



**LOLA RODRIQUEZ DE TIO
ACADEMY OF FUTURE TECHNOLOGIES
I.S. 162X**

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

SCHOOL: 07X162

ADDRESS: 600 ST. ANN'S AVENUE, BRONX, N.Y. 10455

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 07x162 **SCHOOL NAME:** Lola Rodriguez de Tio

SCHOOL ADDRESS: 600 St. Ann's Avenue, Bronx, N.Y. 10455

SCHOOL TELEPHONE: 718 292 0880 **FAX:** 718 292 -5735

SCHOOL CONTACT PERSON: Maryann Manzolillo **EMAIL ADDRESS:** mmanzol@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: No active leadership team

PRINCIPAL: Maryann Manzolillo

UFT CHAPTER LEADER: Lucas Koehler

PARENTS' ASSOCIATION PRESIDENT: Jazmina McFarlane

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 07 **SSO NAME:** Empowerment Zone Network #13

SSO NETWORK LEADER: Sandra Litrico

SUPERINTENDENT: Yolanda Torres

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
Maryann Manzolillo	*Principal or Designee	
Lucas Koehler	*UFT Chapter Chairperson or Designee	
Jazmina McFarlane	*PA/PTA President or Designated Co-President	
Not elected yet 12/10/09	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jenny Morales	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	
PTA has not yet held elections	Member/	
PTA has not yet held elections	Member/	
PTA has not yet held elections	Member/	
	Member/	

*** Please note PTA has not elected SLT members or Title 1 representative as of 12/10/09 meeting**

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Lola Rodriguez de Tio Academy of Future Technologies at Intermediate School 162 Bronx is committed to middle level education. The school is designed as a middle school with its own identity. It is a place where students in grades 6-8 feel a deep sense of belonging and identity. Teams of teachers and students are formed resulting in surrogate families creating "smallness within bigness". The school provides a logical transition from the self-contained classroom of the elementary school to a more departmentalized middle school model, although not as departmentalized as the high school. Each student is provided with a variety of learning modes.

All members of the educational community of the Academy of Future Technologies at Intermediate School 162 are committed to providing all students with a challenging academic program infused with technology. This prepares students to meet the ever increasing complexity of the 21st century's highly technological society. Students are seen as individuals and learners who share a sense of cultural identity and diversity. This provides for a deeper understanding of our world and an appreciation and respect for the people that inhabit it. There is a focus on the development of critical thinking skills, problem solving, and the communication of ideas in a language rich environment. The school's academic program incorporates hands on learning, inquiry and project-based activities, enabling students to become active participants in the learning process. The school strives to enhance students' intellectual, social, personal, moral, emotional as well as multicultural development.

Students in all grades are provided with the opportunity to participate in Supplemental Education Service (SES) programs provided onsite, including Sports and Arts, NESI and Kaplan.. Other after-school programs include: After School Study Center for Literacy and Mathematics, Art Portfolio workshop, Computer Based projects, Specialized High School Test Prep, Exit Project Prep Program in Science and Social Studies, Robotics, Chess, Science Exploration Club, And the Model United Nations Program.

Strategic school partnerships provide hands-on activities that enhance literacy and mathematics. These programs include: Columbia University Kids Witness News, (students create television programs from scriptwriting to video-production) READ Foundation, (students are trained to become reading tutors for grade K-2 pupils) Lego Robotics, (students have won Championships) Junior Achievement, (students work to create their own entrepreneurial businesses), CHAMPS, (students develop physical fitness to combat obesity) Metropolitan and Bronx Opera Companies, (students experience first hand the insider's view of what makes up an opera)and the Battery Dance Company(students work in classrooms with professional dancers). The entire school family works hand in hand providing for excellence in instruction in a most professional, sensitive and caring environment.

SECTION III – Cont’d

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	J.H.S. 162 Lola Rodriguez De Tio						
District:	7	DBN:	07X162	School BEDS Code:	320700010162		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		90.6	88.7	89.3
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		96.4	94.1	92.2
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	1	0		83.5	83.5	82.2
Grade 6	312	286	281	Students in Temporary Housing - Total Number:			
Grade 7	336	326	281	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	363	325	317		13	22	162
Grade 9	0	1	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		8	23	28
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	29	21	18	(As of October 31)	2006-07	2007-08	2008-09
Total	1040	960	897		8	23	28
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	100	86	79	Principal Suspensions	100	146	61
# in Collaborative Team Teaching (CTT) Classes	30	33	34	Superintendent Suspensions	10	7	25
Number all others	51	48	79	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	N/A	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	77	40	57	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0		66	83	77
# receiving ESL services only	60	38	67	Number of Teachers	66	83	77

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	21	0	12	Number of Administrators and Other Professionals	10	19	25
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	4
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	10	15	14	% fully licensed & permanently assigned to this school	100.0	98.8	98.7
				% more than 2 years teaching in this school	62.1	50.6	58.4
				% more than 5 years teaching anywhere	50.0	37.3	44.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		77.0	67.0	71.0
American Indian or Alaska Native	0.2	0.1	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	24.7	24.6	25.3		98.9	86.9	100.0
Hispanic or Latino	74.3	74.1	72.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.9	1.1				
White	0.2	0.3	0.3				
Male	44.9	44.8	45.8				
Female	55.1	55.2	54.2				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√	NCLB Restructuring – Year 3						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:

Elementary/Middle Level

ELA:	Restructuring Y 3
Math:	Restructuring Y 1
Science:	IGS

Secondary Level

ELA:	
Math:	
Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		Grad Rate
	ELA	Math	Science	ELA	Math	
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-				
Black or African American	√	√	√			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Other Groups						
Students with Disabilities	√SH	√	√			
Limited English Proficient	√SH	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	6	6	6	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	74.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	6	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:	18.4	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	45.9		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	4.5		

KEY: AYP STATUS

√ = Made AYP
√ ^{SH} = Made AYP Using Safe Harbor Target
X = Did Not Make AYP
- = Insufficient Number of Students to Determine AYP Status

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped
▶ = Underdeveloped with Proficient Features
√ = Proficient
W = Well Developed
◇ = Outstanding
NR = No Review Required

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

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

SECTION IV: NEEDS ASSESSMENT

A comparison of results of the 2007-2009 New York State ELA Test reveals the following trends:

Students Achieving Levels 3 and 4 in ELA- School wide (A Three Year Study)

Grade	2007	2008	2009	Increase since 2007
6	38.4%	36.6%	53.4%	+15.0%
7	37.1%	55.3%	55.8%	+18.7%
8	33.9%	31.0%	51.5%	+17.6%
Totals 6,7,8	36.4%	40.7%	53.5%	+17.1%

Chart Summary: (see above)

From 2007- 2009, there has been a significant increase in the percentage of students achieving levels 3 and 4 in all grades (17.1%).

Students Achieving Level 1 in ELA- School wide (A Three Year Study)

Grade	2007	2008	2009	Decrease since 2007
6	3.4%	2.6%	0.0%	- 3.4%
7	12.2%	2.3%	0.4%	- 11.8%
8	8.8%	8.2%	2.7%	- 6.1%
Totals 6,7,8	8.3%	4.4%	1.1%	- 7.2%

Chart Summary: (see above)

There has been a significant decrease in the percentage of students scoring at Level 1 from 2007-2009. The largest decrease in the number of students achieving Level 1 occurred in grade seven (decrease of 11.8%). The total number of students achieving Level 1 in grades six, seven and eight decreased by 7.2%.

A comparison of results of the 2007 - 2009 New York State Mathematics Test reveals the following trends:

Students Achieving Levels 3 and 4 in Mathematics- School wide (A Three Year Study)

Grade	2007	2008	2009	Increase/Decrease since 2007
6	59.0%	46.6 %	48.9%	-10.1%
7	38.0%	63.7%	63.4%	+25.4%
8	34.1%	56.6%	72.8%	+38.7%
Totals 6,7,8	43.0%	56.0%	62.3%	+19.3%

Chart Summary: (see above)

From 2007- 2009, there has been a significant increase in the percentage of students achieving levels 3 and 4 in grades seven and eight. There is a 19.3% increase in the total number of students achieving levels 3 and 4 in grades six, seven and eight. The transition from the elementary school

math program(Everyday Mathematics) to middle school math (Impact Mathematics) continues to be a problem for some students and is reflected in the 10.1% decrease in the scores of the higher achieving students.

Students Achieving Level 1 in Mathematics – School wide (A Three Year Study)

Grade	2007	2008	2009	Decrease since 2007
6	11.2%	12.6%	6.8%	-4.4%
7	14.9%	4.5%	2.3%	-12.6%
8	21.6%	9.3%	5.8%	- 15.8%
Totals 6,7,8	16.1%	8.7%	5.0%	- 11.1%

Chart Summary: (see above)

There has been a significant decrease in the percentage of students scoring at Level 1 from 2007-2009. The largest decrease in the number of students achieving Level 1 occurred in grade seven and eight. The total number of students achieving Level 1 in grades six, seven and eight decreased by 11.1%.

A Three Year Comparative Study of the Achievement of ELLs on the NYS English Language Arts exam

Levels	2007		2008		2009		Change SINCE 2007
	# of students	% of students	# of Students	% of students	# of students	% of students	
Lev. 1	49	31.2%	17	15.6%	4	3.1%	-28.1%
Lev. 2	96	61.1%	77	70.6%	97	74%	+12.9%
Lev. 3	12	7.6%	15	13.8%	30	22.9%	+15.3%
Lev. 4	0	0%	0	0%	0	0%	same
Invalid score	0	0%	2	2%	0	0%	0%
Total # of students tested	157		109		131		-26 students
LEP-exempt	35		15		3		-32 students

Summary: From Winter 2007-2009: (see above)

- There has been a 28.1% decrease in the number of ELL students in Level 1.
- There has been a 12.9 % increase in the number of ELL students in Level 2.
- There has been a 15.3% increase in the number of ELL students in Level 3.
- There were 0 students in Level 4 in ALL THREE YEARS 2007-2009.

A Three Year Comparative Study of the Achievement of ELLs on the NYS Mathematics exam

Levels	2007		2008		2008		Change since 2007
	# of students	% of students	# of Students	% of students	# of students	% of students	
Lev. 1	60	37.5%	22	18.2%	10	7.1%	-30.4%
Lev. 2	69	43.1%	50	41.3%	64	45.4%	+2.3%
Lev. 3	27	16.9%	46	38%	64	45.4	+28.5%
Lev. 4	4	2.5%	3	2.5%	3	2.1%	-0.4%
Total # of students tested	160		121		141		-19 students

Summary: From March 2007-2009: (see chart bottom of page 10)

There has been a 30.4% decrease in the number of ELL students in Level 1 Mathematics.

There has been a 2.3 % increase in the number of ELL students in Level 2 Mathematics.

There has been a 28.5% increase in the number of ELL students in Level 3 Mathematics.

There has been no significant change in the number of ELL students in Level 4 in Mathematics.

A study of this school's results of the 2009 ELA and Mathematics Tests as compared to NYC results show the following:

ELA

2009 ELA- in N.Y.C.- 68.8% of the total number of students were at or above grade level (level 3&4)

2009 ELA- in IS 162- 53.5% of the total number of students were at or above grade level
This school's result is 15.3% less than N.Y.C.'s.

2009 ELA- in N.Y.C.- grade seven – 70.9% of students were at or above grade level

2009 ELA- in IS 162- grade seven- 55.8% of students were at or above grade level.

This school's result is 15.1% less than N.Y.C.'s.

2009 ELA- in N.Y.C grade eight- 57.1% of students were at or above grade level

2009 ELA- in IS 162- grade eight- 33.5% of students were at or above grade level

This school's result is 23.6% less than N.Y.C.'s.

Mathematics

2009 Math- in N.Y.C.- 81.8% of students were at or above grade level

2009 Math- IS 162 - 62.3% of students were at or above grade level (-19.5%)

2009 In NYC grade 6- 77% of students were at or above grade level

2009 In 162 grade 6- 48.8% of students were at or above grade level (-28.2%)

2009 In NYC grade 7- 80.8% of students were at or above grade level

2009 In 162 grade 7- 63.4% of students were at or above grade level (-17.4%)

2009 In NYC grade 8- 71.3% of students were at or above grade level

2009 In 162 grade 8- 72.8 % of students were at or above grade level (+1.5%)

The above data reveals a continued need to increase the number of students achieving at proficiency levels 3 and 4 as well as a continued decrease in the number of students achieving Level 1 in both ELA and Mathematics at 162. It also shows that although 162 is in the poorest socioeconomic area in the city we are doing an excellent job of increasing student achievement.

Accomplishments:

The School Accountability Report, (part of the New York State School Report Card 2007-2008) reveals that 6 out of 6 student groups made AYP in both English Language Arts and Mathematics. (All students, Black or African, Hispanic or Latino, Economically Disadvantaged, Limited English Proficient and Students with Disabilities, both the Limited English Proficient group and the Students with Disability group made AYP using Safe Harbor Target). All students made AYP in Science. This is a significant accomplishment. If all groups continue to make progress and make their AYP the school may be able to leave the restructuring SINI program.

From 2007-2009, there has been a 17.1% increase in the total number of students achieving levels 3 and 4 in grades six, seven and eight on the NYS ELA exam. There has been a 7.2% decrease in the total number of students achieving at Level 1 on the NYS ELA exam. (See chart on page 9)

From 2007-2009 there has been a 28.1% decrease in the number of ELL students achieving Level 1 on the NYS English Language Arts exam. In addition, there have been significant increases in the number of ELL students achieving at Level 2 and Level 3 from 2007-2009. (Level 2- increase of 12.9 % and Level 3- increase of 15.3%) (See chart on page 10)

From 2007-2009, there has been an 19.3% increase in the total number of students achieving levels 3 and 4 in grades six, seven and eight on the NYS Mathematics exam. There has been a decrease of 11.1% in the total number of students achieving Level 1 on the Mathematics exam. (See charts on pages 9 and 10)

From 2007-2009 there has been a 30.4% decrease in the number of ELL students achieving Level 1 on the NYS Mathematics exam. In addition, there have been significant increases in the number of ELL students achieving at Level 2 and Level 3 from 2007-2009. (Level 2- increase of 2.3 % and Level 3- increase of 28.5%) (See chart on page 10 bottom)

Aids to Accomplishments:

- Differentiation of instruction based upon interpretation of test data and implications
- Improved use of data and understanding of its implications for instruction
- Expansion of the school's Inquiry Teams to include teachers of all subjects and curriculum areas.
- Effective procedures and support for new teachers through the use of mentors, which has increased teacher retention and decreased the need for new teachers.
- IS 162X's teacher have been trained to use detailed knowledge of the progress and performance of individual students, classes, and grades through effective data management.
- Clear procedures are in place to identify students and groups in need of improvement and to put into effect appropriate intervention strategies during the school day and after-school when possible.
- IS 162X tracks individual students using progress portfolios and setting individual student goals throughout their time in school which helps to raise achievement, increase attendance and create a feeling of community.

Barriers to Accomplishments:

- Teacher Qualifications
 - Percent of instructors teaching in this school more than five years still remains an issue as our most experienced teachers continue to retire.
 - Percent of instructors having taught anywhere for five years has declined from 2006-2007 (50%) and 2007-2008 (37.3%). This was a decrease of 12.7%. However a comparison of 2007-2008 (37.3%) and 2008-2009 (44.2%) reveals an increase of 16.9%
 - Retention rates for teachers from programs such as Teach For America and Teaching Fellows remains low. (In the past five years)
- Demographics
 - Student Stability- declined over a two year period- 2006-2007- 96.4%, 2007-2008- 94.1%. There is a decline in stability of 2.3%.
 - The numbers of students in Temporary Housing has been increasing over a three years period- 2005-2006- 12 students, 2006-2007- 13 students and 2007-2008- 22 students, 2008-2009-36 students. Over a four year period, the number of students in temporary housing has increased 300%.

- Recent immigrants- The number of recent immigrants has increased over a three year period. (2006-2007- 8 students, 2007-2008- 23 students, 2008-2009 -28) There has been a significant increase over a three year period and many of these students come to grades 6-8 with no evidence of significant previous school attendance (SIFE)
- Budget / Enrollment Concerns
 - Recent budget cuts and a reduction in the school's register, have forced the school to excess guidance and attendance personnel. These cuts have also caused us to be unable to hire additional teachers to service "At Risk" students through AIS programs and decreased the amount of money available for after school remediation programs.
- Shared Space
 - The continued expansion of Green Dot High School and 75X010 which share our building, along with the ALC will cause our large school to share the gym, auditorium, cafeteria and library areas. Since 2008 we have given up half of the fourth floor to Green Dot, Rooms 401- 421. In 2009, we have given room 112 to 07x010. In 2007 we gave rooms 453-459 to the ALC. We will continue to be compressed into three floors during the next two years, when the Green Dot High School expands to its projected size.

SECTION V: ANNUAL SCHOOL GOALS

Goal 1- To accelerate reading skills for or Limited English Proficient students (ELLs)

Measurable Objective: By June 2010, there will be an increase of 2.2 % in the number of students who will achieve at least one-half (.5) a proficiency level in English Language Arts in the Spring 2010 ELA exam

Goal #2- To accelerate math skills of students performing on the lowest level in mathematics

Measurable Objective: By June 2010, there will be an increase of 2 % in the number of students who will achieve at least one-half (.5) a proficiency level in Mathematics in Spring 2010 exam

Goal #3- To increase the number of participants in the entire school community who continue to develop of the school's vision and mission and work toward successful implementation of the goals.

Measurable Objective: By June 2010, 60% of the members of the school community will participate in the continued development of the school vision and mission and work toward successful implementation of the goals. As evidenced as a need to increase participation in the Learning Environment Survey.

Goal #4- All students will continue to show progress in English Language Arts as evidenced by their scores on the NYS English Language Arts examination. In addition the percentage of students with disabilities tested will rise due to increased participation in the New York State Alternative Assessment process. (NYSAA)

Measurable Objective: By June 2010, 100% of ELLs and Students with Disabilities subgroups will reach their AYP goal.

Goal #5- All students will continue to show progress in Mathematics as evidenced by their scores on the NYS Mathematics examination. In addition, the percentage of students with disabilities tested will rise due to increased participation in the NYSAA process.

Measurable Objective: By June 2010, 100% of ELLs and Students with Disabilities subgroups will reach their AYP goal.

Goal #6- All ELL's will show progress in Science as evidenced by their scores on the Grade 8 NYS Science Examination.

Measurable Objective: By June 2010, 100% of students in subgroup ELL's subgroup will reach their AYP goal in Science.

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 2009-2010 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1- To accelerate reading skills for the English Language Learners (ELLs) Measurable Objective: By June 2010, there will be an increase of 2.2 % in the number of ELL students who will achieve at least one-half (.5) a proficiency level in English Language Arts in the Spring 2010 ELA exam</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"> • To improve Literacy instruction for ELLs in all content areas by using a highly structured standards-based curriculum – Responsible Staff- administrators, data specialist, mentors, lead teachers – for all staff – ongoing 9/09-6/10 • To conduct a comprehensive review and analysis of students English Language Arts (ELA) achievement data using Acuity reports (ARIS) and Performance Scantron – Responsible Staff- administrators, data specialist- for all staff- ongoing 9/09-6/10 • To disaggregate data by major student subgroups- ELLs – Responsible Staff- administrators, data specialist- for all staff – ongoing 9/09-6/10 • To use quantitative and qualitative data (included in Teacher Assessment Binder) to evaluate effectiveness of ELA instruction- Responsible Staff- administrators, data specialist, lead teachers, mentors, all staff- ongoing 9/09-6/10 • To provide for ongoing embedded assessment for periodic individual, small group and whole group assessment – Responsible Staff- administrators, data specialist, mentors, lead teachers- for all staff- ongoing 9/09-6/10 • To provide for different types of assessments as ELLS show what they know in different ways- Responsible Staff- administrators, data specialist, Bilingual Coordinator, mentors, lead teachers for all staff- ongoing 9/09-6/10 • To continue longitudinal studies of individual students to show achievement growth in English Language Arts as evidenced by: performance on standardized exams, teacher made assessments, informal classroom assessments, interim exams, NYS Alternative Assessments, running records, and predictive and adaptive exams- Responsible Staff- administrators, data

	<p>specialist, mentors, lead teachers- for all staff- ongoing 9/09-6/10</p> <ul style="list-style-type: none"> • To provide comprehensive professional development for teachers of every content area which will focus on differentiation of instruction for ELLs using the standardized curricula on each subject- Responsible Staff- administrators, data specialist, Bilingual Coordinator, mentors, lead teachers , for all staff-ongoing 9/09-6/10 • To provide support from the Inquiry Team focusing on their examination of performance problems of low performing students. Additional focus and support is given to high achieving students who receive enrichment activities. They test instructional strategies that will help to close the achievement gap of ELLs – Responsible Staff- administrators, Inquiry Team members, mentors, lead teachers, for all staff-ongoing 9/09-6/10 • To utilize programs such as Wilson Intervention Program, and Read 180 to facilitate learning for ELL students- Responsible Staff- administrators, data specialist, mentors, lead teachers- for selected staff members- ongoing- 9/09-6/10 • To develop an informal individualized action plan similar to an IEP for all students identified as “at risk” to facilitate learning and accelerate growth- Responsible Staff- administrators, data specialist, mentors, lead teachers – for all staff- ongoing- 9/09-6/10 • To integrate literacy with the arts to reinforce skills and strategies of ELL students- Responsible Staff- administrators, music teachers, art teachers, lead teachers, mentors- for selected teachers- ongoing- 9/09-6/10 • To use Socratic methodology to move children in their thinking that results in significant steps forward for ELLs – Responsible Staff- administrators, consultants from Great Books, lead teachers for all staff- ongoing 9/09-6/10 • To provide Academic Intervention Services (AIS) during the entire school day to accelerate learning – Responsible Staff- administrators, data specialist, AIS providers- ongoing- 9/09-6/10 • To provide students in grades 6-8 with additional instruction in ELA, Math and Science- Tuesdays/Wednesdays/Thursdays (3:00-5:00) – Responsible Staff- administrators, selected teachers- ongoing- October 2009-June 2010
<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>Staffing/Training/Schedule</p> <ul style="list-style-type: none"> • Support by the school-based Professional Development Team: Principal, Assistant Principals, Data Specialist, Bilingual SETTS teacher, Bilingual Coordinator, Bilingual teachers, ESL teachers, mentors, lead teachers, guidance counselors, AIS providers, health related services providers, psychologist, KAPLAN ASSC providers- all staff- ongoing 9/09-6/10 • The data specialist provides instruction to access Acuity Reports and Performance Scantrons and explains their implication for instruction- all staff- ongoing 9/09-6/10 • Mentors, data specialist and lead teachers provide differentiated professional development and modeling for new teachers- select staff- ongoing- 9/09-6/10 • Inquiry team members demonstrate strategies to ensure that all students (including ELLs) are

	<p>achieving at high levels, model the use of “Best Practices” to improve student outcomes and support student achievement – all staff- ongoing 9/09-6/10</p> <p>Implications for Budget: Teacher per Session rate of \$41.98 per hour C4E funds to reduce class size Implications for Budget (sources)-Tax Levy, Title I, C4E, Budget Codes: 130,199,3001,3004,3009,0689, 2531, 2461</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Interim Progress and/or Accomplishment:</p> <ul style="list-style-type: none"> • Interim Adaptive and Predictive Assessments: Oct. 2009, Dec. 2009, Feb 2010, May 2010 and June 2010 • Student individualized educational plans for identified students “at risk”- ongoing 9/09-6/10 • Improved test scores on grades 6,7,8 English Language Arts exam- Spring 2010 • Report card growth- four times year:- Nov. 2009, Feb. 2010, April 2010, June 2010 • Portfolio assessment, exit projects, investigations- ongoing 9/09-6/10 • Improvement as indicated on School Progress Report, School Report Card- 2009-2010 • Individual student profiles in Assessment Binders- moving levels- in literacy- ongoing-9/09-6/10 • An increase in the number of teachers signing into the Acuity Data System to review and analyze students’ ELA achievement data (monitored by the Principal and the Data Specialist – ongoing 9/09-6/10) • Ongoing formative assessments Inquiry Target Group • Use of Performance Series to target individual goals for student progress in ELA. <p>Projected Gains:</p> <ul style="list-style-type: none"> • There will be an increase of 2.2 % in the number of ELL students who will achieve at least one-half (.5) a proficiency level in English Language Arts in the Spring 2010 ELA exam. • There will be a one-level gain in performance scores for our high achievers Inquiry Target group • Students in the Inquiry Team Target group will achieve Level 3 on the scoring writing rubrics on the NYS English Language Arts exam (extended responses)

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #2- To accelerate math skills for of students performing on the lowest level in mathematics Measurable Objective: By June 2010, there will be an increase of 2 % in the number of students who will achieve at least one-half (.5) a proficiency level in Mathematics in Spring 2010 exam</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • To increase the use of data and assessment materials in planning for the delivery of instruction and for setting student and class goals- Responsible Staff- administrators, data specialist, mentors, lead teachers- for all staff- 9/09-6/10- ongoing • To use data more uniformly across the school community to provide differentiated instruction- Responsible Staff- administrators, data specialist, mentors, lead teachers- for all staff- 9/09-6/10- ongoing • To conduct a comprehensive review and analysis of students' mathematics achievement data using Acuity reports (ARIS) – Responsible Staff- administrators, data specialist, mentors, lead teachers- for all staff- 9/09-6/10- ongoing • To compare the school's Peer Horizon score to Peer Horizon score of the highest achieving school using score range (note average change in the student proficiency levels) - Principal, Assistant Principals, data specialist- for all staff- ongoing- 9/09-6/10 • To disaggregate data by major student subgroups- i.e. ELLs – Responsible Staff- administrators, data specialist, Bilingual Coordinator, mentors, lead teachers- for all staff- 9/08-6/09- ongoing • To use quantitative and qualitative data to evaluate effectiveness of mathematics instruction- Responsible Staff- administrators, data specialist, Bilingual Coordinator, mentors, lead teachers- for all staff- 9/09-6/10 • Analysis of individual student data by teachers to inform differentiated instruction- selected teachers – Responsible Staff- administrators, data specialist, Lehman University Consultant, mentors, lead teachers- for all staff- 9/09-6/10- ongoing • To provide for ongoing embedded assessment for periodic individual, small group and whole group assessment – Responsible Staff- administrators, data specialist, Bilingual Coordinator, mentors, lead teachers- for all staff- 9/09-6/10- ongoing • To provide for different types of assessments as subgroups show what they know in different ways- all staff- Responsible Staff- administrators, data specialist, Bilingual Coordinator, mentors, lead teachers- for all staff- 9/09-6/10- ongoing • To provide additional support for students on all grades by their attendance in the After School Study Center- Tuesdays, Wednesdays, Thursdays, 3:00-5:00- Responsible Staff- administrators, data specialist- for selected staff- 9/09-6/10- ongoing • To provide support by the Inquiry Team by their examination of performance problems of low

	<p>performing students. They will test instructional strategies that will help to close the achievement gap of lowest performing students in mathematics – for all staff-ongoing 9/09-6/10</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>Staffing/Training/Schedule</p> <ul style="list-style-type: none"> • Support by the school-based Professional Development Team: Principal, Assistant Principals, Data Specialist, Bilingual SETTS teacher, Bilingual Coordinator, Bilingual teachers, ESL teachers, mentors, lead teachers, guidance counselors, AIS providers, health related services providers, psychologist, KAPLAN ASSC providers- for all staff- ongoing 9/09-6/10 • The data specialist continues to provide instruction to access Acuity reports and explains their implication for instruction- for all staff- ongoing 9/09-6/10 • Mentors, data specialist and lead teachers provide differentiated professional development and modeling for new teachers- selected staff- ongoing-9/09-6/10 • Inquiry team members demonstrate strategies to ensure that all students (including ELLs) are achieving at high levels. They model the use of “Best Practices” to improve student outcomes and support student achievement – for all staff- ongoing 9/09-6/10 <p>Implications for Budget (sources)-Tax Levy, Title I, C4E, Budget Codes: 130,199,3001,3004,3009,0689, 2531, 2461 C4E funding for reduced class size as per grouping for instruction Teacher per Session rate of \$41.98 per hour SWP funds for the professional development consultant from Lehman</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Interim Progress and/or Accomplishment</p> <ul style="list-style-type: none"> • Interim Adaptive and Predictive Assessments: Oct. 2009, Dec. 2009, Feb 2010, May 2010 and June 2010 • Student individualized educational plans for identified students “at risk”- ongoing 9/09-6/10 • Improved test scores on grades 6,7,8 Mathematics Exam- Spring 2010 • Report card growth- four times year:- Nov. 2009, Feb. 2010, April 2010, June 2010 • Portfolio assessment, exit projects, investigations- ongoing 9/09-6/10 • Improvement as indicated on School Progress Report, School Report Card- 2009-2010 • Individual student profiles in Assessment Binders- - Ongoing- 9/09-6/10 • An increase in the number of teachers signing into the Acuity Data System to review and analyze students’ mathematics achievement data (monitored by Principal and Data Specialist) ongoing- 9/09-6/10 <p>Projected Gains: There will be an increase of 2 % in the number of students who will achieve at least one-half (.5) a proficiency level in Mathematics in Spring 2010 exam</p>

Subject/Area

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #3- To increase the number of participants in the entire school community who participate in the continued development of the school vision and mission and work toward successful implementation of the goals Measurable Objective: By June 2010, 60% of the members of the school community will participate in the continued development of the school vision and mission and work toward successful implementation of the goals as evidenced as a need through participation in the Learning Environment Survey</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • All members of the school community, teachers, support staff, parents (i.e. PTA, School Leadership Team) and community partners will participate in joint activities for the planning and improvement of school-wide initiatives- Responsible staff members- School Leadership Team Chairperson, administration, Parent Coordinator- ongoing 9/09-6/10 • School wide activities will focus on the improvement of instruction and the implementation of differentiated instruction models – Responsible staff members- administration, Data Specialist, lead teachers, mentors, consultant - for all staff members- ongoing 9/09-6/10 • Planning sessions will be scheduled during and after school, where all members of the school community can take part in a dialogue to plan and share ideas for the improvement of instruction and collaboration- Responsible staff members- the administration, Data Specialist, Lead teachers, consultant, mentors- for all members- ongoing 9/09-6/10 • Teacher / staff committees will continue to be in place to review and decide on the purchase of books, supplies and instructional materials- Responsible staff members- the administration, Data Specialist, Lead teachers, consultant, mentors- for all staff members- ongoing 9/09-6/10 • Teachers and staff will continue to participate in implementation meetings for School Based Options, scheduling classes and school reorganization, including room changes- Responsible staff- administration, UFT Chapter Chairperson –for all staff members ongoing- 9/09-6/10 • The staff will continue to participate in a dialogue and vote as to the future of the advisory period which replaced the previous after school remediation period (as per the UFT contract). As a result the advisory period has been redefined- Responsible staff members- administration and the UFT Chapter Chairperson, for all staff – ongoing 9/09-6/10

<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>Staffing/Training/Schedule</p> <ul style="list-style-type: none"> • Parent Teacher Association meetings scheduled for morning and evenings to accommodate working parents and teachers- Facilitated by PTA President, Parent Coordinator- monthly 9/09-6/10 • School Leadership Team meetings- Facilitated by SLT Chairperson- 9/09-6/10- ongoing • Parent Coordinator will reach out to parents to encourage attendance at meetings, workshops, trips- Facilitated by the Parent Coordinator- 9/09-6/10- ongoing • Parent Coordinator will reach out to Community Based Organization's for support- i.e. Lincoln Hospital- Facilitated by the Parent Coordinator- 9/09-6/10- ongoing • Parents will be encouraged to attend Parent Teacher Conferences- Facilitated by the Principal, Assistant Principals, Parent Coordinator, PTA President and teachers- 9/09-6/10-ongoing <p>Implications for Budget</p> <ul style="list-style-type: none"> • Per session funds will be used to provide for teacher planning sessions and School Leadership Team members- monthly meetings- ongoing 9/09-6/10
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Interim Progress and /or Accomplishment</p> <ul style="list-style-type: none"> • Agendas and sign in sheets for the teacher / staff meetings/ parent meetings/ School Leadership Team meetings will show increased participation -all members- ongoing 9/09-6/10 • Per session timesheets for the team planning sessions- selected staff- ongoing- 9/09-6/10 • Percent of Participation in the School Based Option vote- all staff- ongoing 9/09-6/10 • Student attendance records and grades for the newly designed advisory period (pass/fail)-all students- ongoing- 9/09-6/10 • Participation rates of parents and teachers in the Learning Environment Survey will increase from Parental participation rate of 3% 2008-2009 and teacher participation rate of 78% 2008-2009. <p>Projected Gains:</p> <ul style="list-style-type: none"> • 60% of the members of the school community will participate in the continued development of the school vision and mission and work toward successful implementation of the goals

English Language Arts

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #4- All students will continue to show progress in English Language Arts as evidenced by their scores on the New York State English Language Arts Examination. In addition the percentage of students with disabilities tested will rise due to increased participation in the New York State Alternative Assessment (NYSAA) process. Measurable Goal- By June, 2010 100% of students in subgroups ELLs and Students With Disabilities subgroups will reach their AYP goal.</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"> • In 2007-2008, ELA AYP goals for subgroups ELLs and Students With Disabilities was reached using Safe Harbor (SH)- Staff Responsible: administration and staff members This trend continued in 2008-2009, however the subgroup ELL's did not achieve well on the grade 8 science exam so the school continues to remain SINI in ELA. • Every effort will be made to insure that all eligible students are tested with the proper accommodations – Responsible Staff- administration, Data Specialist, IEP specialist, Bilingual Coordinator, SETTTS teacher, class teachers- ongoing- 9/09-6/10 • Additional staff has been allocated to assist the teachers with the implementation of the NYSAA process so that students who are not tested in the traditional manner are counted in the AYP- Responsible Staff- administration, F-Status teachers, classroom teachers of eligible participants in NYSAA • Staff will be trained as needed to make sure that the NYSAA exam is properly completed <p>Staffing/Training/Schedule</p> <ul style="list-style-type: none"> • Special Education teachers have been trained in the differentiation of instruction in English Language Arts using students' IEP goals <p>Implications for Budget</p> <ul style="list-style-type: none"> • Per diem funds have been allocated out of the SWP Funds for highly qualified teachers to hire additional staff to provide for the testing of the NYS Alternative Assessment students
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators of Interim Progress and/or Accomplishment</p> <ul style="list-style-type: none"> • Increase in NYSAA scores and scores of ELLs on the NYS ELA exam – 2010 • The New York State School Report card will reflect progress (2009-2010) • The New York City Department of Education Progress Report- extra credit was given for closing the achievement gap- (2008-2009) <p>Projected Gains: The participation rate will remain above 95%. Students who are tested will show improvement in their longitudinal scaled scores.</p>

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #5- All students will continue to show progress in Mathematics as evidenced by their scores on the New York State Mathematics Examination. In addition the percentage of students with disabilities tested will rise due to increased participation in the NYSAA process. Measurable Goal- By June, 2010 100% of students in the subgroups ELLs and Students With Disabilities will reach their AYP.</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"> • In 2007-2008, the subgroups ELLs and Students With Disabilities achieved AYP. The continuation of improvement in 2008-2009 and again in 2009-2010, this school will be removed from the SINI list.) Responsible Staff- administration, Bilingual Coordinator, and selected teachers. This is due to the implementation of differentiated instruction and use of modalities for individual student learning. Ongoing 2009-2010 • Every effort will be made to insure that all eligible students are tested with the proper accommodations- Responsible Staff: administration, Data Specialist, Bilingual Coordinator, and selected staff- ongoing- 2009-2010 • Additional staff has been allocated to assist the teachers with the implementation of the NYSAA process so that students who are not tested in the traditional manner are counted in the AYP.- Responsible Staff- administration, F-Status teachers, classroom teachers of eligible participants- Oct. 2009- February 2010
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staffing/Training/Schedule</p> <ul style="list-style-type: none"> • Special Education teachers have been trained in the differentiation of instruction in Mathematics using students IEP goals • Dedicated subject specific Mathematics teachers will be assigned to teach the self contained special education classes in Mathematics. <p>Implications for Budget</p> <ul style="list-style-type: none"> • Per diem funds have been allocated out of the SWP funds for highly qualified teachers to purchase additional staff to provide for the testing of the New York State Alternative Assessment students. • Additional funds have been allocated to provide dedicated Mathematics teachers for the self contained special education classes. • C4E funds have been used to reduce class size in Mathematics to provide for a smaller class environment for students identified as “at risk”.

Indicators of Interim Progress and/or Accomplishment

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

Indicators of Interim Progress and/or Accomplishment

- Increase in levels in NYSAA scores and scores of ELLs on the NYS Mathematics exam – 2010
- The New York State School Report card will reflect progress (2009-2010)
- The New York City Department of Education Progress Report- extra credit was given for closing the achievement gap- (2008-2009)

Projected Gains:

The participation rate will rise above 95%.

Students who are tested will show improvement in their longitudinal scaled scores.

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #6- All ELL's will show progress in Science as evidenced by their scores on the Grade 8 New York State Science Examination. Measurable Goal- By June, 2010 100% of ELLs subgroup will reach their AYP in Science.</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"> • In 2009-2010, the subgroup ELLs did not achieve their AYP . (In the Grade 8 Science exam the ELL students did not reach their performance target or safe harbor target) Teachers will use differentiated instruction and modalities for learning to enable students to achieve at the required performance level in 2010. • A dedicated science teacher will be instruct the ELL's. Specific science teachers of Grade 8 will work during their professional periods to prepare the grade 8 ELL"s for the performance part of the exam. • Every effort will be made to insure that all eligible students are tested with the proper accommodations- Responsible Staff: administration, Data Specialist, Bilingual Coordinator, and selected staff- ongoing- 2009-2010
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staffing/Training/Schedule</p> <ul style="list-style-type: none"> • Special Education teachers have been trained in the differentiation of instruction in Science using students' IEP goals, since several of our students are ELL's with IEPs. • Dedicated subject specific science teachers will be assigned to teach the bilingual education classes in science. <p>Implications for Budget</p> <ul style="list-style-type: none"> • Additional funds have been allocated to provide dedicated science teachers for the bilingual classes. • C4E funds have been used to reduce class size in Science to provide for a smaller class environment for students identified as "at risk".
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators of Interim Progress and/or Accomplishment</p> <ul style="list-style-type: none"> • Increase in scores of ELLs on the Grade 8 NYS Science exam – 2010 • The New York State School Report card will reflect progress (2008-2009) • The New York City Department of Education Progress Report- extra credit was given for closing the achievement gap- (2009-2010) <p>Projected Gains: Students who are tested will show improvement in their longitudinal scaled scores.</p>

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				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	45	42	30	30	15		15	
7	43	40	24	24	12		12	
8	48	40	24	24	12		12	
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Small group instruction using Wilson and READ 180 by our reading specialist. Small group instruction by push in teacher during reading instruction period. After school program three days a week
Mathematics:	Small group instruction using push in teacher model during math period. After school program two days per week.
Science:	Small group instruction during science period by reduced class size. After school science exploration club. Teacher pull out model for At risk grade 8 students. After school exit project assistance for grade 8.
Social Studies:	Small group instruction during social studies period by reducing class size. After school exit project assistance for grade 8 students.
At-risk Services Provided by the Guidance Counselor:	Guidance personnel see students on a case by case referral from dean, teachers, parental request, etc...
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	Social workers see students on a case by case basis on referral from teachers, deans, parents, etc...
At-risk Health-related Services:	N/A

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.

LAP Worksheet

Part 11: ELL Identification Process

1. Newly admitted students school records are reviewed and they are interviewed at admission by the Principal or Assistant Principal to determine placement. The secretary works with the parent and the parent coordinator to have the paperwork including the home language survey completed. If the child speaks a language other than English and there is no one on staff who can translate the child is placed in a monolingual class or offered alternative placement in a second language class if available. After admission the LAB-R is given to all new admits to the NYC school system, by a member of the bilingual team.
2. When students are admitted or transfer from the elementary school in September, a parent meeting is held to inform parents of their rights and choices in our bilingual programming. The parent coordinator and the bilingual team meet with parents to review their child's placement and suggest alternative placement if needed.
3. The bilingual and ESL teachers make outreach to the parents of entitled and newly admitted students prior to the first report card marking period. The parents who have not returned the letters are personally interviewed on the first open school night by the bilingual team.
4. The Principal, Parent coordinator and bilingual team teachers meet with the child and parent to assure the child is placed properly and that the parents understand the placement.
5. For the last several years many parents who are entitled to bilingual placement have requested their child be placed in a monolingual class so they would have greater exposure to English and make quicker progress to pass the exams in English. The bilingual team with the Principal has tried to work with the parents whose child is identified as needing bilingual education to continue in their educational progress while learning English and have tried to influence the parents of such children to maintain their child in the TBE program.
6. More ESL teachers will be needed to support the students who are no longer in the TBE classes.

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

NCLB/SED requirement for all schools



Language Allocation Policy (LAP)

New York City Department of Education
Division of English Language Learners

Implementing Recommendation IV

GRADES K-8 LANGUAGE ALLOCATION POLICY WORKSHEET

I. Language Allocation Policy Team Composition			
Region 09	School IS 162X		
Principal Maryann Manzolillo	Parent	Parent Coordinator M. Gonzalez	Assistant Principal G. Papadopoulos
Coach Irene Castro -teacher	Coach	Teacher Ycelsa Pena	Teacher
Teacher Ashley Ames	Teacher	Guidance Counselor L. Torres	Related Service Provider: G. Vega
II. Current ELL Instructional Program <i>(check all that apply)</i>			
<input checked="" type="checkbox"/> Transitional Bilingual (TBE)	<input type="checkbox"/> Dual Language (DL)	<input checked="" type="checkbox"/> English as a Second Language (ESL)	
Number of Teachers and Support Personnel for 2009-2010			
School Building: <u>IS 162X</u>		District <u>07</u>	
List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.			

School Building	Number of Teachers 2009-2010				Number of Teaching Assistant Paraprofessionals*		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers*				
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
IS 162x	3	1	0	1	0	0	5
TOTALS	3	1	0	1	0	0	Grand Total = 5

III. Student Demographics

Total Number of ELLs: 159	Percent of Student Population: 19.1% (830)
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NUMBER OF STUDENTS BY GRADE IN EACH LANGUAGE GROUP

	K	1	2	3	4	5	6	7	8
Spanish							51	47	47
Chinese									
Russian									
Bengali							1		
	K	1	2	3	4	5	6	7	8
Urdu									
Arabic									2
Haitian Creole									
French								1	
Korean									
Punjabi									
Polish									
Albanian									
Other							4	5	1
Other									

LAP Worksheet

Part 11: ELL Identification Process

1. Newly admitted students school records are reviewed and they are interviewed at admission by the Principal or Assistant Principal to determine placement. The secretary works with the parent and the parent

coordinator to have the paperwork including the home language survey completed. If the child speaks a language other than English and there is no one on staff who can translate the child is placed in a monolingual class or offered alternative placement in a second language class if available. After admission the LAB-R is given to all new admits to the NYC school system, by a member of the bilingual team.

2. When students are admitted or transfer from the elementary school in September, a parent meeting is held to inform parents of their rights and choices in our bilingual programming. The parent coordinator and the bilingual team meet with parents to review their child's placement and suggest alternative placement if needed.
3. The bilingual and ESL teachers make outreach to the parents of entitled and newly admitted students prior to the first report card marking period. The parents who have not returned the letters are personally interviewed on the first open school night by the bilingual team.
4. The Principal, Parent coordinator and bilingual team teachers meet with the child and parent to assure the child is placed properly and that the parents understand the placement.
5. For the last several years many parents who are entitled to bilingual placement have requested their child be placed in a monolingual class so they would have greater exposure to English and make quicker progress to pass the exams in English. The bilingual team with the Principal has tried to work with the parents whose child is identified as needing bilingual education to continue in their educational progress while learning English and have tried to influence the parents of such children to maintain their child in the TBE program.
6. More ESL teachers will be needed to support the students who are no longer in the TBE classes.

IV. Parent Choice (review the *Parent Survey and Program Selection* forms)

1. After reviewing the *Parent Survey and Program Selection* forms for the past few years, what is the trend in program choices that parents have been requesting?

The majority of parents in grade 6 request that their child be placed in a monolingual English Program.

2. Are the programs offered at your school aligned with what parents have been requesting? If no, why not?

We will need to hire additional teachers for ESL for the non bilingual classroom pull out program.

V. Assessment Analysis

Analysis of LAB-R/or NYSESLAT results for the school (use the ATS Roster exam report for your school for this information).
 Note: 2006 data is not available

	K	1	2	3	4	5	6	7	8
Number of those scoring at the Beginners (B) level:							7	8	11
Number of those scoring at the Intermediate (I) level:							16	17	19
Number of those scoring at the Advanced (A) level:							28	25	14

1. Examine students' results in the four modalities (listening, speaking, reading and writing). What are the patterns across proficiency levels and grades?

In all grades the speaking and writing strands need additional attention. The special education students who take the NYSESLAT but no other exams are pulling the scores in the reading section down, since they are AA.

2. What are the implications for the school's LAP and instruction?

1. Formulate an instructional class for beginner level students using the 60:40 model.

2. Continue to provide the transitional bilingual class with an emphasis on students who are ready to transition into a monolingual (English) class, providing extra support through a pull out model.

3. Limit class size to 25 students.

CONTENT AREA GRADES K-8

(REVIEW THE DATA FOR A MINIMUM OF TWO CONTENT AREAS)

Assessments	Level	i. How are ELLs performing in the targeted content area? ii. What are the implications for the LAP and instruction?
Math	B	Fifty-two incoming sixth graders took the 2009 citywide math exam, the six students who achieved level B achieved the following; level 4= 0, level 3= 2, level 2= 3 and level 1= 1.

<input checked="" type="checkbox"/> Citywide (Grades 3,5,6,7) <input type="checkbox"/> NY State (Grades 4,8) <input type="checkbox"/> City Interim Assessments (Grades 3-8)	I	Fifty one seventh graders took the 2009 citywide mathematics exam. The eight students in Level B achieved the following results: Level 4=1, level 3= 1, Level 2= 5 and Level 1=1.
		Forty eight eighth graders took the NY State Math assessment.. The nine students in Level B achieved the following results: Level 4=0, Level 3=1, Level 2=10 and Level 1=0.
	A	Sixteen grade 6 students achieved Level I achieved the following NYS Math scores: level 4= 0, level 3= 4, level 2= 10, level 1=2
		The sixteen students in Level I (grade seven) achieved the following results: Level 4= 1, Level 3= 4, Level 2=8 and Level 1=3.
		The twenty students in Level I (grade eight) achieved the following results: Level 4=0, Level 3=10, Level 2=10 and Level 1=0
		The thirty grade 6 students who achieved level A achieved the following NYS Math scores: level 4=2, level 3=25, level 2=3, level 1=0
		The twenty-seven students in Level A (grade seven) achieved the following results: Level 4= 0, Level 3=12, Level 2=13 and Level 1=2.
		The seventeen students in Level A (grade eight) achieved the following results: Level 4=1, Level 3= 11, Level 2=5 and Level 1=0.
English <input checked="" type="checkbox"/> Citywide ELA (Grades 3,5,6,7) <input type="checkbox"/> Early Childhood Literacy Assessment System (ECLAS 2) (Grades K-3) <input type="checkbox"/> City Interim assessments (Grades 3-8) <input type="checkbox"/> NY State English Language Arts (ELA) (Grades 4,8)	B	Fifty two incoming grade 6 students took the ELA exam. The six students in Level B achieved the following scores: level 4=0, level 3=0, level 2=3 , level 1=3
		Forty eight seventh graders took the Citywide ELA exam. The six students in Level B achieved the following results: Level 4=1, Level 3=0, Level 2=5 and Level 1=0.
	I	Forty four students took the grade eight ELA exam. The nine students in Level B achieved the following results: Level 4=0, Level 3=0, Level 2= 8 and Level 1=1.
		The sixteen students in grade 6 who achieved level I achieved the following scores on the NYS ELA exam: level4=0, level 3= 5, level 2 = 11 level 1 = 0
	A	The sixteen students in Level I (grade seven) achieved the following results: Level 4=1, Level 3=1, Level 2= 14 and Level 1=0.
		The eighteen students in Level I (grade eight) achieved the following results: Level 4=0, Level 3=0, Level 2= 18 and Level 1=0.
		Thirty grade six students took the NYS ELA Exam winter 2009. The 30 students who achieved level A achieved the following scores on the ELA exam: level4=0,level 3= 14, level 2 =16, level 1= 0
		The twenty six students in Level A (grade seven) achieved the following results: Level 4= 0, Level 3=9, Level 2=17 and Level 1=0.

		The seventeen students in Level A (grade eight) achieved the following results: Level 4= 0, Level 3=8, Level 2=9, and Level 1=0.
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VI. Instructional Program Component for ELLs, grades K-8

	B	I	A
FOR ALL PROGRAMS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	<input type="checkbox"/> 90 minutes daily		<input type="checkbox"/> 45 minutes daily

Recommended Language Use for TBE Programs

	NATIVE LANGUAGE	TRANSITIONING TO	ENGLISH LANGUAGE
BEGINNING	NATIVE LANGUAGE 60%		ENGLISH LANGUAGE 40%
INTERMEDIATE	NATIVE LANGUAGE 50%		ENGLISH LANGUAGE 50%
ADVANCED	NATIVE LANGUAGE 25%		ENGLISH LANGUAGE 75%
	<p>➤ Highly conceptual and linguistically demanding with a focus on challenging work and high production. Activities should:</p> <ul style="list-style-type: none"> • Develop cognition • Develop higher order thinking skills • Introduce new concepts through methods such as inquiry and problem solving • Introduce students to processing concepts/skills 	<p>Highly contextualized student tasks that encourage thinking, reading, speaking, and writing</p>	<p>➤ Low-demand linguistic tasks and work production. Activities should include:</p> <ul style="list-style-type: none"> • Reviews • Linguistic summaries • Highly contextualized concepts
	<p>➤ Introduction and development of academic discourse, such as hypothesizing,</p>		<p>➤ Using academic discourse in reviews</p> <p>➤ Using language concept glossaries with</p> <ul style="list-style-type: none"> • Key Terms

evaluating, inferring,
generalizing,
predicting, and
classifying.

- Language glossaries
- Development of
concepts

- Assessment of
conceptual
understanding

- Vocabulary
- Functions

VII. Program Model Descriptions

Based on your school analysis:

- i. describe each program model (TBE,DL,ESL) and
- ii. for each program model, articulate the LAP.

Intermediate School 162X is located in the Mott Haven section of the South Bronx. Presently, the 6th -8th grade school serves a population of approximately 830 students from culturally diverse backgrounds. According to the latest available ethnic data, 75 % of the students are Hispanic, 22% are African-American and 1% is Asian or Pacific Islander. Approximately 19% of the students are English Language Learners (ELLs) with Spanish as the dominant language among the vast majority. This will give us an anticipated estimate of 19% students identified as ELLs out of an anticipated opening register of 834 students. There are three bilingual classes, one for each grade 6th, 7th and 8th. English Language Learners participating in the bilingual classes receive Native Language instruction in Spanish as well as English as a Second Language. There is also freestanding English as a Second Language (ESL) program provided to ELL students who do not receive instruction in the bilingual program. Presently, there are 56 sixth grade, 53 seventh grade and 47 eighth grade students identified as English Language Learners. Review of parent survey and program selection forms for the past few years reflect that parents request that the majority of the students eligible to receive instruction in a monolingual class want students to receive ESL as a pull out program. This is because many parents know their children only have one year to transition to taking exams in English. Mathematics will be taught in Spanish, as will science and social studies. In addition, grade 8 students will receive small group instruction in science in English to prepare them for the grade 8 science examination. All of the ELL subgroup students in the TBE program are programmed within their classes for instructional periods in Mathematics, and English Language Arts.

Review of the NYSESLAT results reveal that many of the students continue to score high in the listening and speaking skills. However, there is a need to continue to provide intensive instruction in reading and writing, since results reflect low student achievement in both areas. In addition, the students who are in the two MR classes, who take no other assessments continue to be included in the NYSESLAT assessment information depressing the scores and giving results which show 18 students have made little or no progress..

The bilingual instructional program will continue to focus on current strategies for improving instruction and student performance in Native Language Arts (Spanish) and English Language Arts. The new testing program will require our students to have a greater facility in English earlier than before, since they are required to take the New York State ELA exam one year after entering the NYC system. The implementation of a Balanced Literacy approach for reading which consists of: independent reading, shared reading, guided reading, literacy centers, literature circles, ESL methodology, writer's workshop, interactive read alouds, word study and teacher-student reading and writing conference will continue. In addition to focusing on the skills outlined in the TBE - 60:40 (Native language/English language) model, students will receive additional support through TITLE III after school programs. SIFE students are usually students who come in to our Middle School with little or no formal education in the country they have immigrated from, this can include Caribbean or African nations. These students need special guidance including help in transitioning to American customs and school issues. Each SIFE student is assigned to a social worker or guidance person to assist in this transitional process. Other new admits to 162 who are new to the NY City Department of Education often come from schools in other countries and they tend to have good reading and writing skills in their native language and quickly transition to English Language skills. Long term ELLs who are scoring at the advanced level will receive transitional support to assist them in making a smooth change into the English general education population. Several other Long term ELL's are part of our special education subgroup and are provided with additional services as per their IEP. In addition, all ELL students will be encouraged to attend an after school program funded through TITLE III where they will meet with general education students to discuss issues and concerns encountered during this year of transition. Small group instruction with a strong emphasis on vocabulary development in both languages will be provided. Students will progress from a 60: 40 to a 50:50 model as reflected in teachers' differentiated planning and provision of instruction.

The Balanced Literacy approach will be continued as it is aligned with the uniform citywide literacy program. Of the eight periods scheduled for ELA, a minimum of three 90-minute literacy blocks will be implemented. Students will learn Native Language Arts through the content areas of science and social studies as well as the arts. ESL will be provided for 6 periods by an ESL /English Language Arts teacher. Students who receive free standing ESL instruction in general education classes will be programmed for either 360 minutes of ESL or 180 minutes. (based on review of the RLAT) ELLs not in bilingual classes will receive ESL instruction using the pull-out model. Eligible special education students will receive ESL instruction by a licensed ESL teacher. Professional development infusing ESL strategies in the content areas will continue as a priority throughout the year.

Intermediate School 162X will take a continuous data-driven approach to improve student performance using: the item analysis, portfolio assessment, Department of

Education Assessments and other indicators to identify and address student's weakness and target areas for growth. Teachers of ELA and ESL will review student performance on the NYSESLAT exams and target students' deficiency areas. Students in grades six through eight will be administered on-going assessments (both formal and informal) as well as benchmark assessments in reading and mathematics to help them meet and exceed City and State performance standards. Teachers focus on specific student areas in need of extra instructional support and redirect instruction based on the item skills analysis reports.

All ELL students are an important part of the I.S. 162 community since the majority of our students, (72%) come from homes in which the primary language spoken is not English. Our ELL students are included in any and all activities including music and art programs, extra curricular physical education programs, including Chess, and sports.

The Milestones ESL English Language Arts program is in use in all of our TBE classrooms as well as in our ESL program. In addition, Science Gateway materials were purchased for use in the development of scientific language for our ELL classes and for additional support while they use the textbooks in both English and Spanish. The ELL students are provided with the services of a bilingual social worker, a bilingual guidance counselor and a bilingual resource room teacher in addition to the bilingual classroom team and the ESL teacher.

II. Parent/community involvement: Parental involvement means the participation of parents in regular 2-way and meaningful communication involving student academic learning and other school activities. An orientation for parents of new and returning ELLs is provided in September to discuss parent options and students' programs. A follow-up meeting is scheduled for April. Additional parent workshops will address topics such as: How to monitor students' progress, the NYS testing policy for ELLs, the NYS Academic content standards/ achievement standards, academic assessments, (NYC interim exams) literacy training, ESL and technology. Guest speakers will provide support for parents addressing topics such as: available community outreach programs, citizenship, obtaining a GED, as well as parenting skills. A lending library will be provided for parents in dual languages to increase communication and parenting skills. Additionally, the Parent Coordinator and the school's administrators provide school-based support and arrange hands-on workshops facilitated by the literacy and mathematics coaches to support strategies and skills to support students at home. (translated materials in 2 languages)

III. Programs and activities to assist newly enrolled ELL students: Intermediate School 162X has several after school programs (i.e. ESL instruction), 40 minute advisory periods and field trips to assist students. Field trips are arranged to Hostos and Lehman Colleges for multi-cultural arts presentations as well as to museums (i.e. Museum of Natural History), the New York Botanical Gardens and the U.N. Bilingual guidance workers and social worker help families transition to their new environment.

F. . Staff Development: The entire staff (teachers, paraprofessional, Assistant Principals) will participate in ongoing, long-term staff development with a strong emphasis on the State Learning Standards and high impact differentiated and academic language development strategies. Professional Development for the 2009-2010 school year will include the following topics:

October 2009- Provide an overview of the testing program, discussion of the No Child Left Behind Act and its implications for testing ELLs, collaborative lesson planning that incorporates ESL strategies and methodologies, creating appropriate classwork and homework that support high standards and make tasks relevant, meaningful, engaging and varied. Focus on reading for preparation of the NYS ELA exam in 2010- by discussing: the use of multicultural literature in English and Native Languages, teaching reading in a meaningful context, using relevant language and experiences, drawing on prior knowledge to foster concept and language development, encouraging ELLs to utilize specific reading strategies (i.e. skimming, scanning, previewing, reviewing), modeling how to use students' experiential background to support exploration of new ideas, (building on previous knowledge and experiences) principles of second language acquisition, and differentiating instruction

Nov. 2009- Focus on writing for preparation of the NYS ELA exam in 2010- by discussing an emphasis on developing ideas and content in written work, demonstration of different ways to plan and to organize ideas for pre-writing, incorporating writing across the curriculum areas, actively challenging

students using academic rigor, collaborative grade planning using ESL strategies to focus on themes and to develop skills that are relevant for teenagers and for their studies in mainstream academic classes.

Dec. 2009- Focus on language development integrating listening, speaking, reading and writing in preparation for the NYS ELA exam in 2010- use a variety of meaningful activities that emphasize students' life experiences as a background, use students' native language as a basis for instruction in second language and encourage students to make connections between the second language and their own language and culture

Jan /Feb. 2010- Sharing of best practices in mathematics by coach/ turnkey staff stressing the language of mathematics, breaking down language and word problems, using written language skills in the mathematics classroom (formulating a correct response to meet standard setting answers), understanding the use of rubrics and differentiating instruction

Mar. 2010- Preparing for the NYS Mathematics test- using performance indicators (such as interim assessments) and standards for ELLs, preparing for NYSESLAT, focus on strategies and activities to strengthen listening, speaking, writing and reading skills

Apr. 2010- Administer the ELA EXAM. Test preparation for the grade 8 NYS Science exam- reinforce strategies specific to content area, emphasize writing skills, begin preparation for the ELE

May 2010- Preparing and administering the NYS Math exam and the ELE, preparing for the grade 8 NYS Social Studies exam,

June 2010- Administer the grade 8 Social Studies exam, sharing best practices, planning goals for the 2009-2010 school year and meeting on grade team levels for the new school year to ensure differentiated instruction

D. Support services provided to LEP students include: 2 guidance counselors, speech and language services, AIS through SES programs, school psychologist, health related services, social worker, 30 minute advisory periods and after school programs(Title III).

D.Native Language Assessments: NYSESLAT, informal classroom assessments (i.e. running records, teacher observation), Spanish LAB-R Level IV, teacher assessment binder with documentation about each student in the class.

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-2010

School District: 07

Type of Program: ESL Bilingual Both (Check one only) School

Building IS 162X

(Complete this form for each school building with LEP students in grades K-6 during 2008-09)

Do not include long-term ELLs

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served	
		Bil	ESL																		
Arabic (ARB)																					
Bengali (BEN)																			1		1
Bosnian (BOS)																					
Chinese (CMN)																					
French (FRA)																					
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)																			51	19	32
fante																			1		1
fulani																			1		1
twi																			1		1
swahili																			1		1
SUB →																			56	19	37
TOTALS																					

Attach additional sheets if necessary.

Total Number of LEP students in grades K-6 = 56

Total Number of LEP students in grades K-6 **Served**

Identified in the Building in 2006-07

in the Building in 2006-07

19 37

(Do not include long-term LEPs) (Do not include long-term LEPs)

Bilingual ESL

(Long-term LEP= over 6 years of service)

A-2(a) Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-2010

(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 2006-07)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)		
	Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi Fied	Served		Identi fied	Served		Identi fied	Served	
		Bil	ESL		Bil	ESL															
Arabic (ARB)				2		2															
Bengali (BEN)																					
Bosnian (BOS)																					
Chinese (CMN)																					
French (FRA)	1		1																		
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)	47	20	27	47	26	21															
africanis	1		1																		
wolof	1		1																		
fulani	2		2	1		1															
niger	1		1																		
SUB TOTALS →	53	20	33	50	26	24															

Total Number of LEP students
07
term LEPs)

46 Bilingual

Total Number of LEP students **Served** = 103
(Do not include long-term LEPs)
57 ESL

Identified in the Building in 2009-10 = 103
(Do not include long-

SAMPLE STUDENT SCHEDULE 2009-2010 ESL

Part C: For schools that will receive Title III ELL Supplemental Services for 2009-2010:

SAMPLE STUDENT SCHEDULE 2009-2010 ESL

ESL Program Type: ___ Free-Standing ___ Push-in ___X Pull-out
 Indicate Proficiency Level: ___ Beginning ___X Intermediate ___Advanced

School District: 07X

School Building: 162X

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 9:07 To: 9:49	Subject (Specify)				
2	From: 9:51 To: 10:33	Subject (Specify)				
3	From: 10:35 To: 11:17	Subject (Specify)				
4	From: 11:19 To: 12:01	Subject (Specify) Lunch				
5	From: 12:03 To: 12:45	Subject (Specify) Grade 6-Intermediate				
6	From: 12:47 To: 1:29	Subject (Specify) Grade 8-Intermediate				
7	From: 1:31 To: 2:13	Subject (Specify) Grade 7-Intermediate				
8	From: 2:15 To: 2:57	Subject (Specify)				

Part C: For schools that will receive Title III ELL Supplemental Services for 2009-2010:

SAMPLE STUDENT SCHEDULE 2009-2010 ESL

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 07X

School Building: 162X

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 9:07 To: 9:49	Subject (Specify)				
2	From: 9:51 To: 10:33	Subject (Specify)				
3	From: 10:35 To: 11:17	Subject (Specify)				
4	From: 11:19 To: 12:01	Subject (Specify) Lunch				
5	From: 12:03 To: 12:45	Subject (Specify) Grade 6-Advanced				
6	From: 12:47 To: 1:29	Subject (Specify) Grade 8-Advanced				
7	From: 1:31 To: 2:13	Subject (Specify) Grade 7-Advanced				
8	From: 2:15 To: 2:57	Subject (Specify)				

\

Part C: For schools that will receive Title III ELL Supplemental Services for 2009-2010:

SAMPLE STUDENT SCHEDULE 2009-2010 ESL

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 07X

School Building: 162X

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 9:07 To: 9:49	Subject (Specify) Bilingual- 8 Beginner	Subject (Specify) Bilingual- 8 Whole class	Subject (Specify) Bilingual- 6 Beginner	Subject (Specify) Bilingual- 7 Whole class	Subject (Specify)
2	From: 9:51 To: 10:33	Subject (Specify) Bilingual- 6 Whole class	Subject (Specify)	Subject (Specify) Bilingual- 6 Beginner	Subject (Specify) Bilingual- 8 Beginner	Subject (Specify)
3	From: 10:35 To: 11:17	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify) Bilingual-8 Beginner	Subject (Specify) Bilingual- 6 Whole class
4	From: 11:19 To: 12:01	Subject (Specify) Lunch				
5	From: 12:03 To: 12:45	Subject (Specify) Bilingual- 7 Beginner	Subject (Specify) Bilingual- 7 Whole class	Subject (Specify) Bilingual- 7 Beginner	Subject (Specify) Bilingual- 6 Whole class	Subject (Specify) Bilingual- 7 Beginner
6	From: 12:47 To: 1:29	Subject (Specify) Bilingual- 8 Whole class	Subject (Specify) Bilingual -8 Beginner	Subject (Specify)	Subject (Specify)	Subject (Specify) Bilingual- 7 Beginner
7	From: 1:31 To: 2:13	Subject (Specify)	Subject (Specify) Bilingual- 6 Beginner	Subject (Specify) Bilingual- 8 Whole class	Subject (Specify) Bilingual- 7 Whole class	Subject (Specify) Bilingual- 6 Beginner
8	From: 2:15 To: 2:57	Subject (Specify) Bilingual- 7 Whole class	Subject (Specify) Bilingual- 6 Whole class	Subject (Specify) Bilingual- 6 Whole class	Subject (Specify) Bilingual- 8 Whole class	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2009-2010 (Bilingual)- GRADE 6

Bilingual Program Type: TBE Dual Language
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 07X School Building: 162X

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 9:07 To: 9:49	Subject (Specify) Science Spanish	Subject (Specify) Science Spanish	Subject (Specify) ELA	Subject (Specify) Math Spanish	Subject (Specify) Computers- English
2	From: 9:51 To: 10:33	Subject (Specify) ESL	Subject (Specify) Soc. Studies Spanish	Subject (Specify) NLA	Subject (Specify) Math Spanish	Subject (Specify) Soc. Studies Spanish
3	From: 10:35 To: 11:17	Subject (Specify) Math Spanish	Subject (Specify) Computers- English	Subject (Specify) P.E.	Subject (Specify) Science Spanish	Subject (Specify) ESL
4	From: 11:19 To: 12:01	Subject (Specify) Lunch				
5	From: 12:03 To: 12:45	Subject (Specify) Soc. Studies Spanish	Subject (Specify) Math Spanish	Subject (Specify) Science Spanish	Subject (Specify) ESL	Subject (Specify) Math Spanish
6	From: 12:47 To: 1:29	Subject (Specify) Math Spanish	Subject (Specify) Math Spanish	Subject (Specify) Soc. Studies Spanish	Subject (Specify) Soc. Studies Spanish	Subject (Specify) Science Spanish
7	From: 1:31 To: 2:13	Subject (Specify) ELA	Subject (Specify) ELA	Subject (Specify) Math Spanish	Subject (Specify) ELA	Subject (Specify) ELA
8	From: 2:15 To: 2:57	Subject (Specify) NLA	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) NLA	Subject (Specify) P.E.

SAMPLE STUDENT SCHEDULE 2009-2010 (Bilingual)- GRADE 7

Bilingual Program Type: TBE Dual Language
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 07X School Building: 162X

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 9:07 To: 9:49	Subject (Specify) Math-Spanish	Subject (Specify) ELA	Subject (Specify) Math-Spanish	Subject (Specify) ESL	Subject (Specify) Math-Spanish
2	From: 9:51 To: 10:33	Subject (Specify) Math-Spanish	Subject (Specify) NLA	Subject (Specify) Math-Spanish	Subject (Specify) Science-Spanish	Subject (Specify) Math-Spanish
3	From: 10:35 To: 11:17	Subject (Specify) ELA	Subject (Specify) Science-Spanish	Subject (Specify) PE	Subject (Specify) Computers-English	Subject (Specify) Science-Spanish
4	From: 11:19 To: 12:01	Subject (Specify) Lunch				
5	From: 12:03 To: 12:45	Subject (Specify) NLA	Subject (Specify) ESL	Subject (Specify) ELA	Subject (Specify) Math-Spanish	Subject (Specify) ELA
6	From: 12:47 To: 1:29	Subject (Specify) Social Studies-Spanish	Subject (Specify) Social Studies-Spanish	Subject (Specify) NLA	Subject (Specify) Math-Spanish	Subject (Specify) NLA
7	From: 1:31 To: 2:13	Subject (Specify) Science-Spanish	Subject (Specify) Computers-English	Subject (Specify) Social Studies-Spanish	Subject (Specify) ESL	Subject (Specify) Social Studies-Spanish
8	From: 2:15 To: 2:57	Subject (Specify) ESL	Subject (Specify) Math-Spanish	Subject (Specify) Science-Spanish	Subject (Specify) Social Studies-Spanish	Subject (Specify) PE

SAMPLE STUDENT SCHEDULE 2009-2010 (Bilingual)- GRADE 8

Bilingual Program Type: TBE Dual Language
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 07X School Building: 162X

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 9:07 To: 9:49	Subject (Specify) ELA	Subject (Specify) ESL	Subject (Specify) Soc. Studies-Spanish	Subject (Specify) Science-English	Subject (Specify) ELA
2	From: 9:51 To: 10:33	Subject (Specify) NLA	Subject (Specify) Math-Spanish	Subject (Specify) Computers-English	Subject (Specify) Science-English	Subject (Specify) NLA
3	From: 10:35 To: 11:17	Subject (Specify) Social Studies-Spanish	Subject (Specify) Math-Spanish	Subject (Specify) PE	Subject (Specify) NLA	Subject (Specify) Science-English
4	From: 11:19 To: 12:01	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
5	From: 12:03 To: 12:45	Subject (Specify) Science-English	Subject (Specify) ELA	Subject (Specify) Math-Spanish	Subject (Specify) Computers-English	Subject (Specify) Social Studies-Spanish
6	From: 12:47 To: 1:29	Subject (Specify) ESL	Subject (Specify) NLA	Subject (Specify) Math-Spanish	Subject (Specify) ELA	Subject (Specify) Math-Spanish
7	From: 1:31 To: 2:13	Subject (Specify) Math-Spanish	Subject (Specify) Social Studies-Spanish	Subject (Specify) ESL	Subject (Specify) Social Studies-Spanish	Subject (Specify) Math-Spanish
8	From: 2:15 To: 2:57	Subject (Specify) Math-Spanish	Subject (Specify) Science-English	Subject (Specify) Science-English	Subject (Specify) ESL	Subject (Specify) PE

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

Form TIII – A (1)(a)

Grade Level(s) 6,7,8 **Number of Students to be Served:** 45 **LEP** 5 **Non-LEP**

Number of Teachers 2 **Other Staff (Specify)** _____

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.

Forty five 6th, 7th and 8th grade students (separated by proficiency levels) will be provided with instruction after school from October 2009 -June, 2010 two days per week two hours per day. Two teachers will be paid using Title III funds.

Direct instructional services will be provided to increase the skills in the target language – English. Supplemental materials in English which are aligned with the standards and are research based will be purchased- Making Content Comprehensible for English Learners- Sheltered Instruction Observation Protocol Model. (SIOP Model) The rationale for the selection of these materials is the need to increase scores in the reading and speaking parts of NYSESLAT. The SIOP is used as a model for planning and implementation of high quality sheltered instruction. Since many ELLs lack background knowledge and experience with content concepts, teachers provide concepts through explicit instruction. They enhance student learning with activities and experiences that involve students in reading, writing and discussion of important concepts and ideas. These supplemental materials support the core curriculum and contextualize learning. (This is important for ELLs who do not have grade level academic backgrounds and/or have language and learning difficulties) A variety of supplemental materials support different learning styles and multiple ways of knowing (multiple intelligences) because information and concepts are presented in a multi-faceted way.

Supplemental materials include:

- Hands-on manipulatives i.e. math manipulatives, science materials- used cooperatively in small groups to provide differentiated instruction and encourage conversation with peers
- Realia- Real life objects are used to make connections to the students' own lives- i.e. bank deposit slips and check registers for a unit on banking (small group instruction is differentiated to meet individual needs)

- Pictures/photos/illustrations provide visual support for a variety of content and vocabulary concepts- i.e. maps, bulletinboard displays- encourage vocabulary development and motivate speaking and writing
- Multi media materials- tape recorders, videos, CD-Roms are used for inquiry based learning and to enhance learning. Students read into tape recorders to hone their speaking and reading skills. They provide an additional modality for learning. In addition, computers are used for writing.
- Demonstrations are used to introduce and motivate project-based learning
- Scaffolding- Teachers model language and students practice concepts, strategies, skills and vocabulary in cooperative groups
- Adapted Texts (Milestones) are used to reduce reading demands and to increase self esteem. The texts are used in peer reading, guided reading and independent reading.

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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

Professional development will support Title III staff on an ongoing basis. In addition a teacher study group will be created using some of the time provided for bilingual team meetings to reinforce the philosophy of the SIOP Model. They will collaboratively plan lessons aligned with the standards that address the special needs of the ELLs. Activities will be planned to promote language development in all skills while ELLs master content objectives and utilize authentic experiences to represent a reality for students mirroring those in the learners’ world.

Teachers will learn to analyze and utilize data on an ongoing basis to redirect instruction and target areas in need of improvement.

School: I.S. 162X BEDS Code: 320700010162

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	22,949.00	Teacher per session for after school program (460 hours)
Purchased services - High quality staff and curriculum development contracts.		(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1,431.00	Consumable materials from the "Milestone" program for ESL
Educational Software (Object Code 199)		(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL	\$24,380.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The population of I.S. 162 is primarily Spanish speaking. Over 75% of our students are identified on the ethnic survey as Hispanic. Many of the parents primary language is Spanish, as identified by the Home Language survey. Parents who come into the office often need to be provided with on site translation services. Our office staff including two secretaries, our family worker and parent coordinator are all native Spanish speakers.

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.

All written documents which are sent home to parents need to be provided in both English and Spanish. Our office staff, our PTA President and several of our teachers all work to provide written translation of needed documents. Our newly elected Parent Association Vice-President works very hard to present our news and ideas to the Spanish speaking community.

Part B: Strategies and Activities

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

All written documents used in the office and sent home need to be translated into Spanish, to allow parents to fully understand them.

Teachers and guidance personnel who have volunteered will be provided per session pay to translate these documents.

Parents who visit the office will be provided immediate assistance from Spanish speaking personnel who are employed in the school.

During after school hours, when the SES providers are in the building, the family worker will be paid extra hours to provide translation.

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.

The Parent Association President provides translation services during the parent meetings. Our Parent Coordinator and family worker along with guidance personnel will provide translation services in the school during the school day.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. A notice is posted in the lobby of the building, and the general office providing parents with information regarding the DOE translation policy.

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:	931,125.00	232,319.00	1,163,444.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	9,312.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		2,323.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	46,558.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		11,615.00	
6. Enter the anticipated 10% set-aside for Professional Development:	93,113.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		23,232.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: ___ 100% _____
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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.

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I - GENERAL EXPECTATIONS

The **Lola Rodriguez de Tio Academy of Future Technologies I.S. 162Bronx** agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- *that parents play an integral role in assisting their child’s learning;*

- *that parents are encouraged to be actively involved in their child's education at school;*
- *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- the carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The **Lola Rodriguez de Tio Academy of Future Technologies I.S. 162Bronx** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:
 - Encourage parents to attend district and regional parent meetings
 - Send home notices and letters informing parents of events and meetings
2. The **Lola Rodriguez de Tio Academy of Future Technologies I.S. 162Bronx** will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
 - Hold monthly meetings with the PTA Executive Board
 - Attend PTA meetings when invited
 - Hold parent orientation for new and returning students each September
 - Distribute the Parent Involvement policy to all parents at the January 2010 PTA meeting.
3. The **Lola Rodriguez de Tio Academy of Future Technologies I.S. 162 Bronx** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: Learning Leaders
4. The **Lola Rodriguez de Tio Academy of Future Technologies I.S. 162 Bronx** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. 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.
 - Conduct a survey of parent needs and responses in September
 - Distribute and collect the evaluation form at the Parent Orientation meetings

- Review and discuss the information gathered with the PTA, school leadership team and teachers and staff
 - Respond to the issues identified in the survey as possible.
5. The **Lola Rodrigez de Tio Academy of Future Technologies I.S. 162 Bronx** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- 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 --
 - the State's academic content standards;
 - the State's student academic achievement standards;
 - the State and local academic assessments including alternate assessments;
 - the requirements of Title I, Part A;
 - how to monitor their child's progress; and
 - how to work with educators.

Conducting parent workshops in academic skills, homework assistance, parenting skills, modifications and changes in the testing program, high school admissions process, and other topics identified by the parents and staff as being needed.

- 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. Additional parental involvement includes: providing workshops in technology, academies in Literacy and Mathematics in both English and Spanish, and use of a dual language lending library for parents to use in reinforcing students' reading skills at home. Parental assistance reflects reasonable and necessary expenses associated with parental involvement activities. This includes transportation and child care costs to enable parents to participate in school-related meetings and training sessions. To maximize parental involvement and participation in their children's education, school meetings are arranged at a variety of times. In-home conferences are conducted between teachers or other educators with parents who are unable to attend those conferences at school.
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with and work with parents as equal partners. The full time Parent Coordinator will implement and coordinate parent programs and build ties between parents and schools and encourage contributions of parents.
- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities is sent to the parents of Title I participating children in an understandable and uniform format (including alternative formats upon request and to the extent practicable, in a language the parents can understand).
Provide all parents with notices of meetings, events and school related functions in their native language as much as possible through the use of a school based translator and or the regional citywide translation department.

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

SCHOOL-PARENT COMPACT (Sent home to all parents / students September 2009)

The Lola Rodriguez de Tio School of Future Technologies I.S. 162 Bronx, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

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

School Responsibilities

The Lola Rodriguez de Tio School of Future Technologies I.S. 162 Bronx 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:**
 - **High quality instruction will be provided for all students and additional academic interventions will be provided by push in and pull out programs, after school and weekend academies.**
- **hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - **November and March of the school year**
 - **September Orientation for new and returning students**
- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - **Interim reports to parents will be sent out in October to alert them to any potential problems.**
 - **ATS Report cards will be sent November, January, March and June**
- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - **Staff on each academy team will be available during team planning meetings to meet as a team with the parents and students each week.**
- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:**
 - **Learning Leaders will provide training for parent volunteers in the beginning of the year to prepare them for volunteer jobs in the school.**
 - **The Parent Association room will be open and used to welcome parents into the building.**
 - **Parental Read aloud libraries will be provided for lending in both English and Spanish.**

Parent Responsibilities

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

- *supporting 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;*
- *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 of television my children watch;*
- *volunteering in my child's school and classroom;*
- *participating, as appropriate, in decisions relating to my children's education;*
- *promoting positive use of my child's extracurricular time;*
- *participating in school activities and PTA meetings on a regular basis;*
- *insuring that my child wears the school dress code of black and white on a daily basis;*
- *staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;*
- *reading together with my child every day;*
- *providing my child with a library card;*
- *communicating positive values and character traits, such as respect, hard work and responsibility;*
- *respecting 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 and district;*
- *supporting the school's discipline policy;*
- *expressing high expectations and offering praise and encouragement for achievement;*

Student Responsibilities

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

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning- pens, pencils, books, etc.*
- *come to school dressed in the school dress code of black and white on a daily basis*
- *listen and follow directions;*
- *respect our parents, teachers and classmates;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*

- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *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 we receive at school every day.)*

The Lola Rodriguez de Tio Academy of Future Technologies I.S. 162 Bronx will:

- involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parental involvement meetings, (such as in the morning or evening), so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend this meeting.
- provide information to parents of participating students in understandable and uniform formats, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate as appropriate in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the state assessment in at least English Language Arts and Mathematics.
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

School Staff-Print Name	Signature	Date
Parent(s)- Print Name(s)		
Student (if applicable)- Print Name		

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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.
The school will implement the use of the NYC mandated curricula in Mathematics (Impact Math 6, 7, 8,), Science (Glencoe Textbook 6,7,8) and Social Studies (Holt Textbook 7, 8) during the 2009-2010 school year. A survey of teachers and parents as well as additional stakeholders has shown that there is a need for coherence of curricula across the school and across all grades. In order to address that need, we will also implement the use of a specific Literature series and texts in all grades beginning during the 2009-2010 school year. Supplementary materials in “easy reader” format will be purchased for the self-contained special education classes, where appropriate. For the ELL students specific materials which address the need to reinforce scientific vocabulary will be purchased to support the use of the Spanish language text. The hope is that the use of a standardized text as well as the uniform NYC pacing calendar in all academic subjects will improve student achievement.
2. School-wide reform strategies which I.S. 162 will implement include:
 - a) Use of standard curricula
 - b) Use of the NYC pacing calendar of instruction in math, science and social studies
 - c) Use of a school wide pacing calendar in ELA which was adopted by the ELA staff based on the TC model.
 - d) Provide opportunity for after school study including instruction in reading and math and assistance in the completion of exit projects in science and social studies.
 - e) Provide instruction in music and art.
 - f) Identify and remediate the students who are identified as “at risk” for academic failure
 - g) Identify and provide for student in need of counseling, attendance monitoring, college and career awareness/preparation, and the integration of vocational and technical education programs.
3. Instruction by highly qualified staff.
As per our status as SINI in Restructuring we are only able to employ staff who are identified as “highly qualified”. This includes newly hired teachers who are often the products of alternative certification programs. These new teachers are in need of mentoring and strong support for the beginning of their teaching career. We will continue to recruit highly qualified teachers from these sources along with additional teachers from teacher colleges and traditional certification programs, to find the staff which will provide the best level of instruction for our students.

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 School-wide Program to meet the state's student academic standards. We are presently using a professional development program which incorporates retired F status teachers as mentors and coaches for our new teachers, consultants from Lehman College, and full time experienced staff members as in house experts. All of these professionals work together to provide differentiated professional development for all of our staff. In addition, staff members are sent out of the building to attend citywide and Empowerment Zone Network events and turn key their learning to the rest of the staff.

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

Our reputation as a stable and strong school has allowed us to recruit many high quality teachers from Teach for America and the Teaching Fellows. Each of these groups has developed a large group of teachers who work in our school and provide support for the new teachers we hire. In addition, many teachers with experience have applied to become part of the 162 community through the Open Market system of the DOE.

6. Strategies to increase parental involvement through means such as: family literacy services, workshops, PTA meetings, School Leadership Team, school volunteers, class trips, use of parent questionnaires to find about parent interests, needs, abilities. Our state of the art family library center, which was created as part of a Fund for Children Grant, has materials available for use by parents and families in both English and Spanish.

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

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

Professional development for teachers has focused on the use of the Acuity assessment tools which the DOE has made available. Training which included a "hands on" session has been provided for all of the teachers who have signed on the ARIS system. Our Inquiry Team activities have expanded this year to include many smaller groups of teachers who work in smaller content area teams on similar inquiries to the one by the central team.

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.

After school remediation programs are provided for students identified as "at risk" for failure in the core academic subjects. These programs meet three days per week for two hours after school. In addition a reading teacher uses the Wilson and READ 180 programs with students "at risk".

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.

A Violence Prevention Program is in place which allows students to remain after and before school and take part in physical activities, including soccer, flag football and basketball as long as their academic grades remain above 75%. In addition a "Leadership" an anti bully program is in place for grade 6 students for 10 weeks. All funds are utilized to maximize the impact of the funds throughout the school and to serve as many students as possible.

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

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

NCLB/SED Status: SINI Restructuring Year 6 **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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

See pages:

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

See pages: 11, 12, 13, Action plan pages 15-18, Action plan pages 22-25

Part B: For Title I Schools Identified for Improvement

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

The 10% (\$116345) will be used to maintain our present ratio of assistant principals to teachers while allowing two of our three assistant principals to focus on professional development and instruction instead of administrative matters. The Assistant principals will plan for and attend the weekly teacher / team planning meetings, facilitate faculty conferences, and facilitate the professional development sessions on the two required PD days in November and June and work in classrooms to produce and model lessons.

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

Mentors are provided using F status retired teachers for the one new teacher during the first 40 days of school. In addition, full time staff who teach the same subject and grade are provided as a push in for new and newly assigned teachers.

¹ School Under Registration Review (SURR)

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

A parent letter was sent out and a parent meeting was held to describe the format of the state assessment (AYP) which has rendered the school SINI for ELA in ELLs and LEP students, restructuring year 5. At the meeting and in the letter, the intervention strategies which are in place to help remove the school from SINI status were described.

**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**

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to

teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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.

Grade teams (including General Education, Special Education, Bilingual and ELL teachers, support staff and administrators) meet weekly to assess ELA curriculum alignment for all students. All attempts are made to make coherence of curriculum across all grade levels.

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

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

Applicable X 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?

English Language Arts materials are adequate to meet the needs of ALL students.

The Glencoe Literature series, "Literature Reading With Purpose" is being used in our school. This series is aligned with the New York State English Language Arts Core Curriculum reflecting the four NYS learning standards in English Language Arts. This literature program includes grade specific Core Performance Indicators in Reading, Writing, Speaking and Listening to determine student outcomes. The selections in the series are relevant to students' background knowledge and are culturally and age appropriate.

The "Milestones in Reading" program is being used for ELL students. There is a correlation with NYS learning standards, NYSESLAT as well as NYS Regents. This program emphasizes teaching reading thru academic vocabulary development. Audio versions of the accompanying dictionary are used as well as graphic novels to differentiate instruction. The selections in the series are relevant to students' background knowledge and are culturally and age appropriate.

High interest novels, leveled libraries, group readers (fiction and non-fiction) and graphic novels are being used by struggling students. The selections are age and culturally appropriate.

Teachers have an array of resources including: audio programs, teachers' resource material, intervention kits, assessment and test preparation materials. NYC mandated curriculum in Science, Social Studies and Mathematics is taught using translated versions for bilingual students. Similarly, mandated content is taught to Special Education students using leveled books. Skills checklists are used by all teachers to record what each student has mastered. Assessment binders reflect individual student's progress, performance indicators, and individualized education plans. NYS pacing calendars are used to plan for instruction for all students. Teachers College pacing calendars which are aligned with NYS standards and include a range of writing (genre/topics) are used to guide instruction in writing.

The ELA curriculum which is not provided by NYC, has been selected by the staff and includes strong materials to address needs of each population. These materials have proven to be effective in addressing the needs of all students. The latest NYS English Language Arts standardized test scores reflect a decrease of students achieving Level one in our school.

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.

This school was mandated to purchase the third edition of *Impact Mathematics* which better aligns with the New York State Standards. The New York State Coach Book and Math Advantage are used to support topics not addressed in *Impact Mathematics*.

(i.e. measurement and geometry)

It is evident that the following process strands are utilized as the children are learning mathematical content: problem solving, reasoning and proof, communication, and connections. (science, social studies)

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?

Evidence includes interim tests, New York State tests, informal/formal observations, grade level planning and discussions at weekly mathematics meetings with the math staff developer.

Teachers have tools to provide standards-based instruction to all students incorporating supplementary materials (New York State Coach Book guides teachers in providing mathematical tools to support standards-based instruction). Grade math meetings involve all staff members (special education, general education and ELL).

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.

Grade teams (including General Education, Special Education, Bilingual and ELL teachers, support staff and administrators) meet weekly to assess ELA curriculum alignment for all students. All attempts are made to make coherence of curriculum across all grade levels.

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?

The Workshop Model is the scaffolding used to deliver instruction to all students. Direct instruction is the dominant instructional orientation for the workshop’s mini-lesson. The workshop model reflects guided instruction as well as individualized and small group independent work, as well as student-teacher conferences.

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key

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.

Assessment will be made through formal, informal observations, administrative walk throughs, evaluation of student individual and cooperative project investigations and oral presentations. High academically focused class time reflecting high level of student engagement is evident through cooperative learning, and Smart Board activities as students are involved in all phases of the workshop model.

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

Applicable Not Applicable

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

The following are indicators: observations (formal and informal), individual student and cooperative project investigations, oral presentations and assessment data (ARIS) .

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.

More professional development is needed to integrate technology and the mathematics curriculum.

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:

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

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.

School administrators, support staff and grade team representatives have met to reflect on staff turnover. Our school is located in the South Bronx and for this reason is difficult to staff. In June 2008, there was a higher turnover of staff due to Teach for America staff members who fulfilled their two year requirement. However, since 2005, the school has evidenced a more stable staffing of teachers and a decrease in teacher absenteeism.

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

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence includes teacher resignations (June 2009) and hiring of new staff members. (staff roster 6/09 and 9/09)

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.

There is a greater stability of staff since this principal assumed the position of leadership at this school. (2005) More extensive recruitment techniques have been utilized to hire fewer Teach For America candidates (commitment has created teacher vacancies after 2 years). Our school's mentoring program is committed to addressing the needs of first year teachers and provides additional support from "partner teacher" relationships.

KEYFINDING 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. The school's ELL/ELA for ELLs teacher as well as Bilingual and ESL teachers meet for common planning and articulation.

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?

The lead ELL/ELA for ELLs has attended QTEL (Quality Teaching For English Learners) for many years. This instructor has been an effective turn key teacher for the staff.

The Bilingual team has two common planning periods per week to co-plan for curriculum coherence. The lead teacher and an assistant principal will attend these meetings.

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.

The school's Literacy Coach facilitates grade conferences to provide each teacher with a detailed test history of each student. (i.e. LAB R, NYSESLAT) BESIS data is reviewed and implications evaluated.

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

Applicable Not Applicable

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

Teachers' assessment binders contain detailed test histories for each student as well as additional pertinent information, individual education plans, checklists reflecting student performance outcomes.

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.

One fourth of this school's population represents students with special needs. As a result, as per Chapter 408, each teacher has a copy of all students' IEPs. The IEPs are distributed at grade conferences at the beginning of the school year and for all new admits.

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?

As per Chapter 408, each teacher has a copy of students' IEPs which are kept with their students' assessment records. Teachers apply the noted modifications to classwork and informal/formal class tests. Differentiation of instruction is provided guided by recommendations contained in IEPs. Behavioral goals depend on each student's special education classification.

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.

School based Support Team members as well as the Assistant Principal in charge of Special Education classes meet on a regular basis to review IEPs . Content area teachers are given a copy of each student’s IEP (as per Chapter 408). These teachers align goals and objectives as well as modified promotion criteria to their assessment of student work and test performance. Behavioral goals for students are noted by all teachers involved with these students and are reflected in planning for instruction. (individual, small groups)

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

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Teacher plans, conference notes, classwork, homework assignments reflect accommodations based upon IEPs. Administrators’ formal and informal observations indicate adherence to specific accommodations/ modifications for the classroom environment.

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.)
I.S. 162X has 19 students identified as being in temporary housing as of October 2009.
2. Please describe the services you are planning to provide to the STH population.
As part of our services to students identified as “at risk” they will be offered a seat in our after school programs, for reading, math science and social studies.
Counselors will be made available for students who are identified as needing “at risk” services by their behavior or by parental or agency request.
Supplies from the school store will be made available to students who need them.
Attendance personnel will assist the parents in locating transportation or new schools when and if the student and family are relocated.