



WILLIAM W. NILES- J. H. S. 118

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

SCHOOL: 10X118

ADDRESS: 577 E. 179TH STREET, BRONX, NY 10457

TELEPHONE: 718-584-2330

FAX: 718-364-2324

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 118 **SCHOOL NAME:** William W. Niles

SCHOOL ADDRESS: 577 E. 179th Street, Bronx, NY 10457

SCHOOL TELEPHONE: 718-584-2330 **FAX:** 718-364-2324

SCHOOL CONTACT PERSON: Elizabeth Lawrence **EMAIL ADDRESS:** elawren3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sharon Gersten

PRINCIPAL: Elizabeth Lawrence

UFT CHAPTER LEADER: Irith Insler

PARENTS' ASSOCIATION PRESIDENT: Matthew Airall

STUDENT REPRESENTATIVE:
(Required for high schools) n/a

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

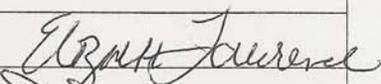
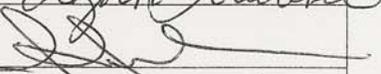
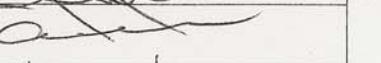
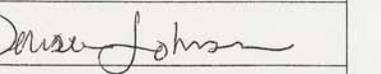
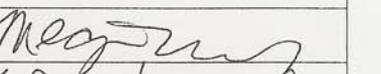
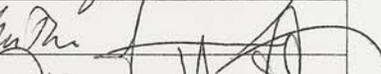
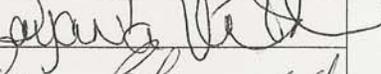
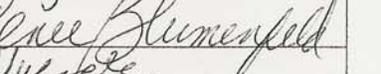
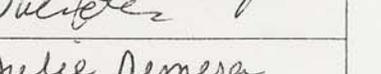
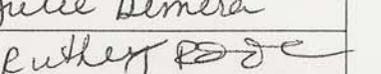
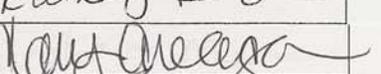
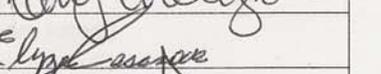
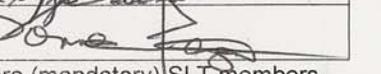
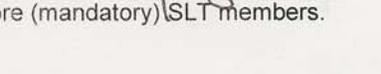
DISTRICT: 10 **SSO NAME:** Children First Network 5

SSO NETWORK LEADER: Yuet Chu

SUPERINTENDENT: Sonia Menendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Elizabeth Lawrence	*Principal or Designee	
Irith Insler	*UFT Chapter Chairperson or Designee	
Matthew Airall	*PA/PTA President or Designated Co-President	
Matthew Airall	Title I Parent Representative (suggested, for Title I schools)	↓ ↓
Desiree Johnson	DC 37 Representative, if applicable	
n/a	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	
Megan Murray	Member/ELL/Data Coordinator	
Nathan Johnson	Member/ELA Teacher	
Dayana Ventura	Member/Guidance Counselor	
Renee Blumenfeld	Member/Special Education Coordinator	
Wendy Wagner	Member/Parent	
Julie Demera	Member/Parent	
Rubnelia Rodriguez	Member/Parent	
Mary Arreaga	Member/Parent	
Elyza Casanova	Member/Parent	
Donna Pagan	Member/Parent	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

William W. Niles School is a large middle school serving a student population of 1,164 students in the East Tremont section of the South Bronx. Our school is divided into 4 distinct academies. These academies include the following: Pace Academy, Spectrum Academy, Niles Prep Academy, and the Academy of Excellence. Pace Academy and Spectrum Academy are pre-existing vertical academies that recruit and screen their students competitively throughout the District 10 community; these academies serve students who demonstrate skill and self-motivation in participating in an accelerated, academic program which includes opportunities to begin work on high school content and credit. Modeling the structure and success of these academies, we collectively decided to restructure our 3 horizontal general education programs in school year 2008-2009. This led to the creation of the 2 vertical academies, Niles Prep and the Academy of Excellence that are currently in their second year of existence. In restructuring, our goal was to create smaller learning communities, in which directors of academies and teachers would know every child and be able to better support their learning needs.

Based on overall test scores and successes with students with disabilities and English language learners, William W. Niles School is now considered a school in good standing with New York State, beginning in 2009-2010.

The vision of MS 118 is to improve student performance, create a school-wide awareness of the importance of character building and strengthen the partnership with partnership with parents to help from well-rounded and developed students who will become life-long learners and positive contributors to the society at large.

The school's mission is to improve academic outcomes, which will in turn improve our students' life outcomes. We believe that students learn in different ways and at different times, and we want to support these students' diverse needs in a respectful, positive culture. Our mission is to ensure a rigorous standards-based and values-driven instructional program for all students in collaboration with teachers, parents, and community.

In order to enhance our school's vision and mission, we have forged several strategic partnerships and collaborations with various community organizations. Our school has become highly technological through our partnership with iTeach-iLearn, which provides laptops to all students and technological support for teachers, which includes professional development through Teaching Matters. In addition, teachers and students have access to SmartBoards in every classroom, which increases student motivation and self-learning. This also allows teachers access to truly individualized differentiation strategies. Our after school program, Project LEAD, serves approximately 150 students. These students receive homework help, participate in an internship program for which they receive monetary compensation for a variety of things, including tutoring younger students in a nearby elementary school and running a LEAD store. LEAD also provides a sports program, which promotes leadership

and positive interpersonal skills. In addition, LEAD connects students with Fordham University's academic support systems, as well as access to university facilities. To foster our standards-based arts program, which includes 21 arts courses, Dreamyard provides professional teaching artists to support our entire arts teaching staff in creating positive school culture and in exposing students to careers in the arts. Our partnerships with Turnaround for Children, Astor Child Guidance Services, and Columbia University School of Social Work all support our at risk students in addressing their emotional needs in order to improve their academic standing.

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. 118 William W. Niles						
District:	10	DBN:	10X118	School BEDS Code:	321000010118		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		91.2	89.8	92.3
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		91.8	95.3	95.0
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		76.6	80.2	83.0
Grade 6	392	394	392	Students in Temporary Housing - Total Number:			
Grade 7	376	394	397	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	444	370	373		24	14	85
Grade 9	1	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		35	26	12
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	2	2	4	(As of October 31)	2006-07	2007-08	2008-09
Total	1215	1160	1166				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	62	61	67	Principal Suspensions	155	210	108
# in Collaborative Team Teaching (CTT) Classes	26	21	35	Superintendent Suspensions	30	22	51
Number all others	49	65	66	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	82	72	56	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0	Number of Teachers	77	85	89
# receiving ESL services only	55	59	75				

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	24	0	14	Number of Administrators and Other Professionals	14	19	17
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	5	5
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	19	21	17	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	64.9	69.4	58.4
				% more than 5 years teaching anywhere	41.6	45.9	43.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	83.0	79.0	80.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	80.9	90.4	87.7
American Indian or Alaska Native	0.7	0.3	0.1				
Black or African American	26.3	26.6	23.1				
Hispanic or Latino	64.3	62.8	65.0				
Asian or Native Hawaiian/Other Pacific Isl.	6.6	8.0	9.3				
White	2.2	2.2	2.2				
Male	47.2	46.0	46.7				
Female	52.8	54.0	53.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√	NCLB Restructuring – Year 4						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	√
Overall Score:	72.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:	8.3	Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:	17.5	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	37.3		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	9		

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

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

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

SECTION IV: NEEDS ASSESSMENT

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?
-

Several sources of data have been mined for this needs assessment: the New York State School Report Card for the years 2005-2008, the 2008-2009 School Quality Review, and New York City School Progress Report, including analysis of the state exam scores for 2008-2009 in ELA and math.

Between the years of 2005 and 2008 the students at M.S. 118 performed consistently with between 50% and 55% of students scoring level 3 or better in both mathematics and ELA. In 2007-2008, 55% of students scored level 3 or higher on the city ELA test and 65% of students scored level three or higher on the city math test. However, in 2008-2009, 65.9% of students scored level 3 or higher on the city ELA test and 74.2% of students scored level 3 or higher on the city math test.

In 2007-2008, we did not make AYP for our Limited English Proficient students in ELA. To address this shortcoming, M.S. 118 designed an intervention to help meet the specific needs of the LEP students. As a result of this intervention, our ELLs met their safe harbor targets in 2008-2009. M.S. 118 made its AYP for all subgroups, qualifying us as a school in good standing with the state of New York.

Greatest Accomplishments:

Accomplishment # 1: Growth among ELL in ELA and Mathematics

ELL students' performance has shown encouraging growth in both ELA and Math. In 2008-2009, 24.3% of English Language Learners made exemplary proficiency gains in ELA on the NYC Progress Report. In 2008-2009, 37.8% of English Language Learners made exemplary proficiency gains in math on the NYC Progress Report, an increase of 16.1 percentage points.

This growth has been the result of continued targeted work with ELL students through a data inquiry focus in addition to specific after school and summer programs for designated ELL students. This growth has met safe harbor targets in ELA for ELL students for the first time in almost a decade, qualifying MS 118 as a school in good standing with New York State.

To continue this growth and success with ELL students, additional supports have become part of the system of MS 118. First of all, an ELL coordinator position has been created to oversee placement, services, and supports for ELL students. Secondly, ELL students that are not in designated LEP classes have been purposefully grouped in mainstream monolingual classes to increase the quality of support services by both the general education teachers and the ESL teacher. Finally, ELL students in both LEP classes and in general education classes have been grouped together during extended time with other ELLs at similar levels of language acquisition. These students work with teachers experienced in supporting ELL students, both in increasing their content knowledge and language acquisition.

Accomplishment #2: More Positive School Environment

MS 118 exhibited a more positive school environment in 2008-2009 than in previous years, based on both an increase in attendance and an increase of both the response rate and the scores on the New York City Learning Environment Survey. Because of the increased response rate, the scores are more valid, because of the larger pool.

In 2007-2008, MS 118's building-wide attendance was 89.8%. In 2008-2009, MS 118's building-wide attendance was 92.3%, an increase of 2.5 percentage points and the highest attendance in over four years. This is a direct result of the creation of an attendance dean to ensure both the collection of accurate data and the follow-through on sick notes, phone calls home, and home visits for truant.

According to the city's Learning Environment Survey, both MS 118's response rate and MS 118's scores on said surveys have increased. In 2008-2009, 90% of students returned the Learning Environment Survey, an increase of 1 percentage point from 2007-2008. Teacher response increased by 22 percentage points, from 48% responding in 2007-2008 to 70% in 2008-2009. Finally, parent response increased from 20% in 2007-2008 to 32% in 2008-2009, an increase of 12 percentage points. In addition to an increase in the number of responses, according to the Learning Environment Survey, MS 118's scores have improved on every metric. On a ten-point scale, Academic Expectations has increased by 0.6 points, Communication has increased by 0.7 points, Engagement has increased by 0.8 points, and Safety and Respect has increased by 0.7 points.

Accomplishment #3: Increased Data Usage

In order to spread the data inquiry work that was successful with the ELL population at MS 118, a data coordinator position was created for the 2009-2010 school year. This person's responsibilities include disseminating data to teachers in a usable way, training teachers on Aris, and developing a tiered structure for academy specific data teams.

The tiered data team system consists of three tiers. Tier 1 (2008-2009 Data Team) will analyze building-wide trends through test scores, item analyses, and interim assessments, and train and oversee the Tier 2 Data Team. Each of the four vertical academies will have a Tier 2 Data Team that will use inquiry with their respective academies to determine a need within their student population and create and implement a targeted plan to address said need. The Tier 3 Data Team will include all teachers in each academy who will assist in the creation and implementation of the plan for the target population.

Additionally, for extended time, students from the Niles Prep Academy and the Academy of Excellence have been strategically grouped by IEP or ELL status and state test scores to ensure targeted instruction in both math and ELA. They have been paired with teachers with grade content specialization and expertise to ensure the best distribution of resources.

Accomplishment # 4: An Arts Program Aligned to the New York State Standards and New York City Blue Print for the Arts

In 2009, our school received a 5-year grant from Empire State Partnership in conjunction with Dreamyard, our arts partner. The first project will develop an interdisciplinary unit based on the 6th grade study of Egyptian culture. Through professional development and team teaching, teachers will develop interdisciplinary units connecting ELA, Social Studies, and the Blueprint for the Arts through a hands-on interdisciplinary approach. Both full-time arts teachers and teaching artists will lead and support classroom teachers in creative and thoughtful projects that underscore content area learning. The culmination of this collaboration will be an intra-academy or intra-grade level sharing of projects.

The second project within the ESP grant involves a mentoring program between our school and PS 32 and PS 159, our elementary feeder schools. Our 7th and 8th grade students will serve as arts leaders and mentors to 5th grade students at these elementary schools and will develop a collaborative, arts-based project, utilizing dance, theatre, and music under the framework of the Blueprint for the Arts. This long-term project will deepen all participants' understanding of the arts through mentorship, community-building, and interdisciplinary learning. A joint arts festival or sharing at the culmination of this project will serve as a celebration of our arts communities, inclusive of all ages, talents, and experiences.

In addition, our students participate in many after-school arts programs that include theatre, chorus, dance, and musical theatre. These students display their talents and apply their learning through performances and sharings within our school community and our neighborhood. In the 2008-2009 school year, many of our students were chosen to perform as part of the Bronx Arts Learning Community Festival at Lehman College, which included various members of our school community, spanning grade levels and academies.

At the beginning of the 2007-2008 school year, ArtsCount, rigorous arts standards and requirements based on the Blueprint for Teaching and Learning in the Arts, provided the first mandated accountability for arts education. The school Arts Leadership Team restructured our extensive arts program, set up initially through grants from the Center for Arts Education and supported through our ongoing partnership with Dreamyard, to ensure that all students at MS 118 received the hours and disciplines of arts required by these new standards. Seventh and eighth grade students citywide are required to be exposed to two arts disciplines; however, unlike most middle school programs throughout the city, MS 118 gives these students choice among 21 different arts electives, including ceramics, digital videography, tap dance, and fashion design.

The arts program also works to expose MS 118 students to careers in the arts, one of the arts standards from the Blueprint for the Arts. To supplement our five full time arts teachers, our arts program is bolstered by four full-time teaching artists through Dreamyard, an arts education program. These teaching artists support classroom teachers while sharing their artistic knowledge of such arts forms as bookmaking, tap dance, and playwriting. Additionally, through Materials for the Arts, UFT Teacher Center, Target Corporation, and Donors Choose grants, multiple classes have visited professional dance and theatre productions, including Alvin Ailey and Mary Poppins on Broadway. Through various grants and outside funding, students have received arts materials such as music, arts books, and jewelry-making supplies. Finally, multiple arts professionals have visited arts classes in an effort to educate students about career opportunities in the arts.

Our school culture has been greatly enhanced by our extensive arts program. In the past 2 years, our school presented the musicals *Annie* and *Grease*, as well as *A Midsummer Night's Dream*. Students from all academies collaborate for these productions. Our school chorus performs for parent teacher conferences, and our walls are adorned with art from various classes. These shared experiences among our students bring our four academies together to share and celebrate art. Additionally, these opportunities to perform or share their art with the larger community give students confidence that otherwise may not be accessible through academics

Accomplishment #5: Student Outreach by Youth Development Cabinet

The progress that MS 118 has made academically is unquestionably supported by the work we have invested in school culture and student support. The MS 118 staff has long been a caring staff, known to reach out to individual students who struggle with personal issues. However, over the last five years, that caring has become more organized and more action-oriented. MS 118 has a deeply meaningful partnership with Turnaround for Children, a school change organization focused on meeting the diverse social and emotional needs of a school community through several initiatives and protocols. Our work with them began in 2004, when we opened The Unity Center – a counseling center staffed by a Title I Social Worker and by Columbia University School of Social Work interns. The Unity Center provides conflict resolution and negotiation, short-term crisis intervention, ongoing counseling and referrals to hospitals and outside agencies for treatment. The center works with agencies and caregivers in an effort to ensure students are meaningfully connected to the school program. Instructional Support Teams work to design and implement interventions for students who struggle behaviorally and academically.

In addition, M.S.118 has partnered with Astor Child Guidance Services and has an onsite fulltime counselor who supports students and families facing crisis situations. M.S.118 is also partnered with Visiting Nurse Services of New York, an organization which provides support to families with housing issues, counseling services, and referrals to community resources. Providing students and families with counseling support is important to helping improve school attendance and student engagement.

Accomplishment #6: School-wide Technology Use

The i-Teach i-Learn Technology Grant has provided smart boards in every classroom through out the school, LCD projectors, and laptops for every student and every teacher. Through this initiative teachers and students have received Out of the Box Training, which teaches them the basics of computer use. Because computers are of such high importance in our society today, this

will help provide students skills necessary for higher education and career opportunities. i-Teach i-Learn, along with the school technology coach, provides teachers professional development to incorporate the use of technology into their lesson planning. Technology is essential to help the school effectively use Acuity tests as formative assessments both by teachers to inform classroom differentiation and by students as a way to set goals and prepare for the state exams.

Greatest Barriers to Improvement:

Barrier to Improvement # 1:

In the 2008-2009 school year, MS 118 reorganized into four vertical academies (from three horizontal and two vertical academies). This move to small learning communities was done to develop deeper relationships between parents, teachers, administrators, deans, and students. For the two new vertical academies, teachers are now working in both grade teams and in vertical teams. Working in multi-grade teams, and establishing a culture of meetings to build communication, increase academic rigor, and improve student outcomes is a change for many of the teachers on these teams. As these teachers begin to work vertically to develop the identity of these academies, they are building their teaming skills.

Barrier to Improvement #2: Teacher Support and Development

This year, for the first time at MS 118, all coaches are teaching at least one class. This decision was made to create exemplar classrooms for teachers to visit, as well as having some of our more expert teachers actually be providing direct instruction to students. However, this also leaves them less time to meet with teachers and to observe classes. In order to get optimal results from this strategic choice, we need to ensure that teachers are observing the coaches' classrooms to view best practices that can then be modeled in their own classrooms. Finding the time to complete all tasks necessary to both teach and mentor/coach other teachers makes it a bit difficult, and finding this balance is a barrier to improvement.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal 1:

To have 90% of all teachers involved in inquiry work

- In 2009-2010, 90% (73 teachers) of teachers will be actively involved in inquiry work.
- 50% of Faculty Conferences will be set aside for Data Inquiry work in smaller groups

Based on our needs assessment, while one of our strengths was increased data work building-wide, our school wants to spread that work to each academy. By creating the aforementioned tiered data system with an inquiry team in each academy, we will both continue to increase the strategic use of data within our building and help support teaming efforts within the newer academies, addressing one of our barriers to improvement.

Goal 2:

25% of 7th grade students that score below 3.2 and have not shown one year's progress, for two consecutive years, will show at least one year's progress based on the 2010 NYS ELA assessment.

While MS 118 celebrates our growth of students who are proficient in ELA, from 55% to 64.2%, we realize that 35.8% of our students are still not proficient, and some of our students continue to struggle. We now want to identify and target those students who have not shown growth in ELA for two consecutive years. Students with scores below a 3.2 are included in this pool because while some of these students are currently proficient, if their scores continue to drop, this year, they might not be.

Goal 3:

25% of 7th grade students that score below 3.2 and have not shown one year's progress, for two consecutive years, will show at least one year's progress based on the 2010 NYS Mathematics assessment.

While MS 118 celebrates our growth of students who are proficient in mathematics, from 65% to 74.2%, we realize that 25.8% of our students are not proficient, and some of our students continue to struggle. We now want to identify and target those students who have not shown growth in mathematics for two consecutive years. Students with scores below a 3.2 are included in this pool because while some of these students are currently proficient, if their scores continue to drop, this year, they might not be.

Goal 4:

To restructure the use of extended time in order to provide targeted instruction to students to improve academic outcomes

- 100% of extended time students will be strategically grouped and paired thoughtfully with teachers to provide academic intervention by October 2009
- Extended time attendance will increase to 80% by June 2010

As a continuation of goals one through three, we are grouping our extended time to target students who are below grade level and those students on the cusp of proficiency. This allows us to not only support those seventh graders who are not making necessary progress, but all struggling students. Additionally, it gives the Tier 2 Data Teams time to provide thoughtful instruction to their target populations. Finally, it gives teachers an opportunity to use the data from Acuity and Aris in a meaningful way.

Goal 5:

Increase the percentage of parents returning the Learning Environment Survey from 32% to 40%

Develop a system to track parental attendance at all events by November 2009

Based on the needs assessment, while the parent response to the Learning Environment Survey increased from 20% to 32%, an increase of twelve percentage points, we realize that this is still only a third of the parent population. It is our goal to continually strive for more parental involvement and feedback.

	<p>90% of teachers will log onto Aris to examine their current students' data 90% of teachers will create a group of students based on identified need (2s, Former ELLs, etc.) Tier 3 Data Inquiry Teams will identify their target population and sub-skill January: Tier 3 Data Inquiry Teams will begin providing intervention to their target populations. Ongoing: Tier 1 and Tier 2 DIT members analyze Acuity interim assessment results and share with staff Tier 3 DIT members work with target populations June: Tier 3 DIT share work with staff</p> <p>The implementation of this timeline will be overseen by the Data Inquiry Specialist along with the Data Team. If adjustments to the timeline are needed, the Data Team will make these during weekly meetings. The Data Inquiry Specialist will check in bi-weekly, overseeing the work of the Tier 2 and 3 Data Inquiry Teams.</p> <p>The goal is that each Tier 2 team identifies a target population and a learning target with which that group is struggling. Through targeted intervention, the Tier 2 teams will show through informal and formal assessments that the target population has mastered the identified learning target before their staff presentations in June.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Create and budget Data Inquiry Specialist (DIS) position as 2/5 of program • Identify Tier 2 data team members and train them on the data inquiry process • Use staff meetings and Election Day to teach and enable teachers to look at data to guide instruction
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Weekly: Minutes from DIT meetings</p> <p>Bi-Weekly Emails and communication between DIS and Tier 2 Data Team</p> <p>PPTs from all staff and academy meetings run by DIT</p> <p>Attendance from Faculty Meetings and PDs</p> <p>Item Analyses for Acuity Interim Assessments and state tests created within a week after the results of each test are shared</p> <p>November PD worksheets where item analysis trends are noted</p> <p>ARIS Activity (Groups, etc.)</p> <p>Goals set by teachers based on data as seen in ARIS and in Item Analyses</p>

ARIS groups for Tier 3 Target Populations created

Student work from Tier 3 Target Population groups from January to June

June Presentations by Tier 3 DITs

Trends identified at building, academy, and grade levels in ELA and Math

Projected Gains:

Target populations will meet Learning Targets with 80% accuracy by June

90% of teachers will look at item analyses from interim and state tests

90% of teachers will attend faculty meetings and PDs focused on data usage in classrooms

Subject/Area (where relevant): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>25% of 7th grade students that score below 3.2 and have not shown one year’s progress, for two consecutive years, will show at least one year’s progress based on the 2010 NYS ELA assessment.</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>Summer '09: Update Curriculum Map to reflect change in testing schedule</p> <p>August : Distribute and review curriculum map with staff</p> <p>September: Tier 1 DIT restructure the extended time model to provide more targeted instructional support</p> <p>Identify students who have not made a year of progress for two consecutive years on the NYS ELA test</p> <p>November PD: Teachers work with targeted students during the traditional school day and during extended time will examine their students’ test scores and item analyses (and of all students)</p> <p>December Faculty Conference: Teachers will examine item analyses from Acuity Diagnostic test</p> <p>December: Tier 3 Data Teams analyze item analyses as well as other formative and summative assessments of these students and identify missing skills</p> <p>January: Tier 2 and 3 DIT begin intervention with seventh grade target populations</p> <p>Ongoing: Administrators observe teachers, looking specifically for use of Bloom’s taxonomy and differentiation in Instruction</p> <p>Ongoing: Teachers provide targeted instruction in small groups during enrichment time</p> <p>Monthly: Instructional Cabinet (APs, coaches, DIT) conducts learning walks to collect information based on different foci (differentiation, writing across the curriculum, Bloom’s taxonomy)</p> <p>Jan-June: Tier 3 Data Teams oversee intervention of targeted support of identified students</p> <p>Data Specialist oversees Tier 2 and Tier 3 Work through Bi-Weekly Check Ins to assess progress towards goal</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Summer '09: Updating curriculum map to reflect change in testing schedule</p> <p>Disseminate curriculum map to ELA teachers during PDs before school</p> <p>Group students for extended time based on ELA scores</p> <ul style="list-style-type: none"> Buy test prep materials on students' instructional levels to challenge students and meet their educational needs <p>Buy leveled libraries for all ELA classrooms</p> <p>Have ELA coach teach model class for teacher observation</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Spring '09: State ELA scores and item analyses from 08-09 (Baseline)</p> <p>Students making less than a year's progress identified</p> <p>Extended Time Groupings: Created in September, updated as student population shifts; reviewed quarterly</p> <p>Extended Time Resources: Distributed in September, reassessed in January and as needed</p> <p>ARIS Groupings</p> <p>Tier 3 Target Groupings, Student Work, and Results</p> <p>Acuity and Interim Scores</p> <p>State ELA scores from 09-10</p> <p>Ongoing formal and informal observations to assess differentiated instruction and Professional Teaching Standards</p> <p>Progress Reports and Report Cards</p> <p>Modification and revision of ELA Curriculum Map with standards, rubrics, and exemplars</p>

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>25% of 7th grade students that score below 3.2 and have not shown one year’s progress, for two consecutive years, will show at least one year’s progress based on the 2010 NYS Mathematics assessment.</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>Update Curriculum Map to reflect change in testing schedule</p> <p>Identify students who have not made a year of progress for two consecutive years on the NYS Math test</p> <p>Restructure the extended time model to provide more targeted instructional support</p> <p>Teachers work with these students during the traditional school day and during extended time will examine their students’ test scores and item analyses (and of all students)</p> <p>Tier 3 Data Teams analyze item analyses of these students and identify missing skills</p> <p>Tier 3 Data Teams oversee intervention of targeted support of identified students</p> <p>Data Specialist oversees Tier 3 Data Team work</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>Afterschool and Saturday programs for Math enrichment and remediation.</p> <p>Mathematics AIS periods during the week</p> <p>Scheduled weekly math professional development</p> <p>Group students for extended time based on math scores</p> <ul style="list-style-type: none"> • Buy test prep materials on students’ instructional levels to challenge students and meet their educational needs
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>State Math scores from 08-09</p> <p>Extended Time Groupings</p> <p>Extended Time Curricula</p>

	<p>Students making less than a year's progress identified</p> <p>ARIS Groupings</p> <p>Tier 3 Target Groupings, Student Work, and Results</p> <p>Acuity and Interim Scores</p> <p>State Math scores from 09-10</p> <p>Ongoing formal and informal observations to assess differentiated instruction and Professional Teaching Standards</p> <p>Progress Reports and Report Cards</p> <p>Modification and revision of Math Curriculum Map with standards, rubrics, and exemplars</p>
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Subject/Area (where relevant): Extended Time

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To restructure the use of extended time in order to provide targeted instruction to students to improve academic outcomes</p> <ul style="list-style-type: none"> • 100% of extended time students will be strategically grouped and paired thoughtfully with teachers to provide academic intervention • Extended time attendance will increase to 80%
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Late August-Early September:</p> <ul style="list-style-type: none"> • Data Team groups enrolled students in cohorts of 5 (SWD) or 10 by Academy, ELL status, SWD status, and 2009 ELA and Math scores to provide targeted instruction • Data Team strategically paired all teachers paired with colleagues and students based on license, experience, and grade and subject of expertise to maximize extended time use <p>September:</p> <ul style="list-style-type: none"> • Uniform process of attendance collection and analysis created and unrolled by data team <p>Ongoing:</p> <ul style="list-style-type: none"> • ATS will be monitored to ensure that attendance is being recorded and entered correctly • Data team will cross-reference extended time attendance with morning ATS to identify students who do not attend extended time • Data team will provide this list to APs and Deans daily • APs and Deans will check in with students not attending extended time • Daily attendance outreach to parents via email and telephone by extended time teacher, APs, and Deans • As students are admitted and discharged to the building, and as status or official class changes, the data team will adjust student placement to ensure targeted grouping <p>Through this daily routine of cross-referencing attendance, periodic review for this goal will happen three times a week, every day that extended time is in session.</p> <p>January:</p>

	<ul style="list-style-type: none"> • New groups will be formed based on each academy's target population, as identified by the Tier 2 data inquiry teams in conjunction with the Tier 1 data team • Groupings will be reassessed building-wide to accommodate Tier 2 target populations and changing needs as determined by instructional cabinet (Principal, APs, coaches, and data team) <p>The intention of this targeted instruction is to specifically support the work of goals one through three, but this will support all struggling students building-wide.</p> <p>To date, approximately five times as many students stay for extended time this year as did last year. This revision of extended time, the execution of said plan, and the daily monitoring of attendance ensure that this increase in the quality and quantity of enrichment time will continue throughout the year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The Tier 1 Data team oversees the grouping of teachers and students and the daily operations of this goal, in conjunction with the APs, the deans, and the head school aid</p> <p>Purchase math and ELA test prep materials at various levels for students</p> <p>All teachers are matched with small groups of students grouped homogeneously by performance levels to provide targeted instruction</p> <p>All students from Niles Prep and Academy of Excellence scheduled with teachers in groups of 10 or less students, using all available spaces</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance will be reviewed three times a week (each time there is extended time) through ATS records for both the school day and extended time • Cut lists will be created and distributed to deans and APs every time there is extended time • Students whose classes change (or who are admitted) will be switched for extended time groups if necessary • In January, some new groups will be formed based on Tier 2 Data Team findings • In January, all groupings will be reassessed <p>As we have approximately five times as many students staying for extended time as we did last year, we are already meeting our goal. Through daily reassessment and intervention, we will stay on track to meet this goal.</p>

Subject/Area (where relevant): School Environment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the percentage of parents returning the Learning Environment Survey from 32% to 40%</p> <p>Develop a system to track parental attendance at all events</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>Data Specialist and Parent Coordinator will create a template for tracking parental attendance at all events</p> <p>Parent Coordinator will track participation throughout the year</p> <p>Parent outreach will be coordinated and supported by a team comprised of administration, teachers, parent coordinator, family worker, social worker, and school aides.</p> <p>Parent concerns are successfully addressed at school level</p> <p>100% of parents will be invited to attend Learning Environment Survey Rally</p> <p>100% of parents will be invited to attend family activities</p> <p>Monthly bilingual parent calendar emailed and backpacked home</p> <p>To ensure parent membership and engagement on our School Leadership Team</p> <p>Students who return their parents' Learning Environment Surveys participate in a school-wide celebration</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>Compensation for school safety agents to be present at any after school and evening events</p> <p>Supplies for events such as Learning Environment Survey Rally, Go Green Festival</p> <p>Prizes for classes with highest return rates</p> <p>iTeach-iLearn technology usage for students filling out surveys electronically</p> <p>Computer availability for parent use to complete surveys electronically</p>

Indicators of Interim Progress and/or Accomplishment

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

Attendance / Sign In sheets from PA meetings

Attendance/ Sign In sheets from family events (BBQ, Father/Daughter Dance, etc.)

Attendance/ Sign In sheets from Parent Conferences and Back to School Night

Parental Involvement Tracking Log

Learning Environment Survey Response Rate

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	148	148	0	0	23	As needed- referrals	8	0
7	171	171	0	0	30	As needed- referrals	24	0
8	198	198	0	0	393	As needed- referrals	9	2
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

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.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Students get 150 minutes a week of small group instruction in extended time using a variety of curricula and programs including Wilson, REWARDS, Acuity and AMP. This supplements the 360-420 minutes of core ELA instruction that all students receive each week</p>
<p>Mathematics:</p>	<p>Students get 150 minutes a week of small group instruction in extended time using a variety of curricula and programs including Kaplan and Acuity. This supplements the 360 minutes of core instruction that all students receive each week.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The guidance counselor does crisis intervention as needed and high school articulation for all of the eighth grade students as well as their families. The guidance counselor also oversees the sponsorship program for the private, parochial, and boarding high schools. Finally, she coordinates many enrichment summer programs such as the Discovery program with sixth and seventh grade students.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school psychologist meets with students individually who have been identified by the school staff as having a need. Additionally he reviews and writes IEPs, evaluates and tests students, and works closely with the Unity Center to coordinate outside referrals. Being bilingual, the school psychologist is able to service the two major language groups in our school. From September to June addresses all case management for Special Education. Students are tested as needed if they fall into one of three categories: 1. Initial referral 2. Re-evaluation of an open case. 3. A triennial mandated evaluation. The psychologist presides over the educational planning conferences, assuring that IEPs are produced for all students within a compliance date. The psychologist sees children during the school day.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>From September to June screens initial referrals, for Special Education, documenting social histories and consulting with parents and teachers. The process entails doing associated classroom observations when a case is indicated, then attend EPC Counseling is provided for non-mandated, at risk—students. Counseling is done during the school day for 45 minutes based on student need. A school based service that supports student academic success by addressing students’ non-academic issues that interfere with classroom learning. Students’ psychosocial needs are addressed through crisis intervention, short and long term counseling, referral to community resources and case management services. The Unity Center in collaboration with Turn Around for Children</p>

	<p>identifies students with highly dysfunctional behavior patterns and provides appropriate services to the student and the classroom.</p> <p>The Unity Center is staffed by a full time licensed social worker and four Columbia University Social Work Interns.</p>
At-risk Health-related Services:	<p>The school nurse provides two students with their daily medication during the school day. Twenty-five students are classified as PRN, which means they receive medication as needed. Additionally, the school nurse sees students for first aid and emergencies as needed.</p>

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

NCLB/SED requirement for all schools

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

In order to strengthen ELL instruction and enable students to meet and exceed language requirements, MS 118 and its team has developed a LAP plan that will encourage ELLs to move towards English proficiency in all its modalities as well as in the content areas. These goals will be instrumental in helping ELLs move towards meeting high expectations and learning standards set for all children. Development of cognitive academic language proficiency (CALP) and basic interpersonal communication skills (BICS) using ESL methodologies and strategies will enable students to reach English language proficiency.

Mrs. Elizabeth Lawrence, Principal, met with the MS 118 ELL Language Allocation Policy Team, to review ELL mandates and analyze and interpret ELL student data to develop the MS 118 Language Allocation Policy. The team included: Elizabeth Lawrence (Principal), Anne Piotrowski (ELA Department Chair/Assistant Principal), Jacqueline Wright (Math Coach), Debbie Ashman (Literacy Coach), Gail Litwak (UFT Teacher Mentor), Megan Murray (ELL Coordinator), Jackie Padilla (ESL Teacher), and Diana Owens (Parent Coordinator).

Presently the register is comprised of 1,163 students, with approximately 10% of the population consisting of ELLs (120 students). In order to service these students, there is one transitional bilingual CTT class in the 8th grade, and one Special Education transitional bilingual bridge class (7th and 8th grades). Many of the students are new arrivals, as well as some with less than seven years here. There are freestanding ESL classes in 6th and 7th grade. These classes are academically accelerated English language models, AAELM. Students that are in 6th, 7th, or 8th grade and are not in either bilingual or designated LEP classes receive ESL services via a push-in/pull-out program. The ELL population is predominately Spanish speaking (97 students). Out of our 120 ELLs, 103 are newcomers, 40 are ELLs receiving services for 4-6 years, and 46 are Long-Term ELLs. 40 are Special Education students.

The identification procedure for students who may be ELLs consists of an incoming admissions process with the pupil personnel secretary and the ELL Coordinator. The pupil personnel secretary, Gilda Cruz, gives the parents the registration packet, which the parents fill out for the student. For every newly admitted student, Megan Murray, the ELL Coordinator who holds a valid NYS Certification, administers the HLIS and orally interviews the parents and student about the home language as well as previous schooling and country of origin. This oral interview is either conducted in English or in Spanish, depending on the home language of the parent. If the HLIS and parent interview reveal a home language other than English, the ELL Coordinator then administers the LAB-R to the newly admitted student within 10 school days of admittance.

Once a child is qualified as an ELL on the LAB-R, the parents are called into the school and given an entitlement letter noting that their child is classified as an ELL and is entitled to language support. This meeting occurs within 5 school days of the child's LAB-R test results are tabulated. At this time, Diana Owens, the Parent Coordinator, then explains the three options that are offered in the city to ELL students- TBE, ESL, and Dual Language and uses the parent orientation video. Then, the parent fills out the Parent Survey and Program Selection form. If the parent chooses an option that is not offered in our school, the parent is then informed of this, and also informed of other schools in the city that do offer the program of choice. The choice on whether to remain in this school and place the child in one of our existing programs is then up to the parent. Then, the child is registered in the appropriate class, as per the parent's decision. If parents do not respond to the entitlement letter or do not return the Parent Survey and Program Selection form, then the Parent Coordinator follows up with phone calls and a second letter. If the parent does not respond, then the child is placed in either a TBE program (if the child is a Spanish speaker and there is an available class in the child's appropriate grade) or in ESL. Although a storage system has not been in place in years past, these will be filed from this point forward in the ELL Coordinator's office and periodically reviewed to ensure that the programs offered reflect parent choices. As we are beginning to store these documents, they will be reviewed every semester to ensure that the programs that are offered are reflected in the program choices offered. This will be used to inform staffing decisions and class makeup as we move into the new school year.

Because our TBE program is English/Spanish, 8th grade LEP students that have a home language of Spanish speakers can be placed in our TBE CTT class if the parents choose to place them in this program. All other LEP students are necessarily placed in ESL because we do not have TBE programs in any other languages. The information is presented to Spanish speakers using internal bilingual staff. All other translation is done using the DOE translation unit.

Our ELL program is comprised of 7 teachers with certifications in ESL, bilingual education (Spanish), bilingual special education (Spanish), or foreign language (Spanish). We have 2 certified ESL teachers, 1 certified foreign language teacher (Spanish), 1 certified bilingual teacher (Spanish), and 3 certified bilingual special education teachers.

In May of each school year, all ELL students take the NYSESLAT exam to measure progress made in English language acquisition. In order to ensure 100% participation of ELLs in this exam, the Testing Coordinator, Irith Insler, who holds valid NYS Certification, schedules all ELL students to be pulled out of regular classes and to take the reading, writing, and listening sections of the NYSESLAT exam. These students are provided with all mandated testing accommodations including separate location and all time limits are adhered to strictly. The licensed ESL teacher will administer the speaking section individually to all push-in/pull-out ESL students, the licensed ESL teacher will administer the speaking section individually to all AAELM students, and the licensed bilingual and bilingual special education teachers will administer the speaking section individually to all TBE

students. Any student who is absent during the administration of any of the sections of the NYSESLAT makes up the exam with a licensed pedagogue as soon after the original exam date as possible.

The NYSESLAT and LAB R data provide evidence that the Transitional Bilingual students scores range from beginners through advanced. Because of the great range of levels English language acquisition, much of the Native Language Arts component is done through differentiation in the classroom. Approximately 40% of the TBE students have achieved advanced placement on the NYSESLAT, 40% are at the intermediate level, and 20% are beginners. In order to move ahead in reading and writing, the students require continued support in their native language skills. Our TBE classes are organized using a heterogeneous grouping model, in which beginners, intermediates, and advanced students are in one class. Within each class, the students receive differentiated instruction to meet them at their instructional levels in both English and Spanish. The students are provided with Native Language Arts instruction in all content areas, as well as English and Math, based on their needs and their CR part 154 mandated time periods based on their NYSESLAT scores. We have three 7th grade Special Education TBE students and 25 8th grade TBE ELLs. All of our bilingual classes at MS 118 are bilingual English-Spanish, due to Spanish being the overwhelming native language majority other than English.

Our TBE students also are assessed on their native language reading abilities in Spanish using the ELE exam each year. Of our current students, 16 scored in Quartile 1, 10 scored in Quartile 2, 3 scored in Quartile 3, and 1 scored in Quartile 4. This suggests that there is a need for stronger native language support in our bilingual programs.

The ESL students are divided into 2 groups. The 6th and 7th grade AAELM program are advanced academic ESL classes. These students consist of children that have strong native language literacy skills and who are approaching mastery of the English language. 98.8% of these students have scored at the advanced or proficient levels on the NYSESLAT. The proficient students have all achieved proficiency within the last 2 years. Because of their advanced English language proficiency levels, this group tends to be much more homogeneous in terms of English language ability than in the TBE classes. The NYSESLAT data indicates additional support is necessary in reading and writing. The AAELM /ESL teacher has supported their needs by using SIOP and other ESL strategies to enhance their instructional needs in reading and writing. They also have 10 ESL periods per week, which includes balanced literacy in English utilizing SIOP methodology.

The second ESL group is comprised of students in a monolingual general education classroom who are receiving push in and pull out ESL services. In 6th grade, there are 16 students in the ESL push-in/pull-out program. In 7th grade, there are 12 students in the push-in/pull-out program. In 8th grade there are 16 push-in/pull-out students. In the ESL department, there are 90 students receiving services. Between both of our ESL models, there are 24 Newcomers, 30 students that have been ELLs for 4-6 years, and 36 Long Term ELLs. These students require continued support in all the modalities with emphasis on reading and writing. They receive ESL, ELA and monolingual content support from the general education classroom teachers as well as the ESL teacher.

Between both types of programs in the ESL department, there are many languages represented in each grade. In 6th grade, there is 1 Arabic speaker, 1 Bengali speaker, 3 French speakers, 3 Fulani speakers, 27 Spanish speakers, and 1 Wolof speaker. In 7th grade, there is 1 Afrikaans speaker, 1 Albanian speaker, 1 Bengali speaker, 2 French speakers, and 24 Spanish speakers. In 8th grade, there are 2 Albanian speakers, 1 Arabic speaker, 1 Bengali speaker, 2 French speakers and 19 Spanish speakers. These students make up both the AAELM program and the ESL push-in/pull-out programs.

Upon review of the ELA and Math levels, the data indicates ELL students are not on the same levels as their native English speaking peers. For non-ELLs at MS 118 in ELA, in 2008-2009, 1% scored Level 1, 20% scored Level 2, 71% scored Level 3, and 8% scored Level 4. The majority of students scored a Level 3 for non-ELLs, while the trend was quite different for ELLs. For ELLs, on the same measure, 1% scored Level 1, 81% scored Level 2, and 18% scored Level 3. The overwhelming majority scored level 2. In Math, the differences between these two groups are more mixed. For non-ELLs, 3% scored Level 1, 15% scored Level 2, 50% scored Level 3, and 32% scored Level 4. For ELLs, more scored Level 1 (11%), but more also scored Levels 3 (39%) and Level 4 (5%). These data show that our ELL students need ESL and/or Native Language support in both ELA and the content areas, because in both cases the percentage of Levels 3 and 4 is much lower for ELLs than for non-ELLs. Because of the small number of our students that have taken the NYS exams in their native language, it is difficult to assess the extent to which students are faring better in the native language as opposed to English. In addition, the ELE exam is not at all comparable in scope or difficulty to the NYS ELA exam.

In terms of NYSESLAT and LAB-R (for new admits) data, the numbers reflect distinct groups of proficiency levels in our school, and we also rely heavily on this information to create the most effective groupings for ESL pull-out settings. In the 6th grade, there are 5 beginners, 5 intermediates, and 26 advanced ELLs. In 7th grade, there are 3 beginners, 15 intermediates, and 16 advanced ELLs. In 8th grade, there are 15 beginners, 18 intermediates, and 16 advanced ELLs. We rely more heavily on NYSESLAT placement than grade when creating ESL pull out groups in order to maximize learning. In terms of modalities, the general trend is that the students are generally scoring higher on the listening/speaking modalities than on the reading/writing. Specifically, in 6th grade, there were no beginners or intermediates on the listening/speaking sections, 17 advanced ELLs, and 14 scored at proficiency. However, on the reading/writing section, there were 2 beginners, 5 intermediates, 21 advanced students, and 3 proficient. In 7th grade, the pattern is similar. In listening/speaking, there was 1 beginner, 2 intermediates, 13 advanced and 17 proficient. On the reading/writing section, there were 2 beginners, 15 intermediates, 15 advanced, and 1 proficient student. Analysis of the 8th grade scores shows another similar pattern. On the listening/speaking section, there were 4 beginners, 3 intermediates, 17 advanced students, and 18 proficient students. The reading/writing section showed 11 beginners, 19 intermediates, 14 advanced, and 1 proficient student. This shows that students may have acquired listening/spoken English, but they are still in the process of acquiring the skills to read and write effectively in English.

These NYSESLAT trends affect instructional decisions in that, while we will continue fostering the speaking and listening modalities, these will be used as springboards into the reading and writing modalities because of the difficulties that our ELL students have with them. Our students continue to need support with these modalities, and therefore the ESL program is dedicated to improving these skills in our students through scaffolding and differentiation.

In our school, we use Performance Series and Acuity to assess the literacy skills of our ELL students as well as our general population. We then take this data into consideration when grouping our students both in the mainstream classroom setting as well as in the ESL groupings. In addition, we consider this data and rely strongly upon it to form extended time groupings to ensure that students are receiving as targeted an intervention as possible.

As a school, we follow block scheduling, meaning that our students travel with their official classes from content area to content area throughout the day. In general, the classes are heterogeneously grouped, where students of all proficiency levels are within one classroom. The only exceptions to this are the two honors academies in our school, Spectrum and Pace, which select students with higher proficiency levels into the programs.

The school schedule is comprised of 8 periods per day. Students in monolingual classes are scheduled at least 8 periods of ELA, 8 periods of Math, 5 periods of Science, and 5 periods of Social Studies per week. Some classes may have more periods of certain subjects than others due to demands such as teaching a Regent's curriculum or specific classes may have extra periods of Math or ELA skills remediation. In addition, students participate in a talent program each week which consists of classes such as art, ceramics, dance, or choral singing.

Because of ELL students' specific needs, their schedule may vary from the general education non-LEP student. The AAELM program uses block scheduling, in which the 6th and 7th grade AAELM students travel as an official class of heterogeneously grouped students, meaning that there are beginners, intermediates, and advanced students in the same class. Likewise, the bilingual program uses block scheduling with heterogeneously mixed groups.

The ESL push-in/pull-out program is different from the AAELM and TBE programs in that the ESL teacher will push into or pull out of certain classes in a day. The pull-out groups are homogeneously created, pulling students with the same English proficiency levels at the same time. This schedule allows for a greater number of students to receive ESL services at the same time, and therefore we are able to provide the mandated number of instructional minutes to our students. In some classes where there is a concentration of English Language Learners in one official class, some of the mandated minutes are provided in a push-in setting as well, where the ESL teacher is able to support the student in having success in the content area. Because the block scheduling holds true for the monolingual classes, the push-in groups are necessarily heterogeneously grouped and students at all proficiency levels are supported using differentiation techniques.

In order to remain in compliance with CR Part 154, the bilingual and ESL teachers are strategically organized and programmed. The TBE program has three scheduled Bilingual Special education teachers that work within the TBE special education and TBE CTT program in order to service the ELL students. The native language arts component to the TBE program is done through the Science and Math periods. Therefore, all TBE students receive at least 180 minutes of NLA per week. In addition, the beginning and intermediate students receive 360 minutes of ESL which is programmed as a double block of ESL 4 days a week. The advanced level students receive 180 minutes of ESL support, while focusing on ELA for the rest of their literacy blocks. This is done through differentiation of content, difficulty of text, and differentiation of product.

In the ESL program, the ELL students are scheduled to receive the mandated number of ESL and ELA periods per week in compliance with CR Part 154. In the AAELM program, block scheduling has allowed all beginner and intermediate students to receive 360 minutes of ESL support per week. The advanced students receive differentiated ELA instruction for 180 minutes per week in addition to 180 minutes of ESL support.

The instructional materials for the ELLs in TBE and ESL classes include ESL materials, NLA Spanish materials as well as content area materials. Students in the TBE and ESL classes have grade appropriate science, social studies and math texts in English and Spanish. There are listening centers available for each of the ELL classes. The listening materials are supportive of ESL proficiency levels and contain content area, non-fiction, as well as fictional resources. There are resource materials, such as ESL programs like Visions, RIGOR and Riverdeep, and hands on materials provided to support students' learning. All classroom libraries have been upgraded with non-fiction and fictional reading materials. Teachers in all classrooms have leveled libraries with a variety of texts on different levels. MS 118 is an iTeach-iLearn school, so each student has access to a laptop in school. The use of technology allows teachers to differentiate easily to a large variety of students, including to ELLs in their classes. All ELL students participate in whole school events and are mainstreamed for talent classes. They have many opportunities to mix with non-ELL students and are encouraged to do so.

As is important with all students, the ELL department differentiates instruction based on students' length of time receiving ELL services as well as other important factors. Our SIFE students are students that need support in many basic skills, and we rely on the use of extended time to specifically target those students in order to remediate and challenge these students. We match these students in small groups with teachers that supplement the students' classroom lessons with basic skill support such as arithmetic, phonemic awareness, sentence structure, and other aspects that these struggling students are faced with. As these students progress, we release the responsibility and push the students to perform more difficult tasks using scaffolded support.

The Newcomers is another group that needs strong scaffolding. These students are also placed in small extended time groups with experienced ELL teachers in order to help them with basic skills that need to be transferred from the native language to English. As much as possible, we use native language support to help these students understand basic concepts, as well as ensuring the use of all 4 language modalities in all lessons. In addition, we

strive to ensure 100% participation from all students by allowing these students ways to participate in lessons using their native language or other ways to contribute and to demonstrate knowledge, such as by using authentic assessments. In addition, MS 118 prepares our new incoming ELLs and supports them by inviting them to an ELL summer school enrichment program, in which students can get a head start on their English language acquisition by working with teachers experienced in working with ELLs throughout the summer in order to assist the students in the transition into our school.

ELLs receiving services for 4-6 years generally need content area support, as well as supplemental reading and writing skills. We work with these students in the ESL and TBE programs to develop academic vocabulary and integrating grammar and writing structure support directed at these students' specific needs. Providing these students with highly scaffolded academic support allows them to practice without risk and then to increase their independence.

Our Long-Term ELLs are most often students that are scoring at Proficient levels on the NYSESLAT Listening/Speaking section, but are advanced on the Reading/Writing sections. These students need further support generally in vocabulary and grammar development. Therefore, these students have become a greater focus in our school in order to push these students toward full proficiency in English. They are paired with expert teachers during extended time in order to improve their reading comprehension and writing skills, and the focus is always on giving students highly scaffolded assignments and support.

In order to support the personnel that work with our ELL students, we provide professional development opportunities to all those that touch our ELLs. The assistant principals and ESL coordinator have attended planning meetings and conferences on supporting ELLs in our school, and are responsible for turn-keying information new techniques and activities to the rest of the school. In addition, the Children First Network has provided support for the ESL Coordinator through school visits and personal trainings. We have several PDs planned for the remainder of the 2009-2010 school year which are geared to ESL teachers, subject area teachers, paraprofessionals, and special education teachers:

- January: Differentiation for ELLs
- February: Response to Intervention
- March: Grouping and Classroom Management
- April: SIOP
- May: Teaching Writing to ELLs

In addition to these in-house trainings, we have guidance counselors, psychologists, and speech therapists are encouraged to seek out DOE trainings given by the Office of ELLs or their particular departments that will aid them in supporting ELL students in their areas of expertise.

As ELL students move from one school level to another, they tend to find difficulties in adjusting to the vocabulary and changes necessary in the new level. In order to support them, our bilingual guidance counselor works with each 8th grade class to ease the transition into high school, facilitate the high school articulation process, and to help

students understand the necessary structures in place in high schools, such as credit accumulation, individualized programming, Regent's testing, etc.

Our school judges the success of our ELL program specifically in 2 ways. The first way that we evaluate our level of success is on the NYS ELA and Math examinations. We are striving to teach our students the skills that they need to be successful on these exams, as we know that success on these exams predicts future success in high school and college. As we raise the scores of our ELL students, we see evidence of success in our program. The second way that we evaluate the success is on the NYSESLAT examinations. As students pass this exam, they are showing proof that they have acquired sufficient language skills to be considered proficient in English, and this is our ultimate goal.

To support our ELLs with special needs, we have two different programs. For students that are recommended for TBE special education on their IEPs, students are placed in a TBE Spanish Special Education class with a licensed Bilingual Special Education teacher and a Spanish speaking Paraprofessional. These students receive native language support as well as ESL support in a highly scaffolded small classroom environment in order to improve their native language literacy, as well as English language development. For students that are recommended to receive ESL support, these students are placed in monolingual classes and provided push-in and pull-out ESL support. These students receive their mandated periods of ESL support with a licensed ESL teacher, and this support is directly connected to the ELA curriculum.

Because of the varying needs of our ELL students, MS 118 offers many after school and weekend opportunities for ELLs. We offer after school and Saturday academies specifically for ELLs in which experienced ELA and Math teachers provide small group instruction specifically to ELLs. This year, the Saturday academy will be focused on NYSELAT preparation, incorporating reading, writing, listening, and speaking in all lessons. The program will be structured in such a way as to engage students in their schooling using trips around New York City and use this as a basis for reading, writing, listening and speaking in English.

In addition, the contractual 37.5 minutes are used to target ELLs, among other students. The ELL students in our school are grouped together with other students of similar language acquisition levels to receive targeted instruction from teachers experienced in working with ELLs to build their language and content knowledge. These students receive support in math and ELA and this is based on their specific needs by looking at diagnostic assessments and Item Analyses from NYS exams to ensure targeted support on the skills that the students are missing. They receive support in English as well as in Spanish, as necessary. Our TBE special education students and our other ELL students with disabilities receive the same opportunities as the other ELL students. Mrs. Blumenfeld, the IEP supervisor, is a key part of the planning for these students, as well as in the coordination of ESL services to those students whose IEPs mandate them to receive these services.

All of our ELL students participate fully in a school-wide arts program, which we call “Talent.” Students choose from a list of arts classes such as dance, choral singing, ceramics, band, and drawing. In these classes, ELLs are fully integrated with monolingual peers. In addition, all ELLs are invited to participate in all after school programs such as theatre performances, the LEAD after school program, Math Club, Science Olympiad, and the Chess Team.

In order to foster parent involvement in our school, our Parent Coordinator, Diana Owens, along with the Parent Association, sponsors many parent-child activities. For example, there have been Father/Daughter dances, Mother/Son dances, Parent Association meetings, invitations to school, and a back to school barbeque. The parents of ELLs are notified of these events in both English and Spanish, and the students are also notified and encouraged to bring their parents. In addition, the Learning Environment Parent Survey is one of our school wide goals, and there are rallies planned in order to improve the return rate of these parent surveys.

In order to gauge the needs and concerns of the parents, we focus effort on analyzing the data from the Learning Environment Survey. The parent coordinator also informally polls parents as they come in to school about their needs and how our school could better support them and their children. After gathering this data, we make changes based on the reported parental concerns and/or needs.

All in all, the ELL students are a priority at M.S. 118. In conjunction with the Network, we believe that through the use of data and best practices, intervention services and individualized approaches, we can achieve the goal of a full year’s NYSESLAT growth for each student annually, while developing grade level competency in the content areas.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**Form TIII – A (1)(a)****Grade Level(s): 6, 7, 8****Number of Students to be Served: 60 LEP 0 Non-LEP****Number of Teachers: 4****Other Staff (Specify) 0 Paraprofessional****School Building Instructional Program/Professional Development Overview****Title III, Part A LEP Program**

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

Our ELL Program at M.S. 118 includes:

- 131 students who have identified as English Language Learners (ELLs).
- MS 118 offers a Transitional Bilingual program and an ESL program.
- There are 2 Transitional Bilingual (Spanish) classes – (1 CTT class grade 8, 1 12:1:1 Special Education Bridge Class grades 7 and 8) with a total of 30 students. There is one licensed Bilingual Special Education teacher and one general education teacher licensed in the content area in the classroom for all subjects for the CTT classes. There is also a licensed Bilingual Special Education teacher in the self-contained Special Education class.
- The Transitional Bilingual program differentiates the amount of native language support depending on student needs/NYSESLAT levels. ESL instruction is in accordance with the LAP requirements. Students are mainstreamed for gym, talent, and extra-curricular activities.

- Each year a number of students in the AAELM program pass the NYSESLAT. However, those students remain in the ESL classes for continued support. As these students are mainstreamed in 8th grade to take Regent's courses in Science and Math, even when the students pass the NYSESLAT they remain in the program for both 6th and 7th grade. We have found that the students that have recently passed the NYSESLAT retain many of the needs that their peers at the intermediate and advanced levels share, and therefore is appropriate for these students to receive these supports for the two years that they are in the program.
- The 54 ELL students not in designated LEP classes are provided mandated units of ESL instruction depending on their proficiency level. Of these students, 9 are Beginners, 19 are Intermediates, and 26 are Advanced. These services are provided using a pull-out/push-in model, in which the mainstream class lessons are supplemented by the licensed ESL teacher. In addition, the ESL teacher meets bi-weekly with classroom teachers in all of the classes from which she pulls out or pushes into and discusses challenges that the students have been having with the curriculum or anticipated challenges, and how the ESL teacher can work with the classroom teacher to support the students' learning. Students that have scored at a Beginner and Intermediate levels on the NYSESLAT receive 360 minutes of ESL support per week. This support is a combination of pull-out services in order to provide intensive, targeted ESL support and push-in services to assure alignment with the curriculum. Advanced students receive 180 minutes of ESL services a week, and these are provided in a push-in fashion as much as possible. When scheduling conflicts do not allow for push-in, then services are made up in pull-out sessions. The bi-weekly meetings that the ESL teacher has with the classroom teachers are essential to the support aligning with the curricular objectives of the classroom teacher.
- ELLs have the opportunity to participate in a **Title III Saturday Academy** specifically for ELL students. This program combines NYSESLAT prep with experiential learning as students learn to read, write, listen, and speak while participating in many trips around New York City. We want to focus on preparing our students for this exam by utilizing read aloud techniques to practice listening, reading and writing. The focus will be on developing students' academic language and vocabulary as well as building math literacy. This program serves 60 students that are classified as ELLs in the school currently. As there is no other Saturday program at MS 118, a supervisor is needed for that time. This program will be for 18 Saturdays for four hours each beginning in December from 9:00 AM until 1:00 PM. Students will attend the program from 9:00-12:00pm each Saturday. Teachers will receive professional development each Saturday for one hour from 12:00 pm-1:00 pm in order to look at student writing, formative and summative assessments, and to greatly increase the use of data to inform instruction and deepen the use of differentiation, as well as to share best practices and receive support on the use of ELL strategies in the content areas. Four teachers that teach these students are teachers with valid NYS teaching licenses that specifically have had training in QTEL, SIOP or other ELL instruction methodology in order to best provide services to these children. There will 2 certified ESL teachers co-teaching with two certified content area teacher in the area of ELA and Math.

Supervisor Support for Title III Saturday Program

Supervisor needed to supervise Title III Saturday Academy. Supervisor will provide support to teachers who will instruct ESL students in this program. There is no other Saturday program at the school, hence a supervisor is needed. Supervisor will work 18 Saturdays for 4 hours each.

Professional Development for Title III Saturday Program

Students will attend the program from 9:00-12:00pm each Saturday. Teachers will receive professional development each Saturday for one hour from 12:00 pm-1:00 pm in order to look at student writing, formative and summative assessments, and to greatly increase the use of data to inform

instruction and deepen the use of differentiation, as well as to share best practices and receive support on the use of ELL strategies in the content areas. QTEL, SIOP, and other ELL instructional methodology will be turn-keyed during these professional development sessions as well as focused intervention from **Santillana** Professional Development.

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

Staff development is ongoing throughout the year. Each of the content areas meets for monthly professional development meetings. In these meetings, one of the topics that is addressed routinely is the differentiation of content for the ELL students. The ELL Coordinator works with the department heads to plan these professional development sessions. All staff members also participate in content area professional development throughout the school year facilitated by department heads. One of the major focuses in the school based content area professional development is increasing differentiation of instruction to ELL students, and the department head’s PD is supported by the ESL Coordinator.

The planned PD topics are as follows:

- January: Differentiation for ELLs
- February: Response to Intervention
- March: Grouping and Classroom Management
- April: SIOP
- May: Teaching Writing to ELLs

This type of Professional Development will be given at MS 118 for 30 participants, which will all be teachers that teach ELLs and former ELLs in their classes. In addition, we will ensure that at least one teacher from each grade level team in each academy will attend, and then will be responsible for turn-keying the information to the rest of their teammates. These focused interventions that will be addressed in this PD session will support ELLs in the content areas so that teachers will have the tools to intervene and provide support to these students when they are having difficulty mastering a concept. By training such a large percentage of our teachers in this methodology and then turn-keying the information to the rest of the staff, the ELLs across the building in all classes will benefit from these valuable interventions.

Parent Involvement

The Title III Parent Program will consist of a library in Spanish of books that are representative of the books that ELL students are reading across the building. The selection of titles will be done in conjunction with the ELA Department Head, with input as well from the Department Heads from the Math, Science, and Social Studies departments. As often the parents of ELL students can feel disconnected from their students’ schoolwork due to language barriers, a native language library that reflects the books that are being read in the classrooms as well as independent books that are popular with students will allow an access point for parents to discuss academic matters with their children. Once the books are purchased, parents will have an opportunity to attend workshops that shows them how to use the library books to help their children develop more native language which in turn will be useful in the classroom.

Parental involvement in schooling is highly correlated with children’s academic achievement. Because the parents will be able to have conversations about literature that is interesting to their children, it will increase the conversations about school in general and ultimately positively impact the students’ academic achievement. In addition, it will make parents feel comfortable coming into school, and that their native language is appreciated and valued.

Form TIII – A (1)(b)

School: MS118 BEDS Code: 321000010118

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$18,127.44	<u>Saturday Academy</u> 4 teachers X 18 sessions X 4hrs X \$49.89 = \$14,368.32 1 supervisor X 18X 4hrs X \$52.21 = \$3759.12
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	\$1,000.	Santillana Professional development (Intensive Instruction with Focused Interventions) for up to 30 teachers.
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$2907.50	<u>Getting Ready for the NYSESLAT and Beyond class set x 4 x \$495.00 = \$1,980.</u> <u>Getting Ready for the NYSESLAT and Beyond; Teacher’s Manual x 5 copies x \$39.95 = \$199.75</u> Class Instructional Materials: Paper, notebooks, pens and pencils. <u>\$728.00</u>

Parent Involvement	\$384.81	Supplemental Books for parents' library from Attanasio Bilingual Text Library for Parents . <u>1 set @ \$384.81</u>
TOTAL	\$22,420.	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The languages spoken by the parents are determined primarily in two ways. The way that all of the parents' languages are recorded each year is through emergency cards (blue cards). On this card, the parents document the languages with which they are most comfortable, both written and spoken. These cards are printed in both Spanish and in English, and the language of the card that the parent receives is determined by asking the student which language his or her parent would prefer. The second way that we collect the data of the parents' languages is by completing the Home Language Identification Survey (HLIS). Upon registration into the school, each family is administered the HLIS. This information is used to identify potential ELL students as well as to document the languages that are spoken in our students' homes. Because the home language of a great majority of the homes that do not speak English is Spanish, great efforts are taken to be sure to translate all documents into Spanish.

Any documents that need to be translated to another language are outsourced. If the document is one page or less then it is submitted to translation services through the Department of Education website. If the document is more than one page then there are three Department of Education approved translation companies that translate these documents for the school at a fee. A percentage of the school budget is allocated for this purpose.

Bilingual teachers, the parent coordinator, and other building support staff provide oral translation for parents when needed (e.g. during parent-teacher conferences). While this is primarily Spanish translation, one teacher provides Arabic-English translation. When it is necessary to communicate with a parent in a language other than the ones spoken by staff at the school, the school utilizes the translation unit that can be accessed by telephone in the case that an issue with a student arises or other important information must be communicated.

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

The majority of the non-English speaking parents are Spanish speakers. The other major language is Bengali. There are other languages that our families speak, but English, Spanish, and Bengali are the three main languages spoken by large groups of our families. These findings were shared with the parent coordinator and the principal so that accommodations could be made.

Since the majority of students at our school speak a language other than English at home (majority Spanish) translation is extremely important. This is articulated through the PTA, Parent Coordinator, and parent requests for translation. Written and oral communication is translated in a timely manner.

Part B: Strategies and Activities

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

The school routinely provides all written material in English and in Spanish, which are the two overwhelming majority language groups in our school. In addition, in order to communicate specifically with our Bengali speaking families, we utilize the language skills of one of our Bengali speaking staff members as necessary in written communication with these parents. Because we have a high need for translation services, most written language assistance is provided by in house volunteers, such as the parent coordinator and bilingual teachers.

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

All oral interpretation is done by in-house volunteers in Spanish and in Bengali.

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

The school provides parents with information about the languages available for translation. The school sends home letters to parents in the primary language, Spanish, and in other languages upon request. All parents are provided a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services in their native language.

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:	1,160,107	370,816	1,530,923
2. Enter the anticipated 1% set-aside for Parent Involvement:	11,601.07		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		3,708.16	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	58,005.35		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		18,540.80	
6. Enter the anticipated 10% set-aside for Professional Development:	116,010.70		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		37,081.60	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 87.7%
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.

Funding is allocated for professional development and college courses for teachers who are not highly qualified. They are strongly encouraged by the principal to pursue the lacking coursework, and coaches share opportunities with them as they come up.

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

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

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

The current School Parental Involvement Policy is revised each spring by the SLT. This is the policy as revised by the SLT in the spring of 2009.

William W. Niles: J. H. S. 118 agrees to implement the following statutory requirements:

- a. The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- b. The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118 (b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118 (d) of the ESEA.
- c. The school will incorporate this parental involvement policy into its school improvement plan.
- d. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- e. The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part 154 funds reserved for parental involvement is spent.
- f. The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
- g. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- i. that parents play an integral role in assisting their child's learning
- ii. that parents are encouraged to be actively involved in their child's education at school;
- iii. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- iv. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

Parent Responsibilities

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

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television their children watch
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups

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

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

The William W. Niles School • Middle School 118



Academy of Excellence, Niles Prep, Pace, and Spectrum Academies

Elizabeth Lawrence, Principal

Assistant Principals: Mark Barnett, Leah Dyer (IA),

Sharon Gersten, Anne Piotrowski

Achieving Starts with Believing!

SCHOOL-PARENT COMPACT

MS 118 will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards;**
- 2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held on November 17, 2009 and February 25, 2010.
- 3. Provide parents with frequent reports on their children's progress.** Specifically, MS 118 will provide four Standards Based Report Cards annually, four interim progress reports, and other individual updates as requested by the parents or deemed necessary by the school.
- 4. Provide parents reasonable access to staff.** In addition to parent teacher conferences, parents will be able to call the school or send notes with their children to set up meetings with individual teachers or groups of teachers. Additionally, parents can meet with the Parent Coordinator at any time to discuss their student's progress.
- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** MS 118's Parent Coordinator offers multiple monthly events for parents to gain additional skills, volunteer within the building, and go on community-building excursions. Additionally, classroom teachers often recruit parents for chaperoning field trips.

Parent Responsibilities

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

- 1. Make sure our child arrives at school by 8:00 am daily.**
- 2. Make sure our child completes all of their homework.**
- 3. Attend parent teacher conferences and contact the school as needed about our child's progress.**
- 4. Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.**

School

Parent(s)

Student

Date

Date

Date

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 pages 9-15.

2. Schoolwide reform strategies that:

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

MS 118's four vertical academies are structured to meet the needs of all of the students within their academy by providing support, differentiated instruction, and enrichment opportunities in the classroom and during extended time.

- 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.

At MS 118, we provide many opportunities for academic growth outside of the traditional school day. This includes an ELL intensive math program after school, targeted extended time instruction based on Acuity and state assessment data, and different summer school programs designed to meet the various deficiencies of our student population. In order to improve the quality of learning, we are using data more effectively to better understand our students' strengths and weaknesses.

- o Help provide an enriched and accelerated curriculum.

Through departmental pacing calendars and curriculum maps, all students are receiving standards-based curricula. Pace and Spectrum eighth grade students follow a Regents curriculum for some classes. That being said, individual teachers and academies tailor teaching in order to scaffold and allow all students to reach their full potential.

- o Meet the educational needs of historically underserved populations.

After analyzing available data, our major focus is on ELLs and students with disabilities. We target after school programs and other enrichment opportunities to these students.

- 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.

Additional information can be found throughout this entire document.

3. Instruction by highly qualified staff.

At MS 118, teachers who are not currently classified as ‘highly qualified’ are encouraged to get the certification necessary to become highly qualified. They are contacted by their assistant principals and coaches with specific opportunities targeted towards their needs. For teachers who choose to embrace these opportunities, they are supported in their endeavors financially through money from the budget.

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.

See pages 5-65.

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

n/a

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

See pages 37-38.

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.

The measures we use to improve the achievement of individual students and the overall instructional program are: Periodic assessments; Performance testing series; Internally organized pre and post assessments based upon NYS Standards; Regular dialogue and training of all pedagogy, as well as systematic review of classroom data.

The implementation of Data is when support is designed and provided to students at their point of need. We have differentiated professional development and planning meetings that include but are not limited to the fulfillment of the Goal Setting Process, skills each student should master, and a clear understanding of key concepts in the content area subjects. In addition, the extension of the Inquiry Team includes a focus on Middle School ELA for LEP students.

For more information on the ways in which pedagogues are included in the decision making process in maintaining high expectations of academic achievement, for their students, and the overall instructional program, please refer to pages 5-67.

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

See pages 5-9.

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.

See pages 7-8.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

Part A: For All Schools Identified for Improvement

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

n/a

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

n/a

Part B: For Title I Schools Identified for Improvement

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

n/a

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

n/a

¹ School Under Registration Review (SURR)

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

n/a

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

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification: _____

SURRE Group/Phase: In Good Standing **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

Each year, our school conducts a process of assessing our ELA curriculum map as a living document. This committee consists of the AP of the ELA department, Literacy coach, UFT Teacher's Center Facilitator, and teachers from each of our 4 vertical academies. In these meetings, we review ELA State Standards and make appropriate revisions. In addition to these meetings, this committee will review our CEP and school wide data as a team, specifically focusing on evaluating the effectiveness of our map in order to close the achievement gap for our ELL and special education students. As the testing date for the New York State Assessment was pushed back from January until April, our ELA curriculum map was also updated with this in mind. The order of units was altered to best prepare students for the April testing date.

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?

While our curriculum map is strongly aligned to state standards, we will continue to refine the implementation of our map to meet the needs of our ELLs and special education students. Currently, our map includes the following: a Balanced Literacy program (Workshop Model), and genre based units of study which include New York State ELA standards for reading, writing, listening and speaking. Resources include criteria and rubrics for each unit of study, common assessment tools, professional development resources, and technology resources to support each unit of study. In each unit of study, the curriculum map outlines specific products.

Assessment of the implementation of our curriculum map includes the following: classroom observations, literacy team weekly meetings, and literacy walk-throughs. We have a committee that consists of the AP of the ELA department, Literacy coach, and UFT Teacher's Center Teacher Mentor, which meets weekly to discuss consistency in map implementation, common threads in the strengths and weakness of our teachers, and consequently, the professional support needed by teachers to improve implementation.

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.

With the support of our UFT Teacher Center, we will provide school wide professional development to teachers in all content areas in the implementation of the curriculum map to provide differentiation. We will also utilize teacher leaders who have been trained in QTEL to support all colleagues. Our map will further include exemplars of standards based student work, in order to allow teachers to more closely align their instruction to state standards. In addition, we will place emphasis on products that require speaking and listening skills, such as spoken presentations, and note-taking.

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.

As a middle school, our mandated math curriculum is IMPACT Math, Courses 1-3. As part of our professional development, 6th through 8th grade math teachers, including special education and ELL teachers, met with the AP for the Math department and the Math Coach to match the New York State Performance Indicators to our curriculum. Through this process, we came to some conclusions. We identified the aspects of IMPACT that fully aligned to these indicators, in addition to those that partially aligned, and those that did not align at all.

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?

We have found that IMPACT's curriculum leaves some areas unaddressed that are emphasized in the Performance Indicators and on the state Math exam. The pacing calendar that we are currently working with is based on IMPACT's curriculum, and does not fully take into consideration everything that must be taught in preparation for the New York State exam, especially with the change of both the testing date and the information covered on each test.

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.

We are currently updating our math curriculum to reflect the change in the state testing schedule. Additionally, when we have found these gaps in our curriculum, we have supplied supplemental resources for our teachers. Some examples are: the use of New York Coach Math series, teacher made materials, New York State Math website, Riverdeep, Connected Math, and MathThematics. Our school has also implemented math demonstration lessons by exemplary teachers, inter-visitations, model lessons, math walkthroughs and buddy teachers.

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.

To assess the instruction that is occurring in our school, we conduct both formal and informal observations. The Literacy team meets weekly to discuss commonalities in instructional styles, methodologies, and differentiation. In these observations, we place importance upon the classroom environment, especially noticing evidence of flexible grouping, pre-assessments (such as baseline assessments, running records, reading and writing surveys, and ongoing formative and summative assessments) and their relation to grouping choices.

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?

In reviewing our observation notes, we have noticed that our teachers have created a classroom environment that allows a variety of flexible grouping strategies. There is evidence that groups are created based on the results of various assessments, both formative and

summative. We observe that a growing number of teachers are creating lesson plans that include various tasks and texts to address the different learning styles, skill levels, and needs. Another common thread that we have found is that teachers are including varied question types to deepen students' understanding, scaffolding the difficulty of questions and tasks, and incorporating interdisciplinary connections. Our UFT Teacher Center will further support teachers in the analysis of pre-assessments, summative and formative, in order for teachers to formulate flexible groupings and include differentiation in lesson planning.

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

2B – Mathematics Instruction

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

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

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

In our school, we continually observe teachers through both formal and informal observations. The Math AP and the Math Coach discuss the findings of the observations and plan weekly professional development sessions based on these needs. Upon completing these observations, we can determine the degree to which our teachers are engaging in direct instruction. Informal observations are especially useful in providing information about which instructional strategies are implemented on a daily basis. The Math Coach and the AP

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

continuously conduct math walk-throughs, after which we discuss and share our noticings with the teachers. A critical look at lesson plans can also indicate the degree to which the teacher is implementing direct instruction.

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?

After a review of the observations that we have conducted, we have come to the conclusion that we would like teachers to balance more completely direct instruction with group activities. In our school, this means that we would like to decrease time spent on direct instruction, and to increase cooperative activities and inquiry based learning. We have found, through test scores, informal and formal assessments, that our students have difficulty with problem solving, expressing mathematical communication in words and other process strands.

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

We are providing ongoing professional development to our teachers, mentor services to our new teachers, intervisitations, demonstration lessons, modeling, and meeting with teachers to discuss strengths and weaknesses. We will focus these sessions on limiting direct instruction and providing more balanced mathematics classroom. Then, we will follow this professional development with informal and formal observations to assess the teacher implementation.

In terms of support from central, we believe that our teachers would benefit from the opportunity to attend many of the informative professional development seminars that the city provides.

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 have assessed this information by evaluating the number of new and transfer teachers each year. The data are derived from Human Resources.

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 past year, we had 3 teachers that retired and 9 teachers that moved on either to different careers or teaching positions in other schools. This leaves almost 90% of our teachers that have remained in our school from last year.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

A major focus for our school is the support of our ELL students. As APs conducted pre-observations for formal observations, they were sure to speak with the teachers about differentiation strategies that would be employed in this lesson, including the differentiation to ELL students. This was able to be a gauge as to the types of strategies that are being employed, as well as the types of professional development was necessary for each teacher.

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?

In department meetings, teachers have discussed thoroughly strategies for teaching ELLs in each of the content areas. In the English and Social Studies departments, teachers that have been trained specifically in QTEL strategies have turn-keyed this training to the entire English department, as well as being provided with unit plans that employ QTEL techniques throughout. All ELA teachers were given information about the 4 learning modalities. In addition, in both formal and informal observations the techniques were evidenced in the classrooms.

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.

N/A

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.

In conversations with teachers as well as information gleaned during professional development on ARIS training, it became clear that teachers not only were not aware of the English Language proficiency of the ELLs in their classes, but they were not always clear on which students are current and/or former ELLs.

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?

In the 2009-2010 school year, all teachers that had contact with all of the ELLs in our building received a notification at the beginning of October with a list of all of the ELLs and their NYSESLAT scores for the past 3 years. They were also provided with a list of students that are former ELLs that have tested out on the NYSESLAT within the past 2 years. The teachers were also made aware in this letter of the schedule that students would follow as far as push-in or pull-out ESL services. In addition, teachers were told, if the students were students with disabilities, whether the student is X-coded or not.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

In our school we do not differentiate between special education and general education teachers. All the professional development related to curriculum is performed with subject teachers altogether. The standard curriculum is distributed and discussed at many different levels and it is the teacher's responsibility to differentiate using the IEP goals as a guide.

All general education teachers receive copies of student's IEP's the first week of school. The SETSS Teacher will then review the IEP with the general education teacher and discuss all aspects of the IEP including Present Level of Performance, Goal Setting and implementation, modified promotional criteria and testing modifications. We have a Pupil Personnel Team and a Unity Center that works with teachers and parents to address behavioral needs of students. We will then develop a Functional Behavior Assessment and a Behavior Intervention Plan that can be tracked and revisited when necessary.

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 school is supportive to teachers that teach special education students. We provide ongoing Professional Development to align classroom planning with IEP goals. We offer IEP development workshops to assist with goal setting and writing. Our Special Education Coordinator keeps track of compliance and service issues so that the students with IEP's are meeting their mandates. The Coordinator holds meetings with the Special Education staff to keep them current on initiatives. Our school is supportive to general education teachers that teach special education students. We offer ongoing Professional Development to allow them to differentiate their lessons so that students are held to standard grade level curriculum. For students that exhibit behavioral difficulties we have several avenues of support. We have a counseling center that will see at risk students and if necessary hold intervention meetings to develop an appropriate plan. We hold Pupil Personnel Committee meetings to discuss children that are at risk for special education placement. We partner with Astor Child Guidance and utilize their services for high risk students both academically and behaviorally.

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

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

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

Please respond to the following questions for Key Finding 7:

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

Although we do our best through Professional Development to inform teachers of the IEP accommodations and/or modifications, it is difficult to assess that these students are receiving all their accommodations in all classrooms. We rely on our SETSS teachers to work with the general education teachers to plan and implement the IEP based on the objectives, goals, accommodations and modifications. There is ongoing dialogue during Team Meetings that help teachers discuss individual students and their progress which reinforces the need to

follow and use the IEP on a continuous basis. Progress reports flag administrators on the academic and behavioral progress of students and if teachers are adequately meeting student needs.

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?

General education teachers meet often with special education team members of the same grade and subject area to make sure that planning and implementation meets needs of students with IEPs.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

While we recognize that the number of Students in Temporary Housing is transient, as of October 20, 2009, there are 16 Students in Temporary Housing.

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

We provide attendance Incentives as we do for all students. Via the Parent Coordinator's office, they are provided with supplies (bookbags and other school supplies) as necessary and families are provided with services, such access to canned goods and computer use. We continually monitor these students' situations in order to determine whether the students and/or families are in need of any further services.

In addition, we have McKinney-Vento Homeless Assistance Act posters throughout the school to ensure that students and parents are aware of their rights.

Part B: FOR NON-TITLE I SCHOOLS

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

n/a

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

n/a

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

n/a