



J.H.S. 022 JORDAN L. MOTT

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: J.H.S. 022 JORDAN L. MOTT
ADDRESS: 270 EAST 167 STREET
TELEPHONE: 718-681-6850
FAX: 718-681-6895

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09X022 **SCHOOL NAME:** J.H.S. 022 Jordan L. Mott

SCHOOL ADDRESS: 270 EAST 167 STREET, BRONX, NY, 10456

SCHOOL TELEPHONE: 718-681-6850 **FAX:** 718-681-6895

SCHOOL CONTACT PERSON: LINDA ROSENBURY, PRINCIPAL **EMAIL ADDRESS** LROSENB6@schools.nyc.gov

POSITION / TITLE ASSISTANT PRINCIPAL
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lynne Bourke-Johnson

PRINCIPAL: Linda Rosenbury

UFT CHAPTER LEADER: Jacqueline Williams

PARENTS' ASSOCIATION PRESIDENT: Esperanza Vazquez

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

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 09 **SSO NAME:** Academy for Educational Development

SSO NETWORK LEADER: Hastings, Calvin

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Edith Holloway	DC 37 Representative, Secretary	
Jacqueline Williams	UFT Chapter Leader	
LINDA ROSENBURY	Principal	
Lynne Bourke-Johnson	Admin/CSA/	
Esperanza Vasquez	PA President/ Title I Representative	
Doreen Burke	Parent	
Kilsy Poline	Parent	
Lorenzo Valerio	Parent	
Angelica Camargo	Parent	
Jacqueline Rivera	Parent	

*** 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.

Our school is a collaborative community of learners who will be well prepared for the 21st century. We provide students with a personalized experience through our academy structure. These vertical learning communities feature groups of teachers who work with the same group of students for four years. The academies address the particular learning needs of their students: French-speaking students attend our French Dual language Academy, English language learners attend either our Spanish Bilingual or Dual language Academies. The teachers meet weekly to discuss their shared students' emotional and academic needs. We provide students with authentic assignments based on our teacher-created interdisciplinary curriculum. Our four themes - empowerment, connections, motivation and communication --connect all of the subjects together. Each academy presents a culminating activity that reflects the students' learning around the theme. We engage students through technology and small group work. We have partnered with Learning through an Expanded Arts Program (LEAP) to create an arts hallway. Our teachers meet in departments to develop lessons and share best practices. We believe that it is our duty not only to educate our students with middle school content but also motivate and prepare them to continue their schooling well beyond M.S. 22.

Our parent room provides a space with a welcoming environment that encourages parent and community engagement. The Parent Action committee partners with the school leaders to encourage dialogue among all stake holders. Together there is a shared vision for how to continue to increase academic achievement. The school received a \$250,000 Campaign for Middle School Success grant to encourage community partnerships and implement a 21st Century curriculum.

The community recites the following mission and vision each morning after the Pledge of Allegiance:

Mission and Vision

Our school is a community where caring people work together
to improve constantly as learners.

In our academies we integrate all subjects
to create meaningful demonstrations of our learning

We are all responsible citizens

creating a better present and future
free of prejudice and full of hope.

SECTION III - Cont'd

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		J.H.S. 022 Jordan L. Mott							
District:		9	DBN:		09X022	School BEDS Code:		320900010022	
DEMOGRAPHICS									
Grades Served:		Pre-K		3		7	√	11	
		K		4		8	√	12	
		1		5	√	9		Ungraded	√
		2		6	√	10			
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of June 30)</i>		2006-07	2007-08*	2008-09
Pre-K		0	0	0			92.0	93.0	92.4
Kindergarten		0	0	0					
Grade 1		0	0	0	Student Stability - % of Enrollment:				
Grade 2		0	0	0	<i>(As of June 30)</i>		2006-07	2007-08	2008-09
Grade 3		0	0	0			92.6	91.0	91.2
Grade 4		0	0	0					
Grade 5		191	153	112	Poverty Rate - % of Enrollment:				
Grade 6		149	177	184	<i>(As of October 31)</i>		2006-07	2007-08	2008-09
Grade 7		185	166	170			84.6	81.6	95.4
Grade 8		175	174	171					
Grade 9		0	0	0	Students in Temporary Housing - Total Number:				
Grade 10		0	0	0	<i>(As of June 30)</i>		2006-07	2007-08	2008-09
Grade 11		0	0	0			22	10	38
Grade 12		0	0	0					
Ungraded		1	0	1	Recent Immigrants - Total Number:				
Total		701	670	638	<i>(As of October 31)</i>		2006-07	2007-08	2008-09
							29	40	21
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of June 30)</i>		2006-07	2007-08	2008-09
# in Self-Contained Classes		33	38	28	Principal Suspensions		139	97	57
# in Collaborative Team Teaching (CTT) Classes		4	9	8	Superintendent Suspensions		50	33	28
Number all others		40	34	50					
<i>These students are included in the enrollment information above.</i>									
					Special High School Programs - Total Number:				
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of October 31)</i>		2006-07	2007-08	2008-09
CTE Program Participants		0	0	0	Early College HS Program Participants		0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)					Number of Staff - Includes all full-time staff:				
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of October 31)</i>		2006-07	2007-08	2008-09
# in Transitional Bilingual Classes		195	116	145	Number of Teachers		39	50	50
# in Dual Lang. Programs		15	84	62					
# receiving ESL services only		47	45	57					

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	22	5	6	Number of Administrators and Other Professionals	12	14	17
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	3
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)	5	7	5	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	74.4	58.0	56.0
				% more than 5 years teaching anywhere	69.2	54.0	50.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	87.0	80.0	78.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	80.1	75.6	95.5
American Indian or Alaska Native	1.0	0.8	0.3				
Black or African American	17.6	18.1	20.5				
Hispanic or Latino	78.2	78.5	77.0				
Asian or Native Hawaiian/Other Pacific Isl.	2.6	2.1	1.9				
White	0.7	0.6	0.3				
Male	51.8	53.3	52.4				
Female	48.2	46.7	47.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√	NCLB Restructuring – Year 4						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		X	√	√			
Ethnicity							
American Indian or Alaska Native		-	-	-			
Black or African American		√	X	-			
Hispanic or Latino		√SH	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
Other Groups							
Students with Disabilities		√SH	√SH	-			
Limited English Proficient		√SH	√	√			
Economically Disadvantaged		X	√	√			
Student groups making AYP in each subject		4	5	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	√
Overall Score:	70.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:	10.5	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:	17.8	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	40.6		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	1.5		

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Our 2008-09 Quality Review, pointed to the need for setting short and long term goals for individual students. In response we will empower students to analyze their data from formative assessments to set short and long term goals in consultation with teachers. The quality review also stated that we need to develop our use of data to differentiate instruction. We will use the 37 1/2 minutes to provide targeted instructional to small groups of students based on their needs.

Our 2008-2009 Progress Report reflects the need to sustain the progress of our students from year to year within Levels 3 and 4, while raising our students' performance for our students scoring at levels 1 and 2. Our greatest accomplishment is moving students from levels 1 to level 2 in Mathematics and ELA. Now we begin the difficult work of moving students from levels 2 to level 3. An analysis of the data from 2007-2008 to 2008-2009 indicates that students performing in the 2-2.5 range made substantially more progress between '07-'08 and '08-'09 than students who scored in the 3-3.5 range. Thus we must focus on maintaining our low-level 3s while moving our 2s to 3s. In addition, our performance trends indicate that students make less progress as they move up the grade levels. The test becomes more sophisticated as the students move up grade levels and adolescent development sometimes interferes with academic progress. Consequently we must simultaneously increase academic rigor and address adolescent development needs as students move up grade levels.

Our Learning Environment Survey results reflect, while parents, teachers, and students acknowledge a school environment that is safer, our classrooms are too teacher-centered. Our goal is to empower students to understand themselves as learners and provide instruction that enables them to meet individualized goals. To that end, we've established the following four student voice goals:

1. To allow students between half and two-thirds of the instructional block for independent and small group work.
2. To provide diverse materials and enable students to use and maintain them.
3. To use varying levels of texts in order for students to make progress independently
4. To provide clear criteria and feedback to students using appropriate rubrics and to provide students with opportunities to self/peer assess.

Our 2008-09 State accountability stats specified that our school did not make adequate yearly progress (AYP) in ELA last year for the following subgroups; Black/African American, Hispanic/Latino, Students with Disabilities, English Language Learners, and Economically Disadvantaged. We also did not make AYP in Mathematics for our Students with Disabilities group, and did not make AYP in Science for our All Students, Hispanic/Latino, and Economically Disadvantaged groups.

For the past two years, The Inquiry Team studied a group of students performing below standards on the State Math exam results indicated that the strategy to increase the use of academic language led to higher student performance. In response, we focused on language acquisition during faculty and departmental meetings. This year our core inquiry team will study low-performing students with behavior problems. In the Spring, members from the core inquiry team will facilitate action research in their academies.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
3-5% increase in students achieving levels 3 and 4 on the NYS mathematics test in 2009-10 as compared to 2008-09.	Math - Integration of workshop model with differentiated assignments
3-5% increase in students achieving levels 3 and 4 on the NYS science test in 2009-10 as compared to 2008-09.	Science - Increased teaching of lab skills
3-5% increase in students achieving level 3 and 4 on the NYS social studies test in 2009-10 as compared to 2008-09.	Social Studies - Shared curriculum with project-based assessments
3-5% increase on the NYS ELA test in 2009-10 as compared to 2008-09.	ELA - Teachers College Reading and Writing Project

SECTION VI: ACTION PLAN

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

Subject Area **Mathematics**
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	3-5% increase in students achieving levels 3 and 4 on the NYS mathematics test in 2009-10 as compared to 2008-09.
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>	Instruction will be aligned to Mathematics Core Curriculum MST Standard 3. The workshop model will be implemented in all classrooms. Teachers will differentiate instruction based on test data, student work and classroom observations. The interdisciplinary curriculum will help students understand how mathematics is used in other subject areas. Students will set and regularly revise goals for learning based on data analysis by teachers and student reflection. Teachers and students will analyze data from all interim assessments. As part of reflecting on their learning, portfolios will be created for each student. Teachers will make inter-visitations to look at best practices in mathematics instruction both within the schools, and with other schools. Instruction will be provided to prepare a group of 8th grade students to sit for the Integrated Algebra Regents Exams. A focus on increasing the academic language used in math classrooms will increase student involvement, both of English Language learners as well as general education students. To support special education and all students, there will be an emphasis on hands-on activities in all classrooms.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Course materials to support interdisciplinary curriculum- Impact Mathematics, Investigation in Data, Kaplan Advantage Books, Everyday Mathematics, Professional Periods: Departmental meetings and academy planning. Periodic Assessments- portfolios established in every classroom. Use TL funds for Lead Teacher. A variety of manipulatives will be based in all classrooms for student use. Use Title III and Title I funds to have Saturday Academy.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Students should be gaining more than a terms progress on interim assessments. For example, their grade level on ACUITY interim assessments will increase at greater rate than months in school. Teachers will be using flexible grouping in a workshop model context. End of unit tests and Portfolio tasks will reflect increased use of academic language. To support the rigorous math instruction and language development English Language Arts and Native Language Arts teachers will be made aware of the math instruction with a pacing calendar of their students and be involved with teacher inter-visitations early in the school year.

**Subject Area
(where relevant) :**

Science

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	3-5% increase in students achieving levels 3 and 4 on the NYS science test in 2009-10 as compared to 2008-09.
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>	Raise Student performance levels. Develop a variety of hands-on, standards-based science activities with an emphasis inquiry learning. Utilize labs for science activities on a daily basis. Develop assessments strategies to identify students in need of intervention services in science. Extended day, Saturday and summer science programs Utilize weekly meetings with science teacher to develop lessons and activities and labs based on the New York State curriculum goals and thematic units of the school. Science teachers attend seminars, workshops and conferences to explore a variety of hands-on activities. Projects are displays for public viewing and school wide judging.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none">• Fund professional development opportunities with Title I. Professional Periods: Departmental Meetings and Academy Planning. Use SINI funds to have Saturday Academy.• Enroll in Urban Adanvantage.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Periodic review of students' note-binders by science teachers. Formal and informal observations of teachers and science lessons, both in the classroom and the lab. Review of science agendas during departmental meetings to assess if they are meeting annual goals. Review of science labs to make sure they are being utilized for the science teachers and science resources are being used.

**Subject Area
(where relevant) :**

Social Studies

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	3-5% increase in students achieving level 3 and 4 on the NYS social studies test in 2009-10 as compared to 2008-09.
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>	Develop assessment strategies to identify students in need of intervention services in social studies. Develop common project-based assessments for each unit with accompanying rubric. Share best practice and model lessons.* Incorporate technology into lesson delivery (teacher centered) and independent work(student centered). Develop common DBQs for each unit with accompanying rubrics.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Professional Periods Departmental Meeting and Academy Planning. Fund AUSSIE Consultant with Title I funds.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Weekly "status reports" and "share outs" will be organized during departmental meetings. Periodic review of students' work by social studies teachers and mentor(s). Formal and informal observations of teachers and social studies lessons.

**Subject Area
(where relevant) :**

ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>3-5% increase on the NYS ELA test in 2009-10 as compared to 2008-09.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The school will be working closely with the Teachers College reading and writing project. All ELA teachers will administer the Running Record Assessment, allowing both teachers and students to know where they are as a reader and what they need to work on to improve their skills. Students will establish personal goals to develop their reading abilities.</p> <p>To help prepare for the state exams, all classes will spend one period per week working with Kaplan test prep materials. Test prep materials and professional development have been provided by Kaplan Educational Services.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Use professional periods for common planning and departmental meetings. We will use TL funds to hire an ELA lead teacher. We will use NYSTL money to purchase more books so every classroom has fiction and non-fiction leveled libraries. We will use Title I and SINI money to participate in the Teacher's College Reading and Writing Project.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Interim assessments in November, January, and March will serve as one indicator of interim progress and/or accomplishment. Teachers will also administer three rounds of Running Records to assess student progress. Daily conferences during Reading and Writing workshop will provide teachers will current data as to student progress and areas of need.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

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

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	# 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	35	35	35	35	15	8	5	10	
6	40	40	40	40	40	15	5	10	
7	40	40	40	40	15	10	5	5	
8	40	40	40	40	20	10	10	30	
9									
10									
11									
12									

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

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

Part B. Description of Academic Intervention Services

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:	Our teachers will work within their academies to provide push-in support. They will scaffold the classroom assignments to meet the particular needs of the students at risk. Teachers will evaluate the success of these interventions during weekly academy meetings. Read 180 and Wilson will be used based on students' individual needs.
Mathematics:	Our teachers will work within their academies to provide push-in support. They will scaffold the classroom assignments to meet the particular needs of the students at risk. Teachers will evaluate the success of these interventions during weekly academy meetings. Teachers will use a combination of Connected Math, Impact, and Great Source.
Science:	Our teachers will work within their academies to provide push-in support. They will scaffold the classroom assignments to meet the particular needs of the students at risk. Teachers will evaluate the success of these interventions during weekly academy meetings.
Social Studies:	Our teachers will work within their academies to provide push-in support. They will scaffold the classroom assignments to meet the particular needs of the students at risk. Teachers will evaluate the success of these interventions during weekly academy meetings.
At-risk Services Provided by the Guidance Counselor:	The guidance counselors specialize in crisis intervention and parent outreach. They provide emotional and psychological support through weekly counseling sessions.
At-risk Services Provided by the School Psychologist:	The school psychologist uses the theory of Love and Logic. He moderates the weekly student intervention team that focuses on strategies for stabilizing at-risk students. He also leads bi-weekly "Intensive Care" sessions for 5th graders struggling to adjust.
At-risk Services Provided by the Social Worker:	The social worker specializes in crisis intervention and parent outreach. Through the student intervention team, he focuses on an at-risk group of students and provides support in and out of the classroom.
At-risk Health-related Services:	Our teachers will work within their academies to provide push-in support. They will scaffold the classroom assignments to meet the particular needs of the students at risk. Teachers will evaluate the success of these interventions during weekly academy meetings. Read 180 and Wilson will be used based on students' individual needs.

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

NCLB/SED requirement for all schools

PART I See LAP Worksheet

PART II

ELL IDENTIFICATION PROCESS

The following four steps are followed for the initial identification of students who may possibly be ELLs:

1. Screening - During enrollment the Home Language Identification Survey (HLIS) is administered. If HLIS indicates that the home language is other than English an informal interview is then conducted in the native language and in English by Ms. Berrios, Assistant Principal. After conducting the interview if it indicates that a student speaks little or no English or a language other than English then the LAB-R is administered to the student.
2. Initial Assessment - The Language Assessment Battery-Revised (LAB-R) is administered. If the student scores at: Beginning, Intermediate or Advanced level the student is an ELL and is then placed in the appropriate program. The LAB-R is administered by Ms. Tropp, ESL teacher and by Mr. Gutierrez, bilingual teacher.
3. Program Placement - If the student is an ELL, the student is placed in a bilingual education, dual language or freestanding ESL program. Ms. Berrios, Assistant Principal places students in the program.
4. Annual Assessment - In the Spring the New York State English as a Second Language Achievement Test (NYSESLAT) is administered. If the student scores at: Beginning, Intermediate or Advanced level the student is an ELL and continues to receive services.

Parental notification letters are given to parents for program selection. The parents are invited to a meeting where the programs are explained by the parent coordinator, Ms. Rodriguez and Mr. Gutierrez, the bilingual teacher. Brochures, videos and other resources are available for parents at any time. During the registration period, parents are invited to attend the information sessions. The parental notification letters and entitlement letters are given in the Fall and in the Spring. The Parent Survey and Program selection and entitlement letters are given to parents and collected by classroom teachers. If a form is not received by the indicated date and the child is a Spanish-speaking ELL, the child will be placed in the TBE program. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices is the TBE program. Hispanic students new to the country are placed on the TBE program as per parental choice. MS 22 serves French speaking students in the French academy with freestanding ESL. Parents enroll their children in this academy because French is taught.

PART III

PROGRAMMING AND SCHEDULING INFORMATION

Identified LEP students are placed in a program based on the parent survey and parent selection form. The following programs are offered:

1. Transitional Bilingual Education (TBE) - The goal of the TBE is to attain English language proficiency and academic skills within three years; to provide grade- level academic work in the student's native language: to enable students to maintain academic progress while developing English proficiency: and to provide instruction in two(2) languages: English and the native language (Spanish).
2. Dual Language - The dual language model is designed to provide all students, ELLs and English Proficient students, with an academically rigorous curriculum in both languages that will enable them to meet or exceed New York State and City Standards.
3. Free-standing ESL - Students in Free-standing ESL program receive all instruction in English using ESL methodologies for a specific amount of time determined by the NYSESLAT scores. The language proficiency levels are beginning, intermediate and advanced. Students at the beginning level and intermediate level receive 360 minutes of ESL instruction and students at the advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction.

MS22 serves its ELL students in vertical learning communities. Two different academies offer services to this segment of the bilingual population. Students are placed in the different academies based on the NYSESLAT scores and parent survey. The Bilingual Academy for Success (BAS) serves students who are Beginning or Intermediate level on the NYSESLAT in a TBE program in Spanish. The Technology and Literacy academy (TLA) serves students that score Advanced level on the NYSESLAT and they follow a dual-language model. In addition the BAS includes a self-contained special education class. Currently all academies are using the Teachers College Balanced Literacy Programs. NLA is used to support students in transferring their reading and writing abilities and knowledge into the new language. The ELLs in the Freestanding ESL program are provided ESL services as pull-out model The TBE and Dual Language programs are departmentalized and self contained. There is also Co-Teaching. The Free-standing ESL program is pull-out.

The staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, ESL) through professional development and availability of data on ARIS. Each staff member is provided with a laptop computer to access data for their students. ESL, ELA, and NLA instructional minutes are delivered in each program model as per the NYS CR Part 154.

Required Units of Study

ENGLISH LANGUAGE REQUIREMENTS			
ENGLISH PROFICIENCY LEVEL	GRADES K - 8		
	NUMBER OF UNITS		
	ESL	NLA*	ELA
BEGINNING	2	1	-
INTERMEDIATE	2	1	-
ADVANCED	1	1	1

* If in bilingual program

The content area in the TBE program is delivered in Spanish and in the Free-standing program it is offered in English using ESL methodology. The Dual Language program delivers content areas in English. The staff in the TBE differentiates instruction in order to meet the required performance standards for the native language arts (NLA) (Spanish), ELA and ESL.

Staff utilizes data from the NYSESLAT, LAB-R, and ELE to create instructional units that support the academic language development of each student. M.S. 22 has 35 Students with Interrupted Formal

Education (SIFE) who receive additional support services to assist them in achieving grade level literacy levels in their native language, while assisting in the English acquisition process. SIFE students will receive extended day instruction. There are 78 ELLs in school for less than three years (newcomers) who will receive services from co- teachers to assist with differentiated instruction. They will also be offered the extended day and Saturday Academy. There are 73 ELLs receiving service for 4-6 years. They are invited to attend the extended day program and the Saturday Academy. There are 75 Long term ELLS who have been receiving services for more than six years. They will receive support services, extended day, and Saturday Academy. ELLs identified as having special needs will receive support services and provided an effective instruction as per the IEPs. The ELLs students in these subgroups are also offered after school programs four days a week from 3:00 to 4:30 PM for academic instruction and from 4:30 to 5:30PM for enrichment programs. The school works in collaboration with community based organizations such as SCAN and LEAP to provide extra-curricular activities to the students.

ELL Saturday Academy: Students in grades 5-8 are be serviced for a period of 12 Saturdays from February to May. Each class will have 20 students per class to address ELA, ESL and Math. The Saturday Academy is offered to ELL students to enhance their language proficiency and to further prepare students for the NYSESLAT. The four modalities are used in the implementation of this program: speaking, listening, reading and writing. Students are provided with many opportunities to use language in different contexts. Vocabulary development is emphasized.

The NYC Department of Education administers the Exam de Lectura en Espanol (ELE) to students in TBE and DL. In addition, our Native Language teachers conduct ongoing assessments such as baselines, conferences, and teacher tests to measure Spanish proficiency of our students. We provide continuing transitional support for ELLs reaching proficiency on the NYSESLAT. For two years we invite them to Saturday Academy and provide ESL support. In the up coming school year we will go from six academies to three academies. One of the academies will house the Bilingual, Dual Language and general education for integration. One of the academies will house the ELLs in the freestanding program in order to do a push-in model or self-contained and provide more support. No programs/services for ELLs will be discontinued. Instructional materials and technology to support ELLs are Destination Math, Smartboards, laptop notebooks, and leveled libraries. Required services, support, and resources correspond to ELL's ages and grade levels. We have a bilingual and dual language class on each grade. We plan for an orientation session for students and their parents in August so that students and their parents meet with the staff and familiarize themselves with the school environment.

DUAL LANGUAGE PROGRAM

In our dual language program we use 80% English and 20% Spanish. ELLs and EPs are integrated for the full day. They receive all content area in English and one period of Spanish daily. English is the language of instruction and Spanish is provided for one period a day. The dual language model used is self contained. The emergent literacy is taught in English.

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

At M.S. 22, the primary goal for professional development is to ensure that all staff are engaged in professional discourse, learning and reflection. The school provides support for ELLs by providing high-quality, certified bilingual and ESL teachers. Professional development is available for all teachers involved with our ELLs. These sessions make teachers aware of state and city mandates regarding instructions for ELLs. In addition, teachers become aware of current research and practices in relation to the teaching of English to ELLs.

Students are expected to take the ELA examination at their grade level after one year of schooling in the U. S. ESL teachers participate in common planning with ELA teachers so that they are knowledgeable of the standards and techniques necessary for progress in ELA. Weekly departmental meetings seek to define and implement the school's integrated curriculum. Our Teachers College Staff developer trains teachers in current ESL strategies and methodologies for first and second language acquisition. In addition, a leadership team develops instructional scaffolding techniques based on teacher and student needs. Best practices are shared to support growth and development of the teaching faculty. ESL /Bilingual teachers use two common planning periods to share curriculum information, and instructional materials, learn about the components of a Balanced Literacy Program and the importance of techniques for teaching vocabulary. Staff is provided training on Indicators for Success: Interventions & Support (ISIS) for Middle-Grades Students in New York City. ISIS supports ELLs and put them on a path to success in high school. The following workshops will be offered to Bilingual/ESL teachers this year:

- ESL through content area
- ESL/ELA curriculum align to state standards
- Students Portfolios Structure(Math, ESL, ELA, Science, Social studies)
- LAP policies
- Data Reports related to the ELL population
- Culminating Activities related to the unit of study
- Classroom library organization
- Data analysis
- Differentiated instruction
- Interventions & Support (ISIS) for Middle-Grades Students in New York City

PARENTAL INVOLVEMENT

Parent/Community involvement is valued in M.S 22. We conducted a survey of parent interests during a well-attended awards ceremony. This written survey helped us address the needs of parents. Parents' workshops are provided to support and help them become more aware and involved in their children's education. We partner with community-based organizations ERIC and Bronxworks. Some of the workshops offered include:

- Computer and Learn-English classes on Tuesday and Thursday afternoons (all year)
- Parent workshops on Wednesdays. Some examples are listed below:
 - Choosing programs best suited for their children
 - Homework policies and helping your child with homework
 - Activities to promote English language acquisition at home
 - How to help your child to become a better reader
 - Good nutrition, especially breakfast, can help your child achieve more
 - The effects of television on student achievement
 - The positive effects of school trips and the need for parents' participation

PART IV

ASSESSMENT ANALYSIS

The assessment tool our school uses to assess early literacy skills is the TCRWP. Students are reading books at their independent reading level as per TC assessments in order for students to make progress

independently. The assessments indicated that our ELLs range from levels A-P with the majority in J-L. We purchased books at these levels.

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

The data shows that forty three percent of the students achieved Advanced standing, thirty three percent Intermediate and twenty four percent are Beginners. It must also be noted that throughout the academic year, students are admitted into the program at all four grade levels. Our fifth graders had the highest percentage performing at the proficient level on listening and speaking but the lowest on reading and writing. Our 6th and 7th graders have more students performing at the advanced level on reading and writing than our 8th grade. The NYSESLAT data indicates that over half of our students are beginners or intermediate. The mini-school model groups our ELLs homogeneously so that students receive the mandated hours of instructions in their home language and in English. This mandate is applicable to all bilingual mini-schools-TBE, DL. Opt-out students are also serviced by an ESL teacher.

How will patterns across the four modalities, listening, speaking reading and writing, affect instructional decision?

Writing has been identified as the weakest modality in the NYSESLAT. Therefore writing is an integral part of the students' day in all areas. With the implementation of an Integrated Curriculum that emphasizes on the English language in all subject areas, ELLs are provided multiple opportunities to learn English. Teachers in all subject areas become to some degree, English literacy teachers. Students are expected to read and write everyday in every subject.

NLA teachers in TBE and DL follow the Workshop model and provide support and challenges in the students' native language. Strong literacy and fluency in the students' native language will support the acquisition of the second language.

ELLs receive push -in or pull-out AIS to meet any specific needs. After-school programs also provide ELLs with opportunities to continue their language development.

Teachers will make use of the ACUITY and ARIS system to examine data throughout the year. The data from these assessments, along with data generated from other exams, will be reviewed and used throughout the academic year to differentiate instructions.

Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to native language?

Most of our ELLs scored at level 2 and many at level 1 (63 percent and 31 percent respectively) and based on the results of the NYSESLAT, 49 percent are Advanced. The indication here is that students' performance in Language Arts in Spanish is better than their performance in English. Students in the TBE to learn content area subjects in Spanish, while those in the DL learn content area subjects in English. In mathematics, forty- six percent of the students who took the State Exam in mathematics. In Spanish scored a level 2 or a level 3. Students who took the same exam in English scored fifty percent passes in Level 2 and 3. There seems to be no significant differences between students taking the exam in English or Spanish.

Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

The main goal of middle school 22 is to become a student-centered learning community. It is no less important in the ELL community where the language acquisition is better addressed if the students are performing the "Work." Additionally we continue last year's focus of using data to inform instruction. Consequently, the data provided by Acuity tests and the ELL Interim Assessment help to provide data which to a very large extent determine how teachers differentiate instruction.

The data helps us group students based on their performance in each of the four modalities, and provide targeted instruction to small groups.

What is the school learning about ELLs from the Periodic Assessment? How is the Native Language used?

This data is used to plan and group students according to their language proficiency and language used. At times, students are paired so that one student is more proficient in English than the other. Baseline assessments are conducted in the native language to determine what structures and strategies are needed to assist students in transferring prior knowledge.

In Dual Language Programs the EP students are assessed in Spanish by teacher-made tests and unit assessment. The level of language proficiency in the second language for EPs is emergent. EPs in the DL program are performing comparably to EPs in other programs on State and City Assessments. The success of the programs for ELLs are evaluated by state exams and the NYSESLAT.

PART V See LAP Worksheet

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 09x022	School Jordan L. Mott, M.S. 22
Principal Linda Rosenbury	Assistant Principal Brunilda Berrios
Coach Rachel Feinberg – ELA	Coach Esteban David – Math
Teacher/Subject Area Roy Naraine – ESL TBE	Guidance Counselor Janet Torres
Teacher/Subject Area Miriam Tropp – ESL FS	Parent Esperanza Vasquez
Teacher/Subject Area Pepe Gutierrez – Bil. Sp. Ed.	Parent Coordinator Yaditza Rodriguez
Related Service Provider Margueri Washington – I.E.P.	SAF Kim Outerbridge
Network Leader Calvin Hasting	Other Veronica Cedillo, ESL DL

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	6	Number of Certified NLA/FL Teachers	1
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	668	Total Number of ELLs	265	ELLs as Share of Total Student Population (%)	39.67%
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Part II: ELL Identification Process

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

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

screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

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

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0					21	28	32	34	115
Dual Language <small>(50%:50%)</small>						15	16	19	15	65
Freestanding ESL										
Self-Contained						0	0	0	0	0
Push-In						9	21	30	25	85
Total	0	0	0	0	0	45	65	81	74	265

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	265	Newcomers (ELLs receiving service 0-3 years)	92	Special Education	34
SIFE	35	ELLs receiving service 4-6 years	82	Long-Term (completed 6 years)	91

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	56	14	6	29	8	1	23	0	4	108

Dual Language	7	1	0	28	2	0	30	0	0	65
ESL	29	3	4	25	7	8	38	0	11	92
Total	92	18	10	82	17	9	91	0	15	265
Number of ELLs in a TBE program who are in alternate placement: <u> </u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish						21	28	32	34	115
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0	0	0	0	0	21	28	32	34	115

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP								
Spanish											15	15	16	15	19	13	15	11	65	54
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	0	15	15	16	15	19	13	15	11	65	54									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>54</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number)	
African-American: <u>0</u>	Asian: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>
	Hispanic/Latino: <u>54</u>
	Other: <u>0</u>

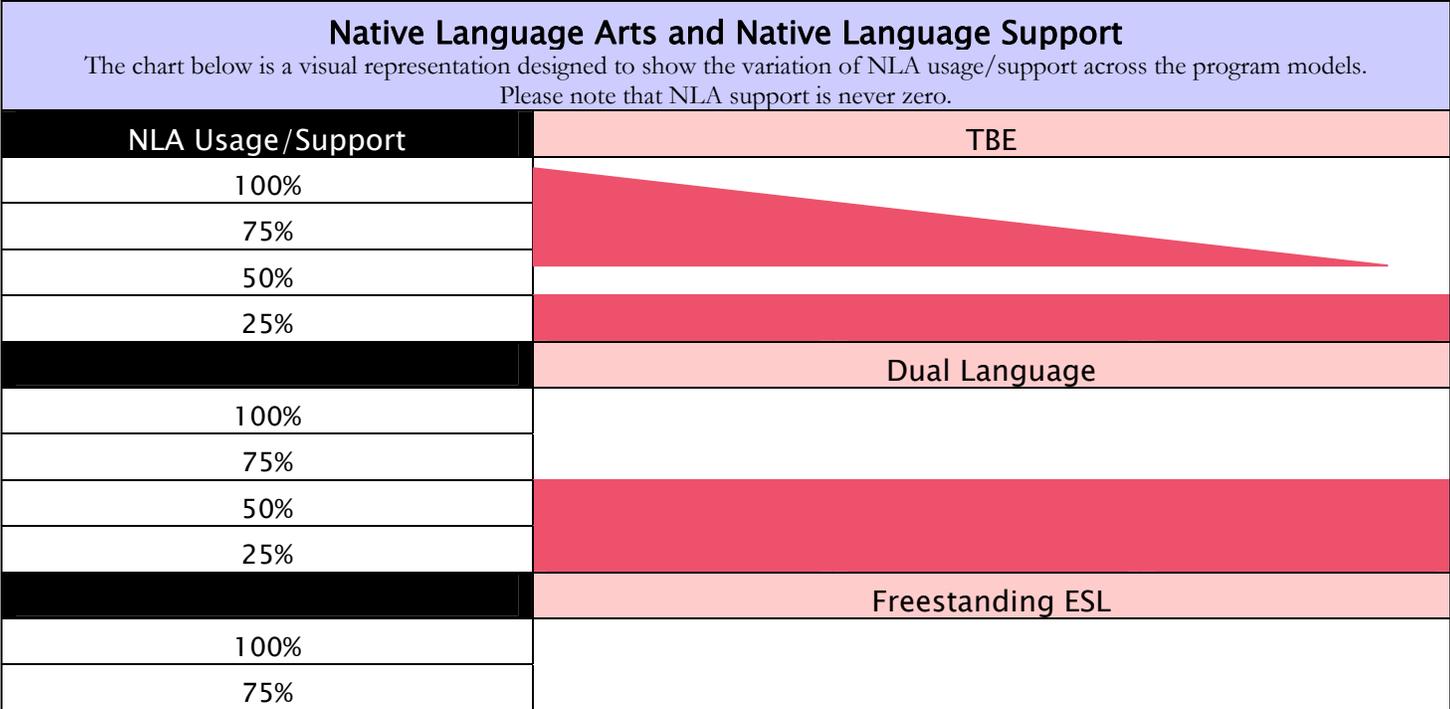
Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish						8	21	24	17	70
Chinese										0
Russian										0
Bengali								2	1	3
Urdu										0
Arabic									2	2
Haitian Creole										0
French						1			3	4
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other								4	2	6

Programming and Scheduling Information

TOTAL	0	0	0	0	0	9	21	30	25	85
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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)						11	17	19	26	73
Intermediate(I)						17	18	15	30	80

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	25	4	17	3	1	0	0	0	50
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	32	3	2	0	3	0	0	0	40
8	25	4	24	3	0	0	0	0	56
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	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)	63	34	28	33	22	7	7	9	
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)
Brunilda Berrios	Assistant Principal		
Yaditza Rodriguez	Parent Coordinator		
Miriam Tropp	ESL Teacher		
Esperanza Vasquez	Parent		
Pepe Gutierrez	Teacher/Subject Area		
Jose Gomez	Teacher/Subject Area		
Rachel Feinberg	Coach		
Esteban David	Coach		
Jante Torres	Guidance Counselor		
Adelana Bababunmi	School Achievement Facilitator		
Yvonne Torres, Calvin Hastings	Network Leader		
Margueri Washington, I.E.P. Teacher	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)

New York City Department of Education

Jordan L. Mott, Middle School 22
270 E. 167th St.; Bronx, NY 10456
Tel. (718) 681-6850 Fax. (718) 681-6895

Principal
Linda Rosenbury



Assistant Principals
Lynne Bourke-Johnson
Joshua Brookstein
Brunilda Berrios

Title III

Student Direct Instruction program:

Middle School 22 will utilize Title III funds to operate a Saturday academy. The main goal of the program will be to supplement and support English Language Learners in the core academic areas. Additionally, the acquisition of the English language will be strongly supported.

The program is designed to take place over a period of twelve Saturdays, from January to May. Last year's successful "Saturday Academy" consisted of five sessions preceeding every major state exam. Since all the aforementioned state exams during the present year will take place in May of 2010, the program will be delivered with slight adjustments. The main of those will be to host joint sessions that include both literacy and numeracy instructional periods.

The NYSESLAT data reveals trends regarding the performance of our ELL students that will be targeted in the "Saturday Academy." Overall, writing is the component that needs our most attention. For example, among our roughly 100 students that scored A (Advanced) on the present year's (2009) NYSESLAT, the writing raw scores are lower by an average of 5 points, while the difference among listening, reading, and speaking is less than 2. Additionally, reading will be targeted, since the scale scores on this discipline are also lower, although closer to the scores of Listening, and Speaking, there still exists a significant difference. We have chosen to target these two aspects, since both reading and writing are the main components of developing adequate academic language, essential to all of our students' success at 22 and beyond.

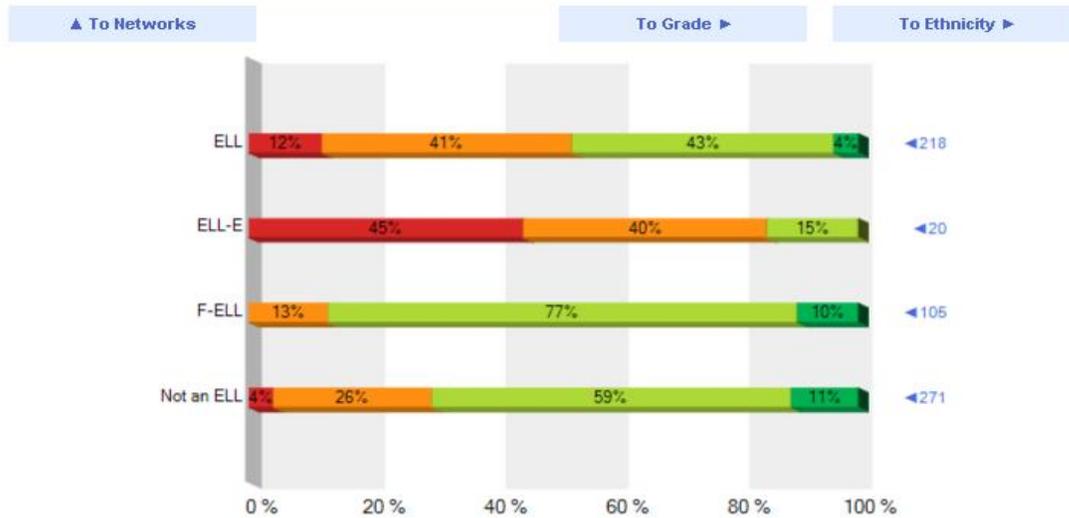
Mathematics performance among ELL students is not up to par with the rest of our population. There is a significant difference among ELL students scoring 3 and 4 on the NYS math exam compared to other segments of our population. For example ELL scoring 3 and 4 comprise 47 % as compared to 70% among non-ELL students, and 87% among former ELLs. (Arisnyc.org) The table in the following page provides a more detailed account of this data comparison.

Report 1: Comparing Populations on 3-8 Math NY State
By Custom Attribute For 09X022 - J.H.S. 022 Jordan L. Mott

Printer-Friendly?
 Yes No

Population	Time	Measure
Networks: PSO 02 AED Network 2.1 School: 09X022 - J.H.S. 022 Jordan L. Mott Grade: All Grades Subject: 9 Subjects Course: 74 Courses	C: Enrollment in current School Year 08-09 (Annual) Current As Of: 09/05/2009	3-8 Math NY State Overall ◀ Total Students Assessed Level 1 Level 2 Level 3 Level 4

Advanced Filters:
 No Advanced Filters have been selected.



Institutions with no data are not included.

Page 1 of 1

DOE employees may access and use individual student data only for legitimate educational purposes, and are required to maintain strict confidentiality of such data.

Source: Arisnyc.org

Based on last year's parental and student feedback, this year, we have secured the assistance of a CBO (Community Based Organization) to assist with the inclusion of an Art and Sports program.

Each session will consist of four and a half-hour sessions starting at 9 AM. Breakfast and Lunch will be provided for every student. The academic portion of the program will take place during the first three hours, followed by a half-hour lunch and arts and sport periods.

In order to support test enrichment and sophistication, appropriate materials will be purchased. Particular focus will be placed on the acquisition of NYSESLAT preparation materials from reputable vendors such as Pearson and Attanassio and Associates.

In addition, English language, Spanish/English and French/English dictionaries and learn-to-read materials will be acquired to support ELL student’s language development. Every English Language Learner will be invited to participate in the program. Invitation letters will be sent to make parents aware of this great opportunity. However, it is impractical to plan as if all students will attend. In the past three years similar programs have served an average of seventy students. We will try to improve attendance by following-up the invitation letters with phone calls.

Our target is to have one hundred students attend. They will be divided into six classrooms to keep the teacher-student ration as small as possible in order to allow students to take full advantage of the supplemental services.

Staffing

“Saturday Academy” will target the aforementioned areas of growth utilizing experienced staff (and properly licensed). All staff to be hired will either possess a Bilingual extension on their license, or an ESL license. Furthermore, the majority of the staff has had experience in support and enrichment services, and they have worked on our Title III programs in the past. The final roster of staff has not yet been determined at the time of this report.

A paraprofessional will be utilized to assist with our bilingual special education population. The paraprofessional in question has extensive experience working with this population, since he has worked with the bilingual special education class for at least ten years.

Traditionally, MS 22’s Saturday Academy has employed a supervisor (usually an Assistant Principal) to handle all of the out-of-classroom duties. Some of the duties include: supporting teaching and learning through observations and demonstrations, parent outreach, distribution of materials and metro cards, ensure that the breakfast and lunch programs are in order and ready, and discipline issues—although few—among others. The supervisor will also work closely with the security staff to ensure the safety and smooth operation of the academy.

Professional Development

A priority of MS 22 is to ensure that ELL staff receive ample opportunities to participate in professional development sessions, both in-house and outside, such as those offered by the office of English Language Learners. A coordination of professional development sessions funded by sources such as the SIFE/LTE grant has afforded us the opportunity to send all ELL personnel to outside PD sessions.

Additionally, all participating staff will be involved in professional development sessions that directly relate to intervention services. During the last two weeks of the month of December, and the first week of January, targeted PD will be provided to participating teachers as follows:

DATES	PD THEME/LOCATION	TEACHERS
Week of the 14 of December	Math intervention, Destination Math and using the Spanish test prep materials. Conference room 127	Bilingual Math teachers, paraprofessional
Week of December 21	Language Intervention. Room 127	All ESL and common branch teachers, paraprofessional.

All professional development activities will be conducted by Mrs. Brunilda Berrios, Assistant Principal in charge of the ELL department of MS 22.

Parent Involvement

Last year's Title III proposal included the following statement:

Parent participation in 22's affairs, although better, has been at best tame. Title III funding will give us a great opportunity to jumpstart a meaningful and sustainable parent involvement program. First, it will require an understanding of the needs of the parents. Our experience and parent feedback has led us to the conclusion that a "Learn English in Your Child's School" (Aprenda Ingles an la Escuela de sus Hijos) program will be a great starting point. Second, it will be required to pull resources together that are available to make this endeavor plausible. One such resource is the Adult Learning Institute, which provides instructors and resources for parents who are involved in programs such as the one mentioned above. Third will be the expansion of the program into one that offers computer classes for parents, expanding the GED program, and any other parent's request. (MS 22 Title III 2008-2009 school year)

We are proud that during the present year we have held both Computer and Learn-English classes for parents, every Tuesday and Thursday since the beginning of the school year. These sessions are well attended, averaging ten parents per session. Some days there are about fifteen to twenty parents in attendance. Title III allocation and funding will support the efforts of the parent classes, to increase parent participation by working together with the parent coordinator. Additionally funds will be utilized to purchase materials needed to maintain the success of the program. We are in the planning stages to hold Saturday workshops simultaneously to the student Saturday Academy in order to increase parent participation. We have received feedback that many of our parents do not attend the classes due to work and family obligations. Holding Saturday sessions will give parents additional opportunities to attend.

Additional activities

Enrichment activities will be provided for all of our English Language Learners such as culturally-rich events, and out-of-school activities.

Budget Lines

2009-2010 Title III Allocation, \$38, 240		
Budget Category	Budget Amount	Explanation
Personnel		
Supervisor	\$3,446	12 sessions of 5.5 hours @ \$52.21 including fringes. One supervisor to ensure safety and improve teaching and learning.
Teachers	\$16,165	12 sessions of 4.5 hours each @ \$49.89. 6 teachers
Paraprofessional	\$1,497	12 sessions of 4.5 hour each @ \$ 27.72. 1 paraprofessional to support special education students.
Teacher for Saturday Parent Workshop	\$2,699	Per-session for teacher facilatator 12 Sessions at 4.5 hours.

Other than personnel services		
Dual Language Dictionaries	\$874 French	French/English dictionaries to support French-Speaking ELLs in Saturday Program.
Supplies	\$4,000	Chart paper, markers, Book bins, calculators
Science Textbooks in Spanish: Glencoe Lecturas basicas de Ciencia para NY Grades 7 & 8	\$1,559	Support Transitional Curriculum so students can transfer content from Native language to English
Math Test Prep Workbook in Spanish	\$4,000	Instructional Material for Saturday Academy to support ELLs taking test in Spanish.
Fiction books for leveled libraries in English and Spanish	\$4,000	Differentiated Instruction for NLA, ELA, and ESL using Teachers College Reading Workshop Model.
	Total	\$38,240.00

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.

By looking at ATS we found that the community's main language is Spanish. We also found that we have a small population on French speaking parents. There are always Spanish speaking volunteers available to help in the office. For the French speakers we have a French speaking guidance counselor and we also use the translation department.

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.

Through ATS, parent meetings, and everyday interactions with parents coming into the main office we determined that having all publications and meetings in both Spanish and English has increase parent involvement in the school community. We reported the findings to the staff during our September conference day. We reported the findings to our parent community during the September Parent Association meeting.

Part B: Strategies and Activities

- 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.

M.S. 22 hired a Spanish-speaking parent coordinator who translates all written publications that are sent out from the school. Many parents and teachers have volunteered to help with written translation when the parent coordinator is not available. We distribute a family handbook in both

English and Spanish. We have provided parents with a translated Bill of Parents Rights and Responsibilities.

- 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.
- **Spanish Oral interpretation is provided by the parent coordinator, teachers and parent volunteers of the school to ensure that all parents are provided with the help they need. For the French speaking parents, the use of our French Dual Language Teachers, a guidance counselor and the translation department ensure that they too are informed of the happenings of the school. Our school messenger system uses the familys' home languages.**
- 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 have the translation signs prominently posted in the main office. To ensure that all parents are provided with appropriate and timely information in a language they can understand, Middle School 22 has made it a priority to make sure that there is always a staff member or parent volunteer available the entire school day for translation purposes**

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:	\$824,340	0	\$824,340
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,243	0	\$8,243
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):	0	0	0
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$41,217	0	\$41,217
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):	0	0	0
6. Enter the anticipated 10% set-aside for Professional Development:	\$82,434	0	\$82,434
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):	0	0	0

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
75.6%

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

Our common branch teachers are completing the NCLB HOUSSE rubric. We are re-organizing our academies programming so that teachers are teaching within their licenses. We are hiring people with dual language certification and the generalist licenses for greater flexibility in our academy structure.

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

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

Appendix 4: NCLB Requirements for Title I Schools

Long Term Goals:

- Increase parent involvement
- Increase number of parent volunteers
- Increase teacher-parent communication

Key Indicators of Success:

- Attendance at monthly parent meetings and parent teacher conferences has increased by 50%
- Parents are coming to the school more because of the increase in communication.
- There was a 35% increase in parent response of the Learning Environment Survey

Analysis of Current Status of Student Achievement and Program Effectiveness:

In the last year, parent involvement and communication has increased significantly at Middle School 22. The primary language spoken in the majority of the homes of our students is Spanish. The school has purchased the School Messenger device which will communicate with parents by leaving messages in up to 100 homes an hour in English, Spanish, and French. The school has also hired a bilingual parent coordinator and the new association members are all bilingual.

Needs Assessment:

- Procedures for setting up parent-teacher meetings
- Parent meetings by academies
- Alternate scheduling of meetings
- Celebrations (Culminating Activities)
- GED and ESL
- Arts and Crafts, Talk Therapies and Connect to Resources

Process for Reporting Needs Assessment:

- Announcements at School Leadership Team and Parent Meetings
- Academy coordinators responsibility

Implications for the Instructional Program:

This year we will introduce a GED and ESL class for the parents. These classes will be offered to all parents but will be most beneficial to parents whose children are in the bilingual program. Classes will be offered Saturdays from 9:00AM until 12:00 Noon. There will be 2 sessions of GED and ESL classes.

At the time when parents are taking their classes, there will be classes offered for children who need help with ESL and ELA. There will be 2 sessions of each. Babysitting will also be available to ensure that parents can come.

Priorities for the 2009-2010 School Year:

- Implement GED/ESL Classes for Parents and ESL/ELA classes for students
- Provide professional development for parent members of the School Leadership Team
- Increase parent involvement in all aspects (meetings, school activities, trips, events)

Annual (Short Term) Goals and Objectives

Annual Goals

- Implement GED/ESL Classes for Parents and ESL/ELA classes for students
- Provide professional development for parent members of the School Leadership Team
- Increase parent involvement in all aspects (meetings, school activities, trips, events)
- Plan a minimum of two community events per year (retreat November 20)

Objectives

- To increase literacy
- To expand career opportunities
- Increase student achievement and motivation
- Promote school/parent participatio

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,

New York City Department of Education
 Jordan L. Mott, Middle School 22
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 Tel. (718) 681-6850 Fax. (718) 681-6895

Principal
 Linda Rosenbury



Assistant Principals
 Lynne Bourke-Johnson
 Joshua Brookstein
 Brunilda Berrios

School/Parent Compact

We, the school and parents agree to work cooperatively to provide the successful education of our children.

<u>School</u>	<u>Parent</u>
<p>We understand the need to have meetings for parents to inform them of the Title I program and their right to be involved.</p>	<p>I understand the need to become involved in the strategies designed to encourage my participation in parent involvement activities.</p>
<p>We understand the need to offer a flexible number of meetings at various times to ensure that all parents have the opportunity to get involved.</p>	<p>I understand the need to participate in our request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.</p>
<p>We understand the need to actively involve parents in planning, reviewing, and creating activities in order to meet the needs of the community.</p>	<p>I understand the need to work with my child on school work, read to my child on a daily basis and encourage my child to read with me each day.</p>
<p>We understand the need to provide performance profiles and individual student assessment results for each child and other pertinent information.</p>	<p>I understand the need for me to monitor my child's</p> <ul style="list-style-type: none"> • Attendance • Homework • Behavior • Health Needs
<p>We understand the need to provide quality curriculum and instruction</p>	
<p>We understand the need to facilitate any communication barriers between teachers and parents through:</p>	<p>I understand the need to share responsibilities for my child's improved academic achievement.</p>
<ul style="list-style-type: none"> • Parent-Teacher Conferences • Reports to parents on their children's progress • Reasonable access to staff • Opportunities to volunteer and participate in their child's class • Observation of classroom activities. 	<p>I understand the need to communicate with my child's teachers about his/her educational needs.</p>
<p>We understand the need to assure that parents may participate in professional development activities and workshops.</p>	<p>I understand the need to ask parents and parents groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.</p>

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Compromiso de la Escuela y los Padres

La escuela y los padres quedamos de acuerdo en trabajar juntos para asegurar el triunfo de nuestros niños (as)

<u>Escuela</u>	<u>Padres</u>
<p>Nosotros entendemos la necesidad de tener reuniones para los padres y darles información sobre el programa del Titulo I y sus derechos.</p> <p>Nosotros entendemos la necesidad de ofrecerles reuniones flexibles durante el año para asegurar que todos los padres puedan involucrarse.</p> <p>Nosotros entendemos la necesidad de envolver a los padres en la planificación, reviso, y en crear actividades que necesiten la comunidad.</p> <p>Nosotros entendemos la necesidad de administrar un perfil de trabajos y resultados de evaluación de estudiantes y proveer información educativa.</p> <p>Nosotros entendemos la necesidad de trabajar sin barreras de comunicación entre los maestros y los padres atreves de:</p> <ul style="list-style-type: none">• Conferencia de Padres y Maestros• Dar reportes de progreso• Administrar acceso razonable a visitar el personal de escuela• Proveer oportunidades para servir de voluntarios y participar en la clase• Poder observar el salón de clases <p>Nosotros entendemos la necesidad de talleres para los padres y la comunidad.</p>	<p>Yo entiendo la necesidad de involucrarme en las estrategias diseñadas para apoyar mi participación en las actividades del involucrimiento de padres.</p> <p>Yo entiendo la necesidad de participar en y pedir entrenamiento de asistencia técnica que la escuela o el distrito ofrece en prácticas de crianza y estrategias en enseñanza y aprendizaje.</p> <p>Yo entiendo la necesidad de trabajar con mi niño (a) en las tareas de la escuela, leerle a mi niño (a), regularmente y animar a mi niño (a) a que lea conmigo todos los días.</p> <p>Yo entiendo la necesidad de estar informado sobre:</p> <ul style="list-style-type: none">• La asistencia de mi niño (a)• La tarea de mi niño (a)• El comportamiento de mi niño (a)• La salud de mi niño (a) <p>Yo entiendo la necesidad de compartir la responsabilidad de mejorar los logros académicos de mi niño (a).</p> <p>Yo entiendo la necesidad de comunicarse con los maestros de mi niño (a) para hablar sobre su necesidad educacional.</p> <p>Yo entiendo la necesidad de preguntarle a los padres y grupos de padres a que le proveen información a la escuela de entrenamiento o asistencia que a mi me gustaría a necesito para que me ayude hacer mas efectiva en poder ayudar a mi niño (a) en el progreso educacional.</p>

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

See section IV. Needs Assessment

2. Schoolwide reform strategies that:

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

See section V. Annual School Goals

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

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

- o Help provide an enriched and accelerated curriculum.

- o Meet the educational needs of historically underserved populations.

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

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

The entire ELA department will study through the Teachers College Reading and Writing project. This program will increase the amount of independent work in their teaching periods, allowing time to provide targeted instruction to small groups of students. In addition, leveled libraries will empower students to choose books at their levels, creating a more differentiated classroom. We will continue to expand our field trip program, providing authentic experiences to our students. These trips equip students with the prior knowledge necessary to advance to high academic levels. Based on their studies in the 2007-08 school year, our inquiry team will continue their school-wide program to increase the use of academic language. This program will include professional development, in house workshops, study groups and inter-visitations.

3. Instruction by highly qualified staff.

We are organizing our academies so that teachers are working in their license areas. We are providing our teachers opportunities to be dually certified in core subjects and bilingual education.

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.

We are developing our lead teachers to facilitate weekly departmental meetings. We will contract with AUSSIE to have a staff developer who leads the social studies department. In addition, all teachers will be invited to attend a menu of options provided through the citywide professional development catalog. Two of our math teachers will participate in a "Learning Disabilities in Mathematics" network. Our literacy teachers will benefit from a Teachers College staff developer and professional development days.

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

We are offering leadership roles through our academy structure and lead teacher program. We are involved in the Teachers of Tomorrow program. We regularly communicate with education schools and alternative - certification programs such as Teach for America and NYC Teaching Fellows.

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

We will continue a twice a week technology translation class. A full-day parent retreat will build relationships and shared knowledge.

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

N/A

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

Teachers will continue to customize their interim assessments through ACUITY. We are purchasing more technology so students can regularly analyze their results and set short and long term goals. Weekly staff meetings address the results of school-wide assessments and steps to make improvements. Lead teachers, assistant principals and consultants support all staff in using individual and class data to set goals and formulate action plans.

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.

Teachers use the results of interim assessments to determine students in need of extra support. ACUITY and Scranton generate data that sufficiently describes the strengths and challenges of individual students. Teachers couple this data with classroom performance and conferences. Students receive targeted assistance through push-in AIS, Early Morning Academic Program, Saturday academy and extended day.

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.

SAPIS worker, breakfast in the classroom, GED classes, Citizens Advice Bureau to support chronically absent and truant students. Our \$250,000 Campaign for Middle School Success will fund our instructional initiatives and parent retreat.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS – N/A WE ARE SWP

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.

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

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

NCLB / SED Status: SINI

Restructuring - Year 5

SURR Phase / Group (If Applicable): N/A

SINI

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. **Many of our students are not meeting state standards in ELA. Our students with disabilities are not making AYP in Math. Our students are not making AYP in Science.**
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.

Our schools will implement TC Assessments in ELA. Our special education students will benefit from the RM Smart-Board software and increased mainstreaming. We have identified a science teacher who will be responsible for maintaining our two science labs and supporting all science teachers in using them.

Part B: For Title I Schools Identified for Improvement

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

We will continue to work with our A.U.S.S.I.E. consultant. Last year, she facilitated weekly math department meetings, guided teachers in data analysis, and developed curriculum maps to align the city and state standards with our interdisciplinary curriculum. We will also fund the professional developer from the Teachers College Reading and Writing Project.

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

We have hired an experienced mentor who will use the Santa Cruz Professional Teacher Standards to provide consistent support to our new teachers. These standards focus teachers on the components of successful classroom practice and identify measures of growth. In addition to one-on-one mentoring, we will continue our weekly new teacher group that will study the Fred Jones management technique.

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.

We will communicate through a parent-friendly bilingual power-point presented at PA meetings. In addition, the SLT will discuss more detailed information at a meeting so they can answer follow-up questions. Our parents room will include posted information on our status as SINI.

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy

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

ELA Alignment Issues:

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

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

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

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

-English Language Learners.

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

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

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

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

We designed new curriculum maps during the summer and weekly departmental meetings. We conducted school-wide walkthroughs to assess classroom instruction.

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?

ELA curriculum maps are designed using teachers college units of study. The maps include content and skill objectives aligned to state standards. Walkthroughs indicate that classroom instruction reflects the rigor of grade-level state standards.

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

N/A

1B. Mathematics

Background

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

lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

We revised our curriculum maps in collaboration with A.U.S.S.I.E. consultant and NYS Math Coach. We conducted walkthroughs, reviewed lesson plans, and examined student work.

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?

IMPACT math, coupled with culminating activities, ensure engagement with process standards. We have supplemented Everyday Math with TERC investigations, Kaplan Advantage and Math Coach.

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

N/A

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

We have engaged in walkthroughs with our SURR Monitor and conducted formal and informal observations.

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?

Many observations of 45-minute instructional blocks included predominantly direct instruction.

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.

We have instituted the TC interim assesment which require the use of the workshop model and student self-assessment.

2B – Mathematics Instruction

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

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

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

We have conducted walkthrouhgs without SURR Monitor State, Math Coach, and A.U.S.S.I.E. consultant. We have analyzed formal and informal observation reports.

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?

We installed Smart-Boards in math classrooms and trained teachers to use interactive RM software. We employ project-based learning to complete the culminating activites in our interdisciplinary curriculum.

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

N/A

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

We analyzed teacher data on the NY State Report Card and compared organization sheets from the 2008-09 and 2009-10 school years.

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?

This year 10% of staff is new compared to almost one-third in 2008-2009.

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.

We are providing classroom management workshops to our teachers and consistent mentoring. We are providing tenured teachers opportunities for leadership.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

We interviewed teachers in our bilingual and dual language academics about professional development opportunities for teachers of ELLs.

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?

None of our staff had attended QTEL or knew about the protraxx system.

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.

We applied for and received a grant that will pay for QTEL training and substitutes. We have invited all teachers of ELLs to participate.

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

We analyzed our interim assessment program and interviewed teachers about NYSESLAT data.

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?

Many teachers did not know how to analyze NYSESLAT scores. The results were sent to the schools in August and yet not analyzed by teachers.

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 use common planning time to analyze NYSESLAT scores. In addition, we are implementing the ELL interim assessment to provide more regular and timely data.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

We reviewed the professional development calendars of the previous four years. We also surveyed our Special Education teachers to determine what professional development they had attended.

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?

Our special education teachers have attended Wilson, Read 108, and CTT training. Our general education teachers have access to IEPs, and the resources of the Instructional Support Team.

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.

N/A

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

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

Please respond to the following questions for Key Finding 7:

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

The Instructional Support Team reviewed all student IEPs for alignment and behavioral plans.

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?

Our IEP Promotional Criteria are in grade level form and the goals and objectives are written based on standards. Behavioral plans are included when necessary.

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

N/A

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

For Title I Schools

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

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

We provide at-risk counseling, a school uniform and school supplies.

Part B:

For Non-Title I Schools

N/A

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.