



IS 237Q

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 25Q237
ADDRESS: 46-21 COLDEN STREET, FLUSHING, NY 11355
TELEPHONE: (718) 353-6464
FAX: (718) 460-6427

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: IS 237 **SCHOOL NAME:** Rachel Carson Intermediate School

SCHOOL ADDRESS: 46-21 Colden Street, Flushing, NY 11355

SCHOOL TELEPHONE: (718) 353-6464 **FAX:** (718) 460-6427

SCHOOL CONTACT PERSON: Robert Schwartz/
Sonia McKenna **EMAIL ADDRESS:** smckenn@
schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Judith Friedman

PRINCIPAL: Judith Friedman

UFT CHAPTER LEADER: Maria Wroblewski

PARENTS' ASSOCIATION PRESIDENT: Arley Fatma

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 25 **SSO NAME:** Integrated Curriculum and Instruction (ICI)

SSO NETWORK LEADER: Daniel Purus

SUPERINTENDENT: Diane Kay

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Judith Friedman	*Principal or Designee	
Maria Wroblewski	*UFT Chapter Chairperson or Designee	
Arley Fatma	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ina Malkin	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
John Polizoto	Member/Teacher	
Sharon Rosen	Member/Teacher	
Helen Chang	Member/Parent	
Carolynnea Martinborough	Member/Parent	
Bernard Garcia	Member/Parent	
Manisha Jadhv	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Rachel Carson Intermediate School resides in the heart of Flushing with a program designed to meet the needs of students in grades 6, 7, and 8. It is a barrier free school serving a large special education population with a wide variety of physical, learning, and emotional disabilities. IS 237 is a Title I school with more than 70% of its students receiving free or reduced priced lunch and it is anticipated that it will remain so..

Our school has a culturally diverse student population which is microcosm of New York City. Even the commonly identified individual sub groups (Asian, Spanish, black, and white) come from an array countries and/or cultures. Based on Home Language Surveys, more than forty (40) different languages are spoken in the homes of our students. While we often hear of the need for tolerance, our school community has embraced a higher standard. Acceptance and respect for the practices and beliefs of others is what we impart to youngsters. We have been most successful in this area, allowing all of us to work in an environment which is conducive to learning. While we face the multitude of behavioral issues commonly encountered by other middle schools in New York City and across the country, incidents of prejudice are not among them. A review of all suspensions, indicates that not a single one was due to racial or religious bias.

The vision for Rachel Carson Intermediate School 237 is reflective of the key elements which drove the decision to provide early adolescent students a place of their own within the organizational structure of school systems during the 1930's. Delivery of content area instruction is certainly crucial but not the only responsibility of any educational institution. At all levels, students bring age related issues with them when they enter school each day. From separation problems during students' earliest years in school to career decisions in later years, schools must be mindful of a lot more than the curriculum. Middle schools in particular face the significant challenge of serving clients who are working their way through the trials and tribulations of adolescent years.

Under the leadership of Judith Friedman, the newly appointed principal, the vision which guides our efforts at IS 237 addresses both the cognitive and affective domains. All students are challenged by content area instruction delivered by highly trained teachers which is driven by the standards and curricula prescribed by New York State and City. Academic goals link standards to instruction which in turn is delivered using child centered, skill based instructional techniques. Content area instruction encourages development of critical thinking skills and serves as a vehicle to promote investigative thought. Learning in each specific subject area is broadened to take place across the content areas. Further, we not only want students to learn, we want them to learn how to learn. Therefore, to increase the likelihood of success as they face more challenging material in middle school and beyond, we strive to impart organizational skills and sound study habits.

Integrated within the delivery of cognitive materials are a host of affective skills intended to guide youngsters to become independent, productive citizens within our multicultural society. Toward that end we strive to teach students to be respectful and aware of the needs of others, accept responsibility for their own actions, be good listeners and effective communicators, develop decision making skills, deal with anger, set personal goals, and become problem solvers.

Central to the achievement of our goals in both the cognitive and affective domains is the underlying design of class/teacher programs at IS 237. Organizationally, this is accomplished through the creation of houses. Houses (two on the 6th, two on the 7th, and two on the 8th grade levels) allow for smaller settings within the larger school community with teams of teachers (representing the various content areas) who have common scheduled periods to conduct house meetings on a regular basis. This model fosters incoming 6th graders' acclimation to secondary school and better allows teachers to address the needs of all students. Houses are composed of five general education classes and one special education class. Common times are built into the schedule in order to allow teachers the opportunity to share best practices, plan ways to integrate content area instruction, effectively implement mainstreamed instruction for students with IEP's, coordinate activities, and so much more. House members decide on a name for their house and generally occupy a section of the building for most of the day, providing students and teachers a sense of ownership of their learning environment.

Academic achievement is a driving force. A highly qualified teaching staff with expertise in their fields is dedicated to imparting skills in the various content areas. The administration at IS 237 is committed to ongoing professional advancement for teachers and para professionals to maintain high standards and foster growth.

Rachel Carson IS 237 is a Magnet School for the Arts and is funded in part by a grant which supports our quest to achieve academic excellence by integrating music, visual arts, theater, and dance into the various curriculum areas. The magnet program stresses NYS Learning Standards, cooperative learning, differentiated instruction, arts integration, and project based approaches to curriculum. Students are exposed to a wide variety of arts residencies both during and after school. It is our belief that inclusion of the arts generates greater interest and excitement which in turn deepens student understanding of core content. Further, it promotes an atmosphere of creativity, inquiry, and intellectual independence.

The advisory program provides support for both the cognitive and affective elements of our instructional program. On the cognitive side, teachers meet with small groups of students to provide remedial instruction. The nature of the small group allows teachers to interact with students so as to provide support in the development of affective skills. The implementation of the advisory program is accomplished by dividing the student body into small groups and assigning two teachers to each of the groups each of which meet four mornings per week for 37 minutes. General education groups have twenty students and special education groups have ten students.

We are fortunate to have the opportunity to work with partners with whom we collaborate on a number of initiatives and programs. Collaborations with the following organizations support us in implementing an instructional program which integrates content area learning and the arts: Roundabout, Magic Box, American Ballroom Dance, Queens Museum, and Studio in a School. While the aforementioned collaborations are for the benefit of all students, there are others which address the specific needs of two significant populations within our midst. Achieve 3000 is a computer based language program which supports English Language Learners (ELL) and special education students. Students with special needs also receive the support of the Wilson reading program, a multifaceted phonemic approach to language instruction designed specifically for special education students.

In sum, the Vision outlined above guides us in preparing our students for an increasingly complex world and has been reduced to a succinct statement of our Mission which is posted throughout the school and on various communications. It serves as a succinct reminder of our over arching goal which reads as follows:

“Middle school education at IS 237 will emphasize the social, emotional, educational, and physical needs of our school community. It will strive to provide a safe and secure environment conducive to the exploration of each individual’s potential. Our focus is on the journey as well as the destination.”

Strategic Collaborations, Partnerships, and Special Initiatives

- Roundabout Theater provides us the opportunity to enhance English language arts with a theater component exposing students to writing, acting, and all aspects of theater production.
- Magic Box Production assists us in bringing the photographic arts to the instructional program.
- Making Books Sing
- Achieve 3000: computer based language arts program for ESL and special education students/parents.
- Wilson reading Program: a multifaceted, phonics based approach to language instruction.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code #:

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2006-07	2007-08	2008-09		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2006-07	2007-08	2008-09		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2006-07	2007-08	2008-09		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2006-07	2007-08	2008-09		
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		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09	
2006-07	2007-08	2008-09		CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2006-07	2007-08	2008-09	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals				
(As of October 31)	2006-07	2007-08	2008-09					
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09	
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification: _____	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

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

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

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

Indicated below is a summary of the review of the educational program at IS 237. We have identified trends based on available data over time. Included are references to the strengths, accomplishments, and challenges we continue to face.

Language Arts: Three (3) year over view of student performance based on New York State Accountability and Overview Report

Language Arts

Group	2008-09			2007-08			2006-07		
	Perf. Index	Effective AMO	Made AYP	Perf. Index	Effective AMO	Made AYP	Perf. Index	Effective AMO	Made AYP
All	177	140	Yes	159	130	Yes	150	118	Yes
Black	165	133	Yes	141	122	Yes	136	111	Yes
Hispanic	170	137	Yes	151	126	Yes	140	114	Yes
Asian	181	140	Yes	164	129	Yes	154	117	Yes
White	173	130	Yes	163	120	Yes	169	106	Yes
Students w/ Disab	139	136	Yes	126	125	Yes	114	112	Yes
LEP	149	137	Yes	118	125 (SH)	No	93	114	No
Econ. Disadv.	177	140	Yes	157	129	Yes	148	118	Yes

In the 2008-09 school year, IS 237's State ELA Performance Index was 177 compared to 159 the previous year. The target (AYP) for *All Students* as well as all subgroups was achieved. This represents an improvement over last year. In 2007-08, all students and subgroups met AYP with one caveat. The LEP subgroup did so via safe harbor.

The attendance incentive system, put into place 2 year ago, continued to be successful as reflected by the fact that all subgroups attained the requisite participation rate.

As indicated above, *All Students* successfully met AYP with the exception of the LEP subgroup. Indicated below are some of the reasons identified causal factors. Also enumerated below are the planned and ongoing efforts and organizational structures which we will use to address the shortfall.

3 Year Analysis of ELA Performance for All Students

	<u>2008-09*</u>	<u>2007-08*</u>	<u>2006-07*</u>
Level 1	1%	4%	9%
Level 2	22%	34%	35%
Level 3	67%	58%	50%
Level 4	9%	4%	6%
Level 3 & 4	76%	62%	56%

* NYSTART

After an increase in 2007-08 in the number of students attaining a score of level 3 or above (62% in the 2007-08 school year compared to 56% the previous year), the percentage of all students meeting the Language Arts Standard increased substantially to 76% in the 2008-09 school year. While the number of students achieving at levels 3 and 4 increased from 56% in 2006-07 to 62% in 2008-09, a careful analysis indicates that the number of students performing at level 4 decreased from 6% to 4% in 2007-08. In looking at growth from 2007-08 to 2008-09, it is noteworthy that not only did the number of students performing at levels 3 and 4 increase from 62% to 76% but, additionally, the number of students achieving at level 4 increased to 9% in 2008-09 from 4% the previous year.

ELA Performance for Limited English Proficient (LEP) students

Analysis of the 2008-09 ELA test result data provided by nySTART (“Results by Student Group”) indicates that 29% achieved at or above level 3 as compared to 12% in 2007-08.

With respect to the NYSESLAT administered during the 2008-09 school year, results indicated, as expected, that students scored better in the areas of listening and speaking than in the areas of reading and writing which require a higher level of language development. Specifically, 60% of tested students performed at advanced or proficient levels on the Listening and Speaking tests as compared to 39% on the Reading and Writing tests.

The achievement levels for *All Students* are summarized below:

2007-08 NYSESLAT

Listening/Speaking: 14% beginner, 22% intermediate, 27% advanced, 37% proficient
 Reading/Writing: 31% beginner, 30% intermediate, 22% advanced, 17% proficient

2008-09 NYSESLAT

Listening/Speaking: 16% beginner, 25% intermediate, 23% advanced, 37% proficient
 Reading/Writing: 35% beginner, 25% intermediate, 14% advanced, 25% proficient

We have met with considerable success with regard to ELA scores over the last couple of years, particularly in 2008-09. We believe these accomplishments, are linked to some endeavors summarized below which, in making a needs assessment, will be incorporated into action plans for any goals related to language arts.

Having found that it works well, we will continue to organize based on the house structure which promotes interdisciplinary endeavors thus promoting language arts instruction in the various subject areas. Teachers' programs enable and encourage teachers to share ideas, best practices, and interact with the ESL teachers. A program modification will allow for a Collaborative Team Teaching model for ESL students as part of the effort to improve in this area.

We have successfully implemented a multifaceted literacy program supported by Balanced Literacy approach during a ten period literacy block, classroom libraries, activities such as poem in the pocket, monthly writing assignments (various genres). The workshop model has been professionally developed and is employed. Students are provided with opportunities to enhance research and language arts skills in the library media center and with the aid of computer technology available in our school. The literacy coach assists all teachers encouraging the integration of language arts into the content areas. Classroom environments are rich in print, displaying learning activities and include word walls and word studies.

Additional elements of the multifaceted language arts instructional program will continue to be employed and monitored. Included among them are:

- Planning Guides – Units of Study in Reading and Writing, Curriculum Frameworks, ESL
- Integration of the Arts into the literacy program
- Expansion of instructional time: AIS tutoring, counseling, after school academic programs, evening literacy classes which include parent and child
- Language arts and ESL classrooms employ the principles of the Workshop Model of instruction

Challenges

While the results may appear to be apparent, it is difficult to identify trends as there are significant changes in the students who comprise the ELL group from year to year. For example, a very significant percentage of new admissions are ELL students. Additionally, students who achieve proficiency and test out one year are no longer part of the group.

A significant challenge we face in the advancement of English language skill acquisition is the diminished dependence on English in the community outside the school. Evidence of this is all around us. The preponderance of commercial signs in the downtown area for advertising as well as others which provide general information are not written in English. Some establishments only offer written material in languages other than English.

Nevertheless, we are proud of the strides we have made and continue to plan for improvement.

Mathematics: Three (3) year over view of student performance based on New York State Accountability and Overview Report

Mathematics

<u>Group</u>	<u>2008-09</u>			<u>2007-08</u>			<u>2006-07</u>		
	<u>Perf. Index</u>	<u>Effective AMO</u>	<u>Made AYP</u>	<u>Perf. Index</u>	<u>Effective AMO</u>	<u>Made AYP</u>	<u>Perf. Index</u>	<u>Effective AMO</u>	<u>Made AYP</u>
All	189	116	Yes	182	99	Yes	169	82	Yes
Black	168	108	Yes	142	91	Yes	132	74	Yes
Hispanic	183	112	Yes	167	95	Yes	151	78	Yes
Asian	195	115	Yes	193	98	Yes	182	81	Yes
White	182	105	Yes	172	89	Yes	167	70	Yes
Students w/ Disab	163	111	Yes	153	94	Yes	130	76	No
LEP	184	113	Yes	177	95	Yes	156	78	Yes
Econ. Disadv.	189	115	Yes	182	98	Yes	168	82	Yes

For the 2008-09 school year, IS 237's State Math Performance Index was 189 compared to 169 the previous year. The target Adequate Yearly Progress (AYP) for *All Students* and subgroups was achieved.

The attendance incentive system, put into place 2 year ago, continued to be successful as reflected by the fact that all subgroups attained the requisite participation rate.

3 Year Analysis of Math Performance for All Students

	<u>2008-09*</u>	<u>2007-08*</u>	<u>2006-07*</u>
Level 1	2%	3%	7%
Level 2	9%	15%	22%
Level 3	51%	49%	50%
Level 4	38%	34%	22%
Level 3 & 4	89%	83%	72%

* nySTART

The number of students meeting or exceeding standards on the 2009 NYS Math Test increased substantially with 89% of *All Students* achieving at or above level 3. This is compared to 83% in 2008 which was also up significantly from 72% in 2007. The number of students performing at level 4 increased (to 38% from 34%), with the number of students performing at level 3 increasing slightly (51% compared to 49% the previous year). The percent of students performing at levels 1 & 2 decreased from 18% in 2008 to 11% in 2009 thus indicating a general move up across the levels.

Math Performance for Limited English Proficient (LEP) students

Analysis of the 2008-09 Math Test result data provided by nySTART (“Results by Student Group”) reveals that 78% achieved at or above level 3. This compares favorably to 72% in 2007-08.

We have met with considerable success with regard to Math scores over the last couple of years. We believe these accomplishments, are linked to some endeavors summarized below which, in making a needs assessment, will be incorporated into action plans for any goals related to language arts.

Having found that it works well, we will continue to organize based on the house structure which promotes interdisciplinary endeavors bringing mathematics into the various subject areas. Teachers’ programs enable and encourage teachers to share ideas, and best practices. The workshop model has been professionally developed with and employed by math teachers. The AP assists all teachers, encouraging the integration of mathematics into the content areas.

We have experienced continued success and will seek further integration of Math (and Language Arts) into the curriculum areas. The MAC program was embraced by the staff. Student created displays throughout the school enhanced instruction and served as a visual reminder of math concepts to all children as they walked from class to class.

Challenges

As previously indicated, a significant challenge we face comes from within our community where there is a diminished dependence on English. This limits growth in literacy and impacts math results in so far as success on the new generation of math assessments requires an increasing ability to solve verbal problems which involve reading comprehension and writing skills.

Science: Two (2) year over view of student performance based on New York State Accountability and Overview Report

Science

Group	2008-09			2007-08		
	Perf. Index	Effective AMO	Made AYP	Perf. Index	Effective AMO	Made AYP
All	156	100	Yes	162	100	Yes
Black	-	-	-	-	-	-
Hispanic	151	100	Yes	160	100	Yes
Asian	157	100	Yes	166	100	Yes
White	-	-	-	-	-	-
Students w/ Disab	117	100	Yes	129	100	Yes
LEP	88	100	No	126	100	Yes
Econ. Disadv.	151	100	Yes	160	100	Yes

For the 2008-09 school year, IS 237's State Math Performance Index for all students was 156 compared to 162 the previous year. While the target Adequate Yearly Progress (AYP) for *All Students* was met, AYP was not achieved by the LEP subgroup. This shortfall is something we will need to address in the coming year.

Challenges

Language acquisition is central to success in science as content is delivered in a manner which is largely verbal and written. The precipitous drop in the performance index between 2007-08 and 2008-09 will be addressed in the action plan which follows in Section VI.

Quality Review

Another resource used to assess our needs for the coming year is the Quality Review. The most recent Quality Review made reference to several areas of accomplishment and provided us with the following challenge: address the need to increase the quality of instruction so as to move students performing at all levels forward. In sum, raise the level of academic rigor.

Accomplishments:

A number organizational structure and procedures will provide the context within which we will address the needs identified below. They have proven to be successful and will remain in place. These include houses examining objective data for each child, using it to plan instructional strategies, and assess implemented interventions. Teachers, within their houses, will also examine subjective data to evaluate progress in curriculum areas, plan, and evaluate. Teachers will build an item analysis by question type and maintain a binder to serve as an ongoing reference.

Aids to School's Improvement

The Middle School Principles which guide the cognitive and affective aspects of the instructional program as well as the design of teachers' programs assist in seeking growth. Indicated below is a summary of the program elements and other details which assist us in achieving improvement.

- Classes are organized based on a model in which houses generally consist of six (6) classes: one (1) SPE class and four (4) others organized in a heterogeneous fashion as well as one (1) self contained special education class. Each house is given an identifying name by the house members. Teams of teachers are assigned to each house and meet on a regular basis to plan, monitor progress, and discuss strategies which address a students' individual needs. House structure provides for flexibility in programming and greater opportunity for interdisciplinary instruction.
- Staff development activities are designed to allow staff members to stay current with evolving trends that impact instruction, provide an opportunity for introspection, and highlight information that will assist us in accomplishing our goals. Professional development bridges the gap between theory and implementation.
- Rubrics are posted in all classrooms affording students the opportunity to understand what they will need to do in order to get to a desired grade.
- Communication is an essential element for success. To that end, common prep periods are programmed for teachers so as to increase the level of congruence among classes. The open dialogue and the provision in the program allowing for parents to meet with groups of teachers during a single trip to school will continue to assist us in including parents in the educational process.
- Academic Intervention Services (AIS) are provided to students showing evidence of being at risk for promotion. AIS and techniques employed for addressing the needs of "at risk" students include the following:
 1. Extended day instruction is provided for "at risk" students.
 2. Application of instructional strategies which address alternate learning styles.
 3. Intra-class grouping activities address particular weaknesses or build upon given strengths.
 4. Block programming allows for flexible student programming within the houses so as to meet the needs of individual students. It also provides teachers with common preps for meetings where student progress can be discussed, ideas can be shared for dealing with problems individual students are facing, and ways to differentiate instruction for "at risk" students.
 5. There are after school programs which "at-risk" students are encouraged to attend. Parents are also contacted to encourage reluctant students.
 6. More in depth, formal interventions can be considered based on PPC recommendations.

Barriers to School Improvement

There are barriers which we face in our ongoing quest for improvement. They are largely language based. As noted a characteristic of our geographic community is that there is a diminished dependence on English. Barriers have been indicated as “Challenges” in the sections above which address needs in varied content areas.

Conclusion

A careful analysis of the data, the Quality Review, as well as an introspective view of our organization, curriculum, materials, supplemental services, instructional practices and the community has led us to identify areas in which we will focus our attention and resources.

- Increase the over all level of academic rigor.
- Refine and expand endeavors to gather, organize, and analyze data to support instruction.
- Refine ongoing efforts to increase English language arts skill acquisition for ESL students.
- Address the shortfall in Science proficiency for the LEP subgroup
- Address theme of Magnet School by enhancing content area instruction with the support of the Arts.
- Maintain ongoing efforts in the areas of math and language arts so as to continue growth.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. By June 2010, core subject area (math, science, social studies, ELA) teachers will construct classroom assessments which are aligned with at least 75% of the criteria established in the Classroom Test Construction Guide.

Description: Based on the Quality Review conclusion that the level of academic rigor for students performing at all levels should be addressed, the SLT has determined that resources should be allocated to provide professional development in the area of classroom test construction.

2. By June 2010, the LEP subgroup will demonstrate progress toward meeting state Science standards as evidenced by an increase of 2% on the New York State Science Assessment's performance index.

Description: Given the large ESL populations in our school, the previously enumerated challenges to language acquisition within the community, and the NYS School Report Card which reported Science test results indicating that the LEP subgroup did not meet AYP, the SLT has decided to make this one of our goals for the coming year.

3. By June 2010, classroom instruction led by UbD (Understanding by Design) trained teachers will reflect integration between the core subject areas (English, math, social studies, and science) and the visual and performing arts. Evidence of success will be indicated by 75% of the students completing projects ('student generated products') which are consistent with UbD philosophy.

Description: This goal is consistent with our Magnet School design.

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 #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, core subject area (math, science, social studies, ELA) teachers will construct classroom assessments which are aligned with at least 75% of the criteria established in the Classroom Test Construction Guide.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Planning and responsibility for the implementation of this action plan rests primarily with the principal, assistant principal, teachers, and non-staff educators.</p> <p>After analyzing the data and discussions among the various constituencies, the following actions have been planned to address the goal indicated above.</p> <ul style="list-style-type: none"> • The will be a multifaceted ongoing initiative to align classroom assessments with the levels of learning sought within the instructional program and required for success on the various NYS formal assessments. This endeavor will be supported by staff development, a Classroom Test Construction Guide (developed by administrators and teachers) to be used as a guide in the preparation of classroom unit tests, and ongoing review of teachers’ classroom tests. • Professional development in the area of questioning skills relating to instruction and assessment. The goal is to move youngsters to think critically. This is to be accomplished in a variety ways including the following instructional strategies: greater emphasis on questions which require students to draw conclusions, extend meaning, and engage in thinking at the upper end of Bloom’s Taxonomy. • Increased emphasis on goal setting in core subjects. • Implementation of a rubrics based approach to informal observations which is an outgrowth of our Quality Review. • Professional development on use of ARIS and other data management systems.

- Use data to drive instruction. Several steps are planned to enable teachers to use data from a multiplicity of sources to guide instruction.
 - individual teachers and houses examine objective data for each child, use it to plan strategies, assess implemented interventions
 - individual teachers and houses examine subjective data to evaluate progress in curriculum areas so as to evaluate and plan
 - teachers build an item analysis by question type
 - maintain a binder to serve as an ongoing reference
- Program school based on Middle School Principles using a house structure as the environment within which this goal will be pursued. (See Section IV for details)
- Form additional Inquiry Teams and subcommittees of teachers and administrators to enhance instructional practices germane to specific groups and accelerate learning within subject areas.
- Employ the use of formal and informal interim assessments.
- Plan to modify course(s) of action based upon interim assessments.
- Magnet school initiative will allow for collaborations (see Section III) which will bring a variety of organizations into the school in order to enhance instruction through the arts.
- Magnet School enrichment arts oriented after school programs. Classes are designed for students demonstrating talent or interest in one of the performing or visual arts.
- Make provisions for AIS students. AIS supplemental services include:
 - The Spell and Read Program: A supplemental language arts program for ESL students who have a sense of phonemic awareness. Students receive instruction in groups of five (5). Instruction is provided at IS 237 four (4) afternoons per week meets during after school hours.
 - Achieve 3000: a computer based language arts program for ESL and special education students.
 - CTTELL Program: On each grade, one class is designated as a CTT class. Resources are allocated to provide additional assistance to ELL students. The program design has a licensed ESL teacher working in the classroom with the subject area class teachers.
 - Queens Child Guidance Program (OST): An after school program with academic, recreational, and meal components.
 - Rachel Carson Community Association, Inc. (RCCA) Evening Program: This program is open to students in both IS 237 and the East West School. There is a recreational program for students. Resources are also allocated for family literacy directed toward the adult community in need of ESL and/or computer technology.
 - Advisory Program: The extended day program which operates for mandated students. The

	<p>focus is on literacy and math in classes which average approximately 6 students. There is also a literacy based program which addresses adolescent issues.</p> <ul style="list-style-type: none"> - Emergency Resource Room and Counseling Services: For general education students identified by the principal and the PPC as being ‘at risk.’ Short term (10 weeks) intervention based on student need. - Wilson Program: A phonics based program which provides academic support for the neediest students in the area of reading. Identified students receive 5 periods of instruction with a teacher who has been specifically trained in the Wilson program. - Family Literacy Program: This is part of the evening program meets to promote family literacy and communication through literature and drama. <ul style="list-style-type: none"> • Nurture relationships with parents in order to maintain high levels of communication between school and home. • Provide mainstreaming opportunities for special education students whose work and IEP’s show evidence that they can be successful in a less restrictive environment for identified subject areas. • Provide academically challenging content area programs. • Research based instructional techniques
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>These endeavors will be supported by staff members (administrators, teachers, paraprofessionals), services provided by professionals and/or consultants, collaborations with various organizations, after school programs for students, evening programs for parents and students.</p> <p>Funding sources include tax levy, federal funding (Title I, Title I ARRA, Title III), 21st Century Grant, as well as support from school wide fund raising efforts.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Ongoing review of teachers’ classroom assessments. • As part of the formal observation process and during pre and post conference meetings • Ongoing informal classroom visits. • Feedback during house meetings attended by AP’s. • Feedback during staff development sessions. • Use ACUITY assessment result to diagnose and prescribe courses of action. • Trend in students’ grades in core subject area. • Attendance at after school programs.

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the LEP subgroup will demonstrate progress toward meeting state Science standards as evidenced by an increase of 2% on the New York State Science Assessment’s performance index.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Employ a Collaborative Team Teaching model within the ESL program in order to fortify and provide additional instruction to ESL students. The design calls for a licensed ESL teacher to assigned to each grade CTTELL class (3 teachers). That teacher pushes into content area subjects with the supplemental support of a fourth teacher who pushes into classes on all grades based on programming needs. Teachers also pull out groups based on level (beginner, intermediate, advanced). • ESL teachers meet regularly with houses involved with assigned grade. These occur formally during regularly programmed house meeting periods allowing for sharing with respect to content, language, and individual student issues. There are also informal meetings as needed. • In order to address the LEP subgroup’s failure to meet AYP on the most recent NYS Science Assessment ESL teachers will work directly with Science teachers. Science teachers will gain a familiarity with ESL instructional methods which they can incorporate within their own instructional program. ESL teachers will gain a familiarity with science vocabulary, jargon, and content so as to be able to incorporate supportive elements within their smaller ESL instructional groups. • Science teachers will design classroom tests which are aligned with NYS Science test requirements and formats. • One science teacher will meet with 8th grade ESL students in an after school program conducted twice per week in order to support development of required science skills. • ESL teachers will be aware of NYS Science test requirements and formats enabling them to modify them for ESL students and incorporate same where appropriate within their own instructional programs and formative assessments. • LEP population to be a focus of school Inquiry Team • After school programs for beginner ESL students will support language acquisition and science content area instruction. • Evening family literacy programs for ESL students and their parents will support language acquisition and computer literacy. • The Spell and Read program will be employed in part to address needs of ESL students. • We will employ the services of an ESL guidance counselor trained and licensed in ESL who will employ ESL methodologies to promote literacy skills in a guidance setting while addressing the varied adolescent issues. Listening, speaking, reading, and writing skills are supported as

	<p>students develop and maintain journals relating to such things as socializing, decision making, peer pressure, and high school articulation.</p> <ul style="list-style-type: none"> • Interim assessments & ITA's to provide diagnostic and prescriptive information. • ESL form goals specific to LEP population. • Rosetta Stone a computer program for beginner ESL students • Several Action Plans enumerated previously (see Action Plan #1) will support our goal in this area as well. These include the following: <ul style="list-style-type: none"> - addressing instructional rigor via classroom assessments and questioning skills - professional development - using data to drive instruction - a programming method based on Middle School Principles - Inquiry Teams - Spell and Read program - Achieve 3000 - enrichment programs - after school and evening programs - AIS services - Advisory program
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>These endeavors will be supported by staff members (administrators, teachers, paraprofessionals), services provided by professionals and/or consultants, collaborations with various organizations, after school programs for students, evening programs for parents and students.</p> <p>Funding sources include tax levy, federal funding (including Title I, Title III), 21st Century Grant as well as support from school wide fund raising efforts.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • ESL and Language Arts subject supervisors will monitor instructional programs on an ongoing basis. • The science department supervisor will assess efforts to extend the quantity of science instruction to which LEP students are exposed. • Grade level supervisors will monitor interaction of ESL and all content area subject teachers at house meetings and elsewhere. • Science teachers will monitor ESL students' progress on classroom assessments and share information with ESL teachers. • Review of item analysis of interim assessments

	<ul style="list-style-type: none">• Informal observations• Spell and Read
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<p>Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, classroom instruction led by UbD (Understanding by Design) trained teachers will reflect integration between the core subject areas (English, math, social studies, and science) and the visual and performing arts. Evidence of success will be indicated by 75% of the students completing projects (‘student generated products’) which are consistent with UbD philosophy.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Planning and responsibility for addressing the goal will rest with the principal, assistant principals, teachers, and Arts Magnet teacher coordinators. The program will be undertaken by a group of teachers (about 40% of the faculty) who volunteered. • The underlying strategy of this year long, Magnet oriented program is to enhance content area instruction by generating interest in the arts and having students work on projects which employ content area strategies. It is also hoped that students will profit from the exposure to the arts. • In support of our Magnet School theme, we will seek to enhance instruction by infusing the arts into the content subject areas through collaborations and initiatives with a variety of organizations including: <ul style="list-style-type: none"> - Roundabout Theater - Magic Box - Making Books Sing • Train teachers in Understanding by Design (UbD) instructional techniques. • Supervise the implementation of teachers as they learn to conduct UbD units. • Professional development conducted by Roundabout • Curriculum maps in English Language Arts • Implement Magnet Standards for the arts • Participate in Magnet Fairs using interdisciplinary products • Implement Magnet Doorway to Discovery décor of classroom doors • House to focus on specific historical periods • After school enrichment classes in visual and performing arts • School wide initiatives promoting study of historical periods as they relate to the arts. • Field trips to performances, museums, etc • Several actions enumerated previously (see Action Plan #1) will support our goal in this area as well. These include the following: <ul style="list-style-type: none"> - addressing instructional rigor via classroom assessments and questioning skills - professional development - a programming method based on Middle School Principles - formulation of Inquiry Teams

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>These endeavors will be supported by staff members (administrators, teachers, paraprofessionals), services provided by professionals and/or consultants, collaborations with various organizations, after school programs for students, evening programs for parents and students.</p> <p>Funding sources include tax levy, federal, and Magnet Grant.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • This is a year long program. Throughout the year the delivery of internally and externally provided professional development services will be monitored and assessed by supervisors. Classroom instructional services as well will be monitored and assessed by supervisors. Said supervision will result in adjustments as necessary. • Supervisors and teachers will monitor and assess student progress as UbD philosophy is brought into classrooms. Teachers will conduct and document UbD units of instruction and review of student projects. • Weekly meeting time is built into the program which will enable supervisors and teachers to discuss and assess how to make most effective use of these services, how Arts infusions with the instructional program are working, and how to modify plans as needed. • Student displays, performances, and products demonstrating integration of the arts and the core subject areas. • Teachers' interest as evidenced by further voluntary participation in workshops.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	63	36	21	16	16	0	0	0
7	73	43	23	17	17	0	0	0
8	78	48	26	19	19	1	0	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • The Spell and Read Program: A supplemental language arts program for ESL students who have a sense of phonemic awareness. Students receive instruction in groups of five (5). Instruction is provided at IS 237 four (4) afternoons per week meets during after school hours. • Achieve 3000: A computer based language arts program for ESL and special education students • CTTELL Program: A Collaborative Team Teaching Program for ELL students. On each grade, one class is designated as a CTT class. Resources are allocated to provide additional assistance to ELL students who will be taking the ELA exam. The program design has a licensed ESL teacher working in the classroom with the subject area class teachers. • Arts oriented after school programs. Classes are designed for students demonstrating talent or interest in one of the performing or visual arts. • Queens Child Guidance Program (OST): An after school program with academic, recreational, and meal components. • Rachel Carson Community Association, Inc. (RCCA) Evening Program: There is a recreational program for students. Resources are also allocated for family literacy directed toward the adult community in need of ESL and/or computer technology. • Advisory Program: The extended day program which operates for mandated students. The focus is on literacy and math in classes which average approximately 6 students. There is also a literacy based program which addresses adolescent issues. • Emergency Resource Room and Counseling Services: For general education students identified by the principal and the PPC as being ‘at risk.’ Short term (10 weeks) intervention based on student need. • Wilson Program: A phonics based program which provides academic support for the neediest students in the area of reading. Identified students receive 5 periods of instruction with a teacher who has been specifically trained in the Wilson program. • Family Literacy Program: This is part of the evening program meets to promote family literacy. • Child Center of New York: An off site agency with an office within the building. Agency members are here to provide counseling services to assist the community with respect to its social and emotional needs.
Mathematics:	<ul style="list-style-type: none"> • Advisory Program: The extended day program which operates for mandated students. The focus is on literacy and math in classes which average approximately 6 students. There is also a literacy based program which addresses adolescent issues. • CTTELL Program: A Collaborative Team Teaching Program for ELL students. On each grade, one class is designated as a CTT class. Resources are allocated to provide additional assistance to ELL students.

	<p>The program design has a licensed ESL teacher working in the classroom with the subject area class teachers.</p> <ul style="list-style-type: none"> • Queens Child Guidance Program (OST): An after school program with academic, recreational, and meal components. • Rachel Carson Community Association, Inc. (RCCA) Evening Program: There is a recreational program for students. Resources are also allocated for family literacy directed toward the adult community in need of ESL and/or computer technology. • Emergency Resource Room and Counseling Services: For general education students identified by the principal and the PPC as being ‘at risk.’ Short term (10 weeks) intervention based on student need.
Science:	<ul style="list-style-type: none"> • CTTELL Program: A Collaborative Team Teaching Program for ELL students. On each grade, one class is designated as a CTT class. Resources are allocated to provide additional assistance to ELL students. The program design has a licensed ESL teacher working in the classroom with the subject area class teachers. • ESL teachers will work directly with Science teachers. Science teachers will gain a familiarity with ESL instructional methods which they can incorporate within their own instructional program. ESL teachers will gain a familiarity with science vocabulary, jargon, and content so as to be able to incorporate supportive elements within their smaller ESL instructional groups. • Teachers plan for and provide differentiated instruction within the classroom setting. • Students, in small groups, receive ESL instruction and appropriate content area instruction as well. The target population is Title I LEP students. Instruction is provided on Saturday mornings for four (4) hours at IS 237. • Rachel Carson Community Association, Inc. (RCCA) Evening Program: There is a recreational program for students. Resources are also allocated for family literacy directed toward the adult community in need of ESL and/or computer technology. • Advisory Program: The extended day program which operates for mandated students. The focus is on literacy and math in classes which average approximately 6 students. There is also a literacy based program which addresses adolescent issues. • ERSS tutoring for small groups of AIS students.
Social Studies:	<ul style="list-style-type: none"> • CTT (Collaborative Team Teaching) Program provides differentiated instruction on a push in basis to AIS students. • Teachers plan for and provide differentiated instruction within the classroom setting. • Students, in small groups, receive ESL instruction and appropriate content area instruction as well. The target population is Title I LEP students. Instruction is provided on Saturday mornings for four (4) hours at IS 237. • ERSS tutoring for small groups of AIS students.

At-risk Services Provided by the Guidance Counselor:	Individual and small group counseling • ERSS • AIS
At-risk Services Provided by the School Psychologist:	Individual • AIS
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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.

Rachel Carson Intermediate School 237
Judith Friedman, Principal
Language Allocation Policy, School Year 2009-2010, Grades K-8

Narrative Overview

The overview which follows is included to enable the reader to understand the environment which influences the IS 237 Language Allocation Policy. The educational and social needs of our ESL students, who comprise approximately 20% of our student population, are designed to be met and integrated within the ongoing instructional program for the entire school.

Additionally, the IS 237 instructional program is designed to accommodate the needs of our ESL population.

Rachel Carson Intermediate School 237 serves grades 6, 7, and 8 in the heart of Flushing. IS 237 is a barrier free school which houses a significant special education program. It resides in a community which is a microcosm of New York City in that its student body is diverse culturally and socio-economically. Of the approximately 1100 students, 5% are white, 8% black, 25% Hispanic, and 62% come from a variety of Asian and other backgrounds. Based on Home Language Surveys, there are a wide variety of home languages spoken in the homes of our students, which is testimony to our diversity.

The teaching staff is highly experienced. One hundred percent (100%) of the teaching staff are fully licensed and permanently assigned to the school. Eighty-seven (87%) of the teaching staff have masters degrees or higher and 81% have more than 5 years of teaching experience. The LAP team is composed of Jeannine Strong (AP) and four teachers: Marilyn DeMauro, Michelle Eisenberg, Paula Izumi, and Kathleen Sansonia. All certifications are on file.

We have the services of a guidance counselor who is trained and licensed in ESL. Our bilingual guidance counselor employs ESL methodology to promote literacy skills in a guidance setting while addressing the varied adolescent issues which arise in the normal course of day to day events in the middle school. Listening, speaking, reading and writing skills are supported as students develop and maintain journals relating to middle school issues such as socializing, decision making, peer pressure, academics, high school articulation, et. al. Funding for this position is sought under Title III.

The school community has embraced a standard that goes beyond tolerance of cultural differences; acceptance and respect for the views and beliefs of others is what we try to impart to youngsters. We have been most successful in this area, allowing us to work in an environment which is conducive to learning. While IS 237 faces the multitude of behavioral issues faced by other middle schools throughout the city and across the country, incidents of prejudice are not

among them. A review of all suspensions indicates that not a single one was the result of racial or religious bias.

Effective instructional programs for ELLs or for any other students require leadership with a vision and a plan. Mrs. Friedman along with the assistant principals provides the leadership which guides the ESL program at IS 237. A highly professional staff implements an instructional plan which complies with regulatory requirements and is sensitive to the educational and social needs of our ESL students.

Middle School Principles have become central to the vision guiding all efforts in educating our students. The middle school model gives careful attention to the development of both cognitive and affective domains. Central to the implementation of Middle School Principles is the 'house' model. House members decide on a name for their house and generally occupy a section of the building for most of the day, providing students and teachers a sense of ownership of their learning environment. Said houses are at the heart of delivery of content material and affective elements of the instructional program. The house structure enables teachers to share best practices and plan for effective ways to address students' individual needs. Time is programmed for teachers to meet. ESL teachers attend these house meetings to address language related instructional issues as well as issues that relate to the individual needs of students receiving ESL instruction, such as classroom testing and ways to differentiate instruction. The resources made available to IS 237 are employed to provide instruction which address state Standards, Chancellor's initiatives, and curriculum content appropriate for all students: general education, special education, and English language learners (ELLs).

The following inclusions are provided to supplement the required LAP Narrative appearing above.

Identification, the Admission Process, and Placement:

Screening involves an assistant principal, a bilingual guidance counselor, and the pupil accounting secretary. The process consists of administering the Home Language Survey and conducting an informal interview. Parents are provided with available choices with respect to programs. Students then admitted to our school are provided with an appropriate class program by the assistant principal based on the student's needs. The trend has been for parents to select the ESL program model described above.

Assessment (initial and on-going):

The LAB-R is administered initially to assist in placement within the ESL program with the teachers arranging for instructional time based on level. Informal interim assessments assist teachers in modifying instructional strategies. The NYSESLAT along with other required formal assessments are administered annually and provide information which is used instructionally and for placement.

Assessment Analysis (See Section IV, Needs Analysis for results data):

One of our primary goals is to move this number forward. Experience, as well as the data, allows us to conclude that listening, typically the first area of language development, tends to be the strongest of the modalities across both grades and all levels. Although the gap narrows as student attain higher levels of proficiency. Writing is the area of language development with which students have the most difficulty, with speaking and reading skill development falling between listening and writing. Individual student advancement, from beginner through

intermediate and advanced levels tends to be across all modalities. The distribution data drives grouping activities, instructional material selections, program planning and differentiated instructional techniques in the ESL instructional period as well as content area instructional periods.

English Language Learners have benefited from passive (silent) listening periods which help them broaden and process comprehensible input. We plan to continue employing this strategy. Content area teachers are provided with data regarding ELL proficiency levels and details with respect to their demonstrated abilities at each modality. This information assists in planning classroom instructional strategies (in both content area & ESL classrooms) which impacts differentiated instruction, grouping activities, scaffolding academic language, assignments, and expectations. Grading rubrics, designed by content area teachers, are used to assess the work and progress of ELLs based on their individual comprehension levels.

Transitional support is provided for an additional 2 years to ELL's who, based on their NYSESLAT level, have attained proficiency. Such students receive the following test modifications on all formal and informal assessments: 1.5 time, testing in separate location, use of a bilingual glossary, and passage read 3 times on ELA tests.

With respect to the ELA exam, 29% (up from 12% the year before) of LEP students tested attained a score at or above level 3. The math test results were quite different with 79% (up from 72% the year before) of LEP students scoring at or above level 3. The NYSESLAT yielded results for the Listening and Speaking test indicating, as might be expected, that were higher than the Reading and Writing portions.

Results of the various formal and informal assessments are used to guide instruction. Data derived from assessments assist in class placement, assigning AIS services, assignments, use of supplemental instructional material, group activities, differentiated instruction, assessment of progress, and identification of strengths and weaknesses.

Based on an instructional design influenced by test data as well as other factors and implemented by school leaders and teachers, ELL students participate in a multifaceted, literacy based program supported by classroom libraries in all ESL rooms. A three part approach includes the ESL teacher, the regular language arts teacher, and the library media center teacher. ESL teachers interface with students' language arts teachers as well as other subject area teachers coordinating instructional programs and monitoring progress of all ELLs. As indicated above, teachers meet during scheduled weekly house meetings, monthly department conferences, and at other times based on need. ESL teachers work with the librarian and classroom language arts teachers to coordinate literacy and language exposure in a multifaceted effort to move students forward in developing listening, speaking, reading and writing skills. Funding is provided from NYSTL and school funds for the purchase and maintenance of classroom libraries in all ESL classrooms.

The ELL program, in addition to being literacy based, is built on the principles of the Workshop Model of Instruction. The goal is to provide ELL students with more time to engage in the four (4) elements of ESL instruction: reading, writing, listening, and speaking while at the same time providing for differentiated instruction. ELL teachers present mini-lessons based on NYS ESL Learning Standards which model instruction and provide opportunities for small group or independent activities followed by

conferencing and other communication between the teacher and the students. Read aloud and text strategies sharpen listening and critical thinking skills.

ESL teachers work within their houses and with grade assistant principals in keeping up with ever changing city and state wide standardized assessments. These tests are daunting endeavors for ELLs. Although many students are exempt from the ELA test, they receive instruction where appropriate, in the skills, strategies, and formats required to be demonstrated on these tests in anticipation of the day they are required to take it. In sum, the school's LAP and instructional program for ELLs is guided toward maintaining congruence of instruction and making use of all available resources.

Description of Instructional Program:

See below – Appendix 2, Title III, Part A: “Language Instructional Program.”

This information addresses the programming and scheduling model specifically for ELL's. Further, the description of the house organizational structure, which has significant impact on instruction for ELL'S, is described in Section III, Part A Narrative.

In sum, ELL's benefit from departmentalization, the Collaborative Team Teaching classes, and/or the pull out classes during which time ESL instruction is provided. This allows us to address the needs of ELL's based on age and grade level. Differentiated instruction for ELL subgroups is provided within the context of the aforementioned classes and is based on a variety of factors including: time in an English speaking school, assessments (formal and informal), ESL teacher observations, observations of other teachers with the house, and information from parents.

Additional Intervention Opportunities:

Before, during, and after school programs (see Appendix 1, Part B, Description of Intervention Services) address assorted content area needs.

Equal Access:

IS 237 is a School Wide Program (SWP) Title 1 school. As such programs are provided on a school wide in a manner which makes services available to all students.

ELL Instructional Materials:

Classroom instructional materials are purchased with the needs of all constituencies in mind. Listed below are some which relate specifically to ELL's

- Achieve 3000
- Department of Education Glossaries
- Picture books
- Specially designed CD's

Professional Development:

In addition to previous references to professional development, listed below are two which are applicable specifically to ESL teachers:

- Citywide workshops attended by our ESL teachers
- Network Support Staff (NSS) sessions

Parent Involvement:

See Appendix 4, Parent Involvement Policy

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

Form TIII – A (1)(a)

Grade Level(s) 6,7,8 **Number of Students to be Served:** 320 **LEP** _____
Non-LEP

Number of Teachers 4 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

The program employed at IS 237 is essentially a 2 part model. Collaborative Team Teaching for ELL students (CTTELL) is a way of organizing the delivery of instruction to ESL students. It provides additional resources in order to fortify ESL instruction. Each grade has one CTTELL class which is comprised of students who are scheduled to take the ELA exam for the first time. The program design calls for a licensed ESL teacher to be assigned to each grade level CTTELL class (3 teachers). That teacher pushes into content area subjects with the supplemental support of an additional (fourth) teacher who pushes into classes at all grade levels based on programming needs. Additionally, there is an ESL pullout program. There are three teachers, each one responsible for the ESL students in a particular grade. A fourth teacher provides services at different grade levels based on programming needs. The decision to use the pullout model was driven by several characteristics specific to our student population: the variety of home languages, cultures, educational levels, time in an English language school system (ELSS), students' abilities, and socio-economic conditions. The ESL model in place serves our students and the community well. The language arts are taught using ESL and ELA standardized assessment methodologies so as to help ELLs meet New York State and New York City standards. Content area instruction is provided in English and supported by ESL strategies. Students are given ESL programs which are based on the amount of instruction required by their NYSESLAT or LAB-R scores. ESL teachers work within their houses and with grade assistant principals. The house structure which is central to the school's programming, allows for the ESL teachers to work with the language arts teachers as well as the other content area teachers so as to coordinate their efforts. Further, there are established meeting times to enable the sharing of ideas and issues relating to individual students.

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.

- ESL Inquiry Team sub committee to conduct turn key training for content area teachers.
- Network Support Staff (NSS) plans to conduct PD for content area teachers on ESL instruction.
- PD on ESL ‘Best Practices’
- ESL teachers participate in weekly house meetings
- Inquiry Team participation

Form TIII – A (1)(b)

School: 25Q237 BEDS Code: 34-25-00-01-0237

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

Note: Information regarding budget allocation is incomplete as of 10/30/09. To date: total Title III funding allocation is \$7,788.

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) <ul style="list-style-type: none">- Per session- Per diem	\$7,788	For after school/evening per session instruction for ESL students and parents.
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials.- Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The following were used to determine the translation needs of our school: 1) Ethnic data from ATS and School Reports, 2) New Admission Surveys, and 3) ESL Program enrollments. We have found that the following language groups need to have their needs addressed: Chinese (Mandarin and Cantonese), Spanish, Hindi, Urdu, and Korean. These are the major language groups in our school with some Russian.

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.

Written translations are needed for the Monthly Newsletters, Official Letters (Suspensions, etc.), and explanations for Report Cards.

Oral interpretation services are needed for the Parent Teacher Conferences (Evening and Afternoon), and PTA Meetings. In addition, we plan Parent Workshops dealing with a variety of topics throughout the school year which require the services of translators

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.

Written translations are needed for the Monthly Newsletters, Official Letters (Suspensions, etc.), and explanations for Report Cards.

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 are needed for the parent Teacher Conferences (Evening and Afternoon), and PTA Meetings. In addition, we plan Parent Workshops dealing with a variety of topics throughout the school year which require the services of translators. Hardware has been purchased which will support endeavors in this area.

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>.

Newsletters and others important documents are translated into different languages. Translators are available at PTA meetings and parent-teacher conferences. Translators are obtained as necessary and made available at individual meetings with principal, assistant principal, deans, and/or teachers. Various workshops are provided in other languages for more effective dissemination of information i.e., high school application process and orientations.

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:	667,224	64,544	731,768
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,672		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		645	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	33,361		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		3,225	
6. Enter the anticipated 10% set-aside for Professional Development:	66,722		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		6,454	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 99.5%
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.

There was one teacher who was erroneously listed as not highly qualified on the BEDS. This improper designation was resolved before the completion of this CEP.

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

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

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

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Judith Friedman, Principal

Stephen Galizia, Assistant Principal

Jeannine Strong, Assistant Principal

2009-10 School Parental Involvement Policy

I. General Expectations

IS 237 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. IS 237 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)

The administration and the parent coordinator will work together to devise a plan. The following constituencies will provide input: administrators, parent coordinator, teachers, leadership team, PTA leadership. Appropriate venues will be employed to gather this information including cabinet meetings, PTA Executive Board meetings, Leadership Team meetings, faculty conferences, PTA meetings, meetings with parent coordinator, chats with the principal.

2. IS 237 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

- parents invited to develop and participate in monthly walk-throughs
- parent surveys focusing on their concerns
- school wide programs
- inclusion in PTA meeting agendas (both Executive Board and general)
- interactive school website
- newsletters and various other written communications
- automated outgoing phone messages

3. IS 237 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

Parent involvement geared toward improvement of individual student academic and school performance is multifaceted. Issues relating to standards, promotion requirements, curriculum, assessment, etc. are addressed in two ways: as they impact the individual student progress and school wide performance. The coordinated plan to include parents as team members in meeting academic goals as outlined in the CEP include the following:

- inclusion in PTA meeting agendas (both Executive Board and general)
- information and data on website
- newsletters and various other written communications
- various organized orientations
- parent-teacher conferences
- parents invited to house meetings

4. IS 237 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)

None

5. IS 237 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any

racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

To evaluate this Parental Involvement Policy input will be sought from the various constituencies enumerated above. An annual review will be conducted in May 2010. The principal and parent coordinator will elicit the conclusions from leaders/members of each group and through a variety of venues. The evaluative information gathered will be used in amending the Parent Involvement Policy. The people and venues involved include the following.

- principal & parent coordinator
- Leadership Team
- PTA President
- teachers
- interactive school website
- PTA meetings (both Executive Board and general)
- at orientations
- School as Community Initiative
- Family Literacy & Book Club Program

6. IS 237 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - interactive school website
 - PTA meeting agendas (both Executive Board & general)
 - at various orientations
 - newsletters and other written communications
 - workshops
 - scheduled 'Chats with the Principal'
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)

- house meetings
 - interactive school website
 - PTA meeting agendas (both Executive Board & general)
 - at various orientations
 - newsletters and other written communications
 - workshops
 - scheduled ‘Chats with the Principal’
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
- house meetings
 - interactive school website
 - PTA meeting agendas (both Executive Board & general)
 - at various orientations
 - newsletters and other written communications
 - workshops
 - scheduled ‘Chats with the Principal’
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)

Not applicable

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

The parent coordinator will monitor the dissemination of information in an appropriate manner and will report to the principal.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with

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

SCHOOL-PARENT COMPACT

I.S. 237 and the parents of the students participating in activities, services, and programs funded by

Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2009-10.

Note: provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

I.S. 237 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 as follows:**

The school will provide high quality curriculum and instructions in a supportive environment consistent with state and chancellor's standards as outlined in the Rachel Carson I.S. 237 CEP.

- **hold parent-teacher conferences (at least annually in elementary schools) during which the Compact will be discussed as it related to the individual child's achievement. Specifically, those conferences will be held:**

November and February of the school calendar.

- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

I.S. 237 will provide monthly newsletters, monthly school leadership meetings, team meetings, interim progress reports, and additional open house to celebrate student accomplishments and monthly chats with the principals.

Parent Responsibilities

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

- supporting my child’s learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- volunteering in my child’s classroom;
- participating, as appropriate, in decisions relating to my children’s education;
- promoting positive use of my child’s extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school’s discipline policy;
- express high expectations and offer praise and encouragement for achievement;

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT OPTIONAL AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT)

I.S. 237 will:

- 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 requirements, 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 children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics.

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.

See Section IV of CEP (Needs Assessment)

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - 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.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

See Section VI of CEP (Action Plans)

3. Instruction by highly qualified staff.

See Section III B of CEP (School Demographics and Accountability Snapshot)

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.

Planned Staff Development Endeavors Include:

- Raising the level of academic rigor
- Using the arts to enhance content area instruction
- Advancing language acquisition for English Language Learners
- Enhancing critical thinking by promoting questions skills throughout the instructional program
- Pupil Accounting Secretary to receive PD regarding ELL enrollment issues

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

N/A

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

- Various after school/evening activities.
- PTA meetings
- Web site applications
- Parent coordinator endeavors
- Magnet School funded activities include parents
- Parenting workshops are planned

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.

- School Leadership Team
- Inquiry Teams
- Faculty conferences
- Department conferences
- House meetings
- UFT Chapter Chair meetings
- PPC meetings
- Assorted informal meetings and interactions with staff members
- Grade level meetings

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See Appendix 1

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.

N/A

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)
MAY 2009

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

The supervising assistant principals will work with assigned teachers to make this determination. This process includes the following: conferences with teachers after formal and informal observations, as a result of department/grade conferences, and from information gathered at weekly house meetings.

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?

Materials and programs provided are aligned with state standards.

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 assistant principal(s) will work with teachers to address relevant issues.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

The supervisor of the Math Department will work with the teachers to make this determination. This process includes the following: conferences with teachers after formal and informal observations, as a result of department/grade conferences, and from information gathered at weekly house meetings.

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?

Steps have been taken to provide materials and programs are aligned to state standards.

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 supervisor will work with teachers in the Math Department to address relevant issues.

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.

The supervisor will work with Language Arts teachers to make this determination. This process includes the following: conferences with teachers after formal and informal observations, as a result of department/grade conferences, and from information gathered at weekly house meetings.

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?

Steps have been taken to guide teachers' instructional practices and observe as they are implemented.

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

2B – Mathematics Instruction

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

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

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

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

The supervisor will work with the Math Department teachers to make this determination. This process includes the following: conferences with teachers after formal and informal observations, as a result of department/grade conferences, and from information gathered at weekly house meetings.

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?

Steps have been taken to guide teachers' instructional practices and observe as they are implemented.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The principal will continue to monitor this.

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?

There is a low turnover rate.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Teachers attend professional development sessions.

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.

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.

The assistant principal for the ESL Department gathers data and works with teachers.

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?

Steps are taken to obtain data and provide teachers with the ability to use data instructionally.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

The Special Education site supervisor facilitates these matters to insure compliance.

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 Special Education site supervisor works to insure compliance and interact with teachers regarding relevant issues.

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

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

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

Please respond to the following questions for Key Finding 7:

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

The Special Education site supervisor along with assistant principals work with teachers to make sure instruction , assessment, and promotions are in compliance with IEP's.

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?

We are in compliance with regard to all elements of students' IEP's.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.