that support and enhance the academic, social and emotional development of the students.

Significant Barriers :

- Expand the use of data to address achievement gaps between gender and ethnic groups and to assess cultural sensitivity in the classrooms.
- Address achievement gaps through culturally sensitive and differentiated instructional activities.
- Build upon present efforts to increase parental involvement in the school life of their children.
- Distribute all interim testing results and information to parents in order to share information about goals and achievement consistently .
- The trends analysis for LEP students in ELA for Grades 6, 7 and 8 indicates that while there has been significant movement of students from Level 1 to Level 2, the preponderance of LEP students are still performing at Level 2.

- This achievement trend continues to have a major impact on the ability of this student group to make AYP. Developing instructional strategies and academic interventions that foster LEP student progress will remain a school-wide priority.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<p>90% of teachers will use student data to inform instruction through the collaborative inquiry process in our efforts to narrow the achievement gap between gender (male vs. female) and ethnic (Hispanic vs. Asian) groups by 3% as measured by the achieved Performance Index of the New York State English Language Arts and Math tests by June 2010.</p>	<p>90% of teachers will participate on collaborative teacher teams using the inquiry process to improve student achievement.</p>
<p>90% of teachers will implement Differentiated Instructional strategies based upon an analysis of student interests, readiness and learning styles to improve student outcomes as measured by a promotional rate of 98% of all students in grades 6 – 8 by June 2010</p>	<p>Engage content area teacher teams in curriculum mapping across all content areas.</p>
<p>We will continue to increase parent involvement in school functions as measured by a 10% increase in monthly general Parent Teacher Association (PTA) meetings, workshops and parent-teacher conferences ending June 2010.</p>	<p>Through an increase in parental involvement, we will help families use tools including ARIS Parent Link, and other resources to understand their child's performance and collaborate with the school to support student learning.</p>
<p>75% of Limited English Proficient (LEP) students will increase achievement in English Language Arts by</p>	<p>Providing ELL students with equity and access to all instructional initiatives and materials is a priority in order to narrow the achievement gap between subgroups.</p>

reducing the gap between the New York State minimum proficiency target (AMO = 135) and LEP student group achievement level (Performance Index) by 5% as indicated by the NYS ELA ending June 2010.

75% of Students With Disabilities (SWD) will increase achievement in English Language Arts by reducing the gap between the New York State minimum proficiency target (AMO = 134) and SWD student group achievement level by 3% as indicated by the NYS ELA ending June 2010.

Providing SWD students with equity and access to all instructional initiatives and materials is a priority. Therefore, SWDs are taught using the same curriculum as the general education students.

SECTION VI: ACTION PLAN

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

Subject Area

(where relevant) : _____

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p align="center">90% of teachers will use student data to inform instruction through the collaborative inquiry process in our efforts to narrow the achievement gap between gender (male vs. female) and ethnic (Hispanic vs. Asian) groups by 3% as measured by the achieved Performance Index of the New York State English Language Arts and Math tests by June 2010.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Collect and analyze actionable information, including formative and summative assessments, anecdotal, attendance data and student work, to provide a complete view of the learning outcomes and needs of individual students and groups of students. Focus analysis on the learning outcomes and needs of specified sub-groups of students through professional development and the regular distribution of data to inform instruction. (Teacher’s College Reading and Writing Project, Differentiated Instruction, Critical Friends Protocol, Inter-visitations, Renzulli, Achieve 3000, Title IIB Math Grant, Title IIIB Science Grant.) Utilize ARIS to enable school leaders and teachers to organize and analyze student performance. Ensure that the achievement of learning goals, and the implementation of plans and timeframes for reaching these goals, is the central focus of school leaders, faculty, students and families through the school-wide instructional team, SLT, teacher leaders, model teachers, monthly departmental</p>

	meetings and weekly professional development.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Programs include: Teachers College Reading Writing Project, Writing Matters, beyond and during school time AIS programs for at-risk students, Teacher Mentoring Program, Achieve 3000, and Renzulli. Supplementary consumable and classroom library materials will be purchased. Teachers and supervisors will be paid per session for beyond school activities. F status teacher will support teacher mentoring program. Funds to support these programs will be allocated from Contracts for Excellence (C4E).
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Indicators of interim progress are Acuity, Scantron, NYS Exam item analysis, learning styles inventory, departmental and grade specific assessments. We project that the achievement gap between gender and ethnic groups will narrow by 3% as measured by the achieved performance index of the NYS ELA and Math tests by June 2010.

Subject Area

(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	90% of teachers will implement Differentiated Instructional strategies based upon an analysis of student interests, readiness and learning styles to improve student outcomes as measured by a promotional rate of 98% of all students in grades 6 – 8 by June 2010
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<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Collect and analyze actionable information, including formative and summative assessments, anecdotal, attendance data and student work, to provide a complete view of the interests, readiness, learning styles, learning outcomes and needs of individual students and groups of students. Teachers plan and teach lessons that are differentiated in process, content and product to meet the needs of individual students. School leaders and faculty deliver challenging and engaging curricula in core subjects, including the arts, which are aligned to New York State content and performance standards. School leaders make strategic organizational decisions to support a coherent and rigorous instructional approach that enables students to reach their learning goals. School leaders maintain a culture of mutual trust, respect and positive attitudes toward learning that support the academic and personal growth of students and adults. Ensure that the achievement of learning goals, and the implementation of plans and timeframes for reaching these goals, is the central focus of school leaders, collaborative teaching teams, students and families through the school-wide instructional team, SLT, teacher leaders, model teachers, monthly departmental meetings and weekly professional development.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Programs include: Professional Development for Differentiated Instruction, Renzulli, Teachers College Reading Writing Project, Wilson, Words Their Way, Castle Learning, Achieve 3000 and Understanding Math. School organizational structures to support this goal include: Common planning periods for all teachers; reduced teaching program to facilitate ongoing collaborative professional learning communities; Teacher mentoring program; Designated AIS periods and SES. Participation in various programs funded by grants. Supplementary consumable and classroom library materials will be purchased (SMART boards, laptops, LCD projectors etc.) Teachers and supervisors will be paid per session for beyond school activities. F status teacher will support teacher mentoring program. Funds to support these programs will be allocated from Contracts for Excellence (C4E).</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of interim progress are Acuity, Scantron, NYS Exam item analysis, learning styles inventory, departmental and grade specific assessments. We project that 98% of all students in grades 6 – 8 will meet the 2009-2010 NYC promotional criteria by June 2010.</p>

Subject Area

(where relevant) : _____

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>We will continue to increase parent involvement in school functions as measured by a 10% increase in monthly general Parent Teacher Association (PTA) meetings, workshops and parent-teacher conferences ending June 2010.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Collaboratively develop student achievement goals and distribute to parents on a quarterly basis. Distribute quarterly student progress reports in core subject areas to parents. Regular communication through school and teacher websites, Parent Newsletter, PTA meetings and ongoing school correspondence. Schedule Acuity training for parents. Conduct workshops for parents in Acuity, Achieve 3000, Renzulli Develop procedures and system for disseminating assessments to parents on regular basis Communication to parents via school messenger (phone calls) for all pertinent school wide events and student attendance. Work with parent coordinator to develop more effective outreach efforts and to conduct school-based workshops that meet the needs and interests of parents. Provide space at school for parents to meet with parent coordinator and each other to discuss relevant issues. Explore options for providing coverage for younger children to enable parents to come to school to address their IS 230Q child's needs.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Use of Title III Parental Involvement money for Adult ESL instruction. Curriculum night designed to inform parents of academic standards, expectations and student goals. Allocation of per-session, Parent Coordinator and PTA funding and 21st Century funding to provide evening and Weekend activities and performances to foster increased parental involvement. Allocation of Title I Parent Involvement funds for translation technology.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Increase parent attendance at PTA meetings and workshops e.g. Acuity training. Increase parent hits on school and teacher websites; including ARIS. Teacher websites with posted student data. Regular backpack and mailings home on student progress, achievement, goals and school events. Anecdotal records of assistant principals, guidance counselors, teachers, deans and school aides reflecting parent involvement. Increase parent sponsored activities and daily involvement. Increased parent participation on special school committees e.g. C-30 Level I Committee, School Leadership Team</p>

Subject Area

(where relevant) : _____

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>75% of Limited English Proficient (LEP) students will increase achievement in English Language Arts by reducing the gap between the New York State minimum proficiency target (AMO = 135) and LEP student group achievement level (Performance Index) by 5% as indicated by the NYS ELA ending June 2010.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Providing ELL students with equity and access to all instructional initiatives and materials is a priority. Therefore, ELLs are taught using the same curriculum as the general education students. The ELL students are taught by general education teachers in the major subjects with support from ESL teachers. General education, ESL and special education teachers attend the same professional development meetings and workshops. The classroom library will continue to be supplemented with additional texts that are culturally diverse and differentiated based on the reading levels of ELL students. The school library media specialist follows this initiative by adding culturally diverse literature to the circulation of books. These books are aligned to the various readability levels and interests of at risk students including ELLs. Support programs include Language!, Achieve 3000, Q-Tel strategies, Teacher's College Reading and Writing Project. These programs are funded by Title III; which is also used to reduce class size in all grades</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>ESL teachers will be trained on how to use student assessment data to design and implement effective instructional strategies that target specific student needs. CEI-PEA's network specialists will work collaboratively with the school to design workshops and staff development activities that use data to inform instruction.The AP for EHS Academy will work with the Literacy Coach to ensure that the instruction for English Language Learners improves by aligning all programs for ELLs with the citywide comprehensive core curriculums and all regulations.New ELL teachers will be encouraged to attend the Quality Teaching for English Language Learners (QTEL) training.Rigorous professional development supported by CEI-PEA will be made available for teachers, administrators and other support staff involved in the education of LEP students.The parent coordinator</p>

will serve as a facilitator to improve communication between parent, family members and the school staff to support LEP students. Small and flexible groupings will be implemented to provide targeted instruction and interventions based upon assessed learning needs. The workshop model with differentiated instruction will be implemented in classes servicing LEP students in order to increase accountable talk among English language learners. Through workshops designed by the Literacy/Math Coach, teachers will become familiar with scaffolding as an instructional strategy to facilitate the learning process for all at risk students including ELLs. Through the implementation of the ARIS data management system, teachers will be trained in the utilization of data so that shifts in instructional strategies can be made periodically throughout the school year in order to maximize student performance. Appropriate assessments will be used to ensure the proper placement of the ELL population. Students will continue to be trained on the use of computer technology such as Word, PowerPoint and software programs such as Achieve 3000 to enhance the learning process for all ELL students. ELL programs are supported by Title I, Title IID, Title III, Fair Student Funding, Supplemental Educational Services and 21st Century programs.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Indicators of interim progress include: Acuity (Predictive) – administered quarterly. Scantron – administered 2 to 3 times per year. Departmental Unit Assessments – administered 6 to 8 weeks. Learning Styles Inventory – administered at the beginning of school year. NYS ELA and Math - Item Skills Analysis and NYSESLAT - administered in May 2010. We project an increase of 5% in 2009 - 2010 (of ELL students performing at level 3 and above in ELA as measured on the NYS assessment. We project an increase of 5 % in 2009 - 2010 of ELL students performing at level 3 and above in mathematics as measured on the NYS assessment.

Subject Area

(where relevant) : _____

Annual Goal
Goals should be SMART – Specific, Measurable, Achievable, Realistic, and

75% of Students With Disabilities (SWD) will increase achievement in English Language Arts by reducing the gap between the New York State minimum proficiency target (AMO = 134) and SWD student group achievement level by 3% as indicated by the NYS ELA ending June 2010.

<p><i>Time-bound.</i></p>	
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Providing SWD equity and access to all instructional initiatives and materials is a priority. Therefore, SWD are taught using strategies identified in students' Individual Educational Plan (IEP). The self-contained classes of SWD are taught by special education teachers. The SWD in the CTT program are taught by general education teachers in the major subjects and special education teachers. General education and special education teachers attend the same professional development meetings and workshops. The classroom library will continue to be supplemented with additional texts that are culturally diverse and differentiated based on the reading levels of SWD. The school library media specialist follows this initiative by adding culturally diverse literature to the circulation of books. These books are aligned to the various readability levels and interests of at risk students including SWDs. Support programs include Achieve 3000, Q-Tel strategies, Teacher's College Reading and Writing Project. These programs are funded by Title I and Fair Student Funding.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Special Education teachers will be trained on how to use student assessment data to design and implement effective instructional strategies that target specific student needs. CEI-PEA's network specialists will work collaboratively with the school to design workshops and staff development activities that use data to inform instruction. Teachers will be trained in the use of the following:Advanced higher order thinking questioning techniques.Matching materials and text that is appropriate to students' needs.Teacher modeling to demonstrate strategies for effective skill acquisition.Collaborative Team Teaching teachers will be trained in the use of data to identify the needs of their unique population and will be trained in strategies to address the needs of SWD's.Utilizing differentiated instruction in the Collaborative Team Teaching programs will support expanding the collaborative and consultative skills of special education and general education staff.All members of the teaching staff will be provided with professional development by the coach and CEI-PEA network specialists in the use of instructional strategies that can be differentiated to adapt to address the needs of at risk students.Special Education staff will develop expertise in providing quality education and behavioral interventions by attending central sponsored professional development workshops.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Indicators of interim progress are Acuity, Scantron, NYS Exams item analysis, learning styles inventory, departmental and grade specific assessments. We project SWD will increase achievement in English Language Arts by reducing the gap between the NYS minimum proficiency target (AMO=134) and SWD student achievement group by 3% as indicated by the NYS ELA or NYSAA as of June 2010.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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>AIS in ELA targets all at risk students including SWDs Intervention is provided during one 47 minute period per week. Differentiated instruction, flexible groupings and individual and/or small group conferencing is utilized on a regular basis in all classrooms based upon assessed student need. The effectiveness of services will be assessed through ongoing, monthly content and skills data analysis and from input from the Inquiry Team. The purpose of the program is to engage at risk students in small group instruction reinforcing content and skills necessary for success on the NYS assessment.</p>
<p>Mathematics:</p>	<p>AIS in Mathematics targets all at risk students including SWDs Intervention is provided during one 47 minute period per week. Differentiated instruction, flexible groupings and individual and/or small group conferencing is utilized on a regular basis in all classrooms based upon assessed student need. The effectiveness of services will be assessed through ongoing, monthly content and skills data analysis and from input from the Mathematics Department. The purpose of the program is to engage at risk students in small group instruction reinforcing content and skills necessary for success on the NYS assessment.</p>
<p>Science:</p>	<p>Intervention is provided during one 47minute period per week. Differentiated instruction, flexible groupings and individual and/or small group conferencing is utilized on a regular basis in all classrooms based upon assessed student need. The classroom teacher supports the students in classrooms with AIS services in Science by utilizing differentiated instruction and groupings, individual and/or small group conferencing and needs based remediation/enrichment. Analysis of content/skills unit assessments is the basis for the interventions during the designated period.</p>

<p>Social Studies:</p>	<p>Intervention is provided during one 47minute period per week. Differentiated instruction, flexible groupings and individual and/or small group conferencing is utilized on a regular basis in all classrooms based upon assessed student need. The classroom teacher supports the students in classrooms with AIS services in Social Studies by utilizing differentiated instruction and groupings, individual and/or small group conferencing and needs based remediation/enrichment. Analysis of content/skills unit assessments is the basis for the interventions during the designated period.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Counseling, consultation with parents and teachers. Progress reports, implementation of behavior management techniques and individual programs.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Counseling, consultations and working closely with teachers, guidance and parents to identify at-risk students and schedule as needed individual and group counseling to develop caring relationships with adults and obtain positive feedback which helps built self-esteem and self confidence. At-risk students will get the opportunity to share issues, in privacy, which may be impeding their social, emotional, and academic progress. Through a structured and progressive series of activities and experiences, students will increase their capacity to develop social, emotional, ethical, and cognitive competencies.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Counseling, consultations and working closely with teachers, guidance and parents to conduct a comprehensive evaluation of at-risk students' academic, emotional, and social progress. To prescribe intervention measures and programs long and short term, to address the needs of at-risk students.</p>
<p>At-risk Health-related Services:</p>	<p>The program goal is to schedule a series of support/intervention activities for at-risk students in order to improve physically documented conditions and to help students build confidence and self esteem in a school environment.</p>

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

NCLB/SED requirement for all schools

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

I.S. 230 **L.A. P. 2009-2010**

I.S. 230 is located in Jackson Heights, New York. The Principal is Sharon Terry and the Assistant Principal is Donna Vitale. The students are serviced by three certified ESL teachers: Ms. Chandrika, Ms. Sakhichand and Mr. Stein. Their licenses are reviewed annually by our payroll secretary and are kept on file. The Language Allocation Policy (LAP) Team consists of Ms. Terry, Principal, Ms. Vitale, A.P., Ms. Beato, Guidance Counselor, Ms. Newkirk, Coach, Mr. Stein, ESL Teacher, Ms. Chandrika, ESL Teacher, Mr. Salazar Parent Coordinator, Ms. Fabian, PTA President, Ms. Karangunis, Math Teacher, Ms. Fong Network Leader and Ms. Tuttle, SAF. The signature page is on file at the school.

During the registration process the initial screening HLIS (Home Language Identification Survey) is administered and the informal interview is conducted by one of our two licensed guidance counselors. Our guidance counselors are: Ms. Beato and Ms. Nicosia. Ms. Beato is bilingual in English and Spanish. If additional translation is needed the NYC DOE Translation Unit is contacted for further assistance.

Within ten school days of admittance, one of our ESL teachers, Ms. Chandrika administers the LAB-R to newly identified students. Each Year Mr. Zirin, Assistant Principal, creates a schedule for administering the NYSESLAT to all identified ELL students. The ELL students are tested by grade level over the course of a week. Special Education ELLs are given their testing modifications as indicated on their IEPs.

Ms. Chandrika, our certified ESL Teacher, Ms. Chandrika administers the LAB-R in English and Spanish, if needed. The students that do not meet proficiency on the LAB-R are placed in a free-standing ESL class. The parents of the students that have been identified as ELLs by the LAB-R attend a Parent Orientation within the designated time period. At the orientation parents will view a video in the appropriate language regarding the various types of programs offered for ELLs by NYCDOE. The Parent Survey and Program Selection Forms are distributed and explained in the appropriate language by the designated ESL teacher. In our efforts to accommodate our multilingual population we provide translation in Spanish through Ms. Chandrika and other languages through the DOE Translation Unit. All necessary steps are taken to ensure the return of the forms and surveys by the parents upon completion of this process. Once this process is completed a letter is sent home to the parents of the newly identified ELL students by the guidance counselors informing them of placement in the ESL program. The ESL teacher distributes and collects the continued enrollment forms of students that were previously enrolled in a NYC public school. If the forms are not returned, the ESL teacher will follow up as needed.

Based on our ESL parent survey the trend over the past few years indicate that the majority of our parents select ESL services rather than any other types of programs for their child. Less than one percent of our parents request other types of programs. Based on our findings IS 230 is presently aligned with the parents' requests for ESL programs.

Presently, there are fifty-three ELLs that have received 0-3 years of service, thirty ELLs that have received 4-6 years of service and thirty-one ELLs that have received 6 years of service. The general education students (83) are serviced using push-in and departmentalized models. The special education ELLs are serviced using push-in (3) and pull-out (9) models. The special education NYSAA ELLs are serviced using a pull-out model. All other special education ELLs are serviced using a push-in model. The entire school uses a block programming model. Students are placed into classes heterogeneously. All general education classes are a single grade. Special education students may have two grades in a class as placed by the DOE. NYSAA classes are ungraded due to their disability. All of our instructional periods are minimum of forty-seven minutes. ESL and ELA are programmed in the students' weekly schedule. Beginner and Intermediate ELL students receive eight or more periods a week of ESL services by a certified ESL teacher that pushed into the ELA classroom. Advanced ELL students receive four or more periods a week of ESL services by a certified ESL teacher and eight or more periods a week of ELA by a licensed ELA teacher. All of the students listed above receive an additional 2 – 4 periods of AIS/ESL services by a licensed ESL teacher.

The data patterns across proficiency levels and grades revealed that the number of Advanced students is much less in the 8th grade (16) than in the 6th grade (30). Our 7th grade has the largest number of ELLs and there are thirty Advanced ELLs. The patterns across NYSESLAT modalities indicate that our ELL students need addition support in reading and writing. Using this data teachers' must focus on reading and writing in their AIS periods within their content. Based on our analysis of the NYSESLAT scores we found that students were operating on different performance levels within the four modalities. Eighty-three of our LEP students were identified as lower performing LEP. On our efforts to narrow the achievement gap we provide data driven instruction in a small group setting. The instruction is tailored to the entry points of each student's modality (speaking, listening, reading and writing). In class 604 there are twenty-four students. Thirteen of students are advanced and the focus is on writing. The remaining eleven students are Beginners and Intermediates and the focus is on reading. In class 704 there are twenty-nine students. Sixteen of students are advanced and the focus is on writing. The remaining thirteen students are Beginners and Intermediates and the focus is on reading. In class 804 there are thirty students. Sixteen of students are advanced and the focus is on writing. The remaining fourteen students are Beginners and Intermediates and the focus is on reading. It is our goal to ensure that each child is provided with the appropriate instructional supports that meet their individual learning needs.

Periodic Assessment data is used to drive instructional practices. The teachers use the data from the ELL Periodic Assessments to differentiate instruction to meet the students' individual needs. We evaluate the success of our program for ELLs based on the students progress, and the scale scores of the NYSESLAT, NYS Math Exam and NYS ELA Exam.

During the 2009-2010 school year, we will have a full day of professional development and four 1 ½ hour "data days". Professional Development ("data days") is used for data analysis and to find the instructional implication. Students will not be in attendance. The staff will receive seven and a half hours of ELL training.

All teachers of ELL students attend professional development regarding the results of the NYSESLAT. The content teachers and ESL teachers meet during their common planning periods to discuss the needs of our ELL population. During professional development days throughout the

year teachers receive content specific training. ESL teachers will be offered Q-tel training to learn additional ESL strategies. The Assistant Principals will attend various professional development workshops by our PSO's ELL Specialist.

The content areas are delivered in English using the Architecture of the Mini Lesson and the workshop model. The subject teachers incorporate a multitude of ESL instructional strategies in the content classrooms. Content area teachers use Tier I and Tier II words to build vocabulary and use various graphic organizers as tools to scaffold their instruction. All content area teachers have been provided training in ESL strategies. At least one Academic Intervention Service (AIS) period per week has been scheduled with in each content area. All content area teachers have been trained to analyze the RMNR and use the data to drive instruction. During AIS periods content area teachers use small group instruction to spiral and review materials for our ELLs. Glossaries, textbooks and workbooks are available in Spanish, other languages are provided upon request and availability. Textbooks and other supplemental materials are available in Spanish due to the large number of Spanish Speaking ELL students. The remaining ELL students speak a multitude of other languages. The ELA and ESL teachers use ESL methodologies with their classes. ELA teachers use the Teacher's College instructional model. Students are permitted to select and read novels based on their reading levels. The ESL students are also taught using the Achieve 3000 program to narrow the gap between ELL and non-ELL students. The program is web-based and generates read non-fiction texts and reading comprehension questions based on students reading levels. The classwork and homework assignments are scaffolded based on student need. Each room has an interactive word wall that includes new vocabulary with the definitions. Teachers confer with students on a regular basis to determine if their learning needs are met. The SIFE (Students with Interrupted Formal Education) and newcomers are targeted by their teachers and receive additional assistance during their AIS periods. The ELLs that are receiving four to six years of service and have completed six years of service are receiving additional AIS (Academic Intervention Services) periods of ESL in a small group setting. ELLs receive time and a half on tests, extra periods of ELA and are focused on by our Inquiry team in our efforts to narrow the achievement gap between ELLs and non-ELLs.

Classrooms are equipped with ESL libraries which contain books at the appropriate age and reading levels of our ELL students. The libraries contain books that reflect the various cultures, the "new immigrant" experience and bilingual books as well.

Currently we received two grants for after school programs that are available to all students. The 21st Century and the Sports & Arts programs are held for two to three hours per day after school, five days per week. These programs are academic and non-academic and are available to students on a first come first serve basis.

Our after school programs incorporate targeted intervention for ELLs such as, Wilson and Reading in the Content Areas. The ELLs are subdivided into two groups: present and former ELLs in order to tailor their instruction. The ELLs that reached proficiency are grouped in classes.

A bilingual (Spanish-Speaking) guidance counselor is assigned to the ESL classes and conducts workshops to help the students make the academic and social/emotional transition from elementary to middle school as well as the transition from middle school to high school.

All parents are invited and encouraged to join the PTA and attend school functions. Some of the activities that were held last year included an international dessert night, carnival, ARIS training, and curriculum night. The Big Brothers/Sisters Organization has a mentoring partnership with IS 230. Many students (including ELLs) have a Big Brother or a Big Sister that they meet with regularly. Each year the Parent Coordinator distributes a parent questionnaire. In the questionnaire the parents are asked what additional services and/or programs they would like for

themselves or for their children. In the questionnaire many parents request English classes. As a result of that request we conduct English classes, weekly, for parents throughout the school year.

The guidance counselors are planning to develop an orientation for newly enrolled ELLs and their parents that will take place in August. The newly enrolled ELLs will be informed of the curriculum and the expectations of middle school students. For the next school year we are considering expanding our Wilson program to include all Beginners ELLs. Our school wide goal is to narrow the achievement gap between our ELLs and our Non-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 CEI-PEA/30	School IS 230
Principal Sharon Terry	Assistant Principal Donna Vitale
Coach Barbara Newkirk	Coach N/A
ESL Teacher Valdes Chandrika	Guidance Counselor Angelina Beato
Teacher/Subject Area Paraskevi Karangunis	Parent Jill Fabian
Teacher/Subject Area Daniel Stein/ESL	Parent Coordinator Enrique Salazar
Related Service Provider Sandra Bronner/PT	SAF Kathleen Tuttle
Network Leader Mae Fong	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	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	948	Total Number of ELLs	114	ELLs as Share of Total Student Population (%)	12.03%
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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 screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained										0
Push-In/Pull-Out							6	5	4	15
Total	0	0	0	0	0	0	6	5	4	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	114	Newcomers (ELLs receiving service 0-3 years)	53	Special Education	46
SIFE	10	ELLs receiving service 4-6 years	30	Long-Term (completed 6 years)	31

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	53	6	6	30	4	30	31	0	10	114
Total	53	6	6	30	4	30	31	0	10	114

Number of ELLs in a TBE program who are in alternate placement: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both

Number of third language speakers:

languages): ____	
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							28	30	19	77
Chinese							0	0	2	2
Russian							0	0	0	0
Bengali							5	7	4	16
Urdu							1	4	0	5
Arabic							1	0	0	1
Haitian Creole							0	0	0	0
French							0	0	0	0
Korean							0	0	1	1
Punjabi							0	1	5	6
Polish							0	0	0	0
Albanian							0	0	0	0
Other							3	1	2	6

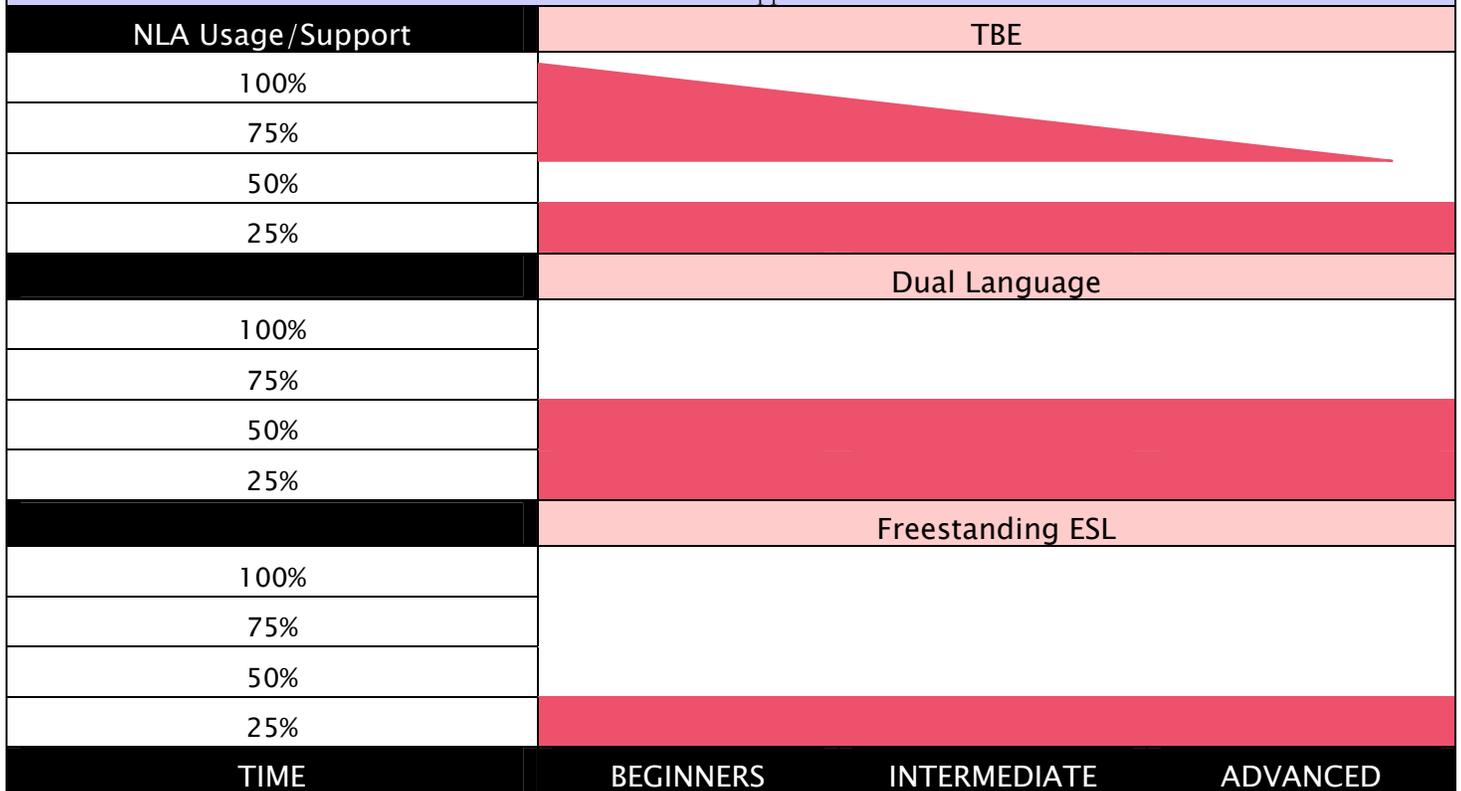
Programming and Scheduling Information										
<p>1. How is instruction delivered?</p> <ol style="list-style-type: none"> What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model. 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])? <p>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)?</p> <ol style="list-style-type: none"> How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? <p>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.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <ol style="list-style-type: none"> Describe your instructional plan for SIFE. 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. Describe your plan for ELLs receiving service 4 to 6 years. Describe your plan for Long-Term ELLs (completed 6 years). Describe your plan for ELLs identified as having special needs. 										
TOTAL	0	0	0	0	0	0	38	43	33	114

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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.
Please note that NLA support is never zero.



Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)							5	1	9	15
Intermediate(I)							7	6	14	27
Advanced (A)							30	26	16	72
Total Tested	0	0	0	0	0	0	42	33	39	114

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	
4									0
8									0
NYSAA Bilingual Spe Ed									0

ECLAS-2							
	Level I	Level II	Level III	Level IV	Level V	Level VI	
K							
1							
2							
3							

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. 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?
4. 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?
5. 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)
D. Vitale	Assistant Principal		
E. Salazar	Parent Coordinator		
V. Chandrika	ESL Teacher		h
J. Fabian	Parent		
P. Karangunis/Math	Teacher/Subject Area		
D. Stein/ESL	Teacher/Subject Area		
B. Newkirk	Coach		
	Coach		
A. Beato	Guidance Counselor		
K. Tuttle	School Achievement Facilitator		
M. Fong	Network Leader		
	Other		
	Other		

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

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

Form TIII – A (1)(a)

Grade Level(s) 3 Number of Students to be Served: 83 LEP: X Non-LEP:

Number of Teachers 1 Other Staff (Specify) Supervisor

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

School Description

The mission of I.S. 230's E.S.L. program is to offer instruction to English Language Learners (E.L.L.s) that enables them to achieve English proficiency and academic literacy in the four major content areas. To fully meet the needs of our E.L.L.s, the E.S.L. program will continue to provide classroom-based services in the four major content areas to facilitate differentiated instruction by reducing the student to teacher ratio. E.L.L. students categorized as "advanced" by the New York State English as a Second Language Achievement Test will be included into the general education classes and receive mandated E.S.L. services using a pull-out model during their talent classes, while students classified as "beginner" or "intermediate" will remain in a free standing based program receiving classroom-based instruction using collaborative teaching model in all four major content areas. Utilizing the resources of the entire school and through collaborative efforts of administrators, teachers, guidance counselors, parents, students, and the community at large, we can ensure the success of our E.S.L. program. The linguistic and cultural diversity of our students are considered assets in developing academic language proficiency.

Instructional Program

I.S. 230 has hired an additional teacher to reduce class size as an instructional strategy. Each Sixth, Seventh and Eighth Grade freestanding ESL class will receive two to four additional ESL periods with a maximum of sixteen students. The teachers will use a variety of programs and strategies that include: Language! , Teacher's College, Q-Tel, & Achieve 3000. Students will receive instruction that incorporates the four modalities of the NYSESLAT. ESL Teachers will conference with students, on a daily basis, regarding their strengths and weaknesses in relationship to the ELA and NYSESLAT Exams.

Based on our analysis of the NYSESLAT scores from the RLAT (Report of NYSESLAT Scores) we found that students were operating on different performance levels within the four modalities. 83 of our LEP students were identified as lower performing LEP. On our efforts to narrow the achievement gap we provide data driven instruction in a small group setting. The instruction is tailored to the entry points of each student's modality (speaking, listening, reading and writing).

In class 604 there are 24 students. Thirteen of students are advanced and the focus is on writing. The remaining eleven students are Beginners and Intermediates and the focus is on reading.

In class 704 there are 29 students. Sixteen of students are advanced and the focus is on writing. The remaining thirteen students are Beginners and Intermediates and the focus is on reading. In class 804 there are 30 students. Sixteen of students are advanced and the focus is on writing. The remaining fourteen students are Beginners and Intermediates and the focus is on reading. It is our goal to ensure that each child is provided with the appropriate instructional supports that meet their individual learning needs.

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.

I.S. 230 Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on how to prepare E.L.L.'s to meet and exceed the N.Y.C. and N.Y.S. performance and Learning Standards and achieve higher scores on all city and state assessments. The workshops will be held during regular school hours, and will not require additional moneys. Topics that will be addressed during these professional development sessions are as follow:

1. Scaffolding across the Disciplines: Types of Scaffolding and Assessing Student Work
2. Differentiated Instructional Strategies.
3. Strategies needed to prepare E.L.L.s to meet the city and state standards and to gain a clear understanding of the NYSESLAT.
3. Mathematical instructional strategies to develop and enhance students' skills and performance on the city and state assessments.

Parent and Community Involvement

I.S. 230 Title III program will provide E.L.L. parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so that they can better assist in the education and learning of their children at home. A series of workshops will be held on different topics (times to be announced) to accommodate different schedules. Three workshops will address the following:

- Math strategies on the State Mathematics Exam.
- ESL learning standards and N.Y.S.E.S.L.A.T. assessment.
- The State English Language Arts exam, including strategies for long-term E.L.L. students.

Parent workshops will be facilitated by the Parent Coordinator, Math and Literacy coaches, and/or administrators. The E.S.L. department will provide refreshments for these workshops

Form TIII – A (1)(b)

School: 30Q230 BEDS Code: 343000010230

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$24,940	I.S. 230 has hired an additional teacher to reduce class size as an instructional strategy. Each Sixth, Seventh and Eighth Grade freestanding ESL class will receive four (4) additional ESL periods with a maximum of fifteen students.
Purchased services - High quality staff and curriculum development contracts	0	N/A
Supplies and materials - Must be supplemental.	0	N/A

- Additional curricula, instructional materials. - Must be clearly listed.		
Educational Software (Object Code 199)	0	N/A
Travel	0	N/A
Other	0	N/A
TOTAL	\$24,940	

I.S. 230 Teacher's Schedule
2009-2010

Teacher: Sakhichand **ESL** **Grade(s): 6, 7, 8**

Period	Monday	Room	Tuesday	Room	Wednesday	Room	Thursday	Room	Friday	Room
AM Homeroom	804	301	804	301	804	301	804	301	804	301
1	P		6T 6-9	417	6T	202A	713/ 8-13/ 6-13	202A	P	

2	7-13/ 8-13/ 6-13	214A	7-13/ 8-13	218	P		6-4 (split)	Lib.	7-4 (split)	206A
3	7T 6-9	202A	P		7T	413	6-4 (split)	Lib.	6T	202B
4	8-4 (split)	202B	7T	206B	8-4 (split)	222	P		7-4 (split)	202B
5	Lunch		Lunch		Lunch		8-4 (split)	218	Lunch	
6	P		7-13/ 8-13	Lib.	P		6T	202A	P	
7	7-13/ 8-13	218	7-13/ 8-13	Lib.	6-4 (split)	Lib.	Lunch		7-13/ 8-13/ 6-13/ 6-9	202A
8	6-4 (split)	214B	P		P	P	6-13/ 7-13/ 8-13/ 6-9	218	7T	202A

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

I.S. 230 uses the Place of Birth Report (RPOB) from ATS that denotes each student's home language. In addition, we use the Home Language Survey (HLIS) for all of our incoming students. This is the data that we use to assess our written translation and oral interpretation needs.

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

The major finding of our written translation and oral interpretation needs indicate that the majority of the student's families communicate in Spanish. This information was compiled from the Place of Birth Report and the Home Language Survey. These findings were reported to the school community during the monthly PTA meeting.

Part B: Strategies and Activities

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

Every document is sent home to the parents in English and Spanish. These documents are translated by our Parent Coordinator or our Assistant Principal on an as needed basis. I.S. 230 presently has 423 Spanish-Speaking parents that need written translation and oral interpretation. There are staff members available to translate these documents, if needed into additional languages. If a need arises for translation of a document in a language that we cannot directly be provided by our staff, the document will be sent into the translation service unit.

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

Oral interpretation services will be provided by our Parent Coordinator or our Assistant Principal in Spanish on as add needed basis. If additional languages are needed, we have other school staff members that can provide oral interpretation services. If a need arises for translation in a language that we cannot provide, the translation service unit will be called.

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

The principal will send home a letter, in various languages, informing the parents of the availability of interpretation and translation services. The Parents Bill of Rights was provided in various languages. Interpretation notice signs are posted where needed. All plans are located in the main office. Language is not a barrier due to the translators of many languages available in the building. If a need arises for translation in a language that we cannot provide, the translation service unit will be called.

Part C: Action Plan – Language Translation and Interpretation

Directions: On the action plan template provided below, indicate the key actions to be implemented for the 2008-09 school year as described in the school's response to Questions 1, 2, and 3 in Part B of this appendix. For each action step, indicate the implementation timeline, person(s) responsible, resources required & targeted funding sources, and indicators of success and/or accomplishment. When completed, the action plan can be used as a tool to support effective implementation. When completing this section, please refer to the *Guiding Questions* for action planning in the accompanying CEP Guide for 2008-2009.

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-

<p>school accountability, parent access to information about their children’s educational options, and parents’ capacity to improve their children’s achievement.</p>	
<p>ACTION STEP – WHAT needs to be done to accomplish goal?</p> <ul style="list-style-type: none"> ➤ Refer to specific tasks, strategies, and activities described in Part B. 	<ul style="list-style-type: none"> ➤ Written translation of all documents into Spanish ➤ Oral interpretation services into Spanish and other languages as needed
<p>WHEN?</p> <ul style="list-style-type: none"> ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration 	<ul style="list-style-type: none"> ➤ Three to four times a month for written documents ➤ Approximately one hour per written document ➤ Oral interpretation services on as needed basis
<p>BY WHOM?</p> <ul style="list-style-type: none"> ➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person) 	<ul style="list-style-type: none"> ➤ Assistant Principal* or Parent Coordinator will provide written translation and/or oral interpretation services into Spanish ➤ Teachers and Paraprofessionals will provide oral interpretation services into other languages on an as needed basis
<p>SUPPORT</p> <ul style="list-style-type: none"> ➤ Resources/Cost/Funding Source (including fiscal and human resources) 	<ul style="list-style-type: none"> ➤ Resources: Time from the Assistant Principal, Parent Coordinator and other school based staff.
<p>INDICATORS OF SUCCESS AND/OR ACCOMPLISHMENT – How will we know our strategies are working?</p> <ul style="list-style-type: none"> ➤ Interval of Periodic Review ➤ Instrument(s)/Projected Gains (include types of documents that will be collected as artifacts) 	<ul style="list-style-type: none"> ➤ Quarterly Review of strategies and procedures with all involved parties ➤ Artifacts to be collected: Notice of PTA Meetings, Letters Regarding Parent/Teacher Conferences, Progress Reports, etc.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	624344	50649	674993
2. Enter the anticipated 1% set-aside for Parent Involvement:	6243		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		506	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	3400		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		2500	
6. Enter the anticipated 10% set-aside for Professional Development:	62434		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		5064	

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

100

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

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

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

Intermediate School 230Q73-10 34th Avenue Jackson Heights, N.Y. 11372 Parent Involvement Policy Intermediate School 230Q, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. I.S. 230's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate in all events such as leadership teams, educational workshops and trips, parent associations and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. Education research has shown a positive correlation between parental involvement and student achievement. I. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as a whole. II. The policy encompasses all parents including parents of ESL, and students with special needs. III. The policy is designed based upon a careful assessment of parent's needs and the evaluation of the effectiveness of the Title/PCEN Parent Involvement Program. In developing the I.S. 230Q Parent Involvement Policy, President's Council, the I.S. 230Q Parent Advisory Council and the parent members of the Scholl Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey it's members for additional input. To increase parent involvement, I.S. 230Q will: Actively involve parents in planning, reviewing and improving the funded

programs and parental involvement policy of the school. To establish PTA Representatives for each class. Support level committees that include parents such as the School Leadership Team, School Parent Advisory Council and President's Council. Provide technical support when needed. Maintain parent coordinator's Title 1 funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site. These workshops may include parenting skills, GED, ESL and curriculum based workshops such as Math and Language Arts to build parents knowledge to help their children at home. Also some recreation for students and families. Provide a school informational meeting on all funding programs in the school. Provide written translations in various languages, whenever possible. Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs. Workshops will be conducted in English and Spanish. I.S. 230Q encourages and will continue to encourage more school level involvement by: 1. Increasing communication between the PTA and parents regarding meetings and fundraising 2. Holding annual Parent Curriculum Conference 3. Maintaining parent participation in school leadership teams 4. Encouraging parents to become trained volunteers through Learning Leaders 5. Having written and verbal progress reports that are periodically given to keep parents abreast of their child's progress 6. Providing school planners for daily written communication between school/teacher and the home.

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-STUDENT-PARENT COMPACT. School ResponsibilitiesThe Intermediate School, I.S. 230Q will: Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards by using the America's Choice School Design Model, Balanced Literacy and Differentiated Instruction using qualified teaching staff. Hold Parent-Teacher Conferences (PTC) during which this compact will be discussed as it relates to the individual student's achievement. The Parent Teacher Conferences will be held at pre-scheduled dates at the end of the respective marking periods (November and February). Provide parents with frequent reports on their children's progress as follows: The school will provide progress reports, quarterly report cards and yearly city wide scores reports. Provide parents with reasonable access to staff. Teachers, Administrative and support staff will be available for consultation with parents through the parent coordinator, Parent-Teacher Conferences and via scheduled appointments with student's teacher or relevant staff throughout the year as needed. Provide parents with opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: The parents can contact the teacher of the respective student and/or utilize the Parent Coordinator to assist them in making arrangements to observe the class. Volunteers will complete an application form obtained from the Parent Coordinator's Office. All interested parent volunteers are encouraged to become certified learning leaders. Involve parents in the

planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely way. Involve parents in the joint development of any school wide program plan, in an organized, ongoing and timely way. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirement, and the right of parents to be involved in Title I, Part A Programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of participating students in the Title I, Part A programs, and will encourage them to attend. Program teachers will also address parents, explaining their programs and providing sample of materials. Hold a final meeting and give a tour to parents, which will focus on displaying student work and providing opportunities for students to highlight their academic success. Provide information to parents (to the extent possible) in a language that parents can understand. Provide to parents in timely manner information about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure the student's progress, and the proficiency levels that students are expected to reach. Upon parents requests, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children (such as; PTA meetings, School Leadership Committee, etc.) Provide each parent with an individual student report about the performance of their child on the State assessment in at least math, language arts, and reading. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002). Recommend to the local educational agency (LEA), the names of parents of participating students of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents to students and to appropriate private school officials or representatives B. Parent ResponsibilitiesWe, as parents, will support our children's learning in the following ways: Ensuring that my child has the required materials to perform his/her academic work Ensuring that my child complies with the School Uniform Policy Monitoring attendance Making sure that homework is completed Monitoring the amount of television their children watch Volunteering in my child's classroom or school Participating, as appropriate, in decisions relating to my children's education Promoting positive use of my child's extracurricular time. Attending monthly Parent Teacher Association meetings Attending Parent-Teacher Conferences Attending Parent Workshops Staying informed about my child's education and communicating with the school by promptly reading all notices from school or the Region either received by my child or by mail and responding as appropriate. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the School Success Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.C. Student ResponsibilitiesI, as student of The Intermediate School 230Q, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, I will: Attend school every day Report to school on time Treat my teachers, staff and peers with respect. Come to school prepared for learning. Do my homework every day and ask for help when I need to. Read at least 30 minutes every day outside of school time. Reach my reading goals for the year Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day. Wear my full uniform every day. Demonstrate / Model surrounding community and neighbors while entering and leaving the school building. Demonstrate respect of the school property and premises.

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.

The instructional team consists of the principal, assistant principals, literacy coaches, as well as members of each academic department. The core inquiry team meets weekly to assess the needs of the school based upon the analysis of data, and to align school wide initiatives to support the identified areas of need.

2. Schoolwide reform strategies that:

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

All students at I.S. 230 receive at least 8 periods per week of ELA and Mathematics instruction. A substantial program of educational enrichment programs are open to all students and well attended for four hours per week, Grade eight students participate in Specialized High School exam Saturday preparation programs.

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

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

See Appendix I for detailed information on Academic Intervention Service initiatives to provide: increased learning time, programs designed to meet the needs of historically underserved populations (ELLs, SWD), increased ELA/Literacy periods each week for ELLs, reduced class size and/or leveled ELA classes for ELLs, CTT and SETSS push-in/small group alternate location.

- o Help provide an enriched and accelerated curriculum.

Students are provided with the opportunity to participate in the Integrated Algebra and Earth Science Regents courses. Collaborative teaching teams create differentiated lesson and unit plans based upon targeted populations data in order to ensure a rigorous and challenging curriculum.

- o Meet the educational needs of historically underserved populations.

Collaborative teaching teams create differentiated lesson and unit plans based upon targeted populations data in order to ensure a rigorous and challenging curriculum that is accessible to all learners, and scaffold to support all subgroups.

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

IS 230 has been divided into three smaller learning communities to provide a safe environment and inclusive culture that supports progress towards students' academic and youth development goals.

A SAPIS counselor (in addition to the guidance counselors) regularly meets with at-risk students. An advisory program has been initiated to provide all students with instruction in goals-setting, conflict resolution, making informed high school, vocational and career choices, and a forum to discuss pertinent issues

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

All curriculum across content are aligned with the NYS standards (process and content strands). Through an analysis of state and city metrics, teachers learn to target the instructional trends that allow us to narrow the achievement gap.

3. Instruction by highly qualified staff.

IS 230 has 100 % New York State certified staff in all subject areas.

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.

All ELA, mathematics, ESL, and CTT teachers attend weekly professional development as a component of their teaching program. Other content area staff are scheduled for common preparation periods. Professional development by outside experts is a priority for I.S. 230. Our professional development focuses the use of data to inform instruction, differentiated instruction to meet the needs of all learners, research based instructional strategies, the use of technology and planning and reflecting on academically rigorous instruction. We are able to provide professional development through the ongoing support of CEI-PEA and our collaboration with Teacher's College.

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

All prospective teachers are extensively interviewed and perform demonstration lessons with at-risk or ELL students. All candidates interviewed must possess NYC certification in the appropriate area.

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

See Parental Involvement Policy

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

N/A

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

Teachers collaborate to create unit/grade/department assessments. Pre and post unit assessments are created to assess the readiness, proficiency, and need for intervention for individual students or subgroups. For the 2009-2010 school year, IS 230's participation in NYC interim assessments has been revised based upon input and suggestions from teachers to best meet the interests of the students and school.

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.

Frequent analysis of benchmark assessments, conferencing and item/skills analysis provide each teacher with timely information about each student's progress towards proficiency and mastery. Intervention is provided at Tier I through differentiation of content, process and product, flexible groupings, scaffolded/remedial task assignment, push-in; pull-out servicing, Achieve 3000, Castle Learning

(See Appendix I)

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.

As a Title I SWP school, IS 230 allocates the use of Title I funding to support all students in need of academic intervention. Through an analysis of data, it has been determined that most students in need of academic intervention services also qualify for free or reduced lunch. Title I funds are therefore allocated to maximize the benefit for the greatest number of students at IS 230. A SAPIS counselor (in addition to the guidance counselors) regularly meets with at-risk students. An advisory program has been initiated to provide all students with instruction in goals-setting, conflict resolution, making informed high school, vocational and career choices, and a forum to discuss pertinent issues. Breakfast is provided free of charge to all students who desire. A P.O.S. lunch system has been implemented to streamline the accountability and payment process for all students and families.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

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

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

**(TO BE REVISED FOLLOWING CONVERSATION WITH SED ABOUT TIMELINE FOR IMPLEMENTATION OF NEW DIFFERENTIATED
ACCOUNTABILITY REQUIREMENTS)**
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

NCLB / SED Status:

Good Standing

SURR 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. **N/A**

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.

N/A

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.

N/A

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

A highly qualified teacher mentor is in residence two days per week to mentor, support and develops new teachers, as well as those identified as needing support to raise student achievement. A PSO teacher development specialist is also available to provide additional support.

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.

N/A

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

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

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

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

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

-English Language Learners.

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

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

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

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

For the 2009-2010 school year, IS 230Q will continue to review and reflect on the findings from the audits of the written, tested, and taught curriculum that were conducted for the area of English Language Arts in response to an NCLB/SED-mandated process. A school based committee was formed in 2008-2009 to assess whether these findings were relevant to our school's educational program. The committee met on a monthly basis. Committee members included the Principal, Assistant Principal in charge of English Language Arts, Literacy coach, Data Specialist and representatives from the Inquiry Team and School Leadership Team. Each meeting focused on the alignment issue identified in the Findings from Audits of the Written, Tested, and Taught Curriculum in English Language Arts.

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

- Applicable
- Not Applicable

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

As we reviewed our school data and curriculum map as a department we found that the findings of the audit were indeed applicable.

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

The committee will continue to review the CEP and other relevant data sources to determine the applicability of each finding to the school's English Language Arts program. The results of this assessment process will be shared at our instructional team meetings, School Leadership Team meetings, with parents at a PTA meeting, with staff at Faculty and Department Meetings and with our Senior Achievement Facilitator and Network Leader. This assessment process will determine the degree to which the Curriculum Audit findings are relevant to our school educational program in the area of English Language Arts.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

A school based committee was formed to assess whether these findings are relevant to our school's educational program. The committee met on a monthly basis. Committee members included the Principal, Assistant Principal in charge of Mathematics, Math Coach, Data Specialist and representatives from the Inquiry Team and School Leadership Team. Each meeting focused on an alignment issue identified in the Findings from Audits of the Written, Tested, and Taught Curriculum in Mathematics. For the 2009-2010 school year, IS 230Q will continue to review and reflect on the findings from the audits of the written, tested, and taught curriculum that were conducted for the area of Mathematics in response to an NCLB/SED-mandated process.

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

Applicable Not Applicable

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

As we reviewed our school data and curriculum map as a department we found that the findings of the audit were indeed applicable.

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.

The committee will continue to review and reflect upon the CEP and other relevant data sources to look for gaps in the alignment of Impact Mathematics with the New York state content and process strands for Mathematics with emphasis on the 7 key findings identified above. The results of this assessment process will be shared at our instructional team meetings, School Leadership Team meetings, with parents at a PTA meeting, with staff at Faculty and Department Meetings and with our Senior Achievement Facilitator and Network Leader. This assessment process will determine the degree to which the Curriculum Audit findings are relevant to our school educational program in the area of Mathematics

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

A school based committee was formed in 2008-2009 to assess whether these findings were relevant to our school's educational program. The committee met on a monthly basis. Committee members included the Principal, Assistant Principal in charge of English Language Arts, Literacy coach, Data Specialist and representatives from the Inquiry Team and School Leadership Team. Each meeting focused on the alignment issue identified in the Findings from Audits of the Written, Tested, and Taught Curriculum in English Language Arts.

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 evidence that dispels the relevance of this finding is based on the literacy model our school utilizes. Our school has implemented the Teachers College workshop models for the Reader's and Writer's workshops, neither of these two models supports a direct teaching model.

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

N/A

2B – Mathematics Instruction

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

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

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

A school based committee was formed to assess whether these findings were relevant to our school's educational program. The committee met on a monthly basis. Committee members included the Principal, Assistant Principal in charge of Mathematics, Math Coach, Data Specialist and representatives from the Inquiry Team and School Leadership Team. Each meeting focused on an alignment issue identified in the Findings from Audits of the Written, Tested, and Taught Curriculum in Mathematics.

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

Applicable Not Applicable

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

The evidence that dispels the relevance of this finding is based on the balanced mathematics workshop model our school utilizes, the infusion of technology into the math classroom and the high level of students engagement as measured by the time on task and the number of students performing at or above grade level.

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

N/A

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

A school based committee was formed to assess whether these findings were relevant to our school's educational program. The committee met on a monthly basis. Committee members included the Principal, Assistant Principal in charge of English Language Arts, Literacy coach, Data Specialist and representatives from the Inquiry Team and School Leadership Team. Each meeting focused on an alignment issue identified in the Findings from Audits of the Written, Tested, and Taught Curriculum in English Language Arts

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?

The evidence that supports the relevance of the findings is based on the number of instructional vacancy's we have each year.

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.

The committee will continue to review the CEP and other relevant data sources to determine the applicability of each finding to the school's program. The results of this assessment process will be shared at our instructional team meetings, School Leadership Team meetings, with parents at a PTA meeting, with staff at Faculty and Department Meetings and with our Senior Achievement Facilitator and Network Leader. This assessment process will determine the rate of teacher turnover and the percentage of new and transfer teachers each year. We will analyze all evidence that may have a causal relationship to teacher turnover.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

A school based committee was formed to assess whether these findings are relevant to our school's educational program. The committee met on a monthly basis. Committee members included the Principal, Assistant Principals in charge of English Language Arts and English Language Learners, Literacy coach, Data Specialist and representatives from the Inquiry Team and School Leadership Team. Each meeting focused on ELA and Math professional development for English Language Learners. The degree to which ELL professional development opportunities are available to all teachers. The classroom teacher familiarity with QTEL (Quality Teaching for English Learners) Program. The degree to which city, district and school-based policies (Language Allocation Policy) for ELL instruction are communicated to teachers through professional development and other avenues.

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?

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.

Based on our findings professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by our school to all staff members. ELL instructional strategies are infused into all content areas through collaborative teams in all departments and across grade levels through our teacher teams.

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

For the 2008-2009 school year, IS 230Q reviewed and reflected on the findings from the audits of the written, tested, and taught curriculum that were conducted for the areas of English Language Arts and math in response to an NCLB/SED-mandated process. A school based committee was formed to assess whether these findings were relevant to our school's educational program. The committee met on a monthly basis. Committee members will include the Principal, Assistant Principals in charge of English Language Arts, Mathematics and English Language Learners, Literacy and Math coach, Data Specialist and representatives from the Inquiry Team and School Leadership Team. Each meeting focused on alignment issues identified in the Findings from Audits of the Written, Tested, and Taught Curriculum in English Language Arts and Mathematics as well as data gathered from the NYSESLAT, Language! Program and Writing Matters.

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

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

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

The results of this assessment process will continue to be shared at our instructional team meetings, School Leadership Team meetings, with parents at a PTA meeting, with staff at Faculty and Department Meetings and with our Senior Achievement Facilitator and Network Leader. This assessment process will determine the degree to which the Curriculum Audit findings are relevant to our school educational program in the area of ELA and Mathematics with a focus on the following:

Specific monitoring of ELLs' academic progress or English language development.

Degree to which annual testing data (NYSESLAT yearly scores) are provided to teacher.

Timeliness of providing annual testing data in a timely manner useful for informing instruction.

Data disaggregation by proficiency level of ELL student, students' time in the United States.

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.

A school based committee was formed to assess whether these findings were relevant to our school's educational program. The committee met on a monthly basis. Committee members included the Principal, Assistant Principal in charge of Special Education, Literacy and Math coach, Data Specialist and representatives from the Inquiry Team and School Leadership Team. Each meeting focused on an alignment issue identified in the Findings from Audits of the Written, Tested, and Taught Curriculum behavioral support plans and IEP's accommodations.

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

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence that supports the relevance of this finding to our school's educational program is based on our 2007-2008 Quality Review needs assessment to narrow the achievement gap between subgroups.

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.

The results of this assessment process will continue to be shared at our instructional team meetings, School Leadership Team meetings, with parents at a PTA meeting, with staff at Faculty and Department Meetings and with our Senior Achievement Facilitator and Network Leader.

The assessment process will determine the degree to which the Curriculum Audit findings are relevant to our school educational program in the area of ELA and Mathematics with a focus on the following:

The ability of general and special education teachers, school administrators 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.

The degree to which general education teachers are familiar with the contents of the IEPs of their students with disabilities.

We will continue to seek professional development from the Office of Special Education Improvement (OSEI).

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.

A school based committee was formed to assess whether these findings are relevant to our school's educational program. The committee met on a monthly basis. Committee members included the Principal, Assistant Principal in charge of Special Education, Literacy and Math coach, Data Specialist and representatives from the Inquiry Team and School Leadership Team. Each meeting focused on an alignment issue identified in the Findings from Audits of the Written, Tested, and Taught Curriculum, IEP instructional and behavioral goals and promotional criteria.

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

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence that currently dispels the relevance of this finding to our school's educational program is due to our regular review of IEP's by administrators, IEP team, guidance counselors, teachers and other support staff.

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.

N/A

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

For Title I Schools

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

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

N/A

Part B:

For Non-Title I Schools

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

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

N/A

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