



CASTLE HILL MIDDLE SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 11X127
ADDRESS: 1560 PURDY STREET, BRONX, NY 10462
TELEPHONE: (718) 892-8600
FAX: (718) 892-8300

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 11X127 **SCHOOL NAME:** Castle Hill Middle School

SCHOOL ADDRESS: 1560 Purdy Street, Bronx, NY 10462

SCHOOL TELEPHONE: (718) 892-8600 **FAX:** (718) 892-8300

SCHOOL CONTACT PERSON: Harry Sherman **EMAIL ADDRESS:** hsherma@school.s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Gloria Keaton

PRINCIPAL: Harry Sherman

UFT CHAPTER LEADER: Nicolina Zimmerman

PARENTS' ASSOCIATION PRESIDENT: Yvonne Davis

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 11 **SSO NAME:** Leadership

SSO NETWORK LEADER: Joy Elaine-Daley

SUPERINTENDENT: Elizabeth White

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Harry Sherman	*Principal or Designee	
Nicolina Zimmerman	*UFT Chapter Chairperson or Designee	
Yvonne Davis	*PA/PTA President or Designated Co-President	
Ruth Isler	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Gloria Keaton	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Bryant Jackson	Member/ CSA	
Doris Vives	Member/ UFT	
Charlotte Jenkins	Member/ Parent Association	
	Member/	

Signatures of the members 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.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

At the Castle Hill Middle School we strive to support the whole middle school child well in every respect. The mission of Castle Hill Middle School 127 is to commit to the success of our students to develop lifelong learners who are co-creators of their education to cultivate within our school an environment where students, teachers, guardians, and all participants share the responsibility for our children's future.

We seek excellence in academics, special needs student supports, youth development, Academic intervention, extra-curricular activities, athletics programs, fine and performing arts, enrichment and student leadership. We have an engaged and energetic staff that goes the extra mile to provide opportunities for our student body both during and outside the regular school day. In recent years we have made tremendous accomplishments in many areas. Most notable are the gains in student performance. Due to a professional development focus on differentiation and data-driven instruction every year shows a new high in percentage of students at grade proficiency in ELA and Math and a new low in students far below proficiency, including this past year's ELA and Math results. We reached 61% overall proficiency in ELA, up 16% from last year, and 70% overall proficiency in Math, up 10%. We also have been significantly closing the achievement gap for ELL and Special Education students. ELL students scoring level 1 reduced from 30% to 3.5% in ELA and 17.5% to 4.1% in Math. SWD students scoring level 1 reduced from 19.8% to 7.8% in ELA and 35.9% to 19.3% in Math. As a result we scored an A on our Progress Report for the second consecutive year. We are now also a School in Good Standing and a Well Developed School.

Our school has undergone a full-fledged revival in the past three years in the areas of enrichment, youth development and sports and arts as well. We have a championship boys and girls basketball team, championship cheerleading program, football, baseball and soccer, a drama club that produces full-length features, chorus, arts and music performances and community festivals. With electives we now have cooking, Needlepoint, chess, guitar and photography to name a few. Suspensions and police crime statistics are significantly reduced due to a thriving PBIS school wide program and partnership with the Center for Social and Emotional Education. There are now two full-time Regents classes in the eighth grade who are preparing for Math A and Earth Science Regents.

Aiding our growth as a learning community has been a significant change in the overall perception and involvement by parents towards the school and the formation of small, teacher led learning communities, or Houses. Meetings and performances as well as improved results and frequent, detailed communication have resulted in improved involvement and support of parents. As a consequence local politicians have also been supportive in numerous ways including grants to revitalize the physical plant and increase implementation of technology. There is a new computer lab, Smartboards in 80% of classrooms and new computers in every room. The commitment, professionalism and effort of the staff to grow professionally and support student growth have also been critical to our recent success.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	J.H.S. 127 The Castle Hill									
District:	11	DBN:	11X127	School BEDS Code:	321100010127					
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)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	0	0		91.5	92.4	TBD			
Kindergarten	0	0	0	Student Stability - % of Enrollment:						
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	0	0	0		89.8	90.3	TBD			
Grade 3	0	0	0	Poverty Rate - % of Enrollment:						
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 5	3	0	0		78.6	78.6	TBD			
Grade 6	206	234	215	Students in Temporary Housing - Total Number:						
Grade 7	231	231	258	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	204	243	260		4	10	TBD			
Grade 9	0	0	0	Recent Immigrants - Total Number:						
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	0	0	0		13	25	19			
Grade 12	0	0	0	Special Education Enrollment:						
Ungraded	1	1	1	(As of June 30)	2007-08	2008-09	2009-10			
Total	645	709	734		70	71	51			
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	70	71	51	Principal Suspensions	74	64	TBD			
# in Collaborative Team Teaching (CTT) Classes	19	22	28	Superintendent Suspensions	16	17	TBD			
Number all others	34	44	32	Special High School Programs - Total Number:						
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:					CTE Program Participants	0	0	0		
(BESIS Survey)	Early College HS Program Participants					0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:						
# in Transitional Bilingual Classes	24	0	0	(As of October 31)	2007-08	2008-09	2009-10			
# in Dual Lang. Programs	0	0	0	Number of Teachers	53	50	TBD			
# receiving ESL services only	42	65	89							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	6	5	14	Number of Administrators and Other Professionals	16	18	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	3	TBD
Overall Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	4	3	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	75.5	82.0	TBD
				% more than 5 years teaching anywhere	54.7	58.0	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	83.0	88.0	TBD
American Indian or Alaska Native	0.5	0.4	0.8		62.3	91.7	TBD
Black or African American	40.0	36.1	31.1				
Hispanic or Latino	44.0	46.1	47.0				
Asian or Native Hawaiian/Other Pacific Isl.	13.6	14.1	18.0				
White			0.1				
Male	54.7	54.6	50.4				
Female	45.3	45.4	49.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			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**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	√	√					
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	79.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	9.1			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	19.9			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	41.1						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	9.8						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
* = 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.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

Over the past several years MS 127 has made clear, consistent and significant progress in all areas: student performance and progress, attendance, safety, teacher retention and quality (as indicated on the quality review). Through the implementation of standards based instructional practices, data driven and differentiated classrooms, a PBIS based and comprehensive model for student support and development, collaborative curriculum and unit development and sharing of best practices MS 127 has seen real change. We moved from a D on the 2006-2007 School Progress report to an A in 2007-2008, and 2008-2009. We moved from an Undeveloped in 2006-2007 to a Well-Developed in 2007-2008. We met AYP in ELA and Math and are now a School in Good Standing.

We have hired only five new teachers in the past three years, and superintendent suspensions have decreased dramatically over the past four years. However, as revealed by Learning Environment Surveys, professional development surveys, and the raw student performance data there is still the need for much improvement. Most significantly, while increase over recent years have been dramatic, we still had 37.2% of students approaching and 1.5% far below standards in ELA, and 26% of students approaching and 4% far below standards in Math on the 2009 NYS Assessments.

The Learning Environment Survey shows continued gains over prior years however there is still a need for improvement. On Academic Expectations we scored .3 higher than in 2007-2008 (and .7 higher than in 2006-2007) overall at 7.5 in 2008-2009, in the 62nd percentile relative to peer horizon, an improvement of 10%. On Communication we scored .4 higher than in 2007-2008 overall at 6.6, in the 61st percentile, an improvement of 17%. On Engagement we scored .1 higher than in 2007-2008 overall at 6.8, in the 64.3rd percentile, an improvement of 6%. On Safety and Respect we scored .4 higher than in 2007-2008 overall at 7.0 (and a full point improvement over 2006-2007), in the 56th percentile, a 14% improvement. While there is evidence of steady and significant improvement, especially with respect to against the peer horizon, there is clear room for overall improvement as we remain below the 70th percentile in every category.

There has been steady improvement in overall performance with 61% and 70% of students at proficiency on the ELA and Math NYS Assessments in 2009, up 16% and 10% respectively, along with a decrease of 5% and 6% of students scoring far below standards, down to only 1.5% and 4% in ELA and Math respectively. In addition Progress Measures have shown maintained improvement: In 06-07 44.6% and 42.5% of students made Progress in ELA and Math respectively. Average change in proficiency was -.01 and -.01 in ELA and Math, and average change in proficiency for the lowest third was .2 and .1 in ELA and Math. In 07-08 62.3% and 61.5% of students made Progress in ELA and Math respectively (17.7% and 19% improvements respectively). Average change in proficiency was .23 for level 1 and 2, and -.02 for level 3 and 4 students in ELA, and .33 for level 1 and 2 and -.04 for level 3 and 4 students Math. In 2008-2009 we maintained and in some cases improved on these measures: 60.2% and 66.5% of students made progress in ELA and Math. Average change in proficiency was .22 for level 1 and 2 students, and -.05 for level 3 and 4 students in ELA, and .4 for level 1 and 2 students and 0.0 for level 3 and 4 students in Math. In each case measures were about the same in ELA and showed moderate gains in Math. While many of these measures show consistent improvement, there are still 39% and 30% of students in ELA and Math not meeting standards, as well as 39.8% and 33.5% not making expected progress.

Significant gains have been made in the area of closing the achievement gap as well:

Evidence from the 07-08 Progress Report indicates 22.9% and 46% of ELL students made exemplary gains in ELA and Math respectively, while 36.8% and 33.3% of SWD made exemplary gains in ELA and Math. In 2008-2009 22.9 and 38.9% of ELL students made exemplary gains in ELA and Math, while 28.2 and 40.3% of SWD made exemplary gains.

In terms of overall performance from 07-08 to 08-09 ELL students scoring level 1 reduced from 30% to 3.5% and students scoring at or above proficient increased from 13.7% to 24.6% in ELA. SWD students scoring level 1 reduced from 19.8% to 7.8% and students scoring at or above proficient increased from 11.1% to 18.1%. In terms of overall performance from 06-07 to 07-08 ELL students scoring level 1 reduced from 17.5% to 4.1% in Math and students scoring at or above proficient increased from 49.2% to 57.5%. SWD students scoring level 1 went from 35.9% to 19.3% in Math and students scoring at or above proficient increased from 18.8% 29.8%.

As with overall performance, while this progress is consistent and real especially with respect to reducing the percentage of students scoring far below grade level there are still 75.4% of ELL students and 80.8% of SWD not meeting standards in ELA as well as 42.5% of ELL students and 70.2% of SWD not meeting standards in Math.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. 67% of students will make at least one year of progress by the April 2010 ELA State Assessment; 65% of students will make one year of progress on the May WRAP assessment. (Moving up one grade level in independent reading.)
2. 73% of the students will score at a proficient level, 3 or 4, on the 2010 New York Math State Test in May; 65% of students will make at least one year of progress on the NYS Math test.
3. 60% of students will pass a unified NYS Standards-based final exam with a grade of 70% or higher. These Students will satisfactorily respond to document-based questions using *improved* skills for map, diagram, table, graph and text excerpt interpretation **by the start of the fourth quarter** of the term.
4. 63% of students will pass a unified final exam (based on NYS standards) with a grade of 70% or higher in June 2010.
5. Continue to close the achievement gap by improving individual and overall performance of Students with Disabilities (SWD) and English Language Learners (ELL) in ELA and Math, such that at least 20% of students make exemplary gains in ELA and Math for SWD and ELL.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>68% of students will score at a proficient level (3 or 4) on the 2010 ELA assessment; 65% of students will make one year of progress on the May WRAP assessment. (Moving up one grade level in independent reading.)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ● Use of Data (by all ELA teachers) <ul style="list-style-type: none"> -ELA teachers will conduct WRAP (Writing and Reading Assessment Profile) on each student in Sept./Oct. and again in April/May. Teachers will record and analyze the results for the purpose of small group instruction placement, to monitor reading progress, and to ensure students are reading appropriately leveled independent reading books. -ELA midterm/simulation to be administered in mid-December as an interim measure of student progress and continued instructional needs. - Acuity Predictive and Diagnostic ITA’s (Instructionally Targeted Assessment) administered in January and March, will provide item skills analysis to further inform individual student progress and instructional needs. -Analysis of student work via weekly grade meetings to determine ongoing instructional needs and strategies. (September through June.) ● Curriculum and Instruction <ul style="list-style-type: none"> -Utilize grade level curriculum maps to guide instruction; review and evaluate on a monthly basis (September – June) -Utilize weekly grade meetings to develop quarterly standardized ELA tasks and rubrics by grade level (October , December, March, May) -Utilize weekly grade meetings to focus on the application of best practices in independent and small group reading/writing strategies -Individual student goal setting and progress monitoring of reading/writing skills via quarterly student conferencing, documented in Student Assessment Portfolio’s (SAP’s)

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ● Staff Development <ul style="list-style-type: none"> -Ongoing training of staff by Literacy Coach (from September to June) to ensure effective implementation of best literacy practice - Professional development via lunch and learns and grade meetings based on results of November ELA teacher surveys ● Alignment of Resources <ul style="list-style-type: none"> -Ensure that 50% of classroom libraries/independent reading books are leveled by April 2010. -Purchase of additional leveled books for classroom libraries/book clubs (September and ongoing as budget allows.)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ● Student Assessment Portfolio's (SAP's) <ul style="list-style-type: none"> -The development and maintenance of individual student portfolio's by ELA teachers which include: <ul style="list-style-type: none"> -Writing and Reading Assessment baseline -Quarterly Tasks with completed rubrics - Quarterly progress monitoring documentation of student strengths/weaknesses, and goals for future instruction. ● Literacy Binder: ongoing refinement of monthly standards-based curriculum maps which include reading/writing strategies/minilessons. ● Consistent use of curriculum maps to guide instruction school wide as evidenced by student work, classroom visits. ● Classroom libraries with accessible and leveled independent reading materials. ● Grade specific common planning time embedded in the school program. ● Student/class/grade performance on : <ul style="list-style-type: none"> *Standardized quarterly tasks *December ELA midterm/simulation *January ITA *May/June WRAP assessment.

Subject/Area (where relevant): Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>75% of the students will score at a proficient level, 3 or 4, on the 2010 New York Math State Test in March.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>This Action Plan reflects how we will go about achieving our annual goal. It is our intention to continually monitor and adjust what is being taught and how it is being taught so that we can reach all of our students.</p> <p>We will begin in early September finding the percentage of currently enrolled students who are at levels 3 and 4.</p> <p>Every week, during Grade Meetings, the Math Coach will <i>talk about strategies to differentiate lessons, look at students work, and to use the data from the assessments to inform instruction.</i></p> <p>Review and discussions about surveys will allow the Math Coach and the F-Status Consultant to prepare PD for individuals and groups of teachers in areas of expressed need (including, but not limited to: technology/computer use, differentiation, specific mathematical concepts, variety of teaching strategies, use of manipulatives, etc.).</p> <p>Each month, prior to beginning a new unit in math, students will be given a “Pre-Skills Test.” This will allow the teacher to further individualize instruction to meet the specific weaknesses and strengths of his/her students. Along with the Impact Math Resource material, teachers will be able to supplement their instruction with the Skills Instruction Workbook, the Students’ Handbook and The Best Practices Toolkit (for additional differentiated instruction). At the end of the unit, a “Post-Skills Test” will be given to measure each student’s progress.</p> <p>In November, January, and March, all students will be given the Acuity Predictive ITA to further determine how strong or weak they are in grade-specific math concepts. The January Predictive assessment will allow teachers to measure the students’ progress compared to the percentage found in September. The January assessment will be designed by the teachers looking over the curriculum maps and collaborating on what material should be assessed. Once again, the Math Coach, with input from teachers, will arrange for continued PD and adjustment to the Math Curriculum Map (if necessary).</p> <p>Quarterly, just prior to Report Cards being distributed, teachers will be scoring the Standardized Math Tasks that they created for their respective grades. This will allow them to see how students take what they have been taught and, based upon Bloom’s Taxonomy, use higher order thinking skills to apply it to real life situations. At this same time, parents will receive Progress Reports to keep them abreast of how their child is doing in math. Also at this time, students will reflect on their own work and progress. They will review their personal goals and adjust their goals and/or strategies as needed. This will be recorded in the Student’s Assessment Profile (SAP).</p> <p>Throughout the year, teachers will be encouraged to take part in intervisitations to colleagues’ rooms, accompanied by the Math Coach or F-Status Consultant. This will help identify additional “best practices” and assist each teacher in broadening his/her personal strategies. Teachers will also make use of the Math Binder and available resources (supplied by the Math Coach) for additional assistance.</p> <p>After the NYS Math Exam is scored and is sent back to the state, the teachers will receive PD on how to grade the state test books. This will help the teachers to focus on common mistakes that their students are making.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Math Coach will <i>talk about strategies to differentiate lessons, look at students work, and to use the data from the assessments to inform instruction.</i> • Manipulatives • Students will reflect on their own work and progress according to the results of the pre and post skills test. They will review their personal goals and adjust their goals and/or strategies as needed. This will be recorded in the Student’s Assessment Profile (SAP). • Along with the Impact Math Resource material, teachers will be able to supplement their instruction with

	<p>During monthly departmental meetings, chaired by department lead teacher, curriculum map and pacing will be reviewed and revised as needed. Monthly workshops facilitated by voluntary teachers who wish to share an instructional strategy will thus allow faculty to share best practices. These will be voluntary sessions in the interest of honing individual and peer ability to deliver content in the most efficacious, pace conscious, standards-based lesson unit with differentiated approaches to content.</p> <p>Staff will seek assistance from Literacy Coach in order to best make use of RAD mnemonic for addressing document-based written responses.</p> <p>The above specified interpretation and analysis skills will be demonstrated in the ability to synthesize historic information and describe change, citing sources appropriately as major expectations of Exit Project to be presented during the third marking period of the eighth grade. Sixth and Seventh grade students will be given opportunities to practice and build toward this mastery.</p> <p>Class tests and quizzes created by each teacher will be designed to include a variety of document genres, so that instructor and student may target goals in each area of deficiency.</p> <p>Monthly PD workshops (voluntary faculty members or lead teacher to facilitate) will address faculty survey preferences regarding formulating essential questions for unit content, using technology to facilitate enhanced skills-driven lesson activities. Meetings to discuss implications of midyear assessment will determine next steps for instructional strategies.</p> <p>Paired and inter-visiting colleagues will share practices and materials.</p> <p>Quarterly unified skills performance tasks & rubrics will inform and modify instructional strategies.</p> <p>Student assessment portfolios will be revisited and learning goals reassessed with students during conferencing. Quarterly reports will reflect performance progress. Final benchmark assessment to be given in late April. Preparation of eighth graders for NYSED Exam.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The Social Studies Lead Teacher and Department Supervisor will plan and facilitate regularly scheduled professional development, visit and coach staff periodically to assess progress and distribute useful materials in order to assist in content delivery and pacing. Social Studies Lead Teacher is to turnkey strategies experienced at Leadership LSO workshop on Reading and Writing in Social Studies, during lunch and learn sessions. The Literacy Coach will provide support wherever needed to suggest relevant fictional literature and will assist teachers in creating non-fiction written assessments.</p> <p>Faculty will be encouraged to make regular use of the Smart board, ourhistoryatlas.com, TAH Grant, Digital History & Library of Congress websites.</p>

	<p>As successful strategies are encountered and gathered, a cumulative Social Studies Resource & PD Workshop Binder will be maintained.</p> <p>Globes (current and accurate) must be acquired for each classroom. The department's several textbook publisher resource kits and a growing collection of PBS documentary videos provide enrichment materials.</p> <p>Past NYSED Social Studies Assessments will serve as models for test prep and interim exams.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Baseline assessment item-analyzed skills deficits will focus and guide progress monitoring as evinced and observed through homework assignments; written reflections and classroom group activities.</p> <ul style="list-style-type: none"> • Student portfolios (students set goals and self-assess) • Teacher/student conferencing • Shared discussions between faculty and sample student work at grade meetings. • First marking period unified quarterly task will concentrate on geographic and timeline skills. • Second quarterly task will concentrate on interpretation of primary and secondary source text materials of a variety of genre and drawing conclusions. • Teacher-created formative assessments addressing skill deficits which have been revealed by baseline and quarterly tasks. • Interim unified summative assessment: Midterm exam and 4th Quarter exam- based on past NYS Assessments). • The third marking period will address skills in gathering information, citing sources and creating written and oral narratives for reports. • Exit Project presentations during the Third Quarter will reveal student understanding of historical habits of thinking, information redacting, formulating narratives and presentation of research discoveries. This will be the 3rd quarter task. • Final 4th Quarter Exam in late April determines readiness for Grade 8 State Assessment in early June. • Final fourth quarter exam will reveal content and skills mastery and indicate progress since the Midyear exam. • Grade meetings will reveal and discuss results • Intensive drill and practice throughout May.

	June will be spent reassessing and revising curriculum pace schedule for next term.
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Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	63% of students will pass a unified final exam (based on NYS standards) with a grade of 70% or higher in June 2010.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Use of the Glencoe materials and Exam View generator, which are aligned with NYS standards, to create chapter pre/post unified assessments that will inform future instruction. • Monthly classroom inter-visitations between teachers. Observations by the Science Supervisor, Science Lead Teacher, and Science Coordinator. • Bi-weekly departmental meetings and professional development days using the Science PD Plan to ensure the uniformity of tasks and rubrics, in addition to compliance with the Glencoe pacing calendar. • Departmental review of data/student performance on pre-post exams, quarterly tasks, midterm exams, hands-on activities, and student projects. • Quarterly unified tasks & rubrics (hands-on lab experiments). • Student assessment portfolios. • Student learning goals. • Quarterly progress reports. • Baseline assessment in September to be compared to mid-year and final assessments, to determine growth. • Compliance with the NYC DOE Learning Standards. • Three parent conferences. • Written communication with parents, in the form of a letter, as to how their child is learning and what they can do. • Use of science supervisor, science coordinator, science lead teacher. <p>Timeline:</p> <p>Tuesdays - Ongoing Science department meeting with Science Supervisor and Science Lead Teacher.</p> <p>September 15th – Collaboration on Science department goals for 2009-2010.</p>

September 25th - Baseline assessment, grades 6-8.

September 29th - Training session on use of hands-on classroom activities.
Collaboration on quarter 1 unified tasks.

September 6th – Continued training on the use of hands-on classroom activities.

October 13th -Training session on classroom differentiation.

October 20th –Collaboration on classroom differentiation by grade.

October 27th –Training session on data binders and student portfolios.

October 30th -1st quarter unified task graded. Results to be reviewed on each grade level.

November 3rd - SmartBoard training.

November 10th - Use of Discovery Education Streaming & the Internet as a supplementary resource in the classroom. Additional SmartBoard training.

December 1st -Training session on use of formative assessments &classroom differentiation based on teacher generated data.

December 8th - Collaboration on unified midterms on each grade level.

January – 6th, 7th, 8th grade unified midterm exams.

January 23rd –2nd quarter unified tasks graded. Results to be reviewed by each grade level.

February-Analysis of Midterm data.

March 31st -3rd quarter unified tasks
Graded. Results to be reviewed by each grade level.

April -2009 8th grade NYS Science Exam to be administered to grades 6-8. Results will be used to inform future instruction, as well as serve as practice/preparation for the 8th grade.

April-Review of results of 2008 practice exam.

	<p>language/ESL instruction based on data demonstrating lack of progress of students in dual language; Bilingual Spanish students continue to receive Native Language Arts through a pull-out model. Focuses curriculum being in classes by grade instead of bridge classes by proficiency.</p> <ul style="list-style-type: none"> • November 3: Computers installed last year in every classroom and teachers are being trained to use Acuity and Smartboards to individualize instruction in ELA and Math. Teachers and coaches facilitate. • September – June: Professional Development has been provided and will be provided on using data to individualize and differentiate instruction around proficiency, learning styles and itemized needs. • September – June: Systems are in place to ensure students are regularly assessed and provided individualized and appropriate support in all content areas.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • IEP Lead Teacher, Department Supervisor in Special Education and ESL • Read 180 lab and teacher • Literacy and Math Coach • Leveled libraries and texts for differentiation • AIS and Computer teacher supports
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Academic progress is monitored by individual student progress monitoring and individualized support by reviewing Acuity interim assessments and standardized authentic assessments compared to prior year Standardized performance and beginning of year WRAP assessment and periodic Math skills assessments. Teachers meet quarterly with Principal and APs to review collection and use of data to support students and differentiate instruction. • Acuity will be reviewed on a summary level by class as well for overall progress monitoring by subgroup in each subject. January data will be used to assess, compared to baselines, whether SWD and ELL are on track to make exemplary progress.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	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	
2	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	
4	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	
6	72	72	72	72	2	0	1	7
7	85	85	85	85	3	0	3	5
8	132	132	132	132	5	0	2	17
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Before school-extended day- 37 minutes 4x a week 10:1 During school – Read 180 40 minutes 3-5x a week 12:1 Small group pullout 40 minutes 5x a week 12:1 After school – Champions Tutoring 2 hours 2x a week Test Question 2 hours 2x a week Extracurricular programs to boost ELA performance such as Drama Saturday ELA Test Prep Academy 10 Saturdays 4 hours
Mathematics:	Before school – extended day – 37 minutes 4x a week During school Small group pullout 40 minutes 4x a week After school - Champion’s Tutoring 2x a week Test Questions 2 hours 2x a week Saturday Math Test Prep Academy 10 Saturdays 4 hours
Science:	Before school extended day – 37 minutes 4x a week After school - Champion’s Tutoring 2 hours 2x a week
Social Studies:	Before school extended day – 37 minutes 4x a week Champion’s Tutoring 2 hours 2x a week
At-risk Services Provided by the Guidance Counselor:	Small group counseling 40 minutes 1x a week, individual counseling 40 minutes 1x a week, large group assemblies 40 minutes 1x a month....Planned Parenthood, CSEE, Bronx Court, NYPD Great Program, Mentoring programs, peer mediation
At-risk Services Provided by the School Psychologist:	Small group counseling 40 minutes 1x a week, individual counseling 40 minutes 1x a week
At-risk Services Provided by the Social Worker:	Small group counseling 40 minutes 1x a week, individual counseling 40 minutes 1x a week, large group assemblies 40 minutes 1x a month... Planned Parenthood, CSEE, Bronx Court, NYPD Great Program

At-risk Health-related Services:

**Small group counseling 40 minutes 1x a week, individual counseling 40 minutes 1x a week, large group assemblies 40 minutes 1x a month, small group assemblies, 1x a month....
Planned Parenthood, CSEE, Bronx Court, NYPD Great Program**

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.

Part II: ELL Identification Process

When a parent brings a child in to register, the student is administered the Home Language Survey by the Pupil Personnel Secretary. HLIS is an informal assessment which includes an oral interview in English and in the Native Language where possible. When an ELL student is registered at our school, often times the parent brings a translator. If not, we use a staff member to translate. If that's not possible the Pupil Accounting Secretary calls an over the phone interpretation service to ensure a smooth process. Our Parent Coordinator, Pupil Accounting Secretary and School Aides are able to communicate in Spanish. We also have a Para-Professional on staff and a Parent Volunteer in the school building to assist with the Bangladesh population.

This information is then used to identify students who may require LAB-R testing. The Secretary then orients the parents on the Transitional Bilingual Program, Dual Language Program and Freestanding ESL Program, of which our school offers the latter. The parent is then given a parent survey and program selection form on the spot to fill out in his/her native language. In recent years past, all parents have opted to place their children in our Freestanding ESL classes. Within ten days, our certified ESL teacher administers the LAB-R and uses the results to determine the proper programming and scheduling for the student. The student continues ESL services and takes the NYSESLAT each Spring until they score a proficient. When the results of the NYSESLAT are published, parents are then given a continuation of services letter if their child has not passed and a congratulatory letter if they have passed, which explains that they are still entitled to two more years of ESL services if they so desire.

This year, upon completion of the first marking period, we will offer a parent workshop where we will reiterate the ELL process and the ESL methodologies in the classroom as well as explain all of the enrichment services we offer to assist in the preparation for the NYSESLAT. We will request translators from the Department of Education in a timely manner to ensure that we have translators at the workshop.

Programming and Scheduling Information

English Language Learners, in grades six through eight are placed in our Freestanding ESL classes. Classes are departmentalized and heterogeneously blocked. The program consists of 1 class of grade 6 ESL, 1 class of grade 7 ESL, and 1 class of grade 8 ESL. English is the language of instruction in the ESL program with native language support and resources. As per the NYS Part 154, All ESL classes receive 360 minutes per week of ESL instruction. When students have reached the Advanced English Proficiency level on the NYSESLAT, parents may opt to have their students mainstreamed into a General Education class, thus requiring pull-out services of 180 minutes per week of ESL instruction and 360 minutes per week of ELA. The primary focus of instruction is the development of content area strength and language development in the four modalities, and to develop higher order thinking skills as we listen, speak, read and write. Teachers in the program implement the Point Of Entry Model of instruction and the implementation of best practices through accessing prior knowledge, graphic organizers, guided questions, open-

ended questions, read alouds/think alouds, use of visuals, thematic instruction, storytelling activities, drama, oral dialogues, vocabulary instruction which includes a variety of methods designed to explore the relativity among words, word structure, word origin and word meaning. In Social Studies, sheltered English is used to provide scaffold instruction. Social Studies is offered 225 minutes per week and is used as a vehicle for English Acquisition and further development of literacy skills. Whenever possible, the instructor differentiates instruction and assessments according to the various proficiency levels within the class body. Students are grouped according to proficiency or language background. Some Social Studies texts in Spanish are available for Spanish-Speaking new arrivals and beginners in English to receive content more fully with instructor's guidance. We see a need to purchase reading materials in Bengali for our Bengali population is growing. Opportunities within Social Studies class for constant practice of English usage, in reading, writing, listening and speaking activities allow instructor to monitor progress and tailor subsequent instructional strategies accordingly.

In ESL we differentiate for Newcomers and SIFE through WRAP assessment to see what reading level the student is on, which allows the teacher to then address the student's needs. We can only WRAP Newcomers if they speak in English and read at a second grade level or higher. Then, using rigorous repetition of letters and phonics. Students are taught to communicate effectively through development of vocabulary, reading of simple texts, writing about themselves and their culture. Students listen to CD recordings, sing songs and dialogue with peers and teacher.

For four-six year ELLs, students are made accountable of their learning. They are taught to utilize teacher developed rubrics as well as construct their own rubrics. Students are provided with high quality instruction in the areas of Reading, Language Arts, Writing through use of textbooks and technology as well as other resources. Teacher implements instructional strategies that enable them to meet or exceed State English Language Art Exam and the NYSESLAT as well as satisfactory grades in all content areas. ELL students are required to take the NYS ELA Exam after being here one year.

Students who have received service four- six years have needs that are different from the newcomer. These students require formal assessment for special services. As with all students, these particular students, activities/lessons need to be data-driven. This student needs to be provided with opportunities to work with partners/small groups/one on one with teacher. Teacher should frequently use the WRAP Assessment to identify instructional level. At this point, students will not be exempt from ELA State Tests. This student will require a variety of learning experiences to diagnose and remediate skills in reading and writing.

For long term ELLS who have completed six years of ESL services and those who have reached an advanced level on the NYSESLAT exam, teachers use instructional strategies that enable them to master skills necessary to function academically in order to be transitioned into mainstream classes. Those advanced students who have been mainstreamed have a Para-Professional assigned to their ELA and Math Classes once per week to assist with native language support. These students are made accountable for their learning. They engage in peer and self-assessment. When working in groups, they are often paired with zero-three year ELLS.

ELLs who are identified as having special needs such as speech, resource, counseling or full time special education are serviced as per an individualized educational plan upon completion of an evaluation by the School Based Support Team.

All English Language Learners are eligible for extended day instruction and After School Tutoring and are grouped according to proficiency level regardless of grade. During extended day, the goal is to develop proficiency in English therefore the language of instruction is English. Students receive literacy instruction using reading interventions such as, "Wilson's" and "Essentials", which is a computer program. Student progress is

monitored through formal and informal assessments. During After School Tutoring, students receive homework help in the areas of Social Studies, Science and Mathematics. They also receive extra instruction in ELA and Mathematics in preparation for the State ELA and Mathematics Examinations.

Students who have scored an Intermediate or advanced on the NYSESLAT are invited to attend Saturday Academy for NYSESLAT Prep. The school also offers ELA and Math Test Prep during Saturday Academy.

ELLS who have reached proficiency on the NYSESLAT are eligible to receive support up to two more years. Many parents opt for their children to continue in self-contained ELL classes. Those who are mainstreamed into General Education classes have the option to continue pull out services with those students who are advanced. They are also invited to attend extended day and Saturday Academy for ELLS.

All ELL students are entitled to all extracurricular and support services that we offer to the entire body. This includes extended day, our Champions after school extracurricular and tutorial programs and Saturday Academy. It also includes our extensive Elective program, where students get to choose from a menu of enrichment classes. Two of the choices are Fine Art and Vocal music, which are taught using the Blueprint for Arts Model. Our ELL students are housed in one of seven of our small learning communities. After they have reached proficiency on the NYSESLAT they can apply to any of the seven small learning communities.

As we continue to assess our ELL program, we realize the need for more Native Language support and resources. Although we have resources in the Spanish language, we see a growing need for resources in Bengali. We do however, invite our newly enrolled ELL students and their parents to our school in June to orient them on curriculum matters, support services, extracurricular activities, small learning communities and school culture. When students reach the seventh grade, trips are scheduled to visit High Schools with exemplary LEP programs to assist with the High School selection process. We have on site, students and parent volunteers to assist with translating. We also sponsor a Meet the Teacher Night in September where ELL parents can attend the school again and speak to their children's teachers to gain knowledge of what's expected in order to have a successful school year. At the end of the first marking period, parents of ELLs are invited to attend a Saturday Workshop to reiterate the ELL Process. Translators are on site at this event.

Professional Development and Support for School Staff

Teachers of ELLS meet weekly with the Literacy Coach, Math Staff Developer, and Social Studies Lead Teacher (from September to June) to ensure effective implementation of best practices. An ELL Teacher Team has been developed to have advocates infuse documentation of goals, strategies and progress of targeted ELL students at this weekly meeting. This ensures the use of data from LAB-R, NYSESLAT, ELL Periodic Assessment, Acuity, Content Area Interim Assessments and ELA and Math scores to drive instruction. In addition, Assistant Principal meets with all teachers of ELL students to foster collaborative lesson planning and alignment with NYS Learning Standards, training and modeling focused on small group instructional strategies. This affords the opportunity for teachers to discuss and turn-key strategies they have learned from LSO workshops, QTEL, Teaching American History Grant Program, Theater For A New Audience, Smartboard training, and Classroom intervisitations

and any other formal Professional Development Workshops they have attended. The use of vocal music and drama strategies are also implemented for purposes of English Language development.

We periodically offer Lunch and Learns based on results of Teacher Professional Development surveys. Supervisors use The Formal Observation Process, Informal Observations, Initial Data Inspections, Mid-Year Data Inspections, End of the Year Data Inspections and Learning Display Checklist and Feedback to foster differentiated Professional Development to our teachers.

Parental Involvement

The Parent Association and Parent Coordinator work collaboratively to involve our entire parent body, which include parents of ELLs. They advocate at the School Leadership Team meetings, Curriculum Team Meetings, Graduation Committee Meetings Articulation Committee and School-Wide Community Fair Committee Meetings. They offer Parent Orientations during Open-School Week. They provide information to parents at Parent-Teacher Conferences which are held in November and February. They hold Parent Association Meetings monthly and they produce a monthly calendar and newsletter. Parents are invited to Student Celebration Assemblies, Field Trips and an Annual Cultural Dinner celebrating diversity.

As a result of open discussions with ELL students, teachers see a need to offer workshops to parents of ELLS during Saturday Academy. This might increase participation of ELLS on Saturdays. A survey will be given to parents in February to assess, the needs of the parents. Students suggested workshop topics such as, Resume Writing, Interviewing Techniques, How To Fill Out Applications, Basic Computer Skills and How To Help Your Child Prepare For The NYSESLAT. All workshops will be provided in English with native language support and taught by two certified ELL teachers in our computer lab. Each Parent Workshop will be held on Saturday while their children are in the Saturday Academy classes.

Assessment Analysis

As a school wide community, we use Fountas and Pinnell to assess the early literacy skills of the entire student population. Students were WRAPPED during the first marking period and we found that the majority of the ELL students are reading well below their grade level. This includes students who have scored twos and threes on the NYS ELA Exam. The WRAP results show us that we must continue to differentiate instruction and address students' individual deficiencies. We will continue staff development which fosters best practice on how to educate students with special needs. We will continue to teach strategies as we address various learning styles, conference with individual students to determine strengths and weaknesses as well as determine next steps in order to change skill deficiencies into proficiencies. Teachers assist students with the setting of SMART goals which are aligned with the ELA department goals. We disseminate pre and post assessments and quarterly tasks to assess whether or not students are meeting their goals during the interim. Upon completion of interim assessment, teachers develop a new plan of action to ensure that students continue to make progress towards their goal.

As a result of the NYSESLAT data, we need to spend more time on the Listening/Speaking Modalities in Grade Six. Students perform better on Listening/Speaking in Grades Seven and Eight. We notice a similar pattern with the Reading/Writing Modality. However, students become more proficient in Reading/Writing in Grades Seven and Eight.

As of yet we have not received the results for the ELL Periodic Assessment. We will use the results to drive our instruction of ELL students.

We evaluate the success of our ELL program based on how many of them make One Year of progress on the NYS ELA exam, how many of them make the Honor Roll, and how many of them qualify to take our Math and Science Regents classes. The latter is evidence of a smooth transition into General Education classes.

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: 101 LEP Non-LEP

Number of Teachers 7 Other Staff (Specify) Guidance Counselor

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.

All English language Learners, in grades six through eight are eligible for the extended day instruction from Monday through Thursday during zero period from September to June.

Extraordinary efforts will be made to offer our English Language Learners extended day, after school and Saturday Academy NYSESLAT Prep as well as literacy and mathematics. Student eligibility is determined through the use of data from the most recent NYSESLAT or LAB-R and ELL Periodic Assessments as well as mathematics scores. The program will consist of 1 class of grade 6 ESL and TBE mix, 1 class of grade 7 ESL and TBE, and 1 class of grade 8 ESL and TBE mix. English is the language of instruction in the ESL program. The primary focus of instruction is the development of content area strength and language development in the four modalities, and to develop higher order thinking skills as we listen speak, read and write. Teachers in the program will implement the Point Of Entry Model of instruction and the implementation of best practices through accessing prior knowledge, graphic organizers, guided questions, open-ended questions, read alouds/think alouds, and project based

tasks. Students will also be afforded the opportunity to present orally. The program will run from September 2009 to June 2010, 4 times a week after school. Each session will be 1.5 hours. The Saturday Academy will run from February 2010 until May 2010. Sessions will be 3hours. The student-teacher ratio desired is 15:1. The number of Certified ESL Teachers hired to teach this program will be based on the number of students enrolled.

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.

- Ongoing training of staff by Literacy Coach (from September to June) to ensure effective implementation of best literacy practice
- Monthly meetings with Assistant Principal and teachers of ELL students to foster collaborative lesson planning and alignment with NYS standards, training/modeling focused on small group instructional strategies and using vocal music and drama strategies for purposes of English language development.
- Lunch and Learns and grade meetings based on results of ELL teacher surveys
- Development of ELL Teacher Team to document goals, strategies and progress of targeted ELL students on ARIS
- Use of constructivism in implementation of lessons
- Use of the writing process in the content areas
- Use of data from LAB-R, NYSESLAT, ELL Periodic Assessment and ELA scores to guide instruction
- Cognitively guided language instruction/direct modeling of strategies
- Collaborative learning communities within the classroom
- Building on prior knowledge
- Culturally responsive instruction
- Instructional conversation
- Technology enriched instruction including SMART Board

Form TIII – A (1)(b)

School: Castle Hill Middle School 127 BEDS Code: 11x127

**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)	\$3000	Per-Session support for NYSESLAT and the State ELA and Mathematics test, Saturday Academy for ESL students. 60 hours

<ul style="list-style-type: none"> - Per session - Per diem 		of per session for ESL teachers to support ELL Students: 60 hours x \$49.89 (current teacher per session rate with fringe) = \$2993.40
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	\$2400	Purchase of four days with Arts consultant to provide professional development to teachers and administrators on Best Practices of Academic English language development Enrichment Strategies
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$5600	Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books, drama books, vocal music recordings and sheet music and appropriate Content area textbooks
Educational Software (Object Code 199)	\$4000	4 Rosetta Stone or equivalent language development software packages for extended day program.
Travel	N/A	
Other	N/A	
TOTAL	\$15000	

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.
 - Review of Home language Surveys; noted which languages were primarily spoken at home
 - ATS/POB
 - Parent orientations
 - Parent-Teacher conferences
 - Feedback from teachers of ELL students on student and parent language needs
 - Interviews with newly admitted ELL students
 - Interviews with Parents of the newly admitted ELL student
 - Feedback from the parent coordinator, and the ELL coordinator
 - Feedback from the school secretaries, medical staff, attendance personnel, and safety officers

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.
 - There is a need for oral interpretation when parents come to conduct school business such as conferencing with teachers inquiring about face to face letters, lunch applications, after-school programs, picking up a child who is ill or has a doctor's appointment.
 - There is a need for written translations to keep parents informed of the school's vision and mission as well as information concerning morning and after-school academic intervention programs, Saturday Test Prep Programs and/or Saturday Academy Programs.
 - The following items should be translated to assist parents in staying informed: Monthly school calendar, lunch forms, emergency blue cards, report cards, student/parent handbook, and all letters, flyers, memos to parents on school matters
 - Findings were reported to the following: SLT, PA, Parent coordinator, ELL coordinator, letters were back-packed to parents in the three most spoken languages of English, Spanish and Bengali.
 - ELL students were informed of the oral interpretation and written translation services offered in school.

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.
 - Family assistant or School Aide— one Bengali speaking person who is literate in Bengali and English to translate all needed school materials for parents
 - Family Assistant or School Aide – one Spanish speaking person who is literate in Spanish and English to translate all needed materials for parents.
 - Teacher or School Aide will provide written translations in Spanish of school communiqués to parents in house, as well as parent volunteers
 - Letters with a tear-off will be mailed to the most current address on file to inform parents of this service
 - Letters with a tear-off will be backpacked via students
 - Collect tear-offs to determine need for interpretations and/or translations

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.
 - Family Assistant or School Aide fluent in Bengali and English who is able to interpret and assist parents in school matters including keeping parents up to date with current information regarding school programs and services
 - Attend orientations and workshops to facilitate and disseminate information
 - Letters with a tear-off will be mailed to the most current address on file to inform parents of this service. Letters will be translated in three most spoken languages as gathered from major findings
 - Letters with a tear-off will be backpacked via students to inform parents of this service. Letters will be translated in three most spoken languages as gathered from major findings
 - Collect tear-offs to determine need for interpretations and/or translations

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>.
 - Letters with a tear-off will be mailed to the most current address on file to inform parents of this service
 - Letters with a tear-off will be backpacked via students
 - Collect tear-offs to determine need for interpretations and/or translations
 - Set up a schedule of availability for oral interpretations and/or translations

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:	555,531	344,010	899,541
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,531		5,531
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		3,440	3,440
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	27,777		27,777
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		17,200	17,200
6. Enter the anticipated 10% set-aside for Professional Development:	55,553		55,553
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		34,401	34,401

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 95
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.

Teachers who are not highly qualified are given financial support with the 5% allocation to complete classes and requirements in their instructional area.

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.

I. General Expectations

The Castle Hill Middle School 127 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact, outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

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

1. The Castle Hill Middle School 127 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - parents and families of students will be provided with the opportunities to participate in school-based planning committees, and in School Leadership Teams.
 - Parents will be provided with the opportunities to participate in decisions of rules and regulations regarding budget expenditures
 - Parents will be provided with an opportunity to establish a school-level Parent Advisory Committee

2. The Castle Hill Middle School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Parents will be provided with information and meetings to develop knowledge of instructional programs, assessment for state and city standards, Students Code of Behavior.
- Orientation meetings will be held to present the overall goals of our, as well as, the goals of the academies, grades and class.

3. The Castle Hill Middle School will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Monthly workshops will be provided in the content areas of Literacy, Math, Science, Social Studies as well as art enrichment for the parents and family members.
- Parents will share in the responsibility for student performance through Parent/Teacher Conferences, School Leadership meetings, and Intervention conferences.

4. The Castle Hill Middle School 127 will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:

- By encouraging the parents to volunteer and training them in the strategies that will enhance a meaningful relationship and partnership

5. The Castle Hill Middle School 127 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the quality of its Title I, Part A schools. 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 by:

- Conducting a needs assessment survey along with the PA/PTA, School Leadership Team and Parent Volunteers, and Parent Coordinator.
- Providing parents with resources to outreach, and network with other parents, and involve them in the school community.

- Providing translation to help parents who have limited English proficiency.
 - Conducting outreach activities for new parents and non-English speaking parents.
6. The Castle Hill Middle School 127 will build the schools' and parents 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:
 - The parents will be provided with workshops that address the content areas, school, district and regional level.
 - Ses meeting to learn about the materials being used
 - The parents will be provided with Professional development to enable all children to meet the City and State performance standards.
 - The parents will be provided with materials and supplies.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate to foster parental involvement. By:
 - Providing life skill workshops
 - Book Club groups
 - Providing Parenting Workshops
 - Providing Web site information for Math
 - c. The school will, with the assistance of its parents, educate its teachers, pupil personnel, principal and other staff, in how to reach out to communicate with, and work with the 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:
 - Encouraging parents and staff to network and communicate with each other.
 - Providing evening assemblies, weekend festivals and events, functions and school concerts, which can foster participation by the parents and school personnel together.

- d. The school will take the following action to ensure that information related to the school and parent-programs, meeting, 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 the language the parents can understand:
- Parents will be notified through a monthly calendar, letters and flyers as the date and time of meetings and workshops to address parent programs and Instructional activities.
 - Letters are available in other translations if needed.
 - Telephone Numbers are also available for parent to contact the school and Parent Coordinator if need be.

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.

In addition to the above described Parent Involvement Policy, Castle Hill Middle school will take the following steps to increase and improve parent involvement.

- Provide babysitting at School Leadership and Parent Association meetings for children aged three to seven, by volunteer parents and teachers.
- Offer parents opportunities to participate in leadership conferences with CSA and UFT, enhancing their leadership capacity.
- Arrange flexible opportunities for parents to be involved, including but not limited to meetings and workshops during mornings and school hours, weekends, and meetings at alternate locations.
- Providing access to the local library and community based organizations during parent-teacher conferences.

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 PA executive board ratification. This policy was adopted by the Castle Hill Middle School 127 on 07/12/2006 and will be in effect for the period of the 2009-2010 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November, 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 2009-2010

The Castle Hill Middle School 127 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact, outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during the school year 2009-2010.

Required School-Parent Compact Provisions

SCHOOL RESPONSIBILITIES

The Castle Hill Middle School 127 will:

- provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
- the establishment of smaller learning communities through the formation of four academic communities
- allow students, with parent approval, to apply to an academy that best meets the student's area of interest
- provide students and parents with the dates of city-wide and statewide assessments
- provide AIS programs for General Education, Special Education and English Language Learners in preparation for city and state exams in ELA and Math
- PPC committee to review and make recommendations for services for at risk students
- provide opportunities for student's to discuss their concerns and to be aware of support services available to them through Group Guidance sessions
- provide SAPIS intervention on an as need basis
- Monthly Calendar and Principal's Letter discussing upcoming activities, meetings, exams, and other information pertinent to the school community
- provide Vacation Week Work Packets in both English Language Arts and in Math during the Holiday recesses
- classroom instruction in the Point of Entry Model provides for whole class, small group, and independent work
 - provide Castle Hill Middle School Handbook to all students
 - hold parent-teacher conferences during which this Compact will be discussed as it related to the individual child's achievement. Dates to be determined and announced by the Department of Education. As well as, meetings with parents of English Language Learners (ELL) (in addition to school-wide Parent Teachers Conferences)
 - IEP meetings with parents of Special Education students (on-going)
 - meetings with Grade 8 students and their parents to discuss graduation requirements and high school programs/options available
 - provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - report cards are issued 4 times a year (parents are required to pick up the first two report cards, in person)
 - on the report card teachers provide comments about student's progress as well as provide a grade for academic progress, level of achievement, and behavior
 - progress letters/"in danger of failing letters" are sent to parents between the issuing of report cards to help monitor a student's progress

- student's with particular difficulties, especially where behavior can interfere with academic achievement, may be placed on a Daily Individual Section Sheet, which monitors daily progress by period in areas such as attendance, lateness, class work, homework, and conduct - these sheets are to be signed by parent/guardian and returned daily
- meetings between parents and members of the child's Academy can be arranged to discuss progress
- the Attendance Office notifies parents if a child is absent or late twice in one week via weekly mailings
- the Attendance Office and/or Attendance Teacher notifies parents via mailings, phone calls and/or on-site visits to the home if there seems to be a problem with unexplained and/or excessive lateness or absence
- bi-weekly meetings with the Pupil Accounting Secretary, the Attendance teacher, all attendance personnel, and the Guidance Department to discuss and take appropriate action on ACS cases, chronic absentees, and 407's
- letters notifying parents if their student is not making adequate yearly progress and is in danger of not being promoted to the next grade and/or graduating
- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parent –Teacher Conference afternoons and evenings will be determined and announced by the Department of Education.
 - Academy Meetings (all students)
 - Grade Meetings (all students)
 - IEP reviews (Special Education students)
 - ELL meetings (English Language Learners)
 - special programs as communicated via letters and the school's monthly calendar - which is sent home with students, as well as being posted and made available to the public in the Main Office
 - parents may call and make arrangements to meet with any staff member during one of their non-teaching periods
 - if a translator is needed, and the school is notified in advance, every effort to provide one will be made
- provide parents with opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - parents may contact the Parent Coordinator and volunteer their services to the school via the Learning Leader's program
 - make arrangements with teachers to assist during class trips
 - make arrangements with the Assistant Principal and classroom teacher to visit the classroom and participate and/or observe a classroom activity
 - Honors and Awards Assemblies
 - Shakespeare Festival
 - Encourage attendance at Parent workshops and Parent Association monthly meeting , Safety Committee meetings, and student performances
 - Encourage attendance to extra-curricular events

PARENT RESPONSIBILITIES

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

- Support my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school
 - monitoring attendance and punctuality
 - talking with my child about his/her school activities everyday
 - scheduling daily homework time
 - providing an environment conducive for study
 - making sure that homework is completed
 - monitoring the amount and type of television my children watch
 - monitoring the amount of time my child spends on the internet, playing video games, using the telephone, etc.
 - volunteering in my child's classroom
 - participating, as appropriate, in decisions relating to my children's education
 - promoting positive use of my child's extra-curricular activities
 - participating in school activities on a regular basis
 - staying informed about my child's education and communicating with the school by promptly reading all notices from the school, the Region, and the Department of Education, either received from my child or by mail and responding, as appropriate
 - reading and discussing with my child everyday
 - providing my child with a library card
 - communicating positive values and character traits, such as respect, hard work, and responsibility as well as encourage demonstration of the Positive Behavior Intervention System of the school
 - modeling respect for the cultural differences of others
 - helping my child accept consequences for negative behavior

- being aware of and following the rules and regulations of the school, the region, and of the Department of Education
- supporting the school's discipline policy
- supporting the school's uniform policy
- expressing high expectations and offering praise and encouragement for achievement

STUDENT RESPONSIBILITIES

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

- come to school on time, ready to do our best and to be the best
- come to school with all the necessary tools of learning - pens, pencils, books, etc.
- listen to and follow directions
- participate in class discussions and activities
- be honest and respect the rights and possessions of others
- follow the school's and class' rules of conduct by wearing our ARMOR everyday, which stands for Academic Respect, Management, Organization and Responsibility
- use appropriate language within the school community
- follow the school's and specific academy's dress code
- ask for help when we don't understand something
- do our homework everyday and ask for help when we need it
- study for tests and assignments
- read at least 30 minutes everyday outside of school time
- get adequate rest every night
- use the library to get information and to find books that we enjoy reading
- give to our parents or to the adult who is responsible for our welfare, all notices and information that we receive at school everyday and to bring back to school any correspondence and information as requested

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.

Data analysis reveals steady growth in ELA and Math scores, and dramatic improvement for ELL and SWD in ELA and Math. School wide we continue to make AYP for all students tested in ELA and Math, and now have made AYP for all subgroups two consecutive years in Math and ELA, becoming a School in Good Standing. A more thorough needs assessment can be found in section IV of the main CEP.

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.

School wide reform strategies consist of the components of the middle school initiative: expansion of intervention services, implementation of mentoring program, peer mediation program, refinement of restructuring into small learning communities, implementation of PBIS, expansion of extracurricular opportunities, and continuation of quality professional development. These reforms are comprehensive and structured to assist all students in meeting or exceeding state standards.

These reform strategies result in the following methods and instructional strategies, with the express intended results:

- Students are provided opportunities to attend summer school when promotion is in doubt. Students of all populations are provided opportunities to receive additional support after school, out of classroom in small groups, on weekends, and on vacation days in the period prior to standardized assessments.

- Students have numerous extra-curricular enrichment opportunities thorough the Sports and Arts after-school program, athletic/academic clubs such as basketball, cheerleading, chess, drama, film, art, history projects, and photography to name a few. In addition, students were prepared in 2008 and 2009 for the Math A and Science regents with two all regents eighth grade class.
- Interventions and small learning communities are designed especially to meet the unique needs of historically underserved populations. ELL and special education students are integrated across academies, while being consolidated by grade in order to allow collaboration among teachers and stability to students. Special education students will stay in their vertical academy, “looping” with their teachers rather than moving to different academies every year so that teachers can teach the same subject/grade. Intervention supports are targeted at populations that have performed below the performance of the whole school in both pull out groups as well as before and after school programs.
- Teacher developed and led academies that are aligned with state standards that stress individual, collegial, and organizational improvement. The goal of academies is to transform the teacher/learning process and developing best practices to enhance student learning.
- Student support services are designed to meet the needs of all students, and especially those who are academically at-risk. Research shows a clear correlation between behavior/discipline problems and academic problems. Mentoring and Peer mediation programs will help explore and address this correlation, giving students tools to address conflicts and disappointment without giving up, acting out, or distracting others. The creation of so many extra-curricular and enrichment programs is specifically intended to target at-risk students who may experience very low engagement due to feeling they don’t belong. By changing that experience, more engaged students are expected to perform better academically.
- Programs are aligned with city initiatives, including creation of an AIS teacher and PBIS coordinator to provide and coordinate intervention services, refinement of small learning communities, implementation of mentoring program and PBIS, and support of the model of special education/general education as a continuum.

3. Instruction by highly qualified staff.

All teachers are certified. Teachers will only be hired in the appropriate license area for the population and subject taught. For newly hired staff, the hiring process will involve interviews by a team and a demonstration lesson when time permits. Ongoing professional development and collaboration in providing consistent and rigorous standardized instruction in ELA, Math, Social Studies and Science curriculums will be provided by the Literacy Coach, Math Coach, SS Lead teacher and Science Lead teacher at Academy Meetings, grade teacher team meetings, during study groups, during mandated Professional Development sessions and in the classroom. Lead teachers will model lessons, observe lessons, and facilitate collaboration and inter-visitation among staff to increase shared capacity.

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.

Through our highly qualified Coaches, Lead Teachers, AIS coordinator and school administrators we will continue to provide high quality ongoing professional development in such areas as rigorous and student centered lesson planning, Curriculum Mapping, Cooperative Learning,

Questioning Techniques, Higher Order Thinking Skills, Differentiated Instruction, Authentic Assessments, Student Centered Learning Experiences, Interdisciplinary Curriculum Mapping, and a Hands on Inquiry Model. This professional development will be delivered in the form of study groups, common planning time, academy and grade meetings, workshops, inter-visitations, formal and informal observations, peer and self evaluations, and collaborative units of study. First and Second year teachers will be supported in cohorts, allowing them to transition into the school community and receive necessary and focused support, while experienced teachers will be given opportunities to learn as well as share best practices, to take ownership and be a crucial part of the overall process of school improvement.

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

We will foster professional collegiality through Academy and teacher team Meetings, grade meetings and study groups where student work, standards, curriculum, and best practices are discussed and shared and where input into better ways of meeting the needs of students and staff is sought. These practices will demonstrate to staff that they are valued professionals. Teachers will be invited to join a learning community where their input and ownership is crucial to the success of the school, and where their input matters. Teachers will be given an opportunity to pursue their own vision for the school through leadership in small learning communities, extra-curricular activities, electives and programs that draw on their talents. Teachers will receive mentoring from experienced veterans, and participate in a new teacher cohort to become oriented with the school's culture and expectations, as well as receive support in practical areas such as classroom management, planning, and school procedures.

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

The parent coordinator will work collaboratively with the elected parent title one representative to arrange and provide workshops, tutoring, training, and supports to families in such areas as adult literacy, computer literacy training, student homework help and new curriculum training. These workshops will take place in and around the school during the school day, in evenings, on the weekend, and during holidays to reach out to all available parents. Translation services will be provided where appropriate.

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.

NA

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

Teachers will take part in the use of academic assessments, formal assessment data, and informal assessments to determine needs of students. Teachers will assess students through collaboratively developed authentic and standardized tasks, with consistent expectations across grade and subject area to develop consistency of high and standardized expectations. Teachers will use this data, as well as other informal assessment data such as unit and skills pre-tests and WRAP assessment, to inform instructional strategies such as grouping in the classroom, intervention

supports, and differentiated materials and techniques. Administrators will meet with teachers periodically to review use of data to inform instruction.

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.

AIS/PPT teams made up of AIS coordinator, deans, guidance counselors, administrators, IEP teacher, school psychologist, school social worker, teachers, and parents will meet by academy on a rotation basis weekly to raise and discuss cases of students in need of interventions. These students can be referred by classroom teachers, who are given strategies for quickly identifying students in need and referring them to the team. The team has access to all the interventions available in and out of the school, makes recommendations and assigns follow-up responsibility, and periodically monitors the progress of students. Supports are identified in Appendix I.

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.

Tax Levy, Title I, Title II, Title III, Title IV, Title VII, PCEN, Chapter 53, ERSSA, IDEA, Part 154 BIL/LEP, IDEA, AIDP and OASAS funding sources all contribute to the above mentioned school based efforts. Funds will be used to provide a supplementary model in Literacy and Math, at risk counseling and resource room services, AIS services, an AIS coordinator and teacher, a SAVE room, peer and adult mediation and intervention, extracurricular student engagement and tutoring programs, PBIS and youth development programs, and provide for a visual and performing arts program as well as to provide staff and resources for the general population.

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 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)¹ 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

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

Three years ago MS 127 began to systematically review all written curriculum, curriculum maps, taught curriculum and availability of materials in all content areas to ensure consistency and quality. Maps that addressed material to be covered, strategies to be used, competencies to be developed and materials to be utilized have been developed and annually reviewed and revised since that time. Quarterly standardized tasks have been developed at each grade level to form a basis for assessing student achievement of standards and monitoring progress, examining teacher practice and sharing strategies and best practices for meeting standards of curricula. Weekly grade meetings are held to review curriculum, develop tasks, share strategies and look at student work.

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

Applicable Not Applicable

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

As indicated by the Well-Developed Quality Review in 2009, our school has standardized and consistent curriculum and expectations in all content areas at all grade levels, most particularly in ELA. Every teacher participates in the development of standard based tasks and curriculum maps. Every teacher has a comprehensive ELA binder with these contents.

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.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

Three years ago MS 127 began to systematically review all written curriculum, curriculum maps, taught curriculum and availability of materials in all content areas to ensure consistency and quality. Maps that addressed material to be covered, strategies to be used, competencies to be developed and materials to be utilized have been developed and annually reviewed and revised since that time. Quarterly standardized tasks have been developed at each grade level to form a basis for assessing student achievement of standards and monitoring progress, examining teacher practice and sharing strategies and best practices for meeting standards of curricula. Weekly grade meetings are held to review curriculum, develop tasks, share strategies and look at student work.

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

Applicable Not Applicable

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

In particular the scope, content and sequence of the Math map is developed specifically to address New York State content and process strands. It is realigned to address the new standards as the Impact Math materials do not adequately address the new sequence and process strands. Supplemental materials and standardized tasks are utilized to ensure curriculum standards are addressed.

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

Three years ago MS 127 began to systematically review all written curriculum, curriculum maps, taught curriculum and availability of materials in all content areas to ensure consistency and quality. The application of the curriculum in the classroom has been addressed through extensive professional development focusing on the implementation of data-driven, differentiated instruction that is centered on student engagement in relevant and standards-meeting tasks. In particular we have used active coaching and supervision, inter-visitations, utilization of educational consultants, learning walks and collaborative meetings to implement a balanced, student centered approach to ELA instruction.

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

Applicable X 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?

Our School Quality Review which indicates that instruction is aligned, our Learning Environment Surveys which indicate Engagement is higher than 58.6% of City Middle Schools and our recent and significant performance progress in ELA as reflected by our A on the school Progress report all reflect this.

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

2B – Mathematics Instruction

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

mathematics classrooms. *School Observation Protocol (SOM²)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

Three years ago MS 127 began to systematically review all written curriculum, curriculum maps, taught curriculum and availability of materials in all content areas to ensure consistency and quality. The application of the curriculum in the classroom has been addressed through extensive professional development focusing on the implementation of data-driven, differentiated instruction that is centered on student engagement in relevant and standards-meeting tasks. In particular we have used active coaching and supervision, inter-visitations, utilization of educational consultants, learning walks and collaborative meetings to implement a balanced, student centered approach to Math instruction.

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?

Our School Quality Review which indicates that instruction is aligned, our Learning Environment Surveys which indicate Engagement is higher than 58.6% of City Middle Schools and our recent and significant performance progress in ELA as reflected by our A on the school Progress report all reflect this.

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.

² 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.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

A review of turnover data indicates that this is not a factor. The last two years only one new teacher was hired each year. Two years ago a number of teachers were excessed due to grade reconfiguration (5th grade truncation to the elementary school). Besides this there has been virtually no loss of experienced staff or necessary hiring of new staff.

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?

The last two years only one new teacher was hired each year.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

All related ESL Professional Development opportunities are posted and distributed, not only in QTEL but all relevant PD opportunities. ESL teachers participate in the formation and implementation of the LAP and Title III allocation plans.

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

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Significant improvement in ELL student performance in recent years due to direct consultation with ESL teachers about program and class formation, resource and material allocation and professional development needs.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

ELL students are placed in classes according to their language development. This reorganization was done at the recommendation of teachers. Progress is monitored for language development individually and granularly, following the same procedures for progress monitoring used for all students in Language Arts but customized of the needs of ELL students.

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

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Significant improvement in ELL student performance in recent years due to implementation of data and monitoring systems used by all staff to set goals and progress monitoring.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

All of our IEPs are centrally located in room 207 where a full time IEP Teacher monitors the collection, distribution, implementation and review of all IEPs and their mandates. In order to comply with chapter 408, all teachers and support staff are given a copy of each student's IEP that they service and meetings are regularly scheduled to ensure time allowed to read, understand and discuss the IEPs ' information for each of these students. Professional development workshops regarding Special Education Best Practices are offered to both Special Education and General Education Teachers.

Starting in 2007, we continue to work closely with OSESI in designing and implementing a PD Plan that includes workshops on-site and off-site, classroom observations, and professional development libraries. We also receive instructional support from our LSO.

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

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our Standard Operating Procedures and documentation of our professional development that supports both general education and special education teachers are evidence of our commitment to our special education students. Significant improvement in SWD performance in recent years due to teacher participation in departmental and school-wide professional development on goal setting.

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

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

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

Please respond to the following questions for Key Finding 7:

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

All our teachers are trained to create and implement IEPS that take into account not only the strengths and weaknesses of the student but also how the classroom environment, structure, and lesson format can best be utilized in order to help our students learn. Furthermore, all IEPs are reviewed by our IEP Specialist in order to ensure that the plans developed for our students are appropriate, realistic, challenging and aligned with NYS standards.

Behavioral Plans are included for all of our 12:1:1 students as well as some of our 12:1 and team-teaching students. Behavioral Plans are developed in accordance to the students' needs.

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

Applicable X 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?

Professional Development workshops on creating IEP's are attended at the LSO and the DOE by the IEP Specialist. The IEP Specialist turnkeys the information to the teachers in the form of meetings, memos and workshops. Anyone other than SBST Team Members must hand in their IEPs for review to our IEP Specialist. Our IEP Specialist will meet with each teacher individually to discuss changes or

additions to the IEPs before the IEP Meeting. After the IEP Meeting, any additional changes will be made and reviewed by the IEP Specialist once again before they are signed and entered into the computer. This whole process is overseen by an Assistant Principal who was a former Special Education Teacher and is knowledgeable regarding the IEP process. All Special Education Teachers attend grade meetings in their content areas along with the General Education Teachers where they are able to monitor students' progress in achieving NYS Standards in their grade and content area as well as create unified tasks and assessments.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

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

STH receive support from guidance staff including at-risk counseling and family referral services. Additionally students are in small learning communities and more likely to receive coordinated services from teachers who are aware of their needs. Attendance teacher also works with the family and the school staff to ensure appropriate transportation and follow services are provided, that support consistency of school attendance.

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.