



WILLIAM A. MORRIS INTERMEDIATE SCHOOL 61

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 31R061

ADDRESS: 445 CASTLETON AVENUE SI. NY 10301

TELEPHONE: 718-727-8481

FAX: 718-447-2112

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 61 **SCHOOL NAME:** William A. Morris I.S. 61

SCHOOL ADDRESS: 445 Castleton Avenue SI NY 10301

SCHOOL TELEPHONE: 718-727-8481 **FAX:** 718-447-2112

SCHOOL CONTACT PERSON: Marygrace Di Forte **EMAIL ADDRESS:** mdifort@schools.nyc.gov

POSITION/TITLE	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>Rosanne Kipp</u>
PRINCIPAL	<u>Richard J. Gallo</u>
UFT CHAPTER LEADER	<u>Patricia Mezzacappa</u>
PARENTS' ASSOCIATION PRESIDENT	<u>Sherry Hightower</u>
STUDENT REPRESENTATIVE <i>(Required for high schools)</i>	<u></u>

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: <u>31</u>	SSO NAME: <u>Integrated Curriculum and Instruction</u>
SSO NETWORK LEADER:	<u>Greg Jaenicke</u>
SUPERINTENDENT:	<u>Margaret Schultz</u>

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor's Regulations A-655 on SLT's; 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 an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Richard J. Gallo	*Principal or Designee	
Patricia Mezzacappa	*UFT Chapter Chairperson or Designee	
Sheeri Hightower	*PA/PTA President or Designated Co-President	
Sheeri Hightower	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Marygrace Di Forte	Member/	
Alexandra Simeone	Member/	
Rosanne Kipp	Member/	
Lizabeth Ziznewski	Member/	
Ruth Marlin	Member/	
Christine Roos	Member/	
Ellen Decker	Member/	
Debra DiForte	Member/	
Parent Name To Be Announced	Member/	

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

William A. Morris Intermediate School 61 is a barrier free school whose population includes 1342 general and special education students. With a student population that is racially, ethnically and socio-economically diverse, we seek to engage all students actively in their learning and promote respect for difference. Two thirds of the student population lives in an economically disadvantaged community. Nearly one third of these students reside in a federally subsidized housing project. We are a school In Good Standing in accordance with NCLB rulings. Our goal for the past several years has been to increase the number of students achieving Levels 3 and 4 on all State Reading and Math Assessments. This year's target is to increase the percentage of students who have made at least one year's progress as measured by the state tests.

IS 61 is a Magnet School of Arts & Letters through Museum Studies and is organized into three Academies; Academy of Community and Environmental Studies, Academy of Invention and Exploration and the Academy of Media and Broadcasting. Each Academy consists of a team from each grade. All classes are grouped homogeneously in all core curricula areas. An administrator, a Magnet Resource Specialist and a guidance counselor are assigned to each Academy with the assistance of team leaders. Each team, within each Academy consists of four or five classes in which a Magnet Resource Specialist, the team leader and the teachers work collaboratively to write and implement curriculum that is aligned to the academies and themes, as well as the New York city and State standards, with regards to curriculum and the social needs of students. All students with disabilities as well as ELL students are part of the Academy organization.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	I.S. 061 William A Morris						
District:	31	DBN:	31R061	School BEDS Code:	353100010061		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		91.6	91.6	92.8
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	0	0	0		92.5	94.4	94.0
Grade 4	0	0	0	Poverty Rate - % of Enrollment:			
Grade 5	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 6	447	461	427		52.4	55.0	53.9
Grade 7	419	461	473	Students in Temporary Housing - Total Number:			
Grade 8	409	402	442	(As of June 30)	2006-07	2007-08	2008-09
Grade 9	0	0	0		12	40	63
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 12	0	0	0		12	17	14
Ungraded	29	28	21	Special Education Enrollment:			
Total	1304	1352	1363	(As of October 31)	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
# in Self-Contained Classes	127	128	124	Principal Suspensions	90	84	75
# in Collaborative Team Teaching (CTT) Classes	0	0	23	Superintendent Suspensions	66	42	42
Number all others	98	108	112	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	66	63	82	Number of Teachers	81	92	102

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	7	7	7	Number of Administrators and Other Professionals	14	30	31
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	11	8
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)				% fully licensed & permanently assigned to this school	100.0	100.0	99.0
	3	8	7	% more than 2 years teaching in this school	70.4	73.9	74.5
				% more than 5 years teaching anywhere	53.1	54.3	52.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	90.0	87.0	90.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.5	88.8	92.5
American Indian or Alaska Native	0.6	0.6	0.4				
Black or African American	39.5	38.6	38.9				
Hispanic or Latino	27.2	29.5	33.3				
Asian or Native Hawaiian/Other Pacific Isl.	5.2	4.0	4.8				
White	27.5	27.3	22.6				
Male	45.4	44.4	44.7				
Female	54.6	55.6	55.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	CA			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation 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	√	√	√			
Other Groups						
Students with Disabilities	√SH	√	√			
Limited English Proficient	√SH	√	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	8	8	6	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	B	Overall Evaluation:	NR
Overall Score:	61.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	6.7	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	16.7	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	31.4		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	6.8		

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

An overall review of the results of the New York State tests found that 66.1% of students scored at performance levels 3 and 4 in ELA. 70% of students scored at performance levels 3 and 4 in math. 59.6% of students made at least one year of progress in ELA and 53.4% made at least one year of progress in math. The above mention results reflect a continuous progressive trend increasing our level 3s and 4s in math and literacy. A review of the NY state report card showed at present, AYP has been achieved in all subgroups. The school is in Good Standing. We have made exemplary proficiency gains of 30.8% in our ELLs subgroup and thus were removed from Corrective Action. We also received 6.8 additional credit for Closing the Achievement Gap on our Progress Report. In mathematics we are in good standing, making AYP in all subgroups. We continue to be in good standing in science.

We concluded that improved student achievement resulted from many initiatives that were implemented through use of Federal Magnet Funding Title I funding and school-wide programs. These initiatives included:

- Focused implementation of research based instructional strategies for ELLs
- Using data and authentic assessment of student work to drive instruction
- Standards based lessons integrating technology to support and motivate students through project based learning
- Ongoing professional development to support the workshop model
- Improvement of school climate and further enhancement of the team organization and the Academies of our school
- Implemented technology based programs such as READ 180, Voyager Learning Literacy and Math programs, Study Island, and Tabula Digita
- Continue the instructional model and programming of the ESL program (coteaching)
- Academic Intervention Service provided through a pull-out model
- Magnet Thematic Project Based Learning

We also believe that other causes for underperformance are inconsistencies in classroom assessment and curriculum alignment. We have identified this in our needs assessment and our priorities. Both

classroom assessment and curriculum alignment will continue to be addressed through professional development during and after the school day, workshops, team meetings, curriculum meetings and literacy and math planning periods.

Accomplishments of William A. Morris Intermediate School 61

- ❖ Improvement in Literacy and Math school accountability and met AYP targets for SWDs and ELLs
- ❖ Science AYP continually being met
- ❖ Using data to drive instruction, set goals & differentiate instruction
- ❖ Cohesive curriculum/thematic units -Collaboration with Teams and Departments
- ❖ Creative Programming-Implementation of Academies, Teams, Math and Literacy Blocks while maintaining Non-Core Subjects
- ❖ Restructured into Small Learning Communities –Academies
- ❖ Federal Magnet Grant –Magnet Specialists
- ❖ Implementation of the Role of Deans and Team Leaders
- ❖ Continuation of the Workshop Model
- ❖ Continuation of updating Classroom libraries in Math, Literacy, and Science appealing to student interests
- ❖ On-going Professional Development in all curricular areas
- ❖ AIS
 - Tabula Digita
 - PLATO
 - Ramp Up
 - READ 180
 - Small Group Instruction 5x/week
 - After School Tutorial-Math, Literacy, Science and Social Studies
 - Voyager Learning Math and Literacy programs
 - Wilson Reading I
 - 21st Century Grant, Life Designs Program
 - Soar to Success
 - Climbing the Ladder of Success
 - Learning Through Investigations – Criminal Justice/Cranial Crunch/Specialized High School Preparation
- ❖ Parent Resource Center
- ❖ Community Based Organizations
 - School Wide Book Fair
 - School wide Recycling Program established
 - 21st Century Grant
 - Goodhue Center
 - St. George Theater of Staten Island
 - Carnegie Hall Music Program
 - Snug Harbor Cultural Center
 - Ellis Island
 - NYC Tenement Museum
 - The Metropolitan Transit Authority
 - Alvin Ailey Summer Camps
 - New York Hall of Science
 - Brooklyn Center for the Urban Environment
 - American Museum of Natural History

- Title II D Technology Grant -PEARLS
- Teachers Academy
- Cranial Crunch
- Intrepid Sea, Air and Space Museum
- Korean War Veterans
- New York City Zoos
- Victory Bank Project
- Brooklyn Aquarium
- Urban Advantage Program
- Turn 2 Foundation/Jeter's Leaders
- Silver Lake Head Start
- Alan Kivlehan Chapter of Korean War Veterans
- Staten Island Care Center Nursing Home
- NYSSMA Adjudication Festival for Instrumental and Vocal Music
- Spring Musical (A school production which is fed by all curricula areas)
- COAHSI Grant with Snug harbor
- Study Island mini-grant

We find the following as Significant Aids for Improvement:

- ❖ Support from Learning Support Organization(LSO)
- ❖ Magnet Schools Assistance Program (MSAP)
- ❖ Staff is Innovative, Progressive and Adaptable
- ❖ Supportive Proactive Administration
- ❖ Small Learning Communities-Academies and Teaming
- ❖ An Assistant Principal overseeing each Academy
- ❖ A Guidance Counselor for each Academy
- ❖ Office of Student Safety and Development consisting of three school Deans
- ❖ Emphasis on Safe, Nurturing, and Secure Learning Environment
- ❖ Personalized Programs to fit the needs of Teachers and Student
- ❖ Continued Emphasis on the Principals of Learning: Organizing for Effort, Establishing Clear Expectations, Accountable Talk and Academic Rigor in a Thinking Curriculum
- ❖ Teachers Demonstrate High Expectations for All Students
- ❖ Classroom Environments are Conducive to both large and small Group Instruction
- ❖ Curriculum Planning, Thematic Units, and Pacing Calendars
- ❖ Data Driven Instruction
- ❖ Periodic Assessments, Portfolio Assessment
- ❖ Observations
- ❖ School and Classroom Policies are Evident
- ❖ AIS Instruction
- ❖ Morning and Afternoon C.H.A.M.P.S. Program
- ❖ Intensive Professional Development in the Understanding in Use of Specialized Instructional Strategies to Meet the needs of Special Populations, including customization of curriculum
- ❖ Inter-visitations
- ❖ On-Going Professional Development for our ELLs
- ❖ Use of the Arts across curriculum to improve academic progress
- ❖ SAPIS

We find the following as Significant Barriers for Improvement:

- ❖ School Climate
- ❖ Parental Involvement
- ❖ Neighboring Areas - Federally Subsidized Housing Projects
- ❖ Two of our Three Feeder Schools are designated as Title I
- ❖ Student Stability Rate
- ❖ Limited outreach to ELL parents (language barrier)
- ❖ Local Community Involvement
- ❖ Extracurricular Activities

Improvements we are working on:

- ❖ Technology
- ❖ Parent Involvement
- ❖ Community Relations
- ❖ More availability for all teachers to access the data initially
- ❖ More data analysis for Science and Social Studies teachers-Learning Directions mock state tests
- ❖ Monitoring the use of data
- ❖ Monitoring special programs
- ❖ Use of data throughout all curriculum areas
- ❖ Additional Professional Development

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

1. Math:

To improve student performance in mathematics as indicated on the New York State Mathematics exam where one year of progress is demonstrated. In the 2009 -2010 school year, we will improve the rate of students making at least one year's progress on the New York State Math Test by 3%.

2. Instructional-Differentiation:

To develop teachers' expertise in the analysis of data from Acuity, ARIS, Renzulli and nySTART in order to differentiate instruction to meet students' needs and improve overall performance on the 2010 NYS exams. In the 2009 -2010 school year 100% of teachers will engage in professional development around differentiated instruction through Renzulli Learning.

3. ELLs/SWDs (ELA):

To maintain and continue to improve overall instructional strategies with particular focus on English Language Learners (ELLs) and Students with Disabilities (SWDs) so that by June 2010, the number of ELL students and SWDs performing at level 1 in ELA will decrease by 2 % as measured by the New York State ELA exam results.

4. Magnet School Projects:

To develop interdisciplinary units across multiple grades in each academy that reflect the theme of the academy. During the 2008-2009 school year, academies created interdisciplinary units through curriculum mapping. Teachers will expand these units by aligning the units through the lens of the academy's focus.

5. School Wide Improvement:

To expand the number of teams in the inquiry process within each academy in our school in order to achieve school-wide improvement. During the 2008-2009 school year, a couple of teams were involved in the school's inquiry work. For 2009-2010, we want to establish the inquiry process in 100% of the teams within our academies.

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 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): **MATH**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student performance in mathematics as indicated on the New York State Mathematics exam where one year of progress is demonstrated. In the 2009 -2010 school year, we will improve the rate of students making at least one year’s progress on the New York State Math Test by 3%.</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"> • Target population – All students who did not gain at least one year’s progress on the New York State Math Test. • Implementation- Fall 2009 and to be continued throughout the school year • The budget is used to fund a full time math coach for the 2009-2010 school year. • Teachers use ACUITY periodic assessments, classroom performance and portfolios to track student progress in math for all four marking periods. • Teachers use math intervention programs and assess students’ math skills within given benchmarks throughout the year. • Teachers will track outcomes of Voyager V-Math and Impact Math units. • Teachers will use formal and informal assessments to improve classroom instruction and measure student progress. • Teachers will use nySTART to analyze trend data from the 2009 NYS math exam. • Teachers will use item analysis from ARIS to meet students’ needs • Teachers will differentiate instruction and employ varied teaching styles
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • \$14,249 for AIS teacher. • \$81,965 for Lead Teacher. • \$98,491 for coach • Inquiry Team and Data Specialist per session • MSAP federal funds (after school per session programs: Soar to Success, Learning through Investigation)
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review;</p>	<ul style="list-style-type: none"> • NYS Math test results indicate a 3% increase in students making at least one year’s progress. • Acuity Periodic Assessments and NYS math exam data are analyzed at math planning periods. • Minutes from math planning periods

instrument(s) of measure; projected gains

- Classroom visits and lesson plans indicate use of data
- Assessment binders
- Teacher informal or formal observations
- Voyager Vmath monitoring system (Vport) – Monthly and quarterly data collected from Voyager Math Vport system.
- Periodic Review four marking periods through department and Instructional Team Meetings. Student progress will be monitored by Principal, Assistant Principals and Teachers

Subject/Area (where relevant): Instructional-Differentiation:

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop teachers’ expertise in the analysis of data from Acuity, ARIS, Renzulli and nySTART in order to differentiate instruction to meet students’ needs and improve overall performance on the 2010 NYS exams. In the 2009 -2010 school year 100% of teachers will engage in professional development around differentiated instruction through Renzulli Learning.</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"> • Implementation – Fall 2009 Professional Development- The computer and media specialist will be available to assist students in developing their Personal Profile on Renzulli Learning. • Train teachers in the use of ARIS, nySTART, Acuity, Renzulli by attending DOE workshops, Renzulli Webinars and Training, Acuity webinars, and coaches’ and data specialists’ Lunch and Learns • Teachers will use Renzulli Differentiated Instruction Online Learning Program to develop personal profiles for all students. • Teachers will use formal and informal assessment data to improve classroom instruction and measure student progress • Teachers will track outcomes of data-driven intervention programs • Math and Literacy Coaches, Lead Teachers and Magnet Specialists provide professional development on analyzing and using data in the classroom • Provide common planning time for teachers to analyze data and set measurable goals • Coaches will provide teacher support in using various sources for monitoring student progress • Teachers will use item skills analysis to meet students’ needs • Provide professional development on implementing differentiated instruction in the classroom, monitoring goals research based strategies • School leaders will use student data to create systemic changes within the school master schedule • Assistant Principals will work with teachers on using data to inform instruction • Provide Professional Development to guidance counselors in behavioral management techniques used in Tier 1 interventions • Guidance counselors will turnkey PD to academy teams • Marshall Memos-research based articles on variety of topics (learning styles, gender based learning, etc.) are shared with staff
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • \$76,455 for 25th data periods for all literacy and math teachers • \$190,148 for coaches • MSAP federal funds : Magnet Specialists \$367847

Indicators of Interim Progress and/or Accomplishment

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

- Agendas and minutes of meetings with Magnet Specialists and Coaches
- Assessments are differentiated by learning styles and modalities
- Teacher observations and walkthroughs show different learning styles and student work products across different learning styles
- Review of teacher lesson plans/unit plans are planned with differentiated strategies which consider students' needs
- Data training provided by ICI network support specialists, Webinars, Lunch and Learns
- Periodic Review will be made through Instructional Team
- By each marking period, more teachers will be involved in Renzulli Learning

Subject/Area (where relevant): ELA – ELLs/SWDs

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To maintain and continue to improve overall instructional strategies with particular focus on English Language Learners (ELLs) and Students with Disabilities (SWDs) so that by June 2010, the number of ELL students and SWDs performing at level 1 in ELA will decrease by 2 % as measured by the New York State ELA exam results.</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"> • Target population is SWDs and ELLs • Responsible staff- ESL teachers, Lead Teacher, Coaches and Special Education Teachers • ESL teachers will provide professional development to all teachers on instructional strategies and how they impact ELL subgroups • Varied instructional strategies will be evident in all classrooms • Increased use of technology (SMARTboards, ELMOs, overhead projectors) to support instructional strategies • Professional development will be provided by Coaches, Lead Teacher, Teacher Mentors, ICI, DOE and webinars • Model and share best practices, support teachers by intervisitations, assist in lesson plan development, assist in development of classroom rituals and routines • Continue Voyager’s Journeys, Passport and V-math programs analyzing benchmarks • Continue Scholastic’s Read 180 program analyzing benchmarks • Implement Keystone program for ELLs, which provides explicit, intensive, and focused instruction that accelerates students’ language acquisition and reading comprehension skills • Implement 4 Square Writing • Provide supplemental instruction in an afterschool program (Climbing Ladder of Success) • Provide Professional Development to guidance counselors in behavioral management techniques used in Tier 1 interventions • Guidance counselors will turnkey PD to academy teams • Academy team teachers will develop, implement, and monitor Behavior Intervention Plans (BIPs) • Small group instruction
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • \$76,455 for 25th data periods • \$91,657 for coach • \$98,461 for additional classroom • MSAP federal funds : \$3000 after school program • \$142,490 for 2 ESL teachers

Indicators of Interim Progress and/or Accomplishment

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

- Increased student achievement reviewed quarterly
- Looking at Student work during planning
- Use of formative assessment tools
- Weekly periods of mentoring support
- Best practices shared by Academy teams
- Formal and informal observations all year
- Focus walkthroughs every marking period
- Monitor Read 180 with SAM bimonthly
- Monitor Voyager programs with SOLO and VPort bimonthly

Subject/Area (where relevant): **Magnet Schools Projects**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To expand the interdisciplinary units in the academies by further aligning the units through the lens of each academy’s focus; and by carrying the established thematic units through the three grades by the end of the 2009-2010 school year.</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"> • Implementation- Fall 2009 and continuing throughout the school year • Programmed common planning periods within the Academy structure • Team Leaders will provide team meetings within the Academy structure • Programmed Academy meetings with Magnet Specialists • Teachers will meet as teams with Magnet Specialists and develop theme based projects and units of study that align with academy’s focus • Teacher and Magnet Specialists, the responsible staff members, will design curriculum that promotes in-depth learning and “real world” student-directed projects • Collaborative communication within the Academy structure which supports teaching and learning • Partnerships with community-based organizations • Magnet Specialists will provide professional development and templates for curriculum mapping and create pacing calendars for science and social studies • Magnet Specialist will create a resource area of the thematic units for the academy • Teachers will use themes through which students will create Essential Questions reflecting the students’ interests, strengths and learning to direct instruction and curriculum planning within the academies for each of the four marking periods.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Federal Magnet Funding \$638,368</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Monthly agendas and minutes of meetings with Magnet Specialists • Focus walkthroughs every marking period • Review of teacher lesson plans/unit plans • Academy Binders containing interdisciplinary units will grow quarterly • Social Studies and Science pacing calendars • Formal and informal observations all year • Classroom visits • Student displays • Class and Academy trips • Community based organizations

- Performances three times a year
- Increased student achievement four times a year based on report cards

Subject/Area (where relevant): School-Wide Improvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To expand the number of teams in the inquiry process within each academy in our school in order to achieve school-wide improvement. During the 2008-2009 school year, a couple of teams were involved in the school's inquiry work. For 2009-2010, we want to establish the inquiry process in 100% of the teams within our academies</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"> • Implementation – Fall 2009 –Twelve teams with a Liaison for each, were created throughout our three Academies • Programmed weekly common planning periods within the Academy structure • Team Leaders will provide team meetings within the Academy structure weekly • Programmed Academy meetings with Magnet Specialists • Teachers will meet weekly as teams with Magnet Specialists and develop theme based projects and units of study that align with academy's focus • Teacher and Magnet Specialists will design curriculum that promotes in-depth learning and “real world” student-directed projects bimonthly • Collaborative communication within the Academy structure which supports teaching and learning • Partnerships with community-based organizations • Magnet Specialists will provide professional development and templates for curriculum mapping and create pacing calendars for science and social studies • Magnet Specialist will create a resource area of the thematic units for the academy • Teachers will use themes through which students will create Essential Questions reflecting the students' interests, strengths and learning to direct instruction and curriculum planning within the academies
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Federal Magnet Funding \$638,368 • \$190,148 for coaches • MSAP federal funds : Magnet Specialists \$367847
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Twelve Liaisons attend weekly team meetings • Agendas and minutes of meetings with Inquiry Team Liaisons will show stages in the Inquiry Process • Focus walkthroughs quarterly • Review of teacher lesson plans/unit plans quarterly • Academy Binders containing interdisciplinary units • Social Studies and Science pacing calendars

- | | |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">• Formal and informal observations• Classroom visits• Student displays• Class and Academy trips• All twelve teams will cycle through the Inquiry Process three times during the school year |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	175	147			4	2	3	23
7	182	165			9	1	12	3
8	179	158	30	30	26	3	15	1
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:	<p>We use a variety of Literacy AIS services at I.S. 61</p> <p>Our Literacy teachers use:</p> <ul style="list-style-type: none"> Ramp Up - 6th grade remedial classes/school day Read 180 - 8th grade ELLs/Special Education/targeted pullout students/school day Voyager Learning – Special Education/school day Small Group Instruction – all grade/ school day Wilson Reading System - select students/school day Soar to Success – all grades/after school Climbing the Ladder to Success – all grades Special Education/after school Keystone –ELLs Renzulli Learning system matching enrichment activities with individual student profiles CARS and STARS – identify and assess a student’s level of mastery with each of the 12 reading strategies
Mathematics:	<p>We use a variety of Math AIS services at I.S. 61.</p> <ul style="list-style-type: none"> Tabula Digita – 7th grade /school day Scantron Performance Series - all grades/school day/extended day/after school Soar to Success – 7th and 8th grades/after school Voyager Learning V-math – Special Education all grades/school day Prentice Hall Intervention Skills Kit – all grades/school day/extended day/after school Renzulli Learning system matching enrichment activities with individual student profiles all grades/school day/extended day/after school
Science:	<p>An after school tutorial program services all students in order to prepare them for the State Science Performance and Written exams will begin in the spring.</p> <p>Renzulli Learning system matching enrichment activities with individual student profiles all grades/school day/extended day/after school</p>
Social Studies:	<p>An after school tutorial program services all students in order to prepare them for the State Social Studies Written exams will begin in the spring</p> <ul style="list-style-type: none"> Cranial Crunch/all grades/after school Renzulli Learning system matching enrichment activities with individual student profiles all grades/school day/extended day/after school

At-risk Services Provided by the Guidance Counselor:	<p>Throughout the school day this program targets all students and provides an opportunity to address concerns such as adolescent daily struggles, educational neglect, child abuse and suicide. The counselors work closely with school personnel in providing behavior management Tier I intervention strategies to classroom teachers. They are responsible for facilitating the high school process for our eighth grade. Through PPT meetings, our SBST, SAPIS and Guidance Counselors provide support to at risk students and families.</p>
At-risk Services Provided by the School Psychologist:	<p>Throughout the school day the school psychologist targets all at risk students who are in need of counseling and facilitates the referral to the Committee of Special Education. Through PPT meetings, our SBST, SAPIS and Guidance Counselors provide support to at risk students and families.</p>
At-risk Services Provided by the Social Worker:	<p>The Social Worker provides services to all at risk students who are in need of counseling and/or referral to the Committee of Special Education. Through PPT meetings, our SBST, SAPIS and Guidance Counselors provide support to at risk students and families.</p>
At-risk Health-related Services:	<p>This program targets all at risk students who are in need of other health related services. This program allows students to deal with a variety of issues facing adolescent students and their families. Through PPT meetings, our SBST, SAPIS and Guidance Counselors provide support to at risk students and families.</p>

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

NCLB/SED requirement for all schools

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

Language Allocation Policy

Part I. School ELL Profile

A – Language Allocation Policy Team Composition

The following staff members are on the Language Allocation Policy Team: Richard J. Gallo, Principal of I.S. 61, Mary Grace DiForte, Assistant Principal, Steven Rose and Elizabeth Erraji, ESL Teachers, Rosanne Kipp, Literacy Coach, Cheryl Schafer, Math Coach, Rose Sciacca, Guidance Counselor, and Kim Lucchesi, Parent Coordinator.

B – Teacher Qualifications

Currently, there are two full time ESL teachers at I.S. 61. Steven Rose possesses a Master's Degree in Elementary Education as well as New York State certification in English as a Second Language. He has been teaching ESL for twenty one years. Elizabeth Erraji possesses a Master's Degree in TESOL and also has New York State certification in English as a Second Language. She has been teaching ESL for one year. There are no certified teachers of bilingual education, NLA (Spanish), special Education with bilingual extensions, or content areas with bilingual extensions.

C- School Demographics

With a population of 1,319 students (December 2009), 86 of them are English Language Learners. They make up about 6.5% of our school.

Part II – ELL Identification Process

1. Describe initial process, who is responsible for initial screening, steps taken to annually evaluate NYSESLAT

When a new admit comes to our school, the parent fills out a Home Language Survey if the student is new to the system. The Pupil Personnel secretary alerts the ESL teacher (Steve Rose, Elizabeth Erraji) of any student who shows a language other than English. In some cases, the ESL teacher will conduct a short interview with the parent for some background information. A translator is called in to assist with the parent when necessary.

The student is then given the “LAB-R” exam by the ESL teacher. Students are placed in ESL if they score accordingly.

We are constantly evaluating the NYSESLAT to assess needs of our ELLs using the breakdown of the exam. The breakdown of the NYSESLAT allows us to make most of our instruction data driven, addressing the needs of our students.

- 2. Structures in place to ensure that parents understand all three program choices including process, outreach plan, and timelines:**
The parents of ELLs are partners in the education of their children, and are afforded many opportunities to be involved in different ways. When they enroll their children, they begin with an orientation by the ESL teacher, which includes a question and answer session, as well as an informative video, which is an overview of the three major language programs offered in the N.Y.C. Public Schools. They are then given a choice, in which they may choose which program they would like their child to enroll in (where available). They make their choice in order of preference between English as a Second Language, Transitional Bilingual, or Dual Language programs. Here at I.S. 61, the majority of the parents chose the English as a Second Language program.
- 3. How we ensure all Program Selection Forms are returned:**
Each student is given a form and asked to return it within one week, to the ESL teacher. Parents are invited to come up to the school for a brief orientation which includes a video explaining the three choices they have. If the parent cannot attend the meeting, the student is given a brochure (Guide for Parents of ELLs) which also explains the three programs. ESL teacher follows up with the collection of the surveys. If a student does not return it, another one is given to them. If the second survey is not returned, a follow up phone call is made by a staff member who speaks Spanish (for the majority of our ESL students who speak Spanish).
- 4. Describe criteria used to place ELLs**
Our ELLs are placed in ESL based on the scores of their LAB-R or NYSESLAT. They are placed by grade. We have a sixth, seventh and eighth grade ESL class.
We also service our special education students within their classes. We contact parents when necessary by letter or telephone. Letters are written in English as well as the native language of the parent. When contacting parents by telephone, we try to provide a translator, whenever possible. We have several paraprofessionals who are proficient in Spanish.
- 5. Trend in program choices:**
The trend seems to be ESL; however we are still trying to access the data of prior parent program choices. This is a difficult task because the form is only filled out once, and not all of the elementary schools put the form in the students' permanent record folders, so we have no access to them.
- 6. Program models offered align with parent requests? Why or why not, and if not – how we plan to build alignment:**
Program model of ESL is currently in alignment with parent requests, with the majority desiring the program model we now offer.

Part III– ELL Demographics

A. ELL programs:

With a population of 1,319 students (December 2009), 86 of them are English Language Learners. They make up about 6.5% of our school. Including Special Education, there are 22 sixth graders, 31 seventh graders, and 33 eighth graders.

B. ELL Years of Service and Programs: (ESL program only)

Sub-Category of Students in ESL	Grade 6	Grade 7	Grade 8	TOTAL
Long-Term ELLs	2	14	11	27
ELLs (4, 5, and 6 years)	13	11	7	31
Newcomers	7	6	14	27
SIFE	2	3	5	10
Special Education	7	6	13	26
All ELLs	22	31	33	86

C. Home Language Breakdown and ELL Programs:

In our ESL program, seventy four of the students speak Spanish, the predominant home language. There are several other languages spoken at the school. In the sixth grade, we have one speaker of Tamil, two speakers of Arabic, one speaker of Bhili, one speaker of Urdu, one speaker of Tagalog and sixteen Spanish speaking students. In the seventh grade, there is one student who speaks Yoruba, one student who speaks French and twenty nine Spanish speaking students. In the eighth grade, we have, one who speaks Niger Congo, one who speaks French Haitian Creole, one who speaks Albanian, and one who speaks Polish. The other twenty nine eighth graders speak Spanish.

The students come from a variety of countries including Egypt, Ecuador, Mexico, Poland, Liberia, Nigeria, Sri Lanka, Puerto Rico, Haiti, Morocco, and The Dominican Republic.

D. Programming and Scheduling Information

Much of our ESL instruction is data driven, based on teacher assessment and standardized test results. These tests include the NYS ELA exam, as well as the “Pearson NYC Periodic Assessment for English Language Learners” and the NYSESLAT. Several instructional strategies are incorporated into the lessons, where the ESL teacher team-teaches with general education teachers, based on these results. These strategies are also shared with content area teachers of ELLs. Some of these strategies include modeling, graphic organizers, concrete materials, small group activities, experience charts, and content rich materials as well as QTEL strategies.

1. How is instruction delivered?

a. Organizational Models:

The ESL organizational models implemented at I.S. 61 are a blended program of co-teaching with ELA teachers in a CTT model and direct ESL instruction. All ELLs receive 360 minutes of ESL instruction per week. One full time ESL teacher co-teaches with the sixth, seventh and eighth grade general education literacy classes 8 periods per week. The other full time ESL teacher co-teaches with Special Education teachers of ELLs in Literacy and Social Studies classes. He provides services to the ESL students in Special Education.

b. Program models:

Our students are grouped heterogeneously by grade. The classes attend core subjects and ESL together, but are separated for non-academics.

2. How do we ensure that mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How is explicit ESL instruction delivered to comply with mandates?

The general education ESL teacher co-teaches with the 6th, 7th, and 8th grade literacy ESL cohort classes 8 periods a week.

For ELLs in Special Education, the ESL teacher co-teaches with the Literacy teachers of ELLs in each grade.

b. How does ELA instruction comply with mandates?

ELA is delivered to ELLs in blocks of two periods per day for a total of ten. The last two literacy periods are delivered on Wednesdays in special classes called “Literacy Through Science” and “Literacy Through Social Studies.”

3. Instructional approaches and methods used to make content comprehensible and enrich language development:

Our instruction is also data driven, and utilizes many ESL methodologies including TPR, modeling, and direct method. With our Special Education students, the balanced literacy approach is incorporated, as well as direct instruction of vocabulary and constant reinforcement of academic language.

Academic language is planned for the school in several different ways through a balanced literacy program that uses the workshop model. The school day begins with the students hearing a “word of the day,” which is given with its definition and spelling, during the morning announcements. All academic classes are set up for the workshop model, in which the desks are set up in groups of four or six. The ELA class is given in blocks of ninety minutes. This class is broken up into two components. The reading workshop, which begins with a mini lesson, may be followed by a read aloud, shared reading, guided reading, or independent reading. The writing workshop, during the second half of the block, encompasses modeled writing, as well as shared, guided, and independent writing. We use the “Four Square” writing model which is a very visual graphic organizer which makes the writing process more comprehensible for ELLs.

The workshop model takes many things into consideration in order to be effective. In the reading workshop, we focus on appropriate book selection (as well as guidelines for abandoning a book), a classroom environment, in which furniture is arranged so that students can sit comfortably and see the book he/she is reading, and classrooms which are print rich, and have many materials so that students will be engaged and immersed in the story they are reading.

In the writing workshop, classroom environment is equally important. The teacher begins by modeling strategies in the mini lesson. The texts produced during modeled writing should be displayed in the classroom, and wide ranges of books are used as exemplars for good writing. The approach toward balanced literacy is designed to improve student outcomes. There are a number of supports for the classroom teacher such as professional development, as well as the literacy coach.

The general education ESL teacher provides direct ESL instruction 8 periods per week to the 6th, 7th, and 8th grades. As part of the co-teaching model, the ESL teacher provides lessons in vocabulary, grammar, pronunciation, reading strategies, oral fluency, text previews, and class projects which supplement and connect with the content being taught during ELA instruction. ESL teachers address students' individual needs through differentiated instruction within the co-teaching model.

How are the content areas delivered in each model?

Math is delivered in blocks of two periods over five days which add up to eight total periods. Social Studies and Science are delivered in one period per day each, plus the additional Literacy period which applies to each of those content areas. Vocabulary is taught in English with the use of bilingual textbooks in the math and social studies classroom. Bilingual glossaries are provided to the students as well.

4. How do we differentiate for ELL subgroups?

a. Instructional Plan for SIFE:

At William A. Morris Intermediate School 61, a small number of our ELLs are SIFE students. For these students, we try to provide assistance in areas in which they may have deficiencies, in collaboration with guidance counselors to assist their transition into the school and classroom setting. We often use laptop computers, along with several computer programs, such as "Step by Step" and "Side by Side" which address fluency and basic literacy skills that students with interrupted formal education often lack. Listening and writing skills are addressed, as well as answering questions about instructional videos that require student response.

We have also purchased other instructional materials and supplies such as audio visual materials, books with accompanying tapes, graphics and stationary supplies to be used in the classroom, as well as to provide lower income students with the essential school supplies they require.

By using resources such as ARIS, NYSTART, Acuity, and ELA/ELL assessment results, we can see the strengths and weaknesses of individual students, and plan instruction accordingly.

b. Plan for newcomers:

We have approximately eleven newcomers at I.S. 61. We address their needs by the following: We always invite our newcomers to participate in our after school programs as mentioned in Part III, section D-9. We offer computer and laptop assistance, where they can use special software geared at increasing English language proficiency.

Contact with mainstream teachers is also a large part of our newcomer plan at I.S. 61. The ESL teacher provides mainstream teachers with training and ESL resources, as well as specialized materials such as picture dictionaries, and simplified textbooks related to the topic they are teaching.

The co-teaching model allows the ESL teacher the opportunity to take a small group of newcomers for specialized mini lessons to teach the basics, such as 'survival English' for brand new students. We try to assign a 'buddy' to our newcomers within the first week, which is a responsible classmate who usually speaks the same native language.

The ESL teacher also provides the mainstream teacher with learning strategies for the lesson they are doing as often as possible. These strategies may differ between new arrivals, and ELLs who have been in the country for several years. They are provided with activities that are more content embedded as well as cognitively less demanding for newer students.

Our Parent Coordinator is always available to the parents of our newcomers, and often provides an orientation to our newly arrived ESL students by familiarizing them with the physical design of the building, showing them various locations such as the Main Office, nurse, gym, auditorium, cafeteria, etc... We also provide translators for parents, at our Parent Teacher conferences.

Finally, we work with our first and second year students in a self contained group during our extended day time. Bilingual textbooks in math, social studies, and literacy are provided to scaffold instruction.

c. Plan for 4-6 year ELLs

We try to address the individual needs of our 4-6 year ELLs by utilizing the NYSESLAT data to find the strengths and weaknesses of each student.

By using resources such as ARIS, NYSTART, Acuity, we can see the strengths and weaknesses of individual students, and plan instruction accordingly.

When looking at the NYSESLAT scores of our 4-6 year ELLs, we determined that most of them scored at the advanced level. However, Reading/Writing scores were lower than Listening/Speaking. We are utilizing several instructional interventions to address this, including:

- 4-Square Writing Method in all 3 grades
- Frayer Model vocabulary instruction method in all 3 grades
- Use of more Spanish language materials, including library books, dictionaries and subject glossaries, and bilingual texts in Math and Science, to boost literacy skills in the native language

- Keystone text and workbooks in all 3 grades and a blended Read 180 computer and Lexile level tracking system for 8th grade ELLs

These strategies will give them that extra ‘push’ needed to score proficient on the NYSESLAT. Our eighth grade ELLs, which include three 4-6 year ELLs are making great strides with the “READ 180” program, which (in conjunction with the Keystone text) is a system that tracks Reading Lexile scores through leveled independent reading books, and an individualized computer program that assigns activities in reading comprehension, vocabulary, spelling, and grammar.

d. Plan for Long-Term ELLs:

Our plan for LTE includes a variety of strategies. Upon closer analysis of their NYSESLAT and ELA scores, we determined that a majority of our Long Term ELLs were testing at higher proficiency levels in Listening and Speaking than in Reading and Writing. We are currently in the process of analyzing the NYSESLAT and ELA data to determine which questions (and hence, which specific literacy skills) were more problematic for ELLs across the board. This will in turn inform our instruction and test preparation to include more emphasis on those skills in our academic planning and curriculum mapping.

For our eighth grade ELLs, we utilize an excellent program called “READ 180”. This program is the curriculum for the Literacy class to which the E.S.L. teacher pushes in. “READ 180” is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development.

The program meets the needs of struggling readers whose reading achievement is below proficient level. It also directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. These are skills with which all our Long-Term ELLs seem to require the most help. We use Blended Read 180 Lexile/SRI assessment program using Keystone.

For our ELLs, we have purchased a new literacy curriculum called Keystone. We use the Frayer model for academic vocabulary instruction.

e. Plan for ELLs in Special Education:

In the Special Education ELLs classroom, the ESL teacher gives as much support as possible so that we can move these students to the transitional stage. ESL methods and techniques are often used to help these students succeed.

The ESL teacher is always available to answer any questions these students may have, and often spends ten to fifteen minutes of the period, working with these students individually, or in groups.

There are a mixture of read alouds and shared reading. During shared reading, many cognitive strategies including interactive reading and predicting are used. This helps to prepare our special needs students for the NYSESLAT. Within the writing component, book talks, editing techniques and story webs are modeled.

Since some of our ELLs with special needs have difficulty with speech, we incorporate strategies to help with pronunciation, such as having students mimic the teacher and showing lip and tongue position when enunciating words.

Our plan for long term ELLs this year is to move student receiving service 4 to 6 years up one level in the NYSESLAT by using differentiated instruction, and other special interventions.

5. Targeted intervention programs and services for ELLs in ELA, math and other content areas:

We are able to determine the level of literacy for the Spanish-speaking students using the results of the Spanish Language Assessment Battery (LAB). Of our seventy four Spanish speaking ELLs, the results of the Spanish LAB range from 1-99 percentiles. These scores help us to determine whether or not a student having difficulty with reading is due to deficiencies in language or comprehension, if their Spanish LAB score is in the lower range.

Using this data, we can help to drive instruction by focusing on our Beginner ELLs in ELA and Math. This can be achieved in many ways. Currently, we have several programs in place to help students with reading and math. There are several opportunities afforded to all of the students with a special focus on our long term ELLs at William A. Morris Intermediate School. We offer tutorial services in math and literacy. We have a special after school program called, “Climbing the Ladder to Success”, which is geared for remediation and improvement in math and literacy with a recreational program which incorporates the Arts. This program runs twice a week for two hours each day.

In addition, our ELA and other content teachers work collaboratively in many ways with the ESL teacher, besides professional development meetings. This assists them in becoming acquainted with ESL strategies and techniques. This is achieved by the ESL teacher attending team meetings, as well as meetings held by the literacy coach for literacy teachers. In addition, the ESL teacher meets informally with classroom teachers on a regular basis. Class and student observations are held routinely by the ESL teacher in the content area classroom. Teachers are always welcome to visit the ESL teacher’s office and borrow materials and books (separated by subject) from the ESL resource library.

6. Plan for continuing transitional support for former ELLs (up to 2 years after):

After ESL students reach proficiency level on the NYSESLAT, they are kept in an ESL class where their academic performance is continually monitored. We also work with their guidance counselors, as team leaders, subject teachers, and assistant principals.

The ESL teacher observes former ELLs in addition to students still eligible for ESL services in their content area classrooms. He or she also offers extra materials, resources, and supports to the teacher of that content area if the need arises. Some materials and resources may include

native language resources, the addition of visual representations of information, and the sharing of ESL techniques in the classroom such as TPR.

If it becomes evident that transitional students are struggling in any of their academic classes, we then come up with a plan to help the students through A.I.S. services, tutorial services (when available), or a conference with the assistant principal as to whether an inter-grade transfer is necessary.

7. Keystone

Keystone is a literacy curriculum program designed specifically for ELLs, in order to accelerate students' language acquisition and reading comprehension skills. The system includes six thematic units composed of four related readings: of the four readings, two are fiction, and two are non-fiction, related to one of the four core subject areas. Prior to reading a story, students complete preparatory activities designed to accelerate academic vocabulary through explicit instruction, develop word study and transferable reading skills, and practice grammar and writing. Student progress is assessed through a Pre- and Post-test, 6 Unit tests, and exams given after each reading.

8. Achieve 3000

We received a grant for the above program that was to be shared with another school. We did not get the grant until the end of the school year. Since the company would not extend the license for the program, we were not able to initiate the program.

9. Equal access/After school Program

We extend an invitation to our ELLs to participate in any of our after school programs. One program that is open to our ELLs is called "20th Century, Life Designs." In this program, students meet at the end of the school day for a quick snack, and then attend two periods of activities. Life Designs runs Tuesday through Friday, with alternating Mondays, 3:00-5:30pm. The students are offered many choices in the program such as Art, Step, Mad Science, gym, and even Magic. They can also go to homework help where they can do their homework with a teacher in the room to assist them. We also have a program called "Soar to Success" which allows students access to the Read 180 program mentioned above in order to increase literacy skills. Another program we offer is called Climb the Ladder to Success, which runs two days a week for two hours a day. One supervisor and two teachers run the program, which focuses mainly on Literacy, as well as the Arts. Finally, we have a program called Academy Challenge, which also runs two days a week for two hours. As part of this program, academies compete in academic challenges in a classroom setting. Some of our ELLs participate in these programs.

10. What instructional materials are used to support ELLs (including content areas)?

Instructional materials include the Keystone curriculum, the Read180 program, bilingual materials in Social Studies, Math, and Science, the Building Bridges and Keys to Learning series (for beginner ELLs), 4-Square Writing method, Frayer Model vocabulary folders, and Academic Conversation worksheets.

11. How is NL support delivered in each program model?

Support materials include dual language and Spanish textbooks for Math. In Social Studies, students are given supplemental Spanish chapter summaries. The Science textbooks in each grade contain bilingual glossaries. Students are given access to bilingual French, Spanish, and Arabic dictionaries and state exam glossaries in their core subject classrooms. In Literacy classrooms, students have access to oral clarification or direction in Spanish and French in the classroom by ESL teacher. The Keystone curriculum provides Spanish summaries of each story in a Unit; these are distributed to beginner and intermediate students before reading. Prior to each vocabulary/grammar lesson, explanations and equivalents in Spanish/French are researched for presentation in class to beginner and intermediate students.

Teacher looks up vocabulary and types up brief explanations in Spanish, explains vocally in both languages, allows students to write in Spanish and grades technical writing with the assistance of a Spanish speaking teacher and school translator.

12. How do required services correspond to ages/grade levels?

The Keystone curriculum, a literacy program designed for ELLs, is geared toward a middle school demographic. Each reading selection is based on the accepted reading levels of middle school students. The specific skills taught in each level of the Keystone curriculum (The “Building Bridges” level is utilized in 6th grade, Level A for 7th grade, and Level B for 8th grade) correspond to the NYS standard ELA curriculum.

13. Newly enrolled ELLs before school year begins?

Secretaries are available to parents when they register, before the school year begins. They can address any questions or concerns an ELL parent may have. If the Secretary cannot resolve an issue, he/she can always call the ESL teacher, or a supervisor.

The ESL teacher and School Programmer meet in August to identify newcomers in order to compose a schedule for administration of the LAB-R exam. The ESL Teacher then attempts to contact parents in order to schedule an orientation meeting.

F. Professional Development and Support for School Staff

1. Describe PD plan for all ELL personnel at the school:

Professional Development is ongoing. ESL teachers meet with subject area, Special Education and common branch teachers and Paraprofessionals at the start of the academic year in order to disseminate bilingual classroom materials for math, social studies, and science. Also distributed is a notice of all resources available to ELL students and teachers; this notice is given to teachers as well as assistant principals and supervisors.

We also send many of our staff members to outside workshops throughout the year, where they receive professional development in different areas. We also turnkey ESL workshops to other staff members, including supervisors, and support personnel.

Our Pupil Personnel secretary attends workshops that address many ELL related issues such as Home Language Surveys, exam error reports, and readmitting ELLs.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

ESL teachers coordinate with administrators, team leaders, guidance counselors, and magnet specialists to notify teachers of 6th and 8th graders which of their students are receiving ESL services. We also discuss the subgroup of each student (SIFE, Long-Term ELL, newcomer, or special needs status) and how that may affect their articulation from 5th to 6th and from 8th to high school. Guidance counselors of ELLs remain in contact with the teachers to share information about personal problems these students may have with their transition.

3. Describe the minimum 7.5 hours of ELL training for all staff

The teaching staff at William Morris is given many opportunities to attend professional development, pertaining to ELLs, throughout the school year. Training by the ESL teacher is ongoing, and most teachers have their mandated 7.5 hours of ESL training. All ESL workshops attended by ELLs personnel only is then turn-keyed to team leaders and assistant principals, who are able to relay the information to the rest of the staff through academy and team meetings. Mainstream teachers are encouraged to infuse these strategies and insights gained.

G. Parent Involvement:

1. Parent Involvement:

We involve parents in the Literacy curriculum by sending home bilingual Spanish/English letters to parents of ELLs informing them of the content and theme of a particular unit the class is currently working on, as well as suggestions on how they can help their child.

In addition to notices, a parent orientation is offered at the beginning of the school year, during which ESL Teachers are available to answer questions and give valuable information about important events and tests each student must take at the beginning of the year. With our Title I funding, we now utilize our bilingual paraprofessional for translation services. She is available to make phone calls to many of our Spanish speaking parents. She works once a week, for two hours after school, and assists any teacher who needs to make a home contact for any reason. She calls parents to notify them of any meetings such as parent teacher conferences, as well as orientations.

Kim Lucchesi, our Parent Coordinator is available to help our parents of ELLs with any questions pertaining to the health requirements needed to attend any New York City public school. She helps to distribute information with regard to health insurance, as well as the availability of preventative health clinics in our area. Our Parent Coordinator can also help parents if translation services are needed such as for parent conferences or IEP meetings. This can be done through three way phone calls with a member of the translation unit, or by arranging for a translation unit member to visit the school.

2. Workshops for Parents:

Local community organizations often send bilingual notices to our Parent Coordinator regarding local events that are coming in the neighborhood. For example, The New York State Council on the Arts offered a Mexican Day of the Dead celebration in October. We sent out notices on behalf of that organization to our ELL parents. We forwarded notices from The New York City Bar Justice Center, which is offering workshops on dealing with immigration. We also notify parents of any workshops offered by the Office of English Language Learners, and send out information regarding the Dial-A-Teacher program offered by the United Federation of Teachers.

3. Evaluating Parent Needs:

At parent teacher conferences, the ESL teacher surveys each parent on what things they feel need improving in our school. A major concern was the need for translated notices from the school. If the Board of Education does not provide a standard translation of necessary documents, the ESL teacher translates them. Items such as progress reports, notices about school events, and phone calls regarding behavior are all done in the native language if necessary. The ESL teacher and/or a bilingual Spanish-speaking Paraprofessional who works at our school assist in these things.

Part IV – Assessment Analysis

Part A: Assessment Analysis

1. NYSESLAT results by grade:

Of the 86 ELLs, 77 were tested in 2009. As per the 2009 NYSESLAT, the breakdown of levels is as follows: 12 beginners, 29 intermediate, and 36 advanced students. In the sixth grade, 4 students scored at the beginning level, 6 intermediate, and 10 advanced. In grade seven, 3 students scored at the beginning level, 12 intermediate, and 16 advanced. In grade eight, 5 students scored at the beginning level, 11 intermediate, and 10 advanced. **Note: These figures do not include the five newcomers who have not yet taken the NYSESLAT, nor the four eighth graders who didn't take the 2009 test but had taken it in previous years.*

NYSESLAT Breakdown:

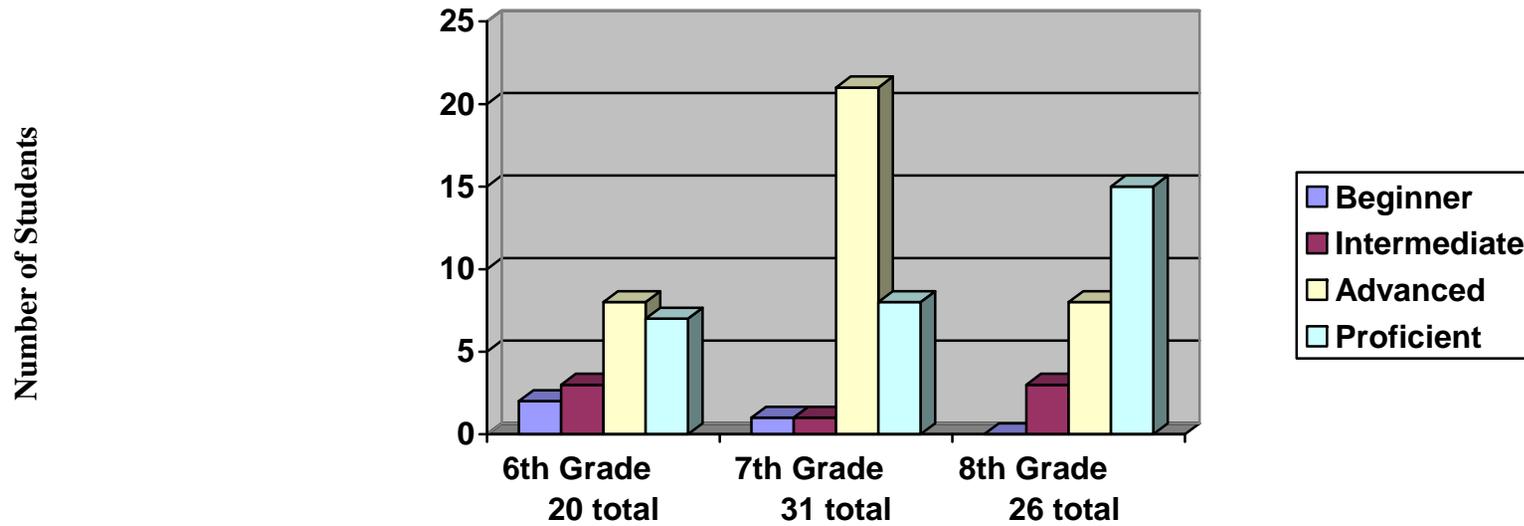
6 th grade:	R/W - 33% down; 61% up; None Proficient L/S – 29% down; 65% up; 8 Proficient
7 th grade:	R/W - 27% down; 69% up; 1 Proficient L/S – 46% down; 43% up; 7 Proficient
8 th grade:	R/W - 9% down; 73% up; 1 Proficient

L/S – 39% down; 52% up; 13 Proficient

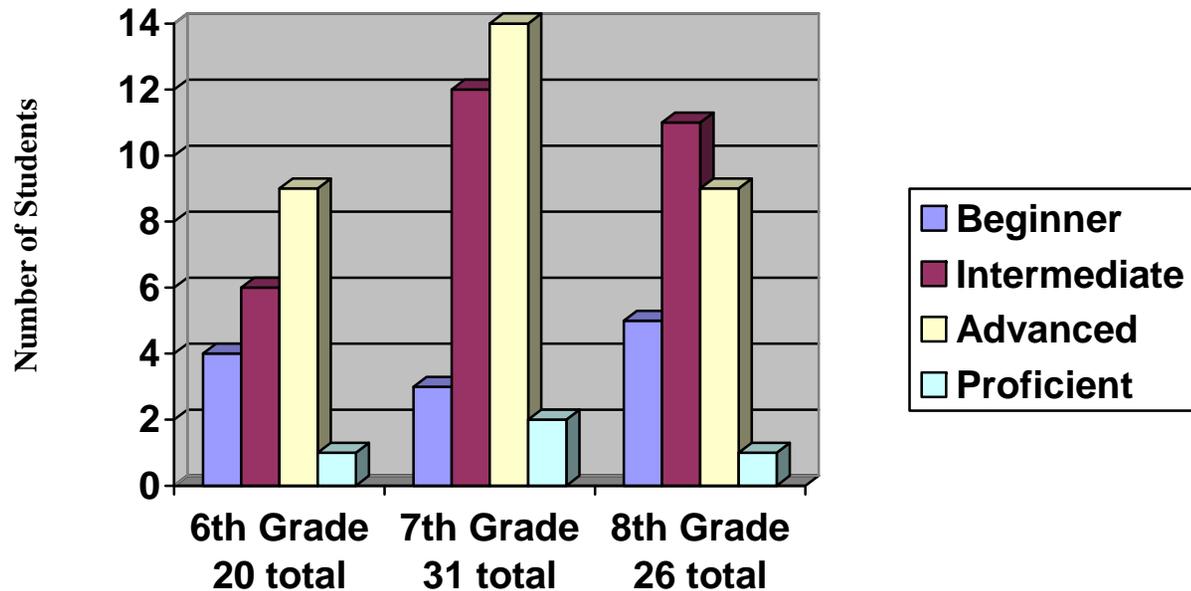
BREAKDOWN OF 2009 NYSESLAT SCORES BY GRADE FOR I.S. 61

** This chart does not include newcomers*

Listening and Speaking



Reading and Writing



2. Review of the data for two content areas –English Language Arts and Math -2009 Exams

***Note:** We currently have 2 ELLs scoring a level 4 in Math. All our Spanish-speaking ELLs are given access to both English and Spanish exams for Math, Science, and Social Studies.

MATH: Of the twenty two students in sixth grade, eighteen were tested in Math, excluding two newcomers and two special education students who take alternative assessments. Seventh grade tested all 31 students. 27 out of 33 students were tested in the eighth grade, excluding one special education student who took alternative assessments, two newcomers and three absentees. Across all three grades, 12% scored at Level 1, 52% at Level 2, 31% at Level 3, and 3% at level 4.

In the sixth grade, 11% scored level one, 28% scored level two, 50% scored level three, and 11% scored level four. In the seventh grade, 19% scored level one, 55% scored level two, 26% scored level three, and there were no level fours. In the eighth grade, 4% scored level one, 69% scored level two, 27% scored level three, and there were no level fours.

We are hoping to push more level threes to level four in the sixth grade, and more twos to threes in the seventh and eighth grades. We feel that the purchasing of Spanish versions of the Math textbooks in each grade will assist in pushing scores up.

ELA: Of the twenty two ESL students in the sixth grade, seventeen were tested excluding three newcomers and two special education students who take alternative assessments. Seventh grade tested twenty nine of the thirty one ESL students, excluding two newcomers. Twenty three students were tested in the eighth grade out of thirty three, excluding five newcomers, one special education student who took alternative assessments. Two students were absent, and two students were out of the country.

On the ELA, 4% scored a 1, 78% scored a 2, and 17% scored a 3. Our overall goal is to move our level two students to level three.

65% of ELLs in the 6th grade scored a level 2 and 35% scored a level 3. In 7th grade, 86% scored a 2, and 14% scored a 3. Of the 23 8th graders who were tested, 13% scored a level 1, 78% scored a 2, and only 1% scored a 3. Students who scored a level one in the eighth grade are being targeted using differentiated instruction including individualized pull out sessions. We are hoping that the interventions mentioned in the NYSESLAT Breakdown and the later date for the exam this year will increase student performance.

MATH SCORES

Grade	Level 1	Level 2	Level 3	Level 4	TOTAL
6	2	5	9	2	18
7	6	17	8	0	31
8	1	18	7	0	26
TOTAL	9	40	24	2	77

ELA SCORES

Grade	Level 1	Level 2	Level 3	Level 4	TOTAL
6	0	11	6	0	17
7	0	25	4	0	29
8	3	18	2	0	23
TOTAL	3	54	12	0	69

Part B:

1. What assessment tools to assess early literacy skills of ELLs?

At I.S. 61, for our Spanish-speaking students (the majority of our ELLs) we use the results of the Spanish LAB test in order to assess a student's ability in their native language. The data allows us to assess listening and grammar skills. Newcomers scoring under 50th percentile are flagged for possible literacy interventions, placement in the specialized Beginner ESL Extended Day class, differentiated instruction in classes, increased use of technology in the classroom (SMARTboards, overhead projectors, ELMOs), implementation of 4 Square Writing, as well as enrollment in after-school programs.

For our other ELLs (including speakers of languages other than Spanish), informal classroom assessments are used, such as conferencing and the Writing and Reading Assessment Profile (WRAPS).

2. What is revealed by data patterns across proficiency levels and grades?

In sixth grade, 20 students were tested in 2009 (two newcomers were exempt). Of those 20 students, seven were deemed proficient in Listening and Speaking. One student placed at the proficient level in Reading and Writing. In seventh grade, 31 students were tested. Of those 31, eight placed at the proficient level in Listening and Speaking, and only two placed proficient in Reading and Writing. Of the 26 eighth graders who completed the NYSESLAT, fifteen students were deemed proficient in Listening and Speaking, and one student scored proficient on Reading and Writing.

Our sixth graders scored the highest, with eight students out of 20 placing Advanced in Listening and Speaking, and nine of the 20 Advanced in Reading and Writing. This year in Reading and Writing, there were more students who were scored Advanced (nine) than Intermediate (six total) or Beginner (four total) which is a good trend, the opposite of last year.

Seventh graders performed a little better than sixth graders this year (also the opposite of last year where sixth graders performed better). In Listening and Speaking, of 31 students, only one student scored at the beginner level (a newcomer), one Intermediate, and 21 Advanced. Eight

students tested Proficient. In Reading and Writing, only three scored at the Beginner level, twelve scored Intermediate and fourteen had Advanced scores. Two students scored Proficient.

A total of 26 eighth graders took the NYSESLAT, with fourteen proficient in Listening and Speaking, and one scoring proficient in Reading and Writing; this shows some improvement, as there were no students who scored Proficient in Reading/Writing last year. There were nine Advanced students, three Intermediates, and no Beginners in the Listening/Speaking section. In Reading/Writing, there were five Beginners, eleven Intermediates, and nine Advanced students.

Note: All this information can be seen in a chart on pages 40 and 41

The lowest numbers scored were in the Reading/Writing breakdown, by all grades. Our goal is to increase student performance by 5% by increasing their proficiency level on the NYSESLAT. Using differentiated instruction, we plan to accomplish these goals by focusing our attention on reading and writing skills, such as comprehension, making inferences, and using context clues.

Overall, on a positive note, more students went up in their scores than went down, except the 7th grade Listening and Speaking scores. More students attained proficiency in Listening and Speaking than in Reading and Writing. This tells us we still need to continue our push in specialized vocabulary and literacy instruction.

3. How will patterns across the four modalities affect instructional decisions?

Interventions this year for Reading and Writing will include:

- 4-Square Writing Method in all 3 grades
- Frayer Model vocabulary instruction method in all 3 grades
- Use of more Spanish language materials, including library books, dictionaries and subject glossaries, and bilingual texts in Math and Science.
- Keystone text and workbooks in all 3 grades and a blended Read180 computer and Lexile level tracking system for 8th grade ELLs

An interesting thing we noticed was that more scores went down in Listening and Speaking than Reading and Writing by 10% or more in each grade. When we looked at this, we saw that Listening scores were generally lower than Speaking. In order to address this, we will implement two new interventions this year:

- In literacy classes, more exercises utilizing dictation and note-taking, and practice listening exercises from both the ELA and NYSESLAT exams
- The implementation of “Academic Conversations,” a strategy introduced by Jeff Zwiers and Marie Crawford (from a study published by the Association for Supervision and Curriculum Development in April 2009) in all 3 grades. This is basically an updated version of “Accountable Talk” designed for students of ESL. This technique was endorsed at the ESL professional development workshop in June of 2008. The article can be accessed here:
<http://www.ped.state.nm.us/QualityAssuranceSystemsIntegration/dl09%20/ELL%20Summit/How%20to%20Start%20Academic%20Conversations.pdf>

4. Description of Analysis and Use of Data from Periodic Assessment of ELLs

a. Patterns across proficiencies and grades

Patterns show that a majority of our students scored at level 2 and 3 in both math and ELA. For the first time, two of our sixth grade ELLs scored at level for on the NYS Math Test. Very few of our students submitted their math test in their native language, but of those who took the test in their native language, three students achieved high twos and one student received a 3.28.

b. ELL Periodic Assessments

We are currently analyzing the Periodic Assessments to find students’ strengths and weaknesses (through the Item Analysis section). This information will be forwarded to all Content Area teachers, in order to make the entire staff aware of what needs to be done in order to help students achieve higher proficiency in English.

c. The Periodic Assessments have revealed the following:

- In the 6th grade, 18 students were tested. 50% of those students are predicted to achieve one level’s growth (i.e. from Intermediate to Advanced, or Advanced to Proficient) and 50% will maintain their current ESL level
- In the 7th grade, of 29 students who were tested, 72% are expected to maintain their current level, while 10% will achieve growth. 17% are expected to see a decrease in their ESL level.
- In the 8th grade, 7% of students are expected to drop a level, 50% are expected to maintain their current ESL level, and 45% are expected to achieve growth.

6. Describe how you evaluate programs for ELLs.

We evaluate the success of our program for ELLs by looking at the scores on the NYSESLAT and ELA as a quantifiable means of gauging student progress. This year we purchased Keystone and it will be evaluated through built in program benchmarks and chapter tests. One

indicator that our program changes have had positive effects on student achievement is after spending several years on the SINI list due mainly to the low ELA scores of our ELL population, we are now a School In Good Standing.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District ICI/31	School William A. Morris I.S. 61
Principal Richard Gallo	Assistant Principal Marygrace DiForte
Coach Rosanne Kipp	Coach Cheryl Schafer
Teacher/Subject Area Steven Rose/ESL	Guidance Counselor Rose Sciacca
Teacher/Subject Area Elizabeth Erraji/ESL	Parent
Teacher/Subject Area	Parent Coordinator Kim Lucchesi
Related Service Provider Maria–Teresa Maisano, ELL NSS	SAF Margaret Schulz
Network Leader Greg Jaenicke	Other

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	1319	Total Number of ELLs	86	ELLs as Share of Total Student Population (%)	6.52%
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Part II: ELL Identification Process

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

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

This Section for Dual Language Programs Only

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

Number of third language speakers: ____

Ethnic breakdown of EPs (Number)

African-American: ____ Asian: ____ Hispanic/Latino: ____

Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

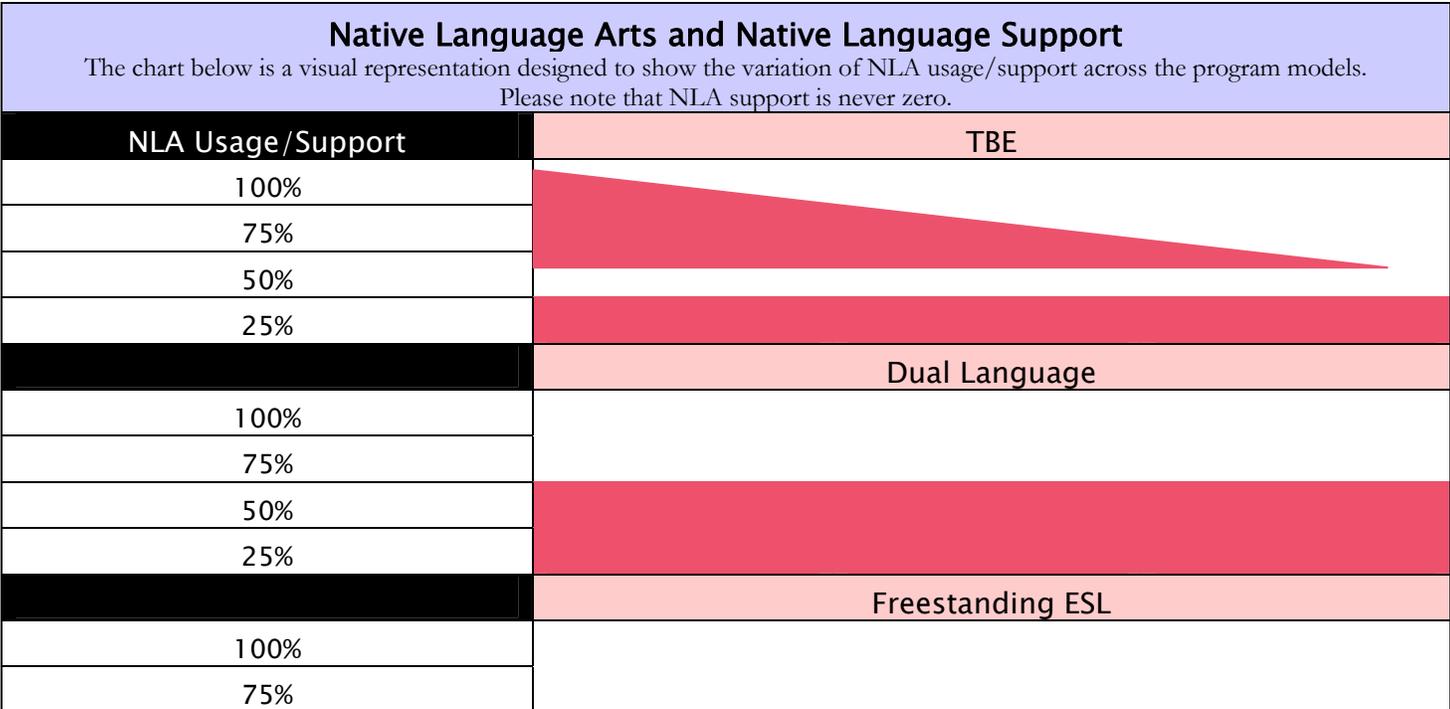
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish							16	29	29	74
Chinese										0
Russian										0
Bengali										0
Urdu							1			1
Arabic							2			2
Haitian Creole									1	1
French								1		1
Korean										0
Punjabi										0
Polish									1	1
Albanian									1	1
Other							3	1	1	5

Programming and Scheduling Information

TOTAL	0	0	0	0	0	0	22	31	33	86
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1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

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



50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)							4	3	5	12
Intermediate(I)							6	12	11	29

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

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

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

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

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

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

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marygrace DiForte	Assistant Principal		12/18/09
Kim Lucchesi	Parent Coordinator		12/18/09
Steven Rose	ESL Teacher		12/18/09
	Parent		
Elizabeth Erraji/ESL	Teacher/Subject Area		12/18/09
	Teacher/Subject Area		
Rosanne Kipp	Coach		12/18/09
Cheryl Schafer	Coach		12/18/09
Rose Sciacca	Guidance Counselor		12/18/09
Margaret Schulz	School Achievement Facilitator		
Greg Jaenicke	Network Leader		
Maria-Teresa Maisano, ELL NSS	Other		
	Other		

Signatures

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

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

Form TIII – A (1)(a)

Grade Level(s) 6,7,8 Number of Students to be Served: 95 LEP _____ Non-LEP _____

Number of Teachers 2 Other Staff (Specify) 1 Assistant Principal

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.

An after school program will address ELLs and SWDs who are ELLs. This program helps students build essential literacy skills by immersion in an all English environment and infusion of recreational arts. The program meets two days a week, two hours a day at IS 61.

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.

The teaching staff at William A. Morris is given many opportunities to attend professional development, pertaining to ELLs, throughout the school year. Training by the ESL teachers is ongoing, and most teachers have their mandated 7.5 hours of ESL training. Throughout this year, our Network Support Specialist of Integrated Curriculum and Instruction for ELLs, will provide monthly workshops to our ESL teachers, who will turnkey information to the staff.

Form TIII – A (1)(b)

School: William A. Morris Intermediate School 61

BEDS Code: 353100010061

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

Allocation: \$15,000.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	\$9,978.00	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) 2 Teachers X 4 hours per week X 25 weeks .
Purchased services .		(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials		(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	\$3522.00	(Example: 2 Rosetta Stone language development software packages for after school program) Voyager Learning products
Travel		
Other	\$1500	Parent Involvement Activities
TOTAL	\$15,000.00	

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.

Home Language surveys were used to determine the types of languages spoken at IS 61. We have determined that 94% of our ELLs are Spanish speaking. The other 6 % of ELLs create a population of other languages such as Tamil, Yoruba, Arabic, Polish, Bhili, Niger Congo, and French

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.

Our findings indicate a need for a Spanish bilingual translator. This service will ensure that the parents of or ELLs will be informed about all school activities in their native language and that parent involvement would increase. Spanish Bilingual translators are available to translate during the school day, if necessary and to meet with parents, teachers and supervisors to discuss academic and or behavioral concerns. If a translator is needed for a language other than Spanish, we tap the resources in our building, for that translator, if we are unable to provide the necessary language, we turn to the Translation and Interpretation Unit.

The availability of these services was discussed at faculty conferences, Academy, PPT, SLT and PTA meetings.

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.

A Spanish bilingual paraprofessional works with the Parent Coordinator and Assistant Principals (AP) of ELLs to ensure all school notices, including curriculum, state exams and after school programs are sent home in the native language. Our bilingual paraprofessionals are allocated a minimum of two hours per week for written translations. They use the school calendar for notices sent to parents and also meet with the AP and teachers of ELLs on a bi-weekly basis.

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.

In our school bilingual paraprofessionals provide oral interpretation at all school functions as well as monthly PTA meetings. In addition, they attend all Parent Teacher Conferences and serve as translators for teachers of ELLs. They translate orally at IEP conferences as well as parent conferences requested by teachers. They maintain telephone logs of all of their contacts with Spanish-speaking parents. They also translate telephone calls received by the General Office.

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>.

We are currently fulfilling this regulation through our oral interpretation and written translation services. In addition to Spanish, our Parent Coordinator is able to provide and translate important parent notices, signs, safety plan procedures, and Parent Bill of Rights in several other languages as requested. Our translation and interpretation unit maintains records and files of all notices and contacts with parents in a variety of languages.

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:	\$609,859	\$112,828	\$722,687
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6098,59		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,129	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$30,492.95		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$5,641	
6. Enter the anticipated 10% set-aside for Professional Development:	\$60,986		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$11,282	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98%
9. If the percentage of high quality teachers during 2009-2010 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.

We use the following strategies to attract highly qualified teachers to our school:

- We go to Hiring Halls to collect resumes and interview candidates
- Administration checks Open Market online
- We collaborate with local schools and universities
- We ask for references from our School Support Organization, Integrated Curriculum & Instruction

There are 110 staff members, 108 of which are highly-qualified. Both classroom assessment and curriculum alignment will continue to be addressed through professional development during and after the school day through workshops, team meetings, curriculum meetings and literacy and math planning periods. (Lunch and Learns, Webinars, Online Tutorials, DOE & ICI workshops)

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

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

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

I. General Expectations

A. William A. Morris Magnet School for Arts and Letters through Museum Studies agrees to implement the following statutory requirements:

1. 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.
2. 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.
3. The school will incorporate this parental involvement policy into its school improvement plan.
4. 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.
5. 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.
6. 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—
 - a. that parents play an integral role in assisting their child’s learning;
 - b. that parents are encouraged to be actively involved in their child’s education at school;

- c. 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.
- d. 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

- A. William A Morris Magnet School for Arts and Letters through Museum Studies will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 1. The establishment of a sub-committee of the PTA to work with the School Leadership Team in developing a School Parental Involvement Plan.
 2. William A. Morris will have an active PTA and School leadership Team and will conduct monthly meetings of said committees to discuss parent involvement activities.
 3. A Leadership Team representative will give monthly reports to the general membership of the PTA.

- B. William A Morris Magnet School for Arts and Letters through Museum Studies will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 1. Will make the most recent school report card available upon request and inform parents at General membership PTA meetings, and in the PTA newsletter, which is mailed home, on how to access it online.
 2. Will discuss school wide standardized test results at PTA and School Leadership Team meetings.
 3. Will discuss schools plan of action with regard to improving overall test scores for students in need of improvement at PTA meetings, parent orientation night, and parent workshops.

- C. William A Morris Magnet School for Arts and Letters through Museum Studies 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:
 1. Will conduct parent workshops in the areas of math, science, and social studies to guide parents as to how they can help their child succeed in their academic performance.
 2. A parent room will provide a space for parents to come and access resources that can aid their child's academic progress while informing them of upcoming events.
 3. There will be a lending library of resource materials including books on parenting, academic support, adolescent issues and personal reading in place in the parent room and available to all parents.
 4. Computer access will allow parents to use online and off line resources for personal enrichment and to support their child's development.

5. A PTA bulletin board, placed in the main lobby, will be updated on a weekly basis to reflect upcoming events and pertinent information.
 6. A PTA newsletter will be sent out 5 times a year to assist in keeping parents abreast of school activities and events.
 7. An automated phone message will be used for announcements and daily to advise parents of absences and lateness.
- D. William A Morris Magnet School for Arts and Letters through Museum Studies will coordinate and integrate Title I parental involvement strategies with parental involvement strategies by:
1. A Title I parent committee will meet monthly to discuss and plan how Title I funds will be used to support and increase parental involvement.
- E. William A. Morris Magnet School for Arts and Letters through Museum Studies 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.
1. The Parent Coordinator in conjunction with the PTA Executive Board will create an evaluation tool in the form of a written survey. This survey will include suggestions for workshops and preferred hours for such workshops. The survey will be translated for our ELL parent population.
 2. The survey will be distributed to all students via backpack. A reminder to complete and return the survey will be included in the PTA newsletter, which is mailed home to all students.
 3. The Parent Coordinator will be responsible for collecting and tracking the survey responses.
 4. The results of the survey will be reviewed and analyzed by the Parent Coordinator, School Leadership Team, PTA Executive Board and The Title I Parent Involvement Committee.
 5. The results of the survey will be disseminated to parents at the PTA meeting and in the monthly newsletter that is mailed to every student's home. Future activities will reflect survey findings.
 6. A subcommittee of parents representing special needs and ELL students will outreach to parents of these subgroups to develop a plan and evaluate activities for parent involvement that reflect their specific needs.
 7. Translators will be available at parent workshops, PTA meetings, parent/teacher conferences, and during the school day for individual conferences.
 8. To encourage parental involvement, babysitting services and metro cards can be provided to parents upon request.
- F. William A Morris Magnet School for Arts and Letters through Museum Studies will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
1. 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 –
 - a. the State's academic content standards

- b. the State's student academic achievement standards
 - c. 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:
 - d. In conjunction with the PTA we will hold a parent workshop in early fall with the emphasis on academic standards and student achievement. Dissemination of data from the school report card and most recent assessments will be discussed.
 - e. Prior to State and City assessments we will provide parent workshops in the following content areas; Impact Math, Literacy, Social Studies and Science.
 - f. At the beginning of the school year a Curriculum night will be held to provide parents with information about content area standards, instructional strategies, AIS services and special academic programs.
 - g. Parents will be invited to attend District, Regional and Citywide conferences, workshops and informational meetings.
 - h. The Parent Coordinator will provide this information to parents in the form of notices, newsletter, PTA meetings and postings on the parent information board.
 - i. Through the use of the ARIS Parent link, parents can keep abreast of their child's academic progress and attendance.
2. 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:
 - a. Holding workshops in the area of math with hands on computer work, which will instruct parents as to how they can assist their child's academic progress.
 - b. Students will participate in the Acuity ELA and Math assessments. In conjunction with the PTA, parents will be taught how to access the Acuity website to get their child's test scores and have access to the actual tests and answers, to promote the parent reviewing the test and answers with their child.
 - c. Family Literacy and a Family Math Night will be programmed to inform parents about resources and strategies to support their child in these content areas.
 - d. Prior to science and social studies fairs and eighth grade assessments, parent workshops will be held to help parents support their child's participation and achievement.
 - e. Technology and Internet safety workshop will be held to inform parents of Internet resources and safety.
 - f. Parents will be encouraged to participate in the Urban Advantage Science program with their child by way of using free family vouchers at 7 different New York cultural venues.
 - g. Conduct a workshop on the use of the ARIS Parent link
 - h. Supply parents with ID numbers and temporary passwords for ARIS so that they can gain access to the program.
3. 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:
 - a. Having monthly PTA and Leadership team meetings where open dialogue is encouraged between parents, principal, parent coordinator and teachers.

- b. To increase communication and encourage working with parents as equal partners, school staff will be encouraged to ask parents to assist and volunteer in such activities as; the spring musical, rehearsals, plant sale, book fair, class trips to museums, becoming mentors, tutors and presenters supporting the thematic academy structure.
 - c. Asking local community based organizations such as Staten Island Mental Health, Health Plus, St. George Public Library, LensCrafters, Children's Aid Society, and local health Clinics, to provide services and programs to assist school staff and parents. These programs include; social service's, medical needs, childcare, after school services, academic support and enrichment services.
4. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with 21st Century Life Designs after school program, Children's Aid Society, Staten Island Mental Health, and Urban Advantage. The school will conduct other activities, such as monthly Family Fun Night, which encourages parents working with their children with hands on activities, and gives opportunity for conversation between parents and school staff. Parents are invited into school periodically to view culminating interdisciplinary projects done by their child's academy.
5. 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:
- a. All PTA meetings are announced with a flyer sent home with the children. In addition, our automated telephone system is used to call parents with regard to student lateness and absences, along with announcements of upcoming events including but not limited to PTA meetings.
 - b. Most notices sent home are translated into Spanish for our ELL parent population.
 - c. When necessary, phone calls are made home with the use of a translator to relay information to our ELL parent population.
 - d. The PTA newsletter is mailed home to all students and includes submissions from all administrators, a calendar reflecting upcoming special events, meetings, testing, workshops, etc. is included.
 - e. The PTA newsletter will be translated for our ELL population.
 - f. All notices are posted on the parent information board, which is located outside the main office, and also in the main lobby of the school.
 - g. Parent Coordinator will conduct parent outreach in the form of telephone calls to encourage student participation in school activities and after school academic support.
 - h. Translation phone service is used when necessary to accommodate non-English speaking parents when a translator is not available in school.
 - i. In person translation services can be arranged for meetings such as, IEP meetings, team meetings, or disciplinary meetings when needed.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by The Title One Committee. This policy was adopted by William A. Morris Magnet School for Arts and Letters through Museum Studies on 11/03/2008 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children.

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

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

2. School-Parent Compact

William A Morris Magnet School for Arts and Letters through Museum Studies, 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 2009-2010.

I. Required School-Parent Compact Provisions

A. School Responsibilities: William A. Morris Magnet School for Arts and Letters through Museum Studies will:

1. 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: Through Academy structure and teaming, teachers provide interdisciplinary instruction that is thematic in nature. In addition SES services are provided to eligible students, along with many AIS services and numerous after school academic enrichment programs.

2. Hold parent-teacher conferences bi-annually, during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall after the first report card and in the spring after the third report card.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - a. The school will provide reports via mail in the form of progress reports four times a year.
 - b. The parent coordinator will distribute ARIS parent link passwords and Student ID numbers as needed to enable parents to access the site.
 - c. The parent coordinator will keep lines of communication open between parents and teachers.
 - d. Team leaders will contact parents as necessary regarding their child's progress.
 - e. The automated phone system will be used to alert parents of their child's attendance along with announcing upcoming school events.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - a. Will have the parent coordinator be available in the main office during school hours and by cell phone with voice mail at all hours.
 - b. The parent coordinator will schedule individual parent/teacher conferences and phone conferences upon the request of a parent or teacher.
 - c. Team Leaders can arrange a team conference with parents when necessary.
 - d. Will have staff and teachers available at Parent /teacher conferences, Open School Week, during orientation and information nights.
 - e. Email for Parent Coordinator/parent/teacher contact is encouraged when appropriate.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - a. will encourage and welcome parents to attend class during Open School Week in the fall;
 - b. will invite parents to attend school trips and participate in student activities during and after school;
 - c. invitations for parents to participate in class, grade and content area trips and activities will be sent out by teachers, Parent coordinator, team leaders and administrators;
 - d. the above information will also be disseminated to parents at the monthly PTA meetings;
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way through the School Leadership Team, Title I Parent Involvement Committee and the PTA Executive Board.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way through the School Leadership Team, Title I Parent Involvement Committee and the PTA Executive Board.
8. 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.

9. 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.
10. 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.
11. 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.
12. Provide parents with necessary information to view academic progress on ARIS parent link.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

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

1. Supporting my child's learning by making education a priority in our home by:
 - a. making sure my child is on time and prepared everyday for school;
 - b. monitoring attendance;
 - c. talking with my child about his/her school activities everyday;
 - d. scheduling daily homework time;
 - e. providing an environment conducive for study;
 - f. making sure that homework is completed;
 - g. monitoring the amount of television my children watch;
2. volunteering in my child's classroom;
3. participating, as appropriate, in decisions relating to my children's education;
4. promoting positive use of my child's extracurricular time;
5. participating in school activities on a regular basis;
6. staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;

7. reading together with my child every day;
8. providing my child with a library card;
9. communicating positive values and character traits, such as respect, hard work, and responsibility;
10. respecting the cultural differences of others;
11. helping my child accept consequences for negative behavior;
12. being aware of and following the rules and regulations of the school and district;
13. supporting the school discipline policy;
14. express high expectations and offer praise and encouragement or achievement;
15. serving to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

C. Optional Additional Provisions

1. Student Responsibilities: We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:
 - a. come to school ready to do our best and be the best;
 - b. come to school with all the necessary tools of learning- pens, pencils, books, etc.;
 - c. listen and follow directions;
 - d. participate in class discussions and activities;
 - e. be honest and respect the rights of others;
 - f. follow the school's/class rules of conduct;
 - g. follow the school's dress code;
 - h. ask for help when we don't understand something;
 - i. do our homework every day and ask for help when we need to;
 - j. study for tests and assignments;
 - k. read at least 30 minutes every day outside of school time;
 - l. get adequate rest every night;
 - m. use the library to get information and to find books that we enjoy reading;
 - n. give our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

Please see Needs Assessment Section IV pages 9-12.

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:
 - Increase the amount and quality of learning time, such as extended school day, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

Please see Appendix 1 pages 25 through 27.

3. Instruction by highly qualified staff.

Please See Appendix 4 Part A Question 8, page 51

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.

Please See Appendix 4 Part A Question 9, page 51

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

Please See Appendix 4 Part A Question 9, page 51-52

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

Family fun nights, concerts, plays, The Leader's Club

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

Not Applicable

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

Presenting Professional Development (during faculty conferences, planning periods, team meetings) on data analysis.

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.

Teacher observations, parent conferences, team meetings, PPT, Inquiry teams, cabinet meetings

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.

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 IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

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

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

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

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

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

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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.

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

Our school engages in weekly literacy planning periods with literacy teachers in all grades, monthly grade meetings, inquiry team, weekly subject planning at team meetings and faculty meetings to assess ELA curriculum and findings of audit.

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?

The audit findings state that there is limited evidence found to indicate that the ELA curricula in use is fully aligned to state standards. There is evidence that it does exist in IS61. Each teacher has a binder of the NYS ELA standards and each teacher knows what students should understand and be able to do at each level in ELA. Cognitive demands and a defined set of student outcomes needs to be addressed in our curriculum map. The standards are reviewed and studied in depth at each grade level. This is discussed at our weekly literacy planning periods along with our work to align our curriculum map with the NYS document. We also review the NYS ELA core standards when we design our bulletin boards to ensure alignment is intact. This work is done by revisiting the curriculum weekly and making changes accordingly. Teachers indicate what skills are to be mastered by students and what strategies are to be utilized. All of our units have a written product which is published and housed in student portfolios. Spoken presentations and Listening lessons are consistently used throughout the content areas. We are always reviewing materials for our English Language Learners, students with disabilities and struggling readers. Although some materials are not relevant we have many materials which are relevant to those populations. Our READ 180 program is very successful, motivating and the independent reading books are age appropriate and culturally relevant. Also, we use the Voyager Journeys program with the same subgroups and again have success with the materials used.

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

Our school is still trying to address the findings about the ELLs in the audit. Curriculum and instruction needs to percolate down to all teachers in the school, not only those directly involved with ELLs. We are presently using Longman Keystone Series as our core curriculum, which provides explicit, intensive and focused instruction that accelerates student's language acquisition and reading comprehension skills.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

In our school, all teachers have copies of the NYS standards and NYC pacing calendars. Teachers are also familiar with the content of the Impact Math texts. Planning periods and grade meetings are used for these discussions and about the results of the audit.

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?

Our teachers supplement the gaps with Hot Words, Hot Topics, The New York Review Series in Mathematics, Voyager Vmath and other materials teachers find appropriate.

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.

Our school also purchased the revised Impact books (Impact 2009) which is realigned to the standards. Added materials were purchased to address the gaps.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

Through observations by the ELA coach and informal and formal observation by AP and Principal, we determined these findings are relevant to our school.

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

Applicable Not Applicable

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

The results are relevant to our school also. The percentage was similar in classes showing direct instruction through coach, AP and Principal observations. Most of the Literacy classes use the workshop model compared to content area teachers. We also are engaged in educationally relevant activities most of the time as the findings state. In our school, the majority of the time, student engagement in ELA classes is observed.

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.

Professional development will be offered on workshop model and Principals and Assistant Principals will offer suggestions during their post-conferences on delivery of instruction.

2B – Mathematics Instruction

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

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

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

Through observations by the ELA coach and informal and formal observation by AP and Principal, we determined these findings are relevant to our school.

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

Applicable Not Applicable

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

The results are relevant to our school also. The percentage was similar in classes showing direct instruction through coach, AP and Principal observations. Most of the Math classes use the workshop model compared to content area teachers. We also are engaged in educationally relevant activities most of the time as the findings state. In our school, the majority of the time, student engagement in ELA classes is observed.

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

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

We are increasing the use of technology in the math classes through the use of Smartboards and Elmos, Voyager Math, Tabula Digita and Renzulli online differentiation system which were purchased for our students.

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

Our data team assessed that the teacher turnover was not high and we did not have to accommodate a relatively high percentage of new and transfer teachers.

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?

Our staff is stable and new teachers are supported by veteran teachers, coaches and mentors.

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.

NOT Applicable

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Our professional development opportunities were discussed in our Inquiry Team to assess our needs. We found the PD findings for ELLS are not reaching a large audience. However, it is reaching about one third of our staff.

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?

Several math teachers have attended QTEL and other ELL PDs. We keep a resource binder with all professional development opportunities and the names of the teachers who attend. Also, ELLs PD offerings are sent out via e-mails to all teachers of ELL students.

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

Through outreach to our NSS in our ICI we have arranged six professional development workshops at our school for the 2009-2010 school year. These workshops will address research based practices used with ELLs.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

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

Please respond to the following questions for Key Finding 5:

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

Our Inquiry Team and Data Specialists have assessed our school's programs and found a few situations where monitoring of ELLs academic progress is taking place. READ 180, an AIS program with a built in monitoring system is used in our 8th grade ELLs classes and Special Ed. Voyager Journeys and Passport programs, an AIS program with a built in monitoring systems, are used in our Special Ed ELLs classes. This data is shared 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?

Teachers all now have access to nySTART which has NYSESLAT data. Our ELLs teachers are analyzing data. This data will be analyzed at literacy, math planning periods, team meetings where all subject teachers discuss students, grade meetings and faculty conferences. This data will assist teachers in planning differentiated activities.

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.

We will need more support for professional development in analyzing data and using appropriate instructional strategies.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers,

and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

Our Inquiry Team and AP of Special Ed and Principal meet weekly to discuss the relevance of these findings.

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?

This year we have been very involved in attending workshops in all areas of Special Education and have found areas of improvement. We needed to initiate a system to be put into place for distribution of IEPs to all teachers. We set up a school-to school intervisitation and discussed many approaches to different distribution processes used in schools. We now have a system in which IEPs are distributed and updated.

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

We have determined by informal and formal observations, that more professional development in differentiating instruction, using data, and the types of instructional approaches that will help to increase access to the general education curriculum is necessary.

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

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment

between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

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

Through special education team meetings, Lead Teacher, AP and Principal, we assessed these findings as applicable to our school's educational program.

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 have set up a team of IEP reviewers and they have found many of the similar findings in our IEPs. There is a lack of alignment between curriculum taught on their academic level and the grade level assessment they need to take.

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.

We 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.)
 - We have 18 Students in Temporary Housing
2. Please describe the services you are planning to provide to the STH population.
 - Through PPT meetings and weekly Team meetings, our SBST members, SAPIS representative and Guidance Counselors provide support to the Students in Temporary Housing. Interviewing students to find out their needs to ensure their daily school success.

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.