Department of Education

I.S. 123 – THE JAMES M. KIERAN SCHOOL

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 08X123
ADDRESS: 1025 MORRISON AVENUE, BRONX, NY 10472
TELEPHONE: (718)328-2105
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 08X123 **SCHOOL NAME:** IS 123 – James M. Kieran School

SCHOOL ADDRESS: 1025 Morrison Avenue, Bronx, NY 10472

SCHOOL TELEPHONE: 718-328-2105 **FAX:** 718-328-8561

SCHOOL CONTACT PERSON: V Connelly, Principal **EMAIL ADDRESS:** vconnel@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Cora Johnson
PRINCIPAL:	Virginia Connelly
UFT CHAPTER LEADER:	Russell Flax
PARENTS' ASSOCIATION PRESIDENT:	Miguel Vasquez
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 08 **SSO NAME:** LLSO

SSO NETWORK LEADER: Laura Rodriguez

SUPERINTENDENT: Linda Amill-Irizarry

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Virginia A. Connelly	*Principal or Designee	
Russell Flax	*UFT Chapter Chairperson or Designee	
Miguel Vasquez	*PA/PTA President or Designated Co-President	
Kelley Royce	Title I Parent Representative *(suggested, for Title I schools)*	
Yazmin Dennis	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Nina Goodman	CBO Representative, PWC	
Lorie Medina	CBO Representative, ASPIRA	
Cora Johnson	Member/UFT	
Selina Serrano	Member/Parent	
Lydia Panton	Member/Parent	
Chris Barnum	Member/Parent	
Jean Davis	Member/Parent	
	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

Recognizing that our school is an integral part of the community at large, we realize that we affect community life and are affected by forces within the community. IS 123 is situated in a high poverty, high crime area in the Soundview/Hunts Point section of the Bronx. We believe we must use what is positive within the community and counteract negative influences that work on our children with whatever resources we can bring.

IS 123 is in the top 6% of middle schools in New York City based on student performance, progress and the learning environment. The school is the top school for student progress. IS 123 received an A on the Progress Report, was noted as Well Developed on the School Quality Review, made New York State Annual Yearly Progress (AYP) and has been determined to be a School in Good Standing by the New York State Education Department.

We know that knowledge is the key to freedom, and that school is the agency that unlocks the door to their future. We work side by side with parents to enable our students to become not just citizens but future leaders. We must enable all our students to see that learning is not just important, but is the very foundation upon which they can develop their skills, abilities and talents. It is our challenge to reinforce that which is known and to open students' receptivity to that which is new. This applies to every student, whether in general education, in special classes or who receive supportive services, or are English Language Learners (ELLs).

The vision of IS 123 is to provide a world-class education that addresses the total development of our students –body, mind and spirit – while recognizing their unique needs and gifts. Our entire school community is fiercely dedicated to the development of our students' abilities and talents, their positive self-concept, their emerging sense of self-determination and responsibility, and their understanding of and concern for our global community. Through our collaboration with the Gilder Lehrman Institute for American History, we believe we are presenting enriched instruction in a caring, supportive and engaging educational environment. We are convinced that by working together with our students' families and the larger community, we will enable our students to excel academically and inspire to act as profound contributors to the shaping of our 21st century world.

The mission of IS 123 is to provide our students, together with the support and encouragement of our parents, with the knowledge and the tools they will need to succeed academically throughout high school and college and to grow to be a positive force in our world. Our motto is: "Where rules are set, goals are met and dreams become reality!" We also found this poem expresses our school's overall vision and mission in a most profound manner:

Will you teach me how to sail through space upon a comet's tail?
Will you teach me how to fly, to sail the skies on wings untried?
Will you teach me how to soar, to see things never seen before?
But most importantly of all, will you teach me how to fall?
Will you teach me how to cry, to release my feelings deep inside?
Will you teach me how to laugh, and travel off the beaten path?
Will you teach me how to dream, to face the future sight-unseen?
Will you teach me how to be, the only thing I can be – ME!

SECTION III – Cont'd
Part B. School Demographics and Accountability Snapshot

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. 123 James M. Kieran							
District:	8	**DBN:**	08X123	**School BEDS Code:**		320800010123		
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		90.1	88.0	90.7
Kindergarten	0	0	0				
Grade 1	0	0	0	**Student Stability** - *% of Enrollment*:			
Grade 2	0	0	0	*(As of June 30)*	2006-07	2007-08	2008-09
Grade 3	0	0	0		86.4	86.8	88.2
Grade 4	0	0	0				
Grade 5	0	0	0	**Poverty Rate** - *% of Enrollment*:			
Grade 6	134	178	208	*(As of October 31)*	2006-07	2007-08	2008-09
Grade 7	199	164	160		90.2	86.7	87.4
Grade 8	216	220	170				
Grade 9	0	0	0	**Students in Temporary Housing** - *Total Number*:			
Grade 10	0	0	0	*(As of June 30)*	2006-07	2007-08	2008-09
Grade 11	0	0	0		22	54	72
Grade 12	0	0	0				
Ungraded	1	3	2	**Recent Immigrants** - *Total Number*:			
Total	550	565	540	*(As of October 31)*	2006-07	2007-08	2008-09
					20	18	21

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	46	45	57	Principal Suspensions	91	203	86
# in Collaborative Team Teaching (CTT) Classes	19	32	36	Superintendent Suspensions	47	62	38
Number all others	25	29	32				
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number:*			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09				
# in Transitional Bilingual Classes	27	0	0	**Number of Staff** - *Includes all full-time staff:*			
# in Dual Lang. Programs	0	0	0	*(As of October 31)*	2006-07	2007-08	2008-09
# receiving ESL services only	82	110	70	Number of Teachers	46	49	50

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	4	0	12	Number of Administrators and Other Professionals	9	13	12
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	5	3
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**			
(As of October 31)	2006-07	2007-08	2008-09	*(As of October 31)*	2006-07	2007-08	2008-09
	6	9	5	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	76.1	77.6	72.0
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere	65.2	65.3	66.0
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	91.0	90.0	86.0
American Indian or Alaska Native	0.4	0.2	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	97.5	100.0
Black or African American	34.4	35.0	36.1				
Hispanic or Latino	64.4	63.9	62.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.2	0.2				
White	0.6	0.7	0.6				
Male	52.4	49.7	52.6				
Female	47.6	50.3	47.4				

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 3				
	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 3		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		√SH	√	√			
Ethnicity							
American Indian or Alaska Native		–	–				
Black or African American		√	√	√			
Hispanic or Latino		√SH	√	√			
Asian or Native Hawaiian/Other Pacific Islander		–	–	–			
White		–	–				
Other Groups							
Students with Disabilities		√SH	√	–			
Limited English Proficient		√SH	√	√			
Economically Disadvantaged		√SH	√	√			
Student groups making AYP in each subject		6	6	5	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		**Quality Review Results – 2008-09**	
Overall Letter Grade:	A	**Overall Evaluation:**	NR
Overall Score:	98.7	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	12.2	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	25	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 30% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress:	54		
(Comprises 55% of the Overall Score)			
Additional Credit:	7.5		

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

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

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

SECTION IV: NEEDS ASSESSMENT

The following are our major findings and highlights of the school's strengths, accomplishments and challenges.

School Accountability Overview and Progress Report data:
According to our NYS Accountability and Overview Report, we made AYP in all student subgroups. However, in ELA the Students With Disabilities (SWD) subgroup made AYP that year through meeting Safe Harbor, reaching a PI in ELA of 124. Our effective AMO goal is 133, so we have implemented changes and additional programs for our students to be able to meet that goal. The most current data from the 2008-09 ***New York City Progress Report*** shows that in English Language Arts (ELA) 26.7% of our English Language Learner (ELL) subgroup made exemplorary gains (a year and a half's progress). 32.7% of our Students with Disabilities (SWD's) made exemplorary gains.

It is clear from the data below that although we have made progress with these subgroups, we must continue to work closer with these two student subgroups (ELLs and SWDs) especially those in the 7th grade.

2009 ELA Standings:

	All Students	***SWD***	***ELL***
Grade 6:	67% scored levels 3-4	22% scored levels 3-4	33% scored levels 3-4
Grade 7:	45% scored levels 3-4	14% scored levels 3-4	7% scored levels 3-4
Grade 8:	61% scored levels 3-4	30% scored levels 3-4	23% scored levels 3-4

2008 ELA Standings:

	All Students	***SWD***	***ELL***
Grade 6:	28% scored levels 3-4	12% scored levels 3-4	14% scored levels 3-4
Grade 7:	53% scored levels 3-4	31% scored levels 3-4	41% scored levels 3-4
Grade 8:	22% scored levels 3-4	4% scored levels 3-4	0% scored levels 3-4

Student Progress for English Language Arts indicates the following:
- 74.5% of our students made at least 1 year of progress
- 93.5% of our students in the lowest 1/3rd made at least 1 year of progress
- 0.01 is our average change in student proficiency for level 3 and 4 students
- 0.31 is our average change in student proficiency for level 1 and 2 students

2009 Math Standings:

	All Students	***SWD***	***ELL***
Grade 6:	61% scored levels 3-4	30% scored levels 3-4	44% scored levels 3-4
Grade 7:	66% scored levels 3-4	29% scored levels 3-4	55% scored levels 3-4
Grade 8:	76% scored levels 3-4	49% scored levels 3-4	64% scored levels 3-4

2008 Math Standings

	All Students	***SWD***	***ELL***
Grade 6:	55% scored levels 3-4	9% scored levels 3-4	40% scored levels 3-4
Grade 7:	63% scored levels 3-4	43% scored levels 3-4	43% scored levels 3-4
Grade 8:	41% scored levels 3-4	4% scored levels 3-4	26% scored levels 3-4

Student Progress for Mathematics indicates the following:

• 65.6% of students made at least 1 year of progress
• 87.0% of our students in the lowest 1/3rd made at least 1 year of progress
• -0.01 is our average change in student proficiency for level 3 and 4 students
• 0.52 is our average change in student proficiency for level 1 and 2 students

Our students have improved greatly in their standardized examinations. Student performance in mathematics in grades 6 – 8 was great for 2008. All subgroups made AYP in math and even surpassed the Effective AMO. Teachers have received the Item skills analysis on the 2009 New York State ELA and Math Exam to adjust instruction in those areas. In addition, one of the major findings this year is that we have to address the issue of slipping level 3 and 4 students. As a result of data gathered through formal and informal administrative observations, the overview of needs delineated in the Quality Review document, City-wide aggregate data from the Curriculum Audits and conversations with teachers, it was determined that there is a need for greater use of formative and summative assessment data to differentiation instruction as a teaching methodology in all content areas.

A reflective collaborative process was engaged in during Administrative Cabinet meetings, Department Meetings, Inquiry Team meetings, and School Leadership Team meetings.
As a result of data analysis discussion and reflection, our aforementioned constituencies determined that we need to:

• continue to improve student achievement in ELA/math with the use of formative assessment tools and programs such as Performance Series, Periodic Assessments with accompanying Item Analysis, Teachers College Reading and Writing Program, running records, acuity, essays, projects, core tests, teacher assessments, and portfolios;
• include pre-tests, interim assessment benchmarks and post tests to evaluate student progress;
• continue the administration of running records and core tests;
• foster improved literacy skills for our students by teaching literacy skills in the content areas of mathematics, social studies and science;
• build up teachers' confidence and comfort level using technology in the content areas.
Based on all the aforementioned findings each of our department leaders will design professional development programs for all teachers and will offer similar professional development to our parent community.

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.*

Annual Goal	Short Description
To improve the delivery of literacy instruction throughout the school, using the Teachers College Readers/Writers Project (TCRWP) model, 100% of ELA and ESL teachers will implement the TCRWP model and follow the TCRWP curriculum (e.g. Readers/Writers Workshop and Units of Study) during the 2009-2010 school year as evidenced by Conferencing and Professional Development Binders, Lesson Plans and Observations (formal and informal).	**ELA/ESL will use balanced literacy**
To develop our students' literacy skills so that each of them will be motivated to achieve their personal best, by the end of the 2009-2010 school year, 100% of students will be able to articulate their own reading and writing goals, identify their strengths and weaknesses, and monitor their own learning in all content areas as evidenced by writing samples from content area teachers, teachers' conferencing logs, students personal goals and NYS ELA and SS exam essays.	**Writing Across All Content Areas**
To further develop the use of technology to support instruction and learning, the number of teachers using technology to improve instruction will increase by 50% over the previous year as evidenced by teacher laptop sign-out logs, data Analyses from Scantron, Acuity and Study Island, agendas, attendance sheets for all technology based training and use of www.teacherease.com by all staff members.	**Use of technology in all content areas.**
To ensure that all teachers are providing instruction and instructional materials that match the different capabilities and needs of all students they teach, the number of classrooms using differentiated instruction to meet their students' academic needs will increase by 50% over the previous year as evidenced by agendas, attendance, feedback sheets from professional development about differentiated instruction across all subject areas, Common Prep meeting minutes, lesson plans and observations (formal and informal).	**Differentiation of instruction across all content areas.**
To improve student attendance in order to provide sufficient time on task for all students to reach their learning goals, our 2009-10 average DAR (Daily Attendance Rate) will exceed that of previous years by 2% as evidenced by Daily/Weekly/Monthly attendance data as measured by ATS.	**Attendance**

SECTION VI: ACTION PLAN

Subject/Area (where relevant): **ELA and ESL**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**To improve the delivery of literacy instruction throughout the school, using the Teachers College Readers/Writers Project (TCRWP) model, 100% of ELA and ESL teachers will implement the TCRWP model and follow the TCRWP curriculum (e.g. Readers/Writers Workshop and Units of Study) during the 2009-2010 school year as evidenced by Conferencing and Professional Development Binders, Lesson Plans and Observations (formal and informal).**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Have the team of ELA/ESL teachers who attended Teachers College TCRWP Institutes for Reading and Writing for professional development with TCRWP Curriculum and methodology create ELA Scope and Sequence • Send one teacher per month to Teachers College for professional development with Middle School Enrichment Calendar Days • Turn-key learnings from all PD listed above at monthly 105 minute Common Prep meetings for all ELA/ESL teachers • Establish weekly inter-visitations among ELA/ESL teachers to turn-key best practices • Establish additional grade level periods for teachers to continue common planning and to observe each other teaching the commonly planned lesson • Establish weekly common planning periods among all teachers (ELA and content areas) to develop core standards regarding reading and writing instruction • Train administrative team on what to look for in a Balanced Literacy classroom and conduct collaborative observations to ensure unified message • Provide materials, including leveled libraries, non fiction books, binders, bins, post-its and other supplies, to teachers to assist in implementing IS 123 ELA/ESL curriculum model
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Use of C4E funds to purchase additional 6th grade teacher for lowest achieving students. • Use of Title 1 & Tax Levy funds to purchase staff development days, attend professional conferences, collaborate with experts in field, etc. • Use of Title 1 & Tax Levy funds to purchase professional books on Readers/Writers Workshop for all ELA/ESL teachers • Use of Title 1 & Tax Levy funds to purchase classroom library materials in ELA/ESL classrooms.
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	• Interim Assessment data (Study Island (monthly), Performance Scantron (quarterly) and Predictive Simulations (by semester) showing an increase in achievement as delineated from interim assessment data over the course of the year (including AIS room records for individual students) • Weekly Common Prep summaries and Grade Level meeting collaborative plans • Teachers Assessment, Conferencing and Professional Development Binders • Students' and Teachers' Readers and Writers notebooks • Lesson Plans and Observations (informal and formal) • Classroom and hallway displays/bulletin boards

SECTION VI: ACTION PLAN (CONTINUED

Subject/Area (where relevant): All Content Areas

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**To develop our students' literacy skills so that each of them will be motivated to achieve their personal best, by the end of the 2009-2010 school year, 100% of students will be able to articulate their own reading and writing goals, identify their strengths and weaknesses, and monitor their own learning in all content areas as evidenced by writing samples from content area teachers, teachers' conferencing logs, students personal goals and NYS ELA and SS exam essays.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Develop a standards-mastery progress tracker for ELA at each grade level. • Train students in understanding how to use these charts to monitor their reading/writing growth. • Continue the use of Readers and Writers Notebooks by each student, based on the TCRWP model, including regular assessment by their teacher of the work generated therein. • Provide data from ARIS, Study Island, and Scantron to students, as they set their overall goals for reading and writing with their teachers. • Based on teacher-student conferencing, develop individual student reading and writing goals for each Unit of Study within TCRWP • Identify targeted students and provide intensive AIS based on each student's needs • Provide training to content area teachers on incorporating reading and writing into their subject (e.g. read-alouds, shared reading, writercise, planned paragraph, 5 paragraph essay, etc) • Continue Super Saturday program to provide additional time-on-task for students in mastering ELA standards • Create celebrations (such as Super Readers honors, Publishing parties, etc) to highlight students who have met and/or exceeded their goals.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Use of C4E funds to purchase additional 6th grade teacher for lowest achieving students. • Use of Title 1 & Tax Levy funds to purchase staff development days, attend professional conferences, collaborate with experts in field, etc. • Use of Title 1 & Tax Levy funds to purchase professional books on Readers/Writers Workshop for all content area teachers • Use of Title 1&Tax Levy funds to purchase classroom library materials in content area classes.
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	• Interim Assessment data (Study Island (monthly), Performance Scantron (quarterly) and Predictive Simulations (by semester) showing an increase in achievement as delineated from interim assessment data over the course of the year (including AIS room records for individual students) • Standards Mastery charts for ELA at each grade level. • Writing samples from content area teachers and published student ELA/ESL writing • Super Saturday attendance records and analysis of data for attendees • Certificates, tallies, charts of students meeting/exceeding reading goals • Weekly Common Prep summaries and Grade Level meeting collaborative plans • Teachers Assessment, Conferencing and Professional Development Binders • Students' and Teachers' Readers/Writers notebooks, students' personal reading/writing goals • Classroom and hallway displays/bulletin boards

SECTION VI: ACTION PLAN (CONTINUED)

Subject/Area (where relevant): ELA/ESL/Math/Science/Social Studies

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**To improve student attendance in order to provide sufficient time on task for all students to reach their learning goals, our 2009-10 average DAR (Daily Attendance Rate) will exceed that of previous years by 2% as evidenced by Daily/Weekly/Monthly attendance data as measured by ATS.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Establish an attendance committee, composed of the principal, assistant principals, parent coordinator, guidance staff, dean, family workers, attendance school aide and AIDP Partner organization • Establish regular meetings for this committee to review the attendance of specific students and to bring relevant information to the Child Study Team • Develop a comprehensive case management system to deal with poor attendance and lateness including, but not limited to: creating form letters to mail home, making phone calls to parents, conducting home visits, having meetings with parents and when necessary, involving ACS in cases of "Educational Neglect". • Collaborate fully with our AIDP Partner, Partnership with Children, in tracking student attendance to identify targeted students, and to provide these students with direct intervention ranging from one on one and group counseling to incentive rewards, trips and special programs • Develop an award incentive system to improve student attendance • Establish attendance bulletin board in highly visible part of school that highlights both those with exemplary attendance and those students whose attendance has markedly improved.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Use of AIDP funds to staff additional family worker • Use of AIDP grant to collaborate with Partnership with Children to target truant students • Use of Title I and Tax Levy funds to establish incentives, recognition and rewards programs for students who exhibit strong attendance or who improve dramatically their daily attendance
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	• Daily/Weekly/Monthly attendance data as measured by ATS • An increase in our DAR as measured by the Progress Report Card. • Agendas and attendance signoff from attendance committee meetings. • Records of distributed attendance awards, incentives, etc. • Data analysis provided by PWC for targeted students • Case management anecdotal and statistical evidence such as: * Phone contact logs and copies of written correspondence * Home visit logs and other parent conference logs * ILOG data summaries, including 407 investigation summaries and ACS cases (2221A copies)

Subject/Area (where relevant): **All content areas**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**To further develop the use of technology to support instruction and learning, the number of teachers using technology to improve instruction will increase by 50% over the previous year as evidenced by teacher laptop sign-out logs, data Analyses from Scantron, Acuity and Study Island, agendas, attendance sheets for all technology based training and use of www.teacherease.com by all staff members.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Increase availability of technology to teachers by purchasing LCD and Digi-Doc projectors, SMART boards and additional laptops • Provide professional training to a core team of teachers on use of the above equipment for instructional purposes • Set up scheduled turn-key training of other teachers by this core team • Establish process for use of laptop carts to ensure equity across all subjects and grades • Train the all math teachers on Scantron to use with targeted math students • Expand use of Study Island (internet-based assessment & instructional resource) to all teachers, with customized ITAs for ELA and Math at all grade levels, and Science and Social Studies additionally for grade 8 • Provide training (and license) to 8th grade Social Studies and Science teachers on Study Island • To provide training for ELA and Math teachers three times a year on the use of resources and data analysis in ARIS (including Scantron and Acuity Predictives) • Data specialist will provide follow up strategies for re-teaching based on data from Acuity
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Use of NYSTL hardware and software monies, as well as other funds provided through RESO A and Borough President's grants, to purchase technology equipment and software • Use of Title 1 and Tax Levy funds to purchase staff development days, attend professional conferences, collaborate with experts in field of technology • Use of Title 1 and Tax Levy funds to purchase professional books on technology for all teachers
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	• Interim Assessment data (Study Island (monthly), Performance Scantron (quarterly) and Acuity Predictives (by semester) showing an increase in achievement as delineated from interim assessment data over the course of the year (including AIS room records for individual students) • Teacher laptop sign-out logs • Data Analyses from Scantron, Acuity and Study Island • Agendas, attendance sheets for all technology based training • Lesson plans (evidence of integration of technology, particularly LCD or Digi-Doc projectors and SmartBoards). • Monitor assessments binders to review teacher-generated data

SECTION VI: ACTION PLAN (CONTINUED)

Subject/Area (where relevant): **All content areas**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**To ensure that all teachers are providing instruction and instructional materials that match the different capabilities and needs of all students they teach, the number of classrooms using differentiated instruction to meet their students' academic needs will increase by 50% over the previous year as evidenced by agendas, attendance, feedback sheets from professional development about differentiated instruction across all subject areas, Common Prep meeting minutes, lesson plans and observations (formal and informal).**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Send teachers to professional development about differentiated instruction across all subject areas • Turn key differentiated teaching strategies at weekly grade level Common Prep planning meetings • Turn key differentiated teaching strategies at monthly 105 minute content area planning meetings • Schedule classroom intervisitations that highlight best practices in using differentiation • Use differentiated, flexible grouping for ELA and Math class programs • Provide differentiated materials for reading in the content areas • Provide training in planning differentiated interdisciplinary assignments • Implement interdisciplinary projects anchored in standards-based curricula, student interest and differentiated instruction methods
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Use of C4E funds to purchase additional 6th grade teacher for lowest achieving students. • Use of Title 1 and Tax Levy funds to purchase staff development days, attend professional conferences, collaborate with experts in field, etc. • Use of Title 1 and Tax Levy funds to purchase professional books on Readers/Writers Workshop for all ELA/ESL teachers • Use of Title 1 and Tax Levy funds to purchase sufficient, rotational classroom library materials in ELA/ESL and all content area classrooms.
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	• Interim Assessment data (Study Island (monthly), Performance Scantron (quarterly) and Acuity Predictives (by semester) showing an increase in achievement as delineated from interim assessment data over the course of the year (including AIS room records for individual students) • Agendas, attendance, feedback sheets from professional development about differentiated instruction across all subject areas • Grade level weekly and content area monthly planning meeting agendas and minutes • Intervisitation schedules and feedback sheets • ELA and Math class programs and data from splits • Lesson plans • Observations (formal and informal) • Circulation anecdotals on classroom libraries in all subjects • Student interdisciplinary projects

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	66	40	30	50	15	5	15	5
7	58	66	30	30	15	5	15	5
8	90	63	60	60	15	5	15	5
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	**Wilson, Schools Attuned, Great Leaps, Read 180, Focus on Fluency, Rewards, Rewards Plus, Soliloquy Learning, Study Island and other computer-aided individualized instruction.** **Small group, and one to one tutoring, before and after school.** **Saturday Test Prep** **During the school day: 90 minute blocks, extended periods throughout week and reduced class size.**
Mathematics:	**Great Leaps Math, Cognitive Tutor, Study Island and other computer-aided individualized instruction.** **Small group, and one to one tutoring, before and after school.** **Saturday Test Prep** **During the school day: 90 minute blocks, extended periods throughout week and reduced class size.**
Science:	**Rewards Plus, as well as subject specific software for computer –aided instruction.** **Small group tutorial for those in need, as well as Advanced Work for Regents study (before and after school).**
Social Studies:	**Rewards Plus, as well as subject specific software for computer-aided instruction.** **Small group tutorial for those in need, as well as Advanced Work for Regents study (before and after school).**
At-risk Services Provided by the Guidance Counselor:	**Advisory Program (15:1 ratio) coordination** **Mandated Counseling (one to one; small group)** **At risk counseling (one to one; small group)** **Crisis Intervention (one to one)** **Group Guidance (small group – central topics)**
At-risk Services Provided by the School Psychologist:	**At risk counseling (one to one; small group)** **Crisis Intervention and Assessment (one to one)** **Informal and Formal Observation and Assessment**
At-risk Services Provided by the Social Worker:	**Advisory Program (15:1 ratio) coordination** **Mandated Counseling (one to one; small group)** **At risk counseling (one to one; small group)** **Crisis Intervention and Assessment (one to one)** **Informal and Formal Observation and Assessment**
At-risk Health-related Services:	**Crisis Intervention and Assessment (one to one)** **Health Prevention Practices (whole classes by SAPIS)** **School-wide Health Campaigns (Nutrition and Fitness Week, HIV/AIDs, Asthma Awareness, etc.)**

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.

JHS 123 JAMES M. KIERAN
LANGUAGE ALLOCATION POLICY (LAP)

Part I: School ELL Profile

Language Allocation Policy Team

Leadership Learning Support Organization
Principal: Virginia A. Connelly
Coach: N/A
ESL Coordinator: Gloria Sancho
Teacher /Subject Area: Bertha Pernas/Math
Teacher /Subject Area: Joanne Urena/ESL
Related Service Provider: Glenys Guzman
Network Leader: Irene Rogan

District 8 - IS 123
Assistant Principal: David Rodriguez
Coach: N/A
Guidance Counselor: Carmen Del Valle
Parent: Miguel Vasquez
Parent Coordinator: Radames Robles
SAF: Nancy Saffer
Other: Virginia Figueroa, IEP Teacher

Teacher Qualifications

Number of ESL Certified Teachers	**3**	**Number of Certified Bilingual Teachers**	**3**	**Number of Certified NLA/FL Teachers**	**1**
Number of Content Area Teachers with Bilingual Extensions	**1**	**Number of Special Ed. Teachers with Bilingual Extensions**	**2**	**Number of Teachers of ELLs without ESL/Bilingual Certification**	**6**

School Demographics

Total Number of Students in School	**569**	**Total Number of ELLS**	**104**	**ELLs as Share of Total Student Population (%)**	**18.28%**

Part II: ELL Identification Process

During the registration process, parents of new entrants to the NYC Public School system are required to complete the Home Language Identification Survey (HLIS). The procedures we follow to identify our ELLs are initiated based on the responses to the HLIS and an informal oral interview. The informal oral interview is conducted by the ESL Coordinator, listed above, with the student and parent in English and in the native language. The ESL Coordinator is a licensed ESL teacher with over 20 years teaching experience. Once the HLIS is completed and the parent identifies the home language is English, student enters general education program. If the parent indicates the home language is other than English or student's native language is other than English, initial formal assessment procedures are implemented. All new entrants whose HLIS form indicates a language other than English on one question in (Part 1: questions 1-4) and two questions in (Part 1: questions 5-8) must take the Language Assessment Battery-Revised (LAB-R). If the parent indicated a home language of Spanish and scores were at or below LAB-R cut scores, the Spanish LAB must be administered. A student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered **Limited English Proficient (LEP)** or an **English Language Learner (ELL)** according to NYS education regulations.

ELL Identification Process - continued

All of our students who are LEP/ELL entitled are administered the New York State English as Second Language Achievement Test (NYSESLAT). The NYSESLAT is administered annually in the spring, during the months of April-May. Students are assessed in the four modalities (Listening, Speaking, Reading and Writing) in order to measure students' progress in developing English language proficiency. The NYSESLAT is the only assessment which can determine if the students are eligible to continue receiving LEP/ELL services.

To follow is a description of the structures IS 123 has in place to ensure that parents understand all three ELL program choices which are offered by the NYC DOE: Transitional Bilingual Education (TBE), English as Second Language (ESL) programs and Dual Language. The school adheres to the state requirements on placing ELL students within ten days of enrollment in the appropriate program. Therefore, we strive to quickly inform parents of their program choices. Once the student is entitled, the Bilingual Coordinator in collaboration with the Parent Coordinator, and the Family Worker, administrators and teachers distributes and discusses the ELL Parent brochure, detailing the ELL Programs offered by the NYC Public Schools, the Entitlement letter, the Parent Survey and Program Selection Form and invites the parent to the Orientation session. Parents are encouraged to complete the form at the school in order to ensure their child receives entitled services as soon as possible. As a follow-up, we call parents informing them of their child's entitlement to ELL services and invite them to the Parent Orientation session. This information is sent via postal mail and email to the parents whom we have been unable to reach via the telephone.

The Bilingual Coordinator in collaboration with the Parent Coordinator, and the Family Worker, administrators and teachers conduct Parent Orientation sessions throughout the school year where parents are informed on program choices for their child. At these sessions, parents are once again informed about and/or given an Entitlement letter, and Parent Survey and Program Selection Form. Parents of students who are entitled based on NYSESLAT results will be given a Continued Entitlement Letter. In addition, parents of students who scored at or above proficiency on the LAB-R will be given a Non Entitlement Letter. Parents of students who scored at or above proficiency level on NYSESLAT will be given a Non Entitlement/Transition Letter. Parents are provided with brochures in English and/or with translated materials if they speak a language other than English. During the orientation sessions a DVD further explaining and demonstrating the program choices is viewed by the parents and if need is provided in a translated version. IS 123 also informs them on the curriculum, academic expectation, assessments, specifically the NYSESLAT and ways they can support their child during the school year. After the DVD is viewed and discussed with the parents, and after a questions/answer session, parents are given the Parent Survey and Program Selection Form. Parent will then decide which program is convenient for his/her child. If we do not have the program the parent requests, he/she will be advised to go to the nearest school offering their program choice.

At these sessions, we strive to collect the Parent Survey and Program Selection Form, if it has not been already collected. This helps us ensure appropriate programming within the ten days of enrollment. We continue to diligently keep parents informed of service options throughout the year offering parent orientation sessions during Parent/Teacher School days/nights and on a individual need basis.

IS 123 offers English as Second Language (ESL) and Bilingual Mathematics. These programs are aligned with the parents request based on the Parent Survey and Program Selection forms. Parents of newly enrolled and continuing English Language Learners (ELLs) are informed of all their program choices as described above.

Because we are able to offer ESL and native instruction in Math, parents are aware of our success and high levels of achievement and most opt to have their children placed in these programs instead of seeking TBE programs in other schools. We ensure that not only is parent choice being honored, but that parents are fully informed of their rights.

Part III: ELL Demographics

A. ELL Programs

ELL Program Breakdown

ELL Program	K	1	2	3	4	5	6	7	8
TBE									
ESL Push In							36	38	31
Total							36	38	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

ALL ELLs	104	Newcomers (ELLs receiving service 0-3 years	43	Special Education	20
SIFE	13	ELLs receiving service 4-6 years	45	Long-Term (completed 6 years)	17

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)		
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education
TBE									
ESL	43	9	11	44	1	19	17	1	7
Total	43	9	11	44	1	19	17	1	7

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

Freestanding English as a Second Language
Number of ELLs by Grade in Each Language Group

Language/Grade	6	7	8	Total
Spanish	33	37	29	99
Arabic		1		1
French	1			1
Other	2		2	4

<u>Pogramming and Scheduling Information</u>

IS 123 is a vibrant learning community serving 569 6th, 7th and 8th grade students. The school is supported by the Gilder Lerhman Institute for American Studies. The academy offers the unique perspective of the American experience weaved through all subject areas but aligned and supported by NYS learning standards. The ESL program follows a comprehensive approach to language learning. The curriculum is aligned with the NYS learning standards in ESL and other subject areas. We offer differentiated levels of ESL classes to meet the needs of beginner, intermediate and advanced ESL students. Various software programs have been made available to students not only in English but in Spanish as well. The ESL teacher works with the target population to enhance their understanding of reading passages and to assist in the development of written language conventions. ESL students are also given additional time of direct instruction in AIS using a research based proven program to work on specific literacy skills.

We have a push-in ESL program for grades 6-8. Based on the students English proficiency scores from the LAB-R or NYSESLAT, students are provided with mandated units of instructional time in ESL.

In the grades 6-8, the ESL teacher works with students in providing scaffolding, re-teaching, and embedding of vocabulary. These activities encompass all four language modalities. The ESL teacher works with students in the area of Readers and Writers Workshop, providing intense vocabulary development and scaffolding of tasks, modeling and paying attention to writing mechanics. Although all four modalities are addressed, the emphasis for these groups is in the writing modality. We have two bilingual mathematics teachers who teach in English but can translate for those students who require it in order to demonstrate what they know. In Science and Social Studies, teachers are provided with rich libraries that are differentiated for various reading levels. They have audio CD's of the books for students to listen as they read the textbook. Teachers use collaborative learning techniques to pair students who need language support with peers who can assist the ELLs. Teachers also use translation software to assist students who are beginners so they can access the content while developing their English language skills.

ELLs not only receive English as a Second Language classes but they also receive Academic Intervention Services. They are assessed using the Scholastic Reading Inventory from Read 180 and the Performance Series website. For mathematics They receive AIS at least four periods a week.

Most of our SIFE students do not have IEPs. These students lack proficiency in their native language, Spanish. The students are placed in an English immersion program and receive 180 additional minutes of instructions during the extended day program.

Professional Development Support for School Staff

Professional development opportunities include a combination of in-house and contracted services targeting instruction practices and methodologies designed to meet the needs of the ESL student. Our ESL teachers attend a variety of conferences offered by BETAC. Topics include multidisciplinary approaches, thematic units and differentiated instruction in the ESL classroom. These PD sessions will be open to all teachers. IS 123 has a team of teachers who are members of the ELL Inquiry Team. Team members gather summative and formative data regarding our ELL student population, analyze student work and share strategies for meeting their diverse needs.

Crucial staff members such as our Assistant Principal, guidance counselors, psychologist, school secretary and parent coordinator work hands on with students and families on a daily basis. They are extremely sensitive to the needs of our families, especially those that do not speak English. Besides these staff members, all staff are required to receive 7.5 hours of ELL training. We offer the training throughout various key points in the year to ensure that the importance of serving ELLs is never forgotten. The training is split during both Professional Development Staff days (November and June) so that all staff receives this required training.

Parental Involvement

Findings reported that over 40% of our families needed information in a language other than English (Spanish), in order to ensure that the primary caregiver was receiving appropriate and timely information in a language they could understand. We made this information available to our Parents Association, the parent members of our SLT and to the entire school community through a letter (English/Spanish) backpacked to all parents and also mailed home to alert them to the monthly provision of a school newsletter summarizing events and important issues for the school community. We also use an automated phone/email service that can translate school messages in several languages so that all parents are informed of important events or emergency information. We are also working to provide a portal on our school website (www.is123x.com) that provides information in Spanish. We have many staff members on hand to provide for oral interpretation whenever the need arises.

All communications between the school and our families will be provided in both Spanish and English. In addition, there will be special monthly newsletters, also provided in Spanish and English, sent home announcing

important upcoming events or issues. Also, we will provide all informal and formal reports of student progress in both Spanish and English, as well as our "Annual Report Card" on the state of the school. All written translation is provided by our own in-house staff (who have also served as translators for the Region and for NYCDOE). This underscores our desire to let parents know that we want them to be involved and that we have many translators available to allow all of our parents to have a voice in the school. Our Parent Coordinator is bilingual and reaches out to non-English speaking parents to have them participate in our Parent Association and School Leadership Team meetings.

Both ASPIRA and Partnership with Children are housed in the building and provide a variety of services to students and families. They have staff that speaks English and Spanish and they conduct family events and outreach services. Neither agency makes a distinction whether students are ELLs or not and provide services to all students in need.

Part IV: Assessment Analysis

Analysis of LAB-R/or NYSESLAT results for the school 2009

Overall NYSESLAT Proficiency Results 2009 – Grades – 6th - 8th

Level	6	7	8	Total
B(Beginner)	5	9	8	22
I(Intermediate)	13	6	13	32
A(Advanced)	18	19	10	47
Total Tested				

Analysis of students' strengths and weaknesses in the four modalities

Our students do very well in the Speaking and Listening piece but the writing piece is significantly lower than the Reading/Writing piece. Reading and writing, are very difficult for the low beginners. Their ability is limited to decoding words and interpreting sound-symbol relationships in English. They have few or no practical writing skills in English. As they improve and move to the intermediate level they can understand the purpose, main idea, and details in some shorter academic texts. They read word by word and can understand most words or phrases. They read text with language that is mostly concrete and factual, with some abstract and technical vocabulary concepts. They are able to effectively convey an idea, opinion, feeling, or experience in a simple paragraph, through their writing often exhibits a lack of strong control over grammar and vocabulary.

As these students move to the advanced level they adjust their reading rate according to the content of the text. They grasp main ideas, key words, and important details in a wide range of social and academic texts. They understand the author's purpose, point of view and understand figurative language. They construct coherent paragraphs on familiar topics, expressing their feelings, with clear main ideas and details. They write about a variety of topics, even though they make some errors in grammar, vocabulary, or punctuation, but it doesn't interfere with communication.

Teachers also use running records to access reading and writing for all students. Teachers use Fountas and Pinnell/TCRWP to assess those with emerging reading skills. As students progress, the DRA is used for those demonstrating reading levels from 4th grade and higher. Our English Language Learners also use Achieve 3000 which assesses them and gives tutorial practice to build their language skills in both reading and writing. Teachers use this data to inform instruction and provide targeted remediation.

How the four modalities affect instructional decisions?

Across the four modalities, there is a clear need to expand vocabulary instruction. The correlation between strong vocabulary skills (roots, prefixes, suffices, multi-meaning, words, etc.) and comprehension and writing skills is high. Providing students with the opportunity to interact with each other and share common (or uncommon) experiences will also address vocabulary development needs. The opportunity to produce written pieces daily must be incorporated into not only literacy lessons, but into content area instruction as well. The instructional strategies used to address these needs are compatible with those suggested in the Readers' and Writers' workshop model and provides consistency of instruction as students move into second language learning.

Results of the 2008-09 NYS ELA Test
For Current Students at IS 123

Grade	# Tested	Level 1 #	Level 2 #	Level 3 #	Level 4 #
6	33	4	21	8	0
7	32	1	22	9	0
8	8	0	25	3	0
Total	73	5	68	20	0

Students in grades 6-8 were periodically assessed in order to assist teachers in measuring student progress relative to State standards in English Language Arts. For new arrival students this was their first experience.

Detailed performance of all periodic assessments were available for teachers on the internet either on ARIS or the Acuity website.

ELL Students Tested – PS/IS123
Results of the 2008-09 NYS Math Test
Students – IS 123

Grade	# Tested	Level 1 #	Level 2 #	%	Level 3 #	%	Level 4 #	%
6	21	3	15		3		0	
7	37	7	14		16		0	
8	31	3	15		13		0	
Total	89	13	44		32		0	

Students in grades 3-8 were periodically assessed in order to assist teachers in measuring student progress relative to State standards in mathematics. For new arrival students this was their first experience. Beginner students took their test in their native language, in this case, Spanish. Intermediate and advanced students were provided with both tests, Spanish and English. Students had the option to use the side by side model.

Assessment results –Detailed performance was available for teachers on the Acuity. Teachers were able to concentrate on the strands where children had shown weaknesses and reinforced those strands were children had shown strength.

Social Studies Exam Results
8th Grade – Year 2008-2009

Grade 8th – Social Studies Results

Number Tested	Level 1 %	Level 2 %	Level 3 %	Level 4 %

23	**4**	**17**	**2**	**0**

Teachers prepared students before taking the test. Instruction was based in examining a piece of data such as reading, etc. Teachers instructed self monitoring and self correcting strategies, using established criteria for effective express opinions and evaluations. The test is in both languages, Spanish and English, which allowed students to decide the language of their preference.

Science Exam (Objective) Results
8th Grade – Spring 2009

8th Grade – Science Results

Number Tested	Level 1 %	Level 2 %	Level 3 %	Level 4 %
23	**5**	**15**	**3**	**0**

<u>What are the implications for the LAP and instruction?</u>

Our ESL program follows a push-in model according to CR Part 154 mandates. A licensed ESL teacher and a licensed bilingual teacher works with the classroom teacher in order to plan a program based on NYS learning standards and students' needs. The ESL teacher provides instruction according to the students' proficiency level from NYSESLAT or LAB-R scores. The ESL teacher and the bilingual teacher teach small groups using a variety of ESL strategies, reinforcing the curriculum. Students develop skills in understanding, speaking, reading, and writing in English. Bilingual teachers continue to teach ESL across the curriculum using ESL methodologies. The Title III Program provides ESL instruction during the after school program, on a daily basis for ELL student in the beginning and intermediate levels. We provide remediation of specific skills in which they are demonstrating weaknesses.

Periodic Interim Assessments were given during the months of October, November, and January for the school year 2008-09 in order to evaluate students' performance in three modalities: Reading, Listening, and Writing. Academic Intervention Service (AIS) were provided to students who did not meet the standards.

Comprehensive Regents Examination

Our school has a history of students performing exceedingly well in the Spanish Regents. We plan to re-ignite our standing in the Spring of 2010 as a new batch of students will be provided with intensive preparation for the HS level Spanish Proficiency exam.

Our English as Second Language Program (ESL) provides explicit instruction in English. We have a push-in model where the ESL works with ELLs during the content area determined by their New York State English as a Second Language Achievement Test (NYSESLAT) instruction in collaboration with general classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time.

ELL Students with IEPs

These students follow the same continuum of services as do their non-ESL counterparts. We have Bilingual mandated Counselors, Alternate Placement paraprofessionals for students who cannot be placed in a bilingual program. Students in general education also receive SETSS.

Academic Intervention Services

The Academic Intervention Services offers services to our students who are at risk. These students are served by a licensed bilingual Special Education teacher and an intervention paraprofessional. This is a program that provides time for additional instruction who serves students in the ESL program, the special education students, and those at-risk of not meeting State standards.

Planning for ELLs

Teachers are using materials that are geared for low literacy students, are age appropriate, supports the curriculum, have strong picture support for the low literacy students.

Teachers use real life situations, interactive role play, games, photo dictionaries and activities specifically designed to enable students in the experiences they encounter through literature. Read aloud, CDs, and tapes are used for listening.

Teachers model the use of language in which the students are expected to participate. Teachers use stories that are based on students' interest, and connect to their prior knowledge. Students participate in activities that promote academic discourse, such as accountable talk and authentic assessment through projects.

Teachers guide students on how to use the "writing process": process of pre-writing, drafting, revising, and proofreading to produce a well-constructed informal text. Teachers incorporate the linguistic objective/linguistic teaching point. This is done through the use of realia, graphic organizers, scaffolding information through schema building, the use of process charts, experience charts, shared writing, flexible partnerships, and think pair-share activities.

We purchased the NYSESLAT practice books. Teachers are able to integrate this material into on-going instructional activities. Students become comfortable and more competent in a gradual and supportive manner while they are developing the required skills and meeting the NYS standards.

Overall, IS 123's goal is to help our ELLs academically achieve through quality, sensitive, challenging, and focused instruction in ESL since it is the key to transitioning students from proficiency in their native language to acquiring proficiency in English as well, and to ensure success in their lives. Students will be able to pass the NYSESLAT and the ELA exams and demonstrate that they have met or surpassed required state standards.

Office of English Language Learners
Grades K–8 Language Allocation Policy
WORKSHEET

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District LLSO/8	School IS 123 – JAMES M. KIERAN
Principal Virginia A. Connelly	Assistant Principal David Rodriguez
Coach N/A	Coach N/A
ESL Teacher Gloria Sancho	Guidance Counselor Carmen Del Valle
Teacher/Subject Area Joanne Urena/ESL	Parent Miguel Vasquez
Teacher/Subject Area Bertha Pernas	Parent Coordinator Radames Robles
Related Service Provider Maxine Green	SAF Nancy Saffer
Network Leader Irene Rogan	Other Glenys Guzman/SW

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	3	Number of Certified NLA/FL Teachers	1
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	6

C. School Demographics

Total Number of Students in School	569	Total Number of ELLs	104	ELLs as Share of Total Student Population (%)	18.28%

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained							5	9	6	20
Push-In/Pull-Out							31	29	25	85
Total	0	0	0	0	0	0	36	38	31	105

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	105	Newcomers (ELLs receiving service 0-3 years)	43	Special Education	20
SIFE	13	ELLs receiving service 4-6 years	45	Long-Term (completed 6 years)	17

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	43	9	11	44	1	19	17	1	7	104
Total	43	9	11	44	1	19	17	1	7	104

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both	Number of third language speakers: ___

languages): ___	

Ethnic breakdown of EPs (Number)

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

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

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish							33	37	20	90
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic								1		1
Haitian Creole										0
French							1			1
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other							2		2	4

Programming and Scheduling Information

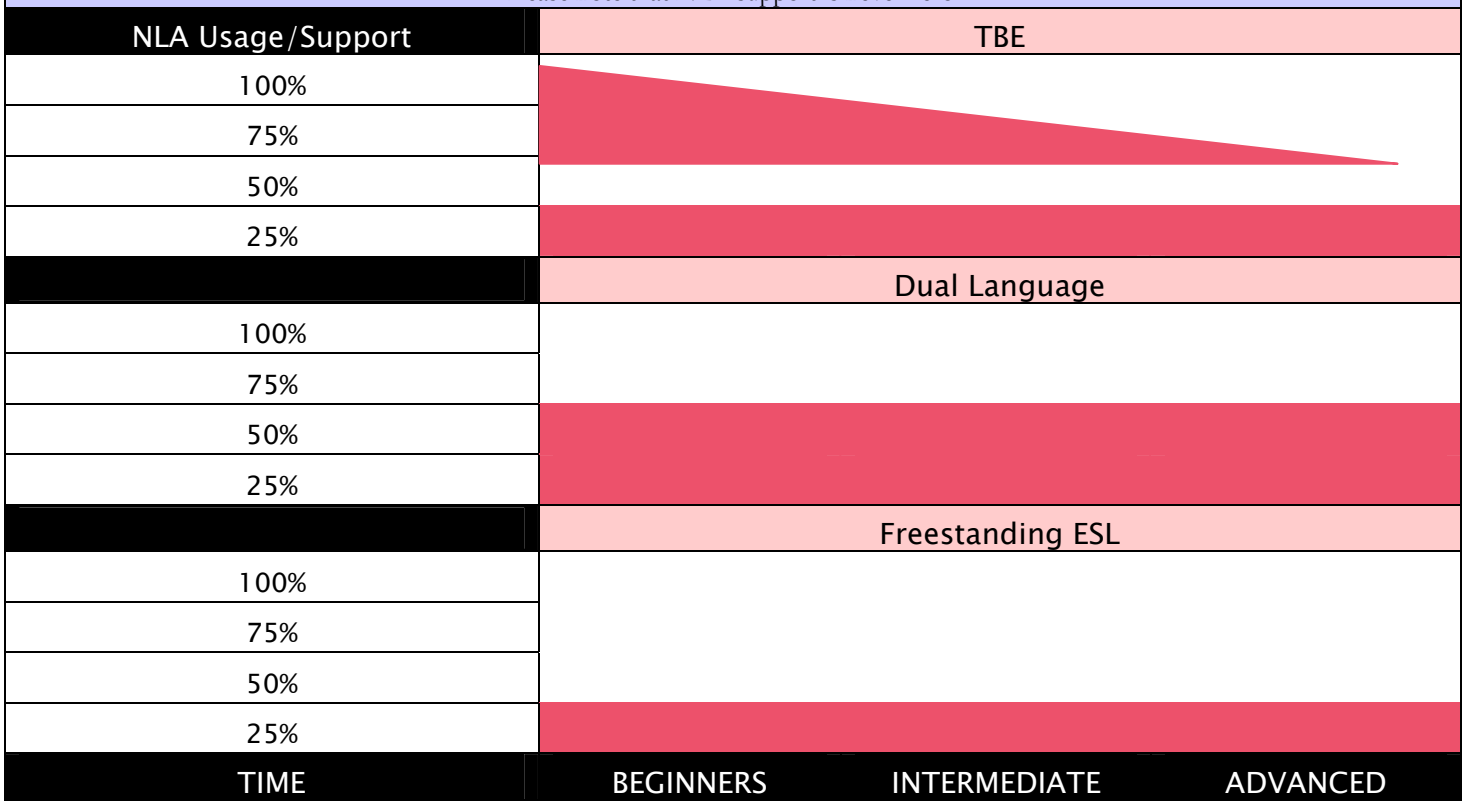
1. How is instruction delivered?
   a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
   b. What are the program models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

TOTAL	0	0	0	0	0	0	36	38	22	96

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

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)							5	9	8	22
Intermediate(I)							13	6	13	32
Advanced (A)							18	19	10	47
Total Tested	0	0	0	0	0	0	36	34	31	101

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
Listening /Speaking	B							2	4	0
	I							1	6	5
	A							24	20	12
Reading/ Writing	B							5	8	7
	I							13	7	13
	A							16	15	9

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	21	8	0	33
7	1	22	9	0	32
8	0	25	3	0	28
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3		15		17		2		37
7	7		14		16		0		37
8	3		15		13		0		31
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

4									0
8	5		15		3		0		23
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4		17		2		0		23
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
    a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

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

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

Form TIII – A (1)(a)

Grade Level(s) 6-8 **Number of Students to be Served: 104 LEP _____ Non-LEP**

Number of Teachers 10 **Other Staff (Specify) 1 Administrator**

School Building Instructional Program/Professional Development Overview
Title III, Part A LEP Program

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

The majority of our LEP students are Spanish speakers. The school has several bilingual certified teachers and support staff to meet the academic and social/emotional needs of our LEP students. The school primarily uses the Freestanding ESL program and LEP students are taught in reduced size classrooms. General education subject teachers are given training to target the needs of diverse students and given materials to use to supplement instruction. Students can access instruction in native language when necessary through direct teacher instruction or through use of audio/visual materials in their native language. LEP students are also strongly encouraged to attend after school programs and are represented in the school's elected Student Council.

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.

Professional development opportunities include a combination of in-house and contracted sessions targeting instruction practices and methodologies designed to meet the needs of the ESL student. Topics for the Professional Development days include Multidisciplinary Approaches When Teaching ELL's, The Use of Thematic Units and Using Renzulli Learning to Provide Differentiated Instruction for ELL students PD will be offered January 15, 2010. IS 123 also has a team of teachers who are members of the ELL Inquiry Team. Team members gather summative and formative data regarding our ELL student population, analyze student work and share strategies for meeting their diverse needs at our weekly professional development sessions. In addition to our in-house PD our ESL teachers attend a variety of conferences offered by BETAC.

Form TIII – A (1)(b) **School: JHS 123** **BEDS Code: 320800010123**

Title III LEP Program: School Building Budget Summary

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	$12,594	**252 hours of per session for 6 ESL/Bilingual teachers to support ELL Students by providing instruction during after-school and for Saturday Academy for NYSESLAT preparation:** **42hours each teacher x $41.98/hr each+ $1,997 Fringe** **(40 Hours instruction with students + 2 hours PD per teacher)**
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials	$3,666	**English Now Getting Ready for the NYSESLAT Test Prep Class packs: 2 6th gr packs+1 7th gr pack + +1 8gr pack + 1 7th Gr TE manual + 4 7th gr 5packs =$495x4+$79.75x4+39.95=$2338.95** **English Now Writing Series 8th grade Teachers Resource Pack and 40 Student kits at: $348 + $21.85 x 40=$1222** **$105 = incidental supplies: copy paper, folders, pens** **TOTAL: $2338.95+$1222+$105=$3,666**
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	$16,260	

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.

   We did an assessment of our HILS and also a separate parent survey of the "state of the school" disseminated to all parents.

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.

   Findings reported that over 40% of our families needed information in a language other than English (Spanish), in order to ensure that the primary caregiver was receiving appropriate and timely information in a language they could understand. We made this information available to our Parents Association, the parent members of our SLT and to the entire school community through a letter (English/Spanish) backpacked to all parents and also mailed home to alert them to the monthly provision of a school newsletter summarizing events and important issues for the school community. We also use an automated phone/email service that can translate school messages in several languages so that all parents are informed of important events or emergency information. We are also working to provide a portal on our school website (www.is123x.com) that provides information in Spanish. We have many staff members on hand to provide for oral interpretation whenever the need arises.

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.

   All communications between the school and our families will be provided in both Spanish and English. In addition, there will be special monthly newsletters, also provided in Spanish and English, sent home announcing important upcoming events or issues. Also, we will provide all informal and formal reports of student progress in both Spanish and English, as well as our "Annual Report Card" on the state of the school. All written translation is provided by our own in-house staff (who have also served as translators for the Region and for NYCDOE).

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.

We have numerous staff (school aides, family assistants, our Parent Coordinator and all guidance and social work staff) who are available daily to provide translation in Spanish.

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.

   As noted above, translation services are available daily in Spanish. All communications will be sent out in Spanish and English to our families, together with the announcement given in several languages provided by the Chancellor's Office on where to go to get materials translated into a language other than Spanish.

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:	$564,188	$160,836	$725,024
2. Enter the anticipated 1% set-aside for Parent Involvement:	$5,642		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		$1,603	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	$28,209		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		$8,015	
6. Enter the anticipated 10% set-aside for Professional Development:	$56,420		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		$16,030	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _100%_____

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

Those teachers who qualified under HOUSSE have received sufficient Professional Development and graduate level work to receive NYSDOE certification.

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.

Part A: School Parental Involvement Policy

I. General Expectations

IS 123 agrees to implement the following statutory requirements:

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

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

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

1. IS 123 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: The parents are actively involved through our School Leadership Team.
2. IS 123 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: The parents are actively involved through our School Leadership Team.
3. IS 123 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Through our Parent Coordinator and our Parents Association we will provide ESL and GED classes, workshops on curricular materials, state and city standardized tests and other matters related to the education of their children.
4. IS 123 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: We will encourage parents to join the Learning Leaders network which can expand the services we can coordinate with parents.
5. IS 123 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. We will conduct Parental Surveys on the "State of the School" in December and in May to evaluate the effectiveness of our parent involvement policy and our school improvement program.
6. IS 123 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
    a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
        i. the State's academic content standards
        ii. the State's student academic achievement standards
        iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: Through our Parent Coordinator and our Parents Association we will provide ESL and GED classes, workshops on curricular materials, state and city standardized tests and other matters related to the education of their children.

a. The school will provide a variety of strategies, materials and training to build capacity for more effective parental involvement with their children to improve their children's academic achievement, such as literacy training, use of technology, as appropriate, to foster parental involvement, by the creation of our "Saturday Study Center" which will make literacy assistance and technology available for parents and students. Staff are also trained in ways to bring in more parents and how to approach parents. Positive reinforcements are utilized so that parents feel outreach is not limited to discussing negative behaviors. Teachers are also using an online grade book, www.teacherease.com, which they also use to email parents and send announcements. Teachers are also using One Call Now, an online program that instantly sends calls, texts and emails to parents regarding important announcements. These websites have been used to notify parents of meetings and the notices are sent in English and Spanish.

b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Providing workshops to create a team of Learning Leaders in the building who will serve as volunteers in our classes, offices, lobby and other school areas. We will work especially with those staff and volunteers who serve in the Main Lobby to create a positive, welcoming environment as parents enter our building. These Learning Leaders will also provide workshops to parents on curriculum and testing matters and concerns.

c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: Providing workshops to create a team of Learning Leaders in the building who will serve as volunteers in our classes, offices, lobby and other school areas. We will work especially with those staff and volunteers who serve in the Main Lobby to create a positive, welcoming environment as parents enter our building. These Learning Leaders will also provide workshops to parents on curriculum and testing matters and concerns. Our Parent Coordinator, PA, SLT and Learning Leaders will provide workshops on Understanding State Standards, Knowing the Curriculum for All Subject Areas, How State and City Assessments Measure Student Progress, Using Technology to Support Student Achievement, Supporting the Home-School Partnership and a variety of workshops to assist with parenting skills that meet the needs of the developmental milestones our students are reaching.

d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: All communiqués sent by the school will be provided in English and Spanish. We also have a French-speaking teacher on staff who can be available for translations. Also, we have guidance and office personnel who provide immediate translation in Spanish to parents who come into school for any concern.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the signatures of our parent members of the School Leadership Team. This policy was adopted by IS 123 on June 9, 2006 and is reviewed during June 1-15 every year. The plan will continue to be in effect for the period of the 2009-10 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2009.

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

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

School-Parent Compact Provisions

School Responsibilities

IS 123 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: As is fully outlined in our narrative description, we have embarked upon a truly school-wide reform effort following the work of Doug Reeves in his research on "90-90-90" schools. This research focuses on five key areas: 1) school-wide focus on student achievement; 2) clear curricular choices (creating a core curriculum); 3) multiple opportunities for students to improve; 4) writing across all curricular areas, including vocabulary development; 5) external (shared) scoring of student work.
2. Hold parent-teacher conferences during the Fall and Spring Semesters during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and February.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Interim Progress reports, Teacher-generated and/or parent-requested contracts/reports and quarterly report cards.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Fall and Spring Parent-Teacher conferences, including intermittent visits requested by parents and scheduled by the teacher through the Main Office.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Through contact with their child's teacher(s), parents may arrange to volunteer and/or observe classroom activities. Also, parents are welcome to stop by the school at any time, realizing that they may need to wait until a teacher has a free period to hold discussions. Parents may also volunteer through the activities sponsored by the Parents Association or the NYCDOE Learning Leaders program.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any School-wide Program plan in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, which includes all students at IS 123, and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. Spanish translation and English are always provided.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed, including reading independently for 30 minutes every night.
- Monitoring amount of television their children watch.
- Ensuring that my child gets sufficient sleep and is making healthy choices for their nutrition.
- Volunteering in my child's school.
- 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, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day, ask for help when I need it, and give help when I can.
- Work with my teachers to achieve 75% mastery on all of my coursework, including putting in extra time when I need it.
- Respect the rights and property of all others in my school community.

- Read at least 30 minutes every day outside of school time.
- Come on time and prepared for school each day with proper materials, my work, my independent reading book and my notebook binder
- Give of my time and talent for the benefit of my school community by volunteering for at least one activity or event.
- Make certain that I get appropriate nutrition by choosing healthy foods and that I get sufficient sleep each night.
- Know and adhere to all school rules, procedures and policies.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

_____	_____	_____
SCHOOL	**PARENT(S)**	**STUDENT**
_____	_____	_____
DATE	**DATE**	**DATE**

(Please note that signatures are not required)

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.

We disseminated a "State of the School" survey (provided to all schools as part of their CEP planning) to all staff and parents. We tallied the results of these surveys to inform our CEP development. In addition, we use the results from our Learning Environment Survey, informal surveys conducted with parents by staff, the results of our last Quality Review, data from NYSTART and our Progress Report.

2. Schoolwide reform strategies that:
   a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
   b) Use effective methods and instructional strategies that are based on scientifically-based research that:
      - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
      - Help provide an enriched and accelerated curriculum.

- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

As is fully outlined in our narrative description, we have embarked upon a true school-wide reform effort following the work of Doug Reeves in his research on "90-90-90" schools. This research focuses on five key areas: 1) school-wide focus on student achievement; 2) clear curricular choices (creating a core curriculum); 3) multiple opportunities for students to improve; 4) writing across all curricular areas, including vocabulary development; 5) external (shared) scoring of student work. The focused interventions that we will implement to address these concerns can be found directly on pages 7 through 10, again on pages 15 through 19, again on pages 32 through 34 and on page 42.

3. Instruction by highly qualified staff.

We will make every effort to fill vacancies with only fully licensed, certified teachers through Regional and Citywide Recruitment Fairs. We will continue to utilize our new ELA and Math master teachers, as well as consultants, to provide intensive, ongoing professional development to all teachers, as well as providing funds through the "Highly Qualified" set-aside to support coursework by teachers toward permanent certification.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

All planned professional development will reflect the National Professional Development Standards. Our focus for 2009-10 is to provide training in literacy skills development, with particular emphasis on independent reading and on writing across all curricular areas. The support staff (lead teachers, consultants) will provide training in the uniform citywide reading (Balanced Literacy, POEM, TCRWP, etc.) and math (Impact Math) programs, as well as provide demonstration lessons, arrange study groups, facilitate common planning and team teaching sessions and analyses of data to drive instruction. We have used the funds from the Implementation Grant enable us to continue professional development in the area of technology integration and have given students greater access to technology.

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

We participate in all recruitment efforts provided by the Region and the city to hire fully licensed, certified teachers. We also collaborate with such programs as Teach for America, NYC Teaching Fellows and the Lehman College's Teacher Leader Program for Mathematics. Additionally, another strategy we utilize is "word of mouth" or communication among our teachers in graduate programs to see if any of their classmates would fit our vacancies.

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

We will have our Parent Coordinator work closely with our Lead Teachers to create workshops, conferences, special events (such as a Family Read-Aloud Night) that will draw more parents into the daily life of our school. In addition, we are negotiating with our local representatives to provide ESL and GED courses for our parents so that their own literacy skills and educational levels will improve and therefore, positively impact upon their children's

learning. We will also provide professional development to our staff who greet parents as they enter our school so that all of our parents will feel welcomed and want to take part in activities, events and in the daily life of the school.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
   Not applicable as we no longer have a Pre-K program in our school. However, we do work closely with their staff and hold community wide celebrations together.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
   Teachers are involved in every step of assessment. They have worked together to create the pre-assessment tool to be given during the first week of school, the syllabus given to all students for their course, the unit by unit assessments that will be administered and, finally, in the selection of any external assessments we may be able to purchase (such as the use of Vantage Learning, Study Island and Renzulli). Teachers use and voice their opinions on the efficacy of Acuity and Performance Series. Due to their feedback we are using a DYO assessment and Performance Scantron as our approved DYO assessment program for 2009-2010). We also have trained all teachers in the use and analyses of these interim assessments, Harcourt's interim assessments for ELL students (NYSESLAT) and in Study Island with which we have contracted to provide for easy online communication between teacher and parent regarding student progress. Teachers are also using an online gradebook, www.teacherease.com to list all assignments and scores and facilitate communication between teachers, students and parents.

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.

   As noted above, students identified through an analyses of citywide/state exam results and/or teacher assessments will be targeted for AIS intervention that is provided by teachers and paraprofessionals in a specifically designed classroom equipped with a myriad of intervention programs (i.e. Wilson, Schools Attuned, Great Leaps, Rewards, Read 180, Focus on Fluency, Rosetta Stone, etc.). These students will have their progress closely monitored in connection with the classroom teacher to move them through the intervention at a pace that can accelerate their mastery of on-grade level standards-based work.

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.

    We will consolidate the following resources: Fair Student, Title I, PCEN, ERSSA, AIS, Title III, IDEA, AIDP, SINI and SURR. As an SWP school, we use the majority of our funds to provide a seamless day for our students and to support our intervention strategies for our most needy students.

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: _____ **SURR[1] Phase/Group *(If applicable):*** _____

Part A: For All Schools Identified for Improvement

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

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

Part B: For Title I Schools Identified for Improvement

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

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

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

[1] School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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

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

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

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

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

We have had an ELA/ESL curriculum committee for the past three years. The committee has worked to develop a curriculum map for our students in grades 6-8 that is aligned with NYS standards, together with a "Mastery Chart" for students at each grade level, and teacher recommended text for both instructional purposes and for independent reading by grade level. We will continue to review the findings, as we expand our committee's role to include the modification of criteria for Students with Disabilities (SWD) to and supplemental instruction for English Language Learners (ELL). We have had great success in substantially increasing the number of books within our classroom libraries. As a result, we have seen student book circulation rise significantly. Students are often apt to recommend books to teachers and have shown a preference for NY Times bestsellers.

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

x 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?

Many of the Audit's findings mirror those that we found in reviewing our test data, our classroom practice and the scope of materials used. In particular, we noted similar discrepancies between writing instruction and the level of writing produced and what is required by the NYSED standards. These differences were significantly pronounced for our ELL and our SWD student populations. These are areas we will continue to explore through both our ELA/ESL curriculum committee and our grade level interdisciplinary teams that are designing integrated units of study, with an emphasis on the writing process. As we noted above, when we increased our students independent reading, through a substantial investment in our classroom libraries, we found commensurate gains in the students ELA scores. Putting books directly into their hands, guided to appropriate levels through extensive teacher/student conferences, produced the highest gains we

have had to date in ELA achievement for all students and subgroups. We are also having students take the writing portion of the NAEP in February 2010 and look forward to see how our students compare nationally.

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.

As we continue to make school-wide changes to our writing focus both within and across the curricula, we can use support in providing access to technology and funding to continue building our school library.

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.

<u>Please respond to the following questions for Key Finding 1B:</u>

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

The math teachers undertook their own process of aligning mathematical instruction to the NYSED standards in 2006 and have continued to review it yearly. The entire curriculum was aligned with the post-March/pre-March standards for all three grades. Our standings in the NYS Math exam has risen and in 2009 our 6th and 8th grade had phenomenal growth. We have added daily/weekly planning calendars, mastery charts for students of required standards, and common assessments. Our scores continue to rise and show steady gains for the entire population and subgroups. We will concentrate on how to best address these standards using differentiated instruction for those SWD's who might require significant modification to the curricula.

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

☐ Applicable x Not Applicable

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

As explained above, our departure from the city curriculum in 2006 have met us with corresponding positive results. Since that time, we have had our math criteria used by both our regional support organization and the city's Office of Teaching and Learning.

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.

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.
Our ELA curriculum committee works intensively over the summer, and then throughout the year during common planning periods and monthly departmental conferences. This committee looks at classroom practice, as well as materials used and curriculum mapping to state standards. In reviewing our practice, we are continuing with our Balanced Literacy approach from TCRWP and continue to receive professional development from Teachers College. This partnership has yielded strong results in our students' ELA gains and shifted our practice from teacher-directed to student-centered. We are continuing to expand on this change in practice, through greater differentiation based on student data and more training for teachers on effective goal setting and conferencing with students.

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

x 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 addition to improved scores, classroom observations and school walk-throughs have noted the profound change in the environment within the ELA/ESL classroom. Lesson plans from these teachers also reflect the de-emphasis on "lecture" and an adaptation to modeling/demonstration with student focused independent learning, small group work and teacher conferencing.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
We, as always, need funding to support teacher common planning time, as well as their attendance at professional development workshops and conferences in the area of instruction.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM[3]) 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.

Our classrooms emphasize the use of technology and students work independently in order to demonstrate mastery of standards based work.

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

☐ Applicable x Not Applicable

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

We have made impressive gains in Mathematics, particularly with our bottom 1/3, ELL's and SWD's.

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 continue to explore ways to bring a highly individualized approach to the 6th and 7th grades as we have effectively done for the 8th grade.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

[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.

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 a low turn-over rate. Each year, our replacements are due either to retirements or teachers who have gone on to another level of teaching (i.e. high school or college level teaching). We have not had a teacher leave or go to another middle school for more than five years.

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

☐ Applicable x Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
Our low turnover rate and high rate of satisfaction as evidenced in our Learning Environment Surveys completed by over 75% of our staff.

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.

We have a Professional Development committee that helps create our PD offerings throughout the year. We will review these findings, together with the results from our staff input on the Learning Environment Surveys to see where we can do a better job of differentiating PD for teachers and providing more direct links between PD offerings and actual classroom practice. We have used the Santa Cruz PD continuum through our mentoring program for new teachers and are looking for ways to incorporate its use with all teachers as part of their PD and professional evaluation process.

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

x 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?

We plan to continue to review the Audit's findings to continue exploring the issue.

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.
The most urgent supports we need are time and money.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION
Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
We have various Data Inquiry Teams that cover all cohorts throughout our school (core subjects, ELLs, SWDs, elective courses, etc). These team looks at the myriad ways in which data is collected, analyzed and used for instruction throughout the building. The DIT is reviewing the Audit's findings in order to find possible solutions.

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

x 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?

As a approved DYO school for a second year, we are developing a truly accurate, reliable and easy to use system for periodically assessing student growth in a manner that can be practicably tracked and measured. Our Data Specialist piecemeals the data for teachers so they have explicit data on each of their students for the courses they teach.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
We use system-wide data but it must be used by each teacher at every level. They need the time to do this since prep's are limited as they have to prepare lessons, review their conferencing notes, meet with other teachers or call parents.

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.
Although we have a excellent record of compliance, this alone does not ensure that the services students receive are effective to meeting their needs. We work on complying with Chapter 408 to provide copies of IEP's to every teacher of a SWD. The SETSS teacher also explains the contents of the IEP to every GE teacher and explains the meaning of the yearly goals and the modified promotional criteria. The SETSS teachers also ensures that test accommodations are always followed and assists the GE teachers with this.

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

x 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?

Internal informal surveys show that teachers know who to contact for any concerns. Since all teachers are viewing ARIS regularly, they know which students have IEP's and communicate constantly with the IEP and SETSS teachers.

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.
Additional funding for professional development for all teachers to review IDEA and the SOPM.

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.
All Special Education teachers have participated in PD from the ISC and other DOE entities on writing quality IEPs. Teachers are working in teams to develop goals and are monitoring progress towards those goals every quarter. We have also trained all SE staff in BIP's and FBA's and have our mandated counselors working closely with teachers to develop and understand these documents. We are also beginning training for all staff on their use and implementation.

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

x Applicable ☐ Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
We have hired a school psychologist who has extensive experience in developing and tracking BIPs and FBAs. Our Child Study Team works closely to review them and check on their implementation.

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.
Effective, hands on training for all staff on IEPs. BIPs and FBAs would be useful.

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

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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.)

   30 students on record (estimated additional 10% in kinship care)

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

We have a dedicated Family Worker who visits the STH and works with the DOE regional coordinator. We also work with a community based organization, Partnership with Children who provide targeted intervention in individual and small group settings. Our Parent Coordinator provides ongoing support to parents who need assistance with housing, education services and family stability

Part B: FOR NON-TITLE I SCHOOLS

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

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

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