



**DR. DANIEL HALE WILLIAMS  
MIDDLE SCHOOL 180**

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

**SCHOOL: 11X180  
ADDRESS: 700 BAYCHESTER AVENUE, BRONX, NY 10475  
TELEPHONE: (718) 904-5650  
FAX: (718) 904-5655**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** MS 180      **SCHOOL NAME:** Dr. Daniel Hale Williams

**SCHOOL ADDRESS:** 700 Baychester Avenue Bronx, NY 10475

**SCHOOL TELEPHONE:** (718) 904-5650      **FAX:** (718) 904-5655

**SCHOOL CONTACT PERSON:** Frank Uzzo      **EMAIL ADDRESS:** Fuzzo@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Arnold Burton

**PRINCIPAL:** Frank Uzzo

**UFT CHAPTER LEADER:** Arnold Burton

**PARENTS' ASSOCIATION PRESIDENT:** Michelle Valentin

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 11      **SSO NAME:** CEI-PEA

**SSO NETWORK LEADER:** Linda Guarneri

**SUPERINTENDENT:** Elizabeth White

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

Name	Position and Constituent Group Represented	Signature
Frank Uzzo	*Principal /School	
Arnold Burton	*UFT Chapter Chairperson/School	
Michelle Valentin	*PA/PTA President /Parent	
Margaret Greeley	Member/School	
Margarita Marcone	Member/School	
Karen Croft	Member/School	
Marisol Bonilla	Member/School	
Yvette Bednar	Member/Parent	
Asmaa Zefri	Member/Parent	
Meriem Ennowi	Member/Parent	
Stephanie Jackson	Member/Parent	
Susan Boose	Member/Parent	

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

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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

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The Dr. Daniel Hale Williams Middle School 180 is located at 700 Baychester Avenue in the Bronx. The school was built in 1972 and was modified over the years to become a barrier free environment. There are 62 staff and 681 students in attendance according to the accountability survey 2008-2009.

Middle School 180 serves an ethnically diverse population with the following ethnic and gender breakdown. 1.9% White, 65.1% Black, 27.8% Hispanic, and 4.1% Asian and others. There is a 50.4 % female population and a 49.6 % male population. The student population consists of both able-bodied, as well as, physically challenged students.

The organization includes 18 regular education classes and 9 self contained special education classes. The classes are arranged by four small learning communities and each include a supervisory team. There is also a population of 20 students who are designated English Language Learners (ELL).

For the 2009-2010 school year the school will continue to have four small learning communities. The STAR School (Science, Technology and Research) and the School of Law and Public Service will be housed on the second floor. The School of the Moving Image and the International School will be housed on the main floor. The ground level floor will contain graphic arts, video production, physical therapy, occupational therapy our Unit V population and the SIE VII population.

Middle School 180 has developed a plan, which is based upon the specific needs of our students. Instructional plans were created based directly upon data as outlined and researched by our Inquiry Team. It was very obvious to us that we had to differentiate instruction. Our plan was to create activities that would be designed to address the needs of a variety of learner groups at all levels. (Quality Review 2007) Middle School 180 focused on curriculum areas, which constitute the building blocks of instruction and are aligned to the new standards.

Students are challenged to use higher order thinking skills and problem solving strategies to maximize learning. (Quality Review 2006) Emphasis is placed on cooperative learning groups, the use of manipulative and real world investigations. A variety of mathematics enrichment programs provide additional stimulation for students. These programs include Family Math and Chess.

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving performance; the implementation of effective strategies to address the large number of students lacking basic skills in both reading and math; the improving instruction for special education students by increasing opportunities for inclusion into the general education program; and the implementation of effective strategies to address the needs of the ELL population.

The Middle School 180 Comprehensive Educational Plan for 2009-2010 will reflect a concerted effort and specific plans to address the low academic achievement of all students, with an emphasis on

focused interventions (AIS) for those students scoring in Levels 1 & 2 including special education and ELL students.

In technology our goal is to provide real world skills to solve problems and think critically and make decisions. Technology will be infused in all curriculum areas through the use of in class computers, three mobile laptop labs, two computer labs and visits to the Library Media Center. With the use of technology, students, as well as parents, will be able to communicate and collaborate effectively in a team setting. Students will have multiple opportunities to use technology to demonstrate and support their learning. We hope that this exposure will enable our students to become lifelong users of technology in a global society.

At Middle School 180 we have a very large Special Education population. We have designed programs to meet the learning needs of students with both behavioral and learning disabilities that interfere with their ability to participate independently in the general education programs. These programs include academic and behavioral supports such as, multi-sensory reading techniques, manipulative, word walls, small group settings and available learning centers. Behavioral interventions such as, Project New Life is also available for behavior modifications.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	Dr. Daniel Hale Williams			
<b>District:</b>	11	<b>DBN #:</b>	11X180	<b>School BEDS Code #:</b> 321100010180

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K					91.4	91.7	92.5		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3					95.2	95.0	94.8		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6	243	240	164	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	256	233	244		54.4	43.3	47.8		
Grade 8	288	255	241						
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11					6	4	9		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
Total					4	1	4		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	162	150	120						
No. in Collaborative Team Teaching (CTT) Classes	19	6	0	Principal Suspensions	91	41	TBD		
Number all others	62	43	52	Superintendent Suspensions	22	9	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	6	5	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	20	18	15	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	17	5	7	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	82	78	62
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	16	54	45
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	16	14
	3	1	1				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	98.4
American Indian or Alaska Native	0.7	0.6	1.0	Percent more than two years teaching in this school	65.9	83.3	96.8
Black or African American	62.9	63.1	65.1	Percent more than five years teaching anywhere	54.9	64.1	82.3
Hispanic or Latino	30.2	30.4	27.8				
Asian or Native Hawaiian/Other Pacific Isl.	3.8	4.0	4.1	Percent Masters Degree or higher	76.0	77.0	90.0
White	2.4	1.8	1.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	76.1	65.1	79.0
Multi-racial							
<b>Male</b>	49.9	49.0	49.6				
<b>Female</b>	50.1	51.0	50.4				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	In Good Standing	ELA:	
	Math:	In Good Standing	Math:	
	Science:	In Good Standing	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-	-			
Black or African American	√	√	√			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial	-	-	-			
<b>Other Groups</b>						
Students with Disabilities	√ <sup>SH</sup>	√	√			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	√			
<b>Student groups making AYP in each subject</b>	5	5	5			

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	68.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	B	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 30% of the Overall Score)	A	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 55% of the Overall Score)	B	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	Well Developed

*Note: Progress Report grades are not yet available for District 75 schools.*

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

### **Summary of Data Analysis/Findings**

Results for all tested students tested in ELA indicate an increase from 56.3% (2007-2008 Progress Report) to 69.8% percentage of students at Proficiency (Level 3 & 4)

This reflects a 13.5% increase over 1 year. The percentage of students making at least 1 year progress was 56.8%. This indicates a positive performance trend.

The percentage of students in the school's lowest 1/3 making at least 1 year of was 77.9% This indicates a positive performance trend.

A review of the item analysis data indicates student weakness across the grade in the following literacy skills:

- Identifying words and phrases in context
- Sequence
- Identifying main idea and theme
- Understanding literary terms and types of writing

A review of student portfolios and teacher observations confirms this weakness and also reveals that students are demonstrating weakness in expository writing.

### **Implications for the Instructional Program:**

Based on our analysis of the data and all relevant findings, the following are implications for our English Language Arts Instructional Program for Grade 6 students:

- Continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of a ninety minute literacy block incorporating a comprehensive literacy program

- Implementation of a school-wide literacy program with parallel instruction in all classes, including self-contained classes in Special Education and the use of curriculum maps in all grades.
- Provision of special academic intervention and support services to include extended day and summer programs for those students not meeting outcomes for grade specific benchmarks keyed to statewide performance standards.
- Incorporation of intensive on-site professional development, focusing on the understanding and use of specialized instructional strategies to meet the needs of special populations
- Intensive on-site ongoing professional development to ensure that all teachers become familiar with and use reading and writing strategies which have proven to be effective for building proficient, reflective and confident readers.
  - Being able to read fluently
  - Attaining background knowledge and vocabulary to foster reading comprehension
  - Developing appropriate active strategies to construct meaning from print
  - Developing and maintaining motivation to read

Classroom libraries will continue to be enriched by providing in every classroom a variety of materials and developmentally appropriate trade books and research materials. Class sets, as well as, books arranged by theme, genre or author will also be distributed for use in independent reading and literature circles. Pacing calendars will be further developed and modified for each grade level.

Opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work so as to focus instruction directly on student needs to meet the standards.

Teachers will continue to use data from various assessment sources:

- NYC/NYS Assessments
- Acuity
- Inquiry Team analysis
- Teacher prepared Assessments
- Item skills analysis (ATS- McGraw Hill)
- Student Portfolios
- Journals
- Teacher Observations
- Student Profile Sheets

These sources will provide instructional information on student strengths and weaknesses (grouping). Teachers will reinforce literacy strategies across the curriculum:

Intensive quality on-site ongoing professional development will be provided in the following areas:

- Implementing the components of a 90 minute literacy block
- Developing specialized strategies to meet the needs of special populations with differentiated learning styles
- Implementing strategies for teaching reading in a comprehensive literacy program including writing

- Encouraging and supporting working learning teams to include coaching
- Cooperative learning
- The implementation of a school-wide initiative to foster and encourage the use of a common language, focused on literacy to ensure congruence throughout the school community.

### **Summary of Data Analysis/Findings- Math:**

Results for all tested students tested in Math indicate an increase from 59.0% (2007-2008 Progress Report) to 72.8% percentage of students at Proficiency (Level 3 & 4) This reflects a 13.8% increase over 1 year. This indicates a positive performance trend.

The percentage of students making at least 1 year progress was 64.1%. The percentage of students in the School's lowest 1/3 making at least 1 year of progress was 70.1% This indicates a positive performance trend.

A review of the data indicates student weakness across the grade in the following math skills:

- ❑ Mathematical Reasoning
- ❑ Modeling and Time Measurements
- ❑ Linear Measurement
- ❑ Estimation and Probability
- ❑ Problem Solving
- ❑ Fractions and Decimals
- ❑ Rate Ratio and Proportions
- ❑ Patterns and Functions

A review of item analysis, student portfolios and teacher observations confirms this data.

### **Implications for the Instructional Program:**

Based on our analysis of the data, and all relevant findings, the following are implications for our mathematics program

- Continuation of instructional strategies that have contributed to improved student achievement, including the implementation of a 75 minute mathematics block three times a week.
- Continued provision of intensive Academic Intervention Services to all students who are not meeting state standards during the school day.
- Professional development in the understanding and use of specialized instructional strategies to meet the needs of special students.

### **Summary of Data Analysis/Findings – Science:**

While the overall results indicate a positive trend in the performance of all grade 8 tested students in science, disaggregated results for special education students indicate that their performance continues to decline. Further examination of the current implementation of instructional programs for special education and ELL students indicates a potentially negative impact of: a lack of alignment between the instructional programs for general education and special education, several teachers expressed a lack of understanding in the use of specialized instructional strategies to meet the needs of special populations; insufficient professional development based on teacher and student needs; and limited mainstreaming opportunities for special education students in self-contained classes.

### **Implications for the Instructional Program:**

Based on our analysis of the data, and all relevant findings, the following are implications for our Science instructional program for Grade 8 students:

- ❑ Continuation of instructional strategies that have contributed to overall improved student achievement in science
- ❑ The implementation of a school-wide 8<sup>th</sup> grade science program with parallel instruction in all classes, including self-contained special education classes.
- ❑ Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards in science.
- ❑ Intensive professional development in the understanding and use of specialized instructional strategies in science to meet the needs of special populations.
- ❑ Increased opportunities for the mainstreaming of special education students in general education classes, including an expansion of the inclusion model and additional support for special needs students in the general education setting in science.
- ❑ All teachers will become familiar with and use the reading strategies in science.
- ❑ Classroom libraries that will be established in every classroom. A variety of class sets of books as well as additional leveled books will be supplied with science topics. The literacy coach will provide professional development. It will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading.
- ❑ Pacing calendars will be developed for 8th grade science; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- ❑ Teachers will reinforce literacy strategies during content area instruction. The use of specialized strategies to meet the needs of special education students.
- ❑ ESL strategies and the new ELL standards

A constructivist approach using hands on materials proved to be an excellent method for improving scores in all subgroups. We will expand classroom laboratory experiments, as well as, individual long term investigations. These experiments have increased peer learning and have raised the student's higher order thinking skills. We will also purchase science classroom laboratory kits for further investigations and dedicate a science laboratory room. We will continue staff development with all teachers to improve the delivery of instruction in science.

### **Summary of Data Analysis/Findings – Social Studies:**

Many classes are having difficulty with essay writing and organization. Students are not familiar with content work and their map skills are poor. There is little reading comprehension done in the social studies classes especially in grade 6. State assessments in Social Studies have increased, however more work has to be done. Final projects are not meeting standards in Grade 8. Research skills are poor. Proficiency levels on the State Assessment in Social Studies show weaknesses.

While the overall results indicate a negative trend in the performance of all grade 8 tested students, disaggregated results for special education students indicate that their performance continues to decline. Further examination of the current implementation of instructional programs for special education and ELL students indicates a potentially negative impact of: a lack of alignment between the instructional programs for general education and special education classes; several teachers expressed a lack of understanding in the use of specialized instructional strategies to meet the needs of special populations; insufficient professional development based on teacher and student needs; and limited mainstreaming opportunities for special education students in self-contained classes.

A review of student portfolios and teacher observations confirms this observation and also reveals that students are demonstrating weakness in expository writing.

**Implications for the Instructional Program:**

Based on our analysis of the data, and all relevant findings, the following are implications for our Social Studies instructional program for Grade 8 students:

- ❑ Continuation of instructional strategies in Social Studies that have contributed to overall improved student achievement, including the implementation of (5) 45 minute periods per week.
- ❑ The implementation of an 8<sup>th</sup> grade Social Studies program with parallel instruction in all classes, including self-contained special education classes.
- ❑ Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards in Social Studies.
- ❑ Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations in Social Studies.
- ❑ Increased opportunities for the mainstreaming of special education students in general education classes, including an expansion of the team teaching model and additional support for special needs students in the general education setting.
- ❑ All teachers will become familiar with and use the reading strategies in Social Studies.
- ❑ Classroom libraries that will be established in every classroom. A variety of class sets of books as well as additional leveled books will be supplied. The literacy coach will provide professional development. It will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading.
- ❑ Pacing calendars will be developed for each grade level in Social Studies; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- ❑ Teachers will reinforce literacy strategies during content area instruction
- ❑ Investigation of best practices for sustaining and accelerating the achievement of English language learners.
- ❑ Intensive professional development will be provided in the following areas:
  - The components of (5) 40 minute Social Studies blocks
  - The use of specialized strategies to meet the needs of special education students
  - ESL strategies and the new ELL standards in Social Studies
  - Effective strategies for teaching reading, including: Identifying sequence, main idea and theme; and understanding literary terms and types of writing

We will use technology to support research in social studies final projects. There will be periodic reviews including simulated social studies examinations, teacher prepared tests, and teacher observations.

We will have a continuation of the geography initiative using 18 standards of geography. Facing History curriculum will be continued, Women's History, Multicultural studies, etc. will also be included.

A program of Staff Development in Social Studies will continue to be implemented to align the curriculum with the NYS Social Studies Standards. Arts infused instruction will continue to be aligned with the social studies curriculum.

Students will be engaged in hands on inquiry and research-based instruction. We will use the internet to enhance research for 8<sup>th</sup> grade Exit Project preparation during extended day programs.

### **Summary of Data Analysis/Findings – Foreign Language:**

While the overall results indicate a positive trend in the performance of all grade 8 tested students in foreign language, disaggregated results for special education students indicate that their performance continues to decline. Further examination of the current implementation of instructional programs in foreign language for special education and ELL students indicates a potentially negative impact of: a lack of alignment between the instructional programs for general education and special education classes; several teachers expressed a lack of understanding in the use of specialized instructional strategies to meet the needs of special populations; insufficient professional development based on teacher and student needs; and limited mainstreaming opportunities for special education students in self-contained classes.

### **Implications for the Instructional Program:**

Based on our analysis of the data, and all relevant findings, the following are implications for our Foreign Language instructional program for Grade 8 students:

- ❑ Continuation of instructional strategies that have contributed to overall improved student achievement in foreign language will continue.
- ❑ The implementation of an 8<sup>th</sup> grade foreign language program with parallel instruction in all classes, including self-contained special education and bilingual classes.
- ❑ Continued provision of Academic Intervention Services to all students who are not meeting State standards in foreign language.
- ❑ Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations for foreign language teachers.
- ❑ Increased opportunities for the mainstreaming of special education students in general education classes, including an expansion of the inclusion model and additional support for special needs students in the general education setting in foreign language.
- ❑ Classroom libraries that will be established in every classroom. A variety of class sets of books as well as additional leveled books will be supplied. The literacy coach will provide professional development. It will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading.
- ❑ Pacing calendars will be developed for each grade in foreign language; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- ❑ Teachers will reinforce literacy strategies during foreign language instruction

### **Summary of Data Analysis/Findings – The Arts:**

Students who do not require academic interventions in reading and mathematics participate in a full arts program. Students select their major and continue instruction through grades 6-8. Instruction is comprehensive and integrated into other course activities. Arts classes meet three times a week during school day. Courses include dance, theater, strings, vocal music, graphic art, film/photography and computers. All students will have a full marking period of exposure to music technology provide by Education through Music.

### **Implications for the Instructional Program:**

Based on our analysis of the data, and all relevant findings, the following are implications for our Arts instructional program for all grade level students:

- ❑ Continuation of instructional strategies that have contributed to overall improved student achievement in the Arts.

- ❑ The implementation of a school-wide arts program with arts exposure in all classes, including self-contained special education and bilingual classes have been most successful.
- ❑ Professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations in the arts.
- ❑ Increased opportunities for the mainstreaming of special education students in general education arts classes, including an expansion of the team teaching model and additional support for special needs students in the general education setting.
- ❑ All arts teachers will become familiar with and use the reading strategies that are based on scientifically based research in the six dimensions of reading:
- ❑ Classroom libraries that will be established in the arts classroom. A variety of class sets of books as well as additional leveled books will be supplied. The literacy coach will provide professional development. It will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading.
- ❑ Opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- ❑ Teachers will reinforce literacy strategies during content area instruction

Middle School 180 has developed a plan, which is based upon the specific needs of our students. Instructional plans were created based directly upon these data defined needs. It was very obvious to us that we had to differentiate instruction. Our plan was to create activities that would be designed to address the needs of a variety of learner groups at all levels. Middle School 180 focused on curriculum areas, which constitute the building blocks of instruction and are aligned to the new standards.

In grades 6-8 the core curriculums are aligned with both the State and City standards. Implementation of the curriculum relies upon meeting the needs of all students including those in Special Education. Every student is challenged with an extended literacy block of time to increase their proficiency in reading, writing, listening and speaking skills. Time is allocated throughout the day for sustained silent reading and well as journal writing.

In all grades we have implemented Balanced Literacy. This program uses a balanced approach to literacy, which uses classroom libraries, trade books, anthologies, and related materials to acquire advanced skills and strategies for reading.

In mathematics our concern centers around the implementation of effective mathematics programs, which are research based and are aligned with New York State Learning Standards, the New York State Core Curriculum and the New York City Performance Standards. Our choice was Impact Math in grades 6-8 and Integrated Algebra for the advanced class.

Students were challenged to use higher order thinking skills and problem solving strategies to maximize learning. Emphasis is placed on cooperative learning groups, the use of manipulative and real world investigations. A variety of mathematics enrichment programs provide additional stimulation for students. These programs include Family Math and Chess. We also provide an opportunity for certain 8<sup>th</sup> grade students to participate in the Math A curriculum.

In the area of science our goal is to provide hands on inquiry based, instruction aligned to the New York State Standards, New York State Core Curriculum and the New York City Performance Standards. A school wide Science Fair is held annually and after school programs are provide for help with 8<sup>th</sup> grade Science Exit projects. An advanced course for 8<sup>th</sup> grade students and a grade 8 Regents Earth Science course are offered to many qualified students.

In the area of Social Studies a program is provided which follows the New York State Learning Standards and the New York State Core curriculum. Instruction in Social Studies center around the curriculum, which builds knowledge of content and core concepts and strengthens critical thinking and problem solving skills. Many teachers vary their methodologies using whole class instruction, small group instruction, learning centers and individualized instruction. Through the use of these varied strategies, student individual needs and learning styles are addressed.

In technology, our goal is to provide real world skills to solve problems think critically and make decisions. With the use of technology students, as well as parents, will be able to communicate and collaborate effectively in a team setting. We hope that this exposure will enable our students to become lifelong users of technology in a global society.

### **Summary of Data Analysis/Findings: Technology**

While the overall results indicate a positive trend in the performance of all 8<sup>th</sup> grade students, disaggregated results for special education students indicate that their performance continues to decline. Further examination of the current implementation of instructional programs for special education and ELL students indicates a potentially negative impact of: a lack of alignment between the instructional programs for general education and special education classes; several teachers expressed a lack of understanding in the use of specialized instructional strategies to meet the needs of special populations; insufficient professional development based on teacher and student needs; and limited mainstreaming opportunities for special education students in self-contained classes.

### **Implications for the Instructional Program:**

Based on our analysis of the data, and all relevant findings, the following are implications for our technology program for Grade 8 students:

- ❑ Continuation of instructional strategies that have contributed to overall improved student achievement in technology.
  - ❑ Purchase of Smartboard technology for each instructional classroom.
  - ❑ The implementation of a grade 8 technology program with parallel instruction in all classes, including self-contained special education and bilingual classes.
  - ❑ Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations to all teachers in the area of technology.
  - ❑ Increased opportunities for the mainstreaming of special education students in general education classes, including an expansion of the team teaching model and additional support for special needs students in the general education setting.
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- ❑ All 8<sup>th</sup> grade teachers will become familiar with and use of technology and research tools.
  - ❑ Classroom libraries will be established in every classroom. A variety of class sets of books as well as additional leveled books will be supplied. The literacy coach will provide professional development. It will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading.
  - ❑ Pacing calendars will be developed for 8<sup>th</sup> grade technology students; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.

### **Summary of Data Analysis/Findings: Library and Media Services**

Examination of library usage has shown that the resources are limited. A closer inspection of the library indicated many outdated books and magazines. This year we have added many additional resources and have restocked the library. We have also provided 10 computers and a listening center for student use. Also a reading room was added to the library suite for private reading.

### **Implications for the Instructional Program:**

Based on our analysis of the data, and all relevant findings, the following are implications for the library program

- ❑ We will remove and discard all outdated materials.
- ❑ We will order new books which are of high interest to students.
- ❑ We will expand access to the library to include students, parents and school staff throughout the school day.
- ❑ The implementation of a library program incorporated into the class schedules in grades 6 and 7 with parallel instruction in all classes, including self-contained special education classes..
- ❑ Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations to all teachers in the library
- ❑ Increased opportunities for the mainstreaming of special education students in general education classes, including an expansion of the team teaching model and additional support for special needs students in the general education setting.
- ❑ All teachers will become familiar in the use of technology and research tools in the library.
- ❑ Small classroom libraries will be established in every classroom. A variety of class sets of books as well as additional leveled books will be supplied. The literacy coach will provide professional development. It will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading.

### **Summary of Data Analysis/Findings: Professional Development**

Our school focuses on professional development activities for our staff on language acquisition and literacy skills, math and science. We provide in house mentoring of our newest teachers. Professional Development is provided in specific subject areas by consultants from the Center for Educational Innovation. MS 180 has two full time Staff Developers in Literacy and Math.

### **Implications for the Instructional Program:**

Based on our analysis of the data, and all relevant findings, the following are implications for professional development

- Each year staff members will set their professional goals and create a professional development plan, usually with a person or persons who are responsible for overseeing their performance. These professional development plans will be linked to the school improvement plan and its goals for student achievement and participation.
- This process will meet the professionals' individual needs while focusing on specific school/schools system goals.
- This process will require a series of conferences and follow-ups to ensure that the plan is being implemented.
- Each year individuals will have a wide choice of courses to improve their educational strategies, methodologies and delivery of instruction skills.

- Staff members will be able to select courses that foster their growth within their content area or strengthen their knowledge of instructional practices. Courses will be linked to the school improvement plan and its goals for student achievement and participation.
- Course work will be focused on the specific needs and will lead to the growth of the professional within his/her field.
- A site based staff developer (literary coach) will facilitate the aforementioned aspects of the instructional program.

A review of the ATS reports and the school report card indicate that Middle School 180 has an average of 92.7% attendance on a daily basis. Due to the large number of physically challenged students in our building, we see a larger percentage of absence in the winter months.

### **Implication For the Instructional Program- Student Attendance**

Positive student attendance has increased from 91.4% to 91.7%. Attendance is encouraged and certificates and awards are given out for excellent attendance and punctuality. A communication system is in place and parents are contacted when excessive absence is noted.

Participation in clubs and extra-curricular activities, as well as, Club 90 and Honor Roll are also based on exemplary attendance and punctuality.

### **Data Analysis/Findings- Student Support**

- Maintain a rigorous program of Student Support Services through counseling support and intervention by June 2010
- To reduce the number of Special Education referrals by 5% by June 2010
- To provide programs to ensure that the physical well being of students are addressed including attendance, discipline and counseling by June 2010.
- Support Committees in each small learning community will be established and operational by the end of September 2009.
- Committees will review at risk students and make recommendations throughout the 2009-2010 school years.

### **Data Analysis/Findings- Parent Involvement**

A review of attendance rates at Parent Association meetings indicate that Parent Involvement is lacking during certain times of the year. It is the goal of Middle School 180 to involve parents and families with a meaningful and broad participation in their children's education at the school level. We provide various opportunities for students and parents to learn together.

We will make every effort to involve parents in leadership and decision making positions. We will provide many workshops for parents for self-improvement, educational opportunities and best practices. Programs will include:

- Family Math
- Peer Leadership
- Science Fair
- Honors events
- Computer Training for Parents
- Family Day
- Outside School Competitions (Step, Dance, Cheerleading, etc.)
- School Leadership Team

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### **Implication For the Instructional Program**

Monthly Executive Board meetings, as well as, general membership meetings will be held to keep parents informed of activities, special events, testing, etc. At Middle School 180 our motto is “Parents are Partners in the Education of Our Children.” Parents play an integral role in the development and success of our children.

Parents will be actively involved in CEP Training Seminars, Budget Workshops, Leadership Conferences, and Vendor Fairs for Consultant Services to their Leadership team.

Parents will disseminate and collate parent interest surveys and develop parent involvement policies to assess their effectiveness. Parents are continually expanding parent libraries and resource centers.

Parent activities include sponsorship of a quarterly newsletter which is distributed to all students. The Poetry Slam and Essay contests are also organized by the Parents Association.

To insure that the best interests of the children are served in academic intervention programs, a strong policy of communication and collaboration between home and school is maintained. At Middle School 180, we encourage cooperation and collaboration through parent/teacher conferences, which promote two way communications between home and school. This provides a meaningful involvement of parents of at risk students and the school.

We provide Open House conferences for parents and guardians to give them an opportunity to see our school plant, meet the faculty and observe the programs on a firsthand basis. We communicate with our parent population with periodic letters and calendars informing them of up and coming events, tests and activities of special interest.

We also provide meetings of staff members and groups of parents for those pupils having special abilities, needs or issues. We plan special activities which recognize events of a cultural, ethnic or historical nature which are of interest to our school or community.

Our Parents Association focuses on enhancing the education of our children through organizing, planning and input. Committees including fundraising, hospitality, bylaws, budget, election and parent mentoring have been established. Activities include tutorials, class trips, essay contests, grant awards, teacher recognition activities, candy sale, photographs, award activities and student incentives are all outgrowths of these committees.

### **Data Analysis/Findings- School Environment**

A review of the data indicates a decrease in the number of suspensions and removals. This is due in part to the small learning communities and their support groups. Classroom visitations, group meetings, incentives for good behavior have all been implemented.

### **Implication For the Instructional Program**

Deans will be proactive and do classroom visitations to prevent problems.

Project New Life will be implemented as a behavioral modification technique in self contained classes. A S.A.V.E. room will be implemented to take students who exhibit anti-social behavior out of the mainstream environment.

Individual Progress cards will be issued to monitor behavior of those “at risk” students.

### **Data Analysis/Findings**

A walk through of the building indicates a clean, safe and healthy environment. A good working relationship with the custodian is necessary for this to happen. Work orders are handled quickly and

repairs are done as soon as possible. Floors are well maintained and daily cleaning of the building is scheduled. Continual communication with the Principal and the Custodian are maintained.

### **Implication For the Instructional Program**

Cleaning schedules are maintained and posted.

Repairs are made quickly

Floors and rooms are cleaned daily

Painting and minor repairs are completed

Daily communication between Principal and Custodian are scheduled

### **Data Analysis/Findings**

Graduation rates from Middle School 180 to high schools are over 98%. Students apply to over 75 high schools at the end of the school year. Students are exposed to high school choices through visitations, high school fairs, parent meetings and other correspondence. House leaders inform students of every opportunity regarding high school. High school directories are distributed early and evening parent workshops are held to help parents in the preparation of the material.

### **Implication For the Instructional Program**

Based on our analysis of the data, and all relevant findings, the following are implications for improvement of graduation rates:

Students are encouraged to visit high schools and to make informed choices. This year transportation was provided to visit HS Fairs. High school directories are to be distributed as early as possible in May or June for the following term. Workshops for parents are to be scheduled to assist parents in filling out the applications. High school fairs are to be publicized and students encouraged to attend. Announcements and reminders are to be made throughout the early part of the school year. Notices and bulletin boards should be kept current with high school applications.

The Dr. Daniel Hale Williams Middle School team used a variety of methods to review the school's program and student achievement. They looked at test scores, student and staff attendance rates, the latest learning walks, parent, staff, and student inputs. The needs assessment included a review of the following measures and indicators:

- ❑ State assessment results, including item skills analyses
- ❑ Department of Education Progress Report
- ❑ Learning Environment Survey Reports
- ❑ Student portfolios
- ❑ Other teacher developed tests
- ❑ Interviews
- ❑ Surveys
- ❑ Teacher Observations

The Progress Reports were distributed to staff members, parents and other members of our school leadership team. Staff members (teachers, staff developers, and administrators) received their copy at a staff development conference and were grouped by grade in order to discuss, interpret and disaggregate the data.

Groups included different content area personnel. Using all available information, teachers examined their class and individual student's achievement data and compared it to the data for their grade and the school as a whole. Item skills analyses for reading and math, and ECLAS data were used to identify specific instructional needs of individual students and establish preliminary groups for academic intervention services. Each working group recorded their findings and the staff conference ended with each group sharing its results.

The findings were categorized and reviewed by the Inquiry Team and reported to the parents at an open and advertised PTA meeting. The Principal and other personnel reviewed the data and conducted a question and answer session. The Principal and School Leadership Team Chair then explained the needs assessment findings resulting from the staff conference and School Leadership Team review.

**SECTION V: ANNUAL SCHOOL GOALS**

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

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

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<b>Goal Number 1</b>	
<b>Goal:</b>	<p><b>Describe your goal.</b></p> <p><b>To reduce the number of level 4 and level 5 Principal and Superintendent suspensions by 10% by June 2010</b></p>
<b>Measurable Objective</b>	<p><b>Set the measurable target that will define whether you have met your goal.</b></p> <p><b>By June 2010, the number of level 4 and 5 Principals and Superintendents suspensions will be reduced from 42 to 37 infractions.</b></p>
<b>Action Plan</b>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <p><b>Classroom visitations by deans, guidance staff and other personnel.</b>  <b>Peer mediations by SAPIS worker and other personnel</b>  <b>Implementation of a Conflict Resolution program.</b>  <b>Increased after school activities for grades 6,7,8 with behavior criteria for entry into the programs</b></p>

<b>Evidence</b>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>A review of the findings of the Office of School Intervention and Development Online Occurrence Reporting System database for 2009-2010.</p> <p>Comparison of the comprehensive list of all level 4 and level 5 infractions for 2009-2010 compared to 2008-2009.  Review Agendas and logs of peer mediations  Review of dean logs  Attendance sheets for afterschool activities</p>
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<b>Goal Number 2</b>	
<b>Goal</b>	<p>Describe your goal.</p> <p>To increase the number of 6<sup>th</sup> grade students passing science course work for 2009-2010.</p>
<b>Measurable Objective</b>	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By June 2010, there will be an increase of students passing grade 6 science coursework to a total of 83% passing.</p> <p>(This year we have 231 students in 6th grade. We would need 192 students passing science to meet our goal.)</p>
<b>Action Plan</b>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>To increase academic rigor for students in science in grade 6, we have set up a dedicated science lab. Classes are scheduled to visit the lab on a regular basis and do hands on laboratory experiments.</p>

	<p><b>CEI Consultant working with teachers and students in Science Pre and Post labs to be done in regular classroom. Experiments done in dedicated lab</b></p> <p><b>Consistent rubrics will be established in science as a grading guideline</b></p> <p><b>Report cards will be reviewed periodically by the Inquiry Team</b></p> <p><b>Possible failure warning letters will be issued to parents half way through each marking period indicating possible failure and possible strategies for improvement.</b></p>
<b>Evidence</b>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <p><b>CEI Consultant plans and logs</b>  <b>Copies of warning letters to parents</b>  <b>Agendas and attendance at Professional Development meetings</b>  <b>Report card grades</b></p>

<b>Goal Number 3</b>	
<b>Goal</b>	<p><b>Describe your goal.</b></p> <p><b>To increase the use of technology in classroom instruction to further engage and challenge students as recommended in the last Quality Review Report.</b></p>
<b>Measurable Objective</b>	<p><b>Set the measurable target that will define whether you have met your goal.</b>  <b>By June 2010, 90% or more of the teachers will incorporate technology as part of their instructional practice (i.e. S.M.A.R.T Boards, Computer Lab, Mobile Science Cart, Desktop Workstations).</b>  <b>90% or more of the teachers will incorporate technology as part of their instructional practice (i.e. S.M.A.R.T Boards, Computer Lab, Mobile Science Cart, Desktop Workstations).</b></p>

<p><b>Action Plan</b></p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Money for smart board purchases will be set aside from 2008-2009 Galaxy allocation.</p> <p>Updated CEP will include goals for use of technology.</p> <p>Professional Development on the use of the smart board will take place and teacher attendance will be taken.</p> <p>Demonstration lessons using the smart board by teachers will be encouraged.</p> <p>New Technology protocols will be supported via:</p> <ul style="list-style-type: none"> <li>• Staff Development training sessions</li> <li>• Department Meetings</li> <li>• Technology Team Meetings</li> <li>• Regional/District and I-lead Workshops</li> <li>• School Inter-visitations as well as intra-visitation</li> <li>• Technology Grant-Writing Research Groups</li> <li>• Administrative/A.I.S. meetings</li> <li>• Software Implementation: Edperformance.com, Acuity, Read 180</li> </ul>
<p><b>Evidence</b></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Agendas</li> <li>• Class Participation</li> <li>• Student Independent Work</li> <li>• Programmed/Differentiation of Instruction</li> <li>• Quarterly monitoring of Acuity and Ed-performance assessment reports.</li> <li>• Technology cohort leader logs</li> <li>• Teacher feedback sheets</li> </ul>

**Goal Number 4**

<b>Goal</b>	<p>Describe your goal.</p> <p>To increase the number of parents attending various after school functions and meetings by 10%.</p>
<b>Measurable Objective</b>	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By June 2010, we will increase the parent attendance at after school meetings and activities by 10% to an average of 65 parents per event.</p>
<b>Action Plan</b>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Better publication of meetings by Parent Coordinator Monthly calendar distributed to all students by official teachers Student presentations at public meetings.</p> <ul style="list-style-type: none"><li>• Celebrating Children</li><li>• Performances and award ceremonies</li><li>• Monthly SLT meeting</li><li>• Monthly parent focus group meeting</li><li>• Monthly PA functions with consistent time and day</li><li>• Monthly Parent Coordinator Meetings</li><li>• Community based functions and activities</li></ul>

<b>Evidence</b>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <p><b>Attendance sheets will be tallied after each meeting and a running record of attendance will be recorded by the Parents Association</b></p> <ul style="list-style-type: none"><li>• <b>Agendas</b></li><li>• <b>Attendance Documents</b></li><li>• <b>Pictures</b></li><li>• <b>Surveys and feedback sheets</b></li></ul> <p><b>Activities will be increased to include: Science Fair, Poetry Slam, Monthly PA Meetings, Step Team Competitions High School Orientation, School Choice Fair,</b></p>
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**Indicators of Interim Progress and/or Accomplishment**

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

**Review Science grades on a monthly basis to identify those students who are at risk for failure.**

**Schedule labs every two weeks so that students can get hands on experience**

**Assign individual science projects and long term investigations.**

**Hold a Science Fair for students to exhibit independent work.**

**Technology**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the use of technology in classroom instruction to further engage and challenge students as recommended in the last Quality Review Report.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Money for smart board purchases will be set aside from 2008-2009 Galaxy allocation. Updated CEP will include goals for use of technology in all instructional classes Professional Development on the use of the smart board will take place and teacher attendance will be taken. Demonstration lessons using the smart board technology by teachers will be encouraged.</p> <p>New Technology protocols will be supported via:</p> <ul style="list-style-type: none"> <li>• Monthly Staff Development training sessions</li> <li>• Monthly Department Meetings</li> <li>• Monthly Technology Team Meetings</li> <li>• Regional/District and I-lead Workshops (Two per year)</li> <li>• School Inter-visitations as well as intra-visitation- Monthly</li> <li>• Technology Grant-Writing Research Groups</li> <li>• Administrative/A.I.S. meetings Monthly</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Technology assistant assigned to train teachers and maintain equipment. Budget allocation for additional equipment purchase and supplies. \$15,000 Monthly training for teachers using equipment Computers upgraded in the library media center for student use.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Review of agendas for monthly Departmental meetings Visitation to Technology Team meetings Weekly Observations by supervisors</p>

**Subject/Area (where relevant):** Parent Involvement.

<p><b>Annual Goal #4</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of parents attending various after school functions and meetings by 10%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Better publication of meetings by Parent Coordinator</b></p> <p><b>Monthly calendar distributed to all students by official teachers</b></p> <p><b>Student presentations at monthly public meetings to include:</b></p> <ul style="list-style-type: none"> <li>• Celebrating Children</li> <li>• Performances and award ceremonies</li> <li>• Monthly SLT meeting</li> <li>• Monthly parent focus group meeting</li> <li>• Monthly PA functions with consistent time and day</li> <li>• Monthly Parent Coordinator Meetings</li> <li>• Community based functions and activities</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Parent Coordinator will be used to encourage parent attendance.</b></p> <p><b>Weekly newsletter to be sent home to parents.</b></p> <p><b>Monthly calendar to be sent to parents indicating meetings and special events</b></p> <p><b>Meeting dates to be updated monthly on school website</b></p> <p><b>Daily announcements over the PA system to remind students to tell their parents about meetings.</b></p> <p><b>Refreshments served at each meeting. Money allocated from Galaxy</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Monthly review of attendance data for meetings</b></p> <p><b>Student activities and presentations planned for each meeting.</b></p> <p><b>Weekly meeting with Parent Coordinator to review upcoming events and issues.</b></p> <p><b>Quarterly performance and award ceremonies</b></p> <p><b>Monthly SLT meetings to discuss participation and publication of events</b></p> <p><b>Consistent Meetings held. (3<sup>rd</sup> Thursday of each month)</b></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	28	14	12	2	4	5	4	4
7	16	23	9	4	3	3	2	5
8	23	18	16	7	4	4	4	4
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	During the school day we use a 12-1 small group setting for Academic Intervention. Materials used include Wilson strategies, Great Leaps (1:1) SRA, etc. State assessments are evaluated each year and predictive exams are monitored monthly. Students who fall below the standards in ELA are programmed for AIS 3 times a week. Students are also scheduled for extended day services Tue-Thurs.
<b>Mathematics:</b>	During the school day we use a 12-1 small group setting for AIS in Math. Materials used include math skills materials, worksheets, etc. Math State assessments are evaluated each yearly and predicative exams are monitored monthly. Students who fall below the standards in math are programmed for AIS 3 times a week. Students are also scheduled for extended day services Tue-Thurs.
<b>Science:</b>	Students meet after school and get assistance in Science projects, homework, test prep, etc. Long term investigations including robotics, weather station and research projects are also used.
<b>Social Studies:</b>	Students meet after school and get assistance in Social Studies project work, homework, test prep, etc. Long term investigations and research projects are also used
<b>At-risk Services Provided by the Guidance Counselor:</b>	Students are called in throughout the day for at risk counseling, bereavement counseling, crisis intervention and anger management.
<b>At-risk Services Provided by the School Psychologist:</b>	Students are called in throughout the day for at risk counseling, bereavement counseling, crisis intervention and anger management. Recommendations are also made by deans, counselors, staff and administration.
<b>At-risk Services Provided by the Social Worker:</b>	Students are called in throughout the day for at risk counseling, bereavement counseling, crisis intervention and anger management.
<b>At-risk Health-related Services:</b>	Students are called in throughout the day for health related issues including vision screening, immunization, crisis intervention and other health related items.

## **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. ( Page 76)

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### **LAP Plan – Middle School 180**

#### **Number of Students by Grade in Each Language Group**

There are 20 English Language Learners at MS 180. There are six students in grade 6. (5 Hispanic, 1Korean) There are six students in Grade 7 (4 Hispanic, 1Bengali, 1 African). There are eight students in grade 8 (7 Hispanic, 1Arabic).

**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 program offered at MS 180 is an ESL model. The parents consistently choose to have their children remain at MS 180 and participate in the ESL program.

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

Our program is aligned with the parent requests. In our ESL model, the children are immersed in English and learn the language rapidly.

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

At MS 180, we have two sixth grade, one seventh grade and 2 eighth grade students at the Beginning Level. There are one sixth grade and one eighth grade student at the Intermediate Level. One sixth grade and three eighth grade students are at the Advanced Level. There are 8 students in the 12:1:1 life skills program. These children are exempted from all state and city exams. There are no NYSESLAT scores for these children.

**Examine students' results in the four modalities. What are the patterns across the proficiency levels and grades?**

In all proficiency levels and grades, the scores for listening and speaking are higher than the scores for reading and writing.

**What are the implications for the school's LAP instruction?**

After carefully assessing the NYSESLAT scores we are addressing the varied needs of the children through a comprehensive literature approach.

## Content Area Assessments

### Math

One beginning ESL students scored 1 in Math and one scored 2.  
One intermediate student scored 3 in Math.  
Four advanced students scored a 2 and 1 advanced student scored a 3.

### Reading

Two beginning ESL students scored 1 in English Language Arts and one scored a 2.  
One intermediate student scored 2 in English Language Arts and one student scored a 3.  
Three advanced ESL students scored a 2 and 1 advanced student scored a 3.

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## 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: 21 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 1      Other Staff (Specify) 3-Educational Assistants

### 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.

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**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.

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MS 180 has a free standing ESL model. All instruction is in English. There is one ESL teacher, who is certified in both ESL and Common Branch, offering 3 periods of instruction each day. The ESL program serves both General and Special Education children. 5 in the sixth grade – 3 in general education and 2 in Unit V; 7 in the seventh grade – 4 in general education, 1 in special education and 2 in Unit V; and 7 in the eighth grade – 1 in general education and 1 in special education and 5 in Unit V.

In the sixth grade, 3 students are Hispanic and 1 is Bengali and 1 is Arabic. Seven students in the seventh grade are Hispanic. Eight grade has 6 Hispanic students and 1 Arabic student.

Using the Home Language Survey as a guide, new students are given the Lab-R upon arrival and their English language needs are assessed. The ESL teacher in conjunction with the principal and the parent coordinator conducts a parent orientation. A video describing the various choices of language programs is shown. At this time, parents are requested to make a choice of language program that they desire for their child. At MS 180, the parents consistently choose to have their children placed in our ESL class and remain at the school.

In May of each year, the NYSESLAT exam is given. Students who score at the Beginning and Intermediate levels receive 360 minutes of ESL instruction per week. Students scoring at the Advanced level receive 180 minutes of instruction per week. Children in the 12:1:1 program receive 180 minutes of instruction per week.

At MS 180, there are students at all proficiency levels in grades six through eight. Children are grouped according to their levels and their needs. There are: 5 ESL students at the Beginning Level, 2 at the Intermediate Level, and 5 at the Advanced Level. Students have the highest scores in speaking, followed by listening. Reading scores are third and writing scores fourth. They also performed equally well in the content area exams. In the sixth grade, the advanced student scored 3 and the Intermediate students scored a 2 in reading. In the seventh grade, the advanced student got a 3 in Reading and the intermediate students scored a 2 in reading. All the students scored a 1 or 2 in Math. In the eighth grade, the student scored a three in Reading. In general, in reading the advanced students performed at the advanced level in content areas and the intermediate students at an intermediate level. In the upper grades, the Math grades were consistently lower than the Reading scores.

The implications for the LAP for MS 180 are since the majority of the students are in the advanced level, an emphasis will be placed on content area reading and writing. All types of literature (fiction, non-fiction, poetry, plays etc) will be read and responded to. More emphasis will be placed on Math – vocabulary, problem solving, and computation.

Both English and content areas are addressed using ESL methodologies. Instruction is geared toward meeting the NYS Standards and the Principles of Learning. There is articulation with the content area instructors to ensure continuity. The ESL center is a print rich environment. Reading, Writing, Speaking, and Listening are incorporated into the ESL lessons in both English and content areas. The program uses an additive approach building on a child’s prior knowledge. At MS 180 reading and writing skills are being addressed through the implementation of the components of a comprehensive literacy approach. According to our review of the scores, listening (receptive language) and speaking scores are higher than the children’s reading and writing capabilities. The ESL program capitalizes on the child’s listening strengths by daily “read-alouds” using award winning and multicultural stories. This enables the children to hear and appreciate beautiful language while familiarizing them with new

vocabulary and the rhythm and fluency of the English language. Mini- lessons address group and individual needs and include scaffolding strategies. Those children who are still struggling with a particular skill or strategy are then part of a guided reading lesson.

Writing goes hand in hand with Reading and builds on previous skills. The children write responses to the reading passages. Graphic organizers are used to encourage organization in their writing. Peer and individual editing is encouraged. A rubric helps the children monitor their own learning.

In Math, the children practice computation skills with the use of manipulative skills. Key words are discussed and the reading of story problems is stressed.

The students at the advanced level of ESL are meeting expectations and the standards in their content area classes with the support of the ESL teacher. Intermediate students are working toward achieving expectations in the content area. ESL instruction supports classroom activities. Beginning students are mastering the English language so that they too can achieve proficiency in both English and content area instruction. ESL instruction emphasizes survival skills, basic vocabulary, and basic vocabulary that will help the student in their content areas. Long term ELLs are given extra support on projects, book reports etc.

Presently at MS 180, there are no ESL children in need of Special Education placement. If the need should arise, after meeting with the parents and parent coordinator, the child would be recommended to be evaluated (bilingually if necessary). If ESL is recommended on the student's IEP, the child will remain in ESL class.

Students who reach proficiency continue to meet with the ESL teacher for help in projects, reports, or any class assignments that are causing the student difficulty. These students will continue to receive testing accommodations.

The ESL children who are having difficulties mastering skills, and who have been in ESL for a number of years, are offered tutorials and after school academies. These students will be included in the extended day program.

A variety of instructional materials are used according to the needs of the group. Manipulative skills are used for Math, Listening tapes leveled from Beginning to Advanced are incorporated into lessons. Reading materials include novels, magazines, short stories, poetry, etc. Scott Forsman ESL, English at Your Command, In the Middle, and Side by Side are some of the series used.

Staff members who can help students in their native language assist students, whose literacy level is below standard. Many Educational Assistants work with the ESL students in their own language. MS 180 also has a Buddy Program which pairs children who are struggling with a native language speaker. These volunteers provide the students with materials in their native language, and translate English materials for them. MS 180 is investigating the purchase of bilingual books.

At this time, there are no SIFE children at MS 180. If a child should arrive, his/her needs would be evaluated through various assessments. The results of this data would drive instruction both in ESL and in the content areas.

The ESL teacher articulates with the classroom teacher on a regular basis. She also attends grade area meetings and reviews the curriculum map with the grade team.

The needs of the English Language Learner are always included in professional development workshops. Citywide programs can also be found in various locations throughout New York City. The ESL teacher attends meetings and workshops at the BETAC at Fordham University. The information is turn-keyed to the faculty and staff at MS 180.

**Form TIII – A (1)(b)**

School: 11X180 BEDS Code: 321100010180

Title III LEP Program

**School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)  \$500	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>  <b>10 hours 10X49.88- \$498.80</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)  \$0	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., \$500)  \$500	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>  <b>Books on tape or disc</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)  \$2000	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>  <b>Two Rosetta Stone Language Packages- Spanish Level 1,2,3</b>
<b>Travel</b>	\$0	
<b>Other</b>	\$500	<b>Mailing and Translation- Stamps, Envelopes, etc.</b>
<b>TOTAL</b>	<b>\$3500</b>	

### **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**

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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 following strategies were used to assess the need for translation and oral interpretation.

- a. Using the Home Language Survey to assess language spoken
- b. Using telephone and in person contact
- c. Examine surnames of students and make inquiry about home language
- d. Identify non English speaker at Parent Association meetings
- e. Have Parent Coordinator make contacts
- f. Identify language at student and parent conferences
- g. Assess language issues during parent teacher contacts

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.

Due to the small population of ELL's (19) written and oral translation needs are minimal. Where difficulty occurs translation services are put in place as outlined above and below.

#### **Part B: Strategies and Activities**

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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.
  - We communicate information about the school's academic program and student participation by parent letter.
  - We provide information about a child's academic performance and approaches to increasing achievement during open school

- We translate NCLB mandated communications not available from the central board when necessary
  - We enhance parents' understanding of academic standards, assessments and tests through conferences.
  - We inform parents about NCLB choice and supplementary education services and other Department of Education programs that offer challenging learning opportunities in native language when necessary
  - We try to increase parent participation in school activities in native language when possible.
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.
- Communicate information orally about the school's academic program and student participation
  - Orally provide information about a child's academic performance and approaches to increasing achievement during P/T conferences
  - Discuss mandated communications not available from the central board
  - Orally enhance parents' understanding of academic standards, assessments and tests
  - Inform parents orally about NCLB choice and supplementary education services and other Department of Education programs that offer challenging learning opportunities,
  - Increase parent participation in school activities by orally communicating with them.
- Services will be provided by in house staff members. A very small population requiring translational services exists at MS 180.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

#### **NOTIFICATION REQUIREMENTS**

- A. The school will be responsible for providing each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services.
- B. The school will post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained
- C. The school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
- D. The school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section. Not Applicable
- E. DOE website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

**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:		\$603,005	\$603,005
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$6030	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$30,150	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$60,300	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 79%
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.

Professional Development will be held in all core subject areas  
 Meetings and classroom observations by Literacy Coach  
 Meetings and classroom observations by Math Coach  
 Inter visitations to highly qualified teachers to observe lessons  
 Attendance at outside seminars and colleges

## 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. (Page 71)

**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.

#### **DR. DANIEL HALE WILLIAMS MIDDLE SCHOOL 180 SCHOOL PARENTAL INVOLVEMENT POLICY AND COMPACT**

Dr. Daniel Hale Williams Middle School 180 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of all parents 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 all children in decision about how the Title I, Part A funds reserved for parental involvement is spent. The school will carry out programs, activities and procedure 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- Parent Involvement of the ESEA.

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

Dr. Daniel Hale Williams Middle School 180 will take the following actions to involve parents in the joint development of the Parental Involvement plan

- Involve parents in discussions regarding the Parental Involvement Plan at all PTA meetings

- PTA Executive Board members and parents of Middle School 180 will be involved with District personnel

2. PTA Executive Board members and parents of Middle School 180 will take the following actions to involve parents in the process of school review and improvement.

- Parent members of the school leadership team will participate in the Quality Review of the School
- Parents will be interviewed as part of the school's Quality Review.
- Parent surveys will be a vital part of the School's Progress Report process

3. PTA Executive Board members and parents of Middle School 180 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies

4. PTA Executive Board members and parents of Middle School 180 will take the following actions to conduct, with the involvement of parent, 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.

- An evaluation will be conducted at 2 spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. The evaluation component will also be addressed through the annual PASS visit conducted by parent members of the school leadership team.

5. PTA members and parents of Middle School 180 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 action described in this paragraph –

- the State's academic content standards;
- the State's student academic achievement standards;
- the State's and local academic assessments including alternate assessments;
- the requirements of Title I, Part A
- how to monitor their child's progress
- how to work with educators.

The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:  
providing– Parent workshops and courses dealing with computer training  
Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners

The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:  
Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.  
Teachers will have daily access to phone to allow teachers to communicate with parents in a regular and easy manner

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities. The Parents as teachers Program and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

- Involving parents in the regular activities of the school
- Involving parents in the Honors breakfast assemblies

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 all students in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:  
school letters are translated and ELL– students are provided with native language letters of school events  
Translation services information are posted in the school lobby in the appropriate native languages

### Part III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Other activities may include:

providing necessary literacy training for all parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;  
in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school; This is accomplished by offering guidance services to parents during evening hours. The school is developing appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students.

#### 2. School-Parent Compact

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

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.

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 2009 and February 2010.

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Progress reports will be distributed at the middle of every quarter. Progress reports will be delivered by mail to parents to ensure that parents receive them. Advisors are available to speak with parents regarding their child's progress.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Advisors develop a close relationship with students and their families. They will be available to consult parents as to the progress of their child.

Parent coordinator is situated in the Parent Resource Center to help parents with any immediate questions and/or concerns.

Main office staff is composed of a bilingual staff readily available to assist with parent questions and/or concerns.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents are always needed as chaperones for trips and/or other school functions. Parent outreach will be made by the staff to request parent participation in much of the school events.

Parents can arrange classroom visits with their child's advisor and subject teacher.

Parent coordinator is available to accept requests from parents regarding volunteer opportunities.

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 School Wide Program plan in an organized, ongoing, and timely way.

Hold an annual meeting to inform parents of the school's participation in Title I, SWP programs, and to explain the Title I, requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Provide to parents of participating children information in a timely manner about Title I 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 math, language arts and reading.

Provide each parent timely notice when their child has been assigned or has been taught for four (4) more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### **Parent Responsibilities**

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

Monitoring attendance and ensuring that students are in school on time every day.

Understanding that school dress code is required to be worn by students daily

Making sure that homework is completed

Monitoring amount of television their children watch

Volunteering in my child's classroom

Participating, as appropriate, in decisions relating to my children's education

Promoting positive use of my child's extracurricular time

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district whether received by my child or by mail and responding, as appropriate.

### **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.

A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. See Page 10...

Results for all tested students tested in ELA indicate an increase from 56.3% (2007-2008 Progress Report) to 69.8% percentage of students at Proficiency (Level 3 & 4)

This reflects a 13.5% increase over 1 year. The percentage of students making at least 1 year progress was 56.8%. The percentage of students in the school's lowest 1/3 making at least 1 year of was 77.9%

A review of the item analysis data indicates student weakness across the grade in the following literacy skills:

- Identifying words and phrases in context
- Sequence
- Identifying main idea and theme
- Understanding literary terms and types of writing

A review of student portfolios and teacher observations confirms this weakness and also reveals that students are demonstrating weakness in expository writing.

### **Implications for the Instructional Program:**

Based on our analysis of the data and all relevant findings, the following are implications for our English Language Arts Instructional Program for Grade 6 students:

- Continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of a ninety minute literacy block incorporating a comprehensive literacy program
- Implementation of a school-wide literacy program with parallel instruction in all classes, including self-contained classes in Special Education and the use of curriculum maps in all grades.
- Provision of special academic intervention and support services to include extended day and summer programs for those students not meeting outcomes for grade specific benchmarks keyed to statewide performance standards.
- Incorporation of intensive on-site professional development, focusing on the understanding and use of specialized instructional strategies to meet the needs of special populations
- Intensive on-site ongoing professional development to ensure that all teachers become familiar with and use reading and writing strategies which have proven to be effective for building proficient, reflective and confident readers.
  - Being able to read fluently
  - Attaining background knowledge and vocabulary to foster reading comprehension
  - Developing appropriate active strategies to construct meaning from print
  - Developing and maintaining motivation to read

Classroom libraries will continue to be enriched by providing in every classroom a variety of materials and developmentally appropriate trade books and research materials. Class sets, as well as, books arranged by theme, genre or author will also be distributed for use in independent reading and literature circles. Pacing calendars will be further developed and modified for each grade level.

Opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work so as to focus instruction directly on student needs to meet the standards.

Teachers will continue to use data from various assessment sources:

- NYC/NYS Assessments
- Acuity

- Inquiry Team analysis
- Teacher prepared Assessments
- Item skills analysis (ATS- McGraw Hill)
- Student Portfolios
- Journals
- Teacher Observations
- Student Profile Sheets

These sources will provide instructional information on student strengths and weaknesses (grouping). Teachers will reinforce literacy strategies across the curriculum:

Intensive quality on-site ongoing professional development will be provided in the following areas:

- Implementing the components of a 90 minute literacy block
- Developing specialized strategies to meet the needs of special populations with differentiated learning styles
- Implementing strategies for teaching reading in a comprehensive literacy program including writing
- Encouraging and supporting working learning teams to include coaching
- Cooperative learning
- The implementation of a school-wide initiative to foster and encourage the use of a common language, focused on literacy to ensure congruence throughout the school community.

### **Summary of Data Analysis/Findings- Math:**

Results for all tested students tested in Math indicate an increase from 59.0% (2007-2008 Progress Report) to 72.8% percentage of students at Proficiency (Level 3 & 4) This reflects a 13.8% increase over 1 year. See Page 12.

The percentage of students making at least 1 year progress was 64.1%. The percentage of students in the School's lowest 1/3 making at least 1 year of progress was 70.1%

A review of item analysis, student portfolios and teacher observations confirms this data.

### **Implications for the Instructional Program:**

Based on our analysis of the data, and all relevant findings, the following are implications for our mathematics program

- Continuation of instructional strategies that have contributed to improved student achievement, including the implementation of a 75 minute mathematics block three times a week.

- Continued provision of intensive Academic Intervention Services to all students who are not meeting state standards during the school day.
  - Professional development in the understanding and use of specialized instructional strategies to meet the needs of special students.
1. School wide reform strategies will:
    - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
      - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
      - Help provide an enriched and accelerated curriculum.
      - Meet the educational needs of historically underserved populations.
      - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
      - Are consistent with and are designed to implement State and local improvement, if any.
  2. Instruction by highly qualified staff.
  3. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
  4. Strategies to attract high-quality highly qualified teachers to high-need schools.
  5. Strategies to increase parental involvement through means such as family literacy services.
  6. 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.
  7. 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.
  8. 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.

9. 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.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
  
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
  
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
  
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**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)*<sup>2</sup> 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

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

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

– **English Language Learners**

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

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

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

A school based committee was formed to assess whether this finding was relevant to our schools educational program. The committee met on a number of occasions to review the materials presented. Committee members included the Principal, the Parents Association President, the Data Specialist and members from the Inquiry Team. The committee reviewed the CEP and the Key findings and evaluated our school data looking for gaps in our written curriculum in ELA. We paid particular attention to the subgroups.

We looked at the curriculum maps in ELA and the materials used. The results of the assessment was shared at the SLT meetings and ultimately brought to the general PA meetings. We also brought the information to the staff ant a faculty conference and our SAF . It was determined that the Curriculum Audit findings were relevant to our school's educational program in the areas of curriculum mapping.

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

Applicable    Not Applicable

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

Although our school has a curriculum map for ELA, based on these findings it was determined that the content of the map was more like a pacing calendar then a comprehensive plan indicating what students should know and be able to do at each grade. Our current curriculum map only addresses content topics and does not indicate skills to be mastered, strategies to be utilized or student outcomes to be attained.

Our committee reviewed and evaluated the taught curriculum for all students with a focus on the subgroups and alignment with the learning standards. While it is evident that some of the NYS Standards are being addressed, they are not being consistently addressed in all classes. Upon reviewing student writing samples in grades 6,7,8 there was evidence of some student writing samples that met the standards. While spoken presentations are part of the school's curriculum, the implementation of this standard is limited.

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.

Although our school will not require additional support from central our Network Support specialists we provide the necessary support in assisting us to redesign our ELA curriculum maps so that they become a comprehensive plan indicating what students should know and be able to do at each grade. Our revised maps will address content topics, skills to be mastered, strategies and student outcomes.

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## **1B. Mathematics**

### **Background**

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

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–

12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

A school based committee was formed to assess whether this finding was relevant to our schools educational program. The committee met on a number of occasions to review the materials presented. Committee members included the Principal, the Parents Association President, the Data Specialist and members from the Inquiry Team. The committee reviewed the CEP and the Key findings and evaluated our school data looking for gaps in our written curriculum in Math.

We paid particular attention to the subgroups- Special Education and English Language Learners (ELL). We looked at the curriculum in math and the materials used. The results of the assessment was shared at the SLT meetings and ultimately brought to the general PA meetings. We also brought the information to the staff ant a faculty conference and our SAF. It was determined that the Curriculum Audit findings were relevant to our school's educational program in the areas of math.

We are presently working with and using the updated 3<sup>rd</sup> edition of the Impact Math Program. This updated edition covers more of the alignment and strand issues presented in the findings.

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?

Although our school has a curriculum for Math, based on these findings it was determined that the content of the curriculum was more like a pacing calendar then a comprehensive plan indicating what students should know and be able to do at each grade. Our current math curriculum only addresses content topics and does not indicate skills to be mastered, strategies to be utilized or student outcomes to be attained.

Our committee reviewed and evaluated the taught curriculum for all students with a focus on the subgroups and alignment with the math learning standards. While it is evident that some of the NYS Math Standards are being addressed, they are not being consistently addressed in all classes

The re-alignment of skills and concepts in the newer updated version of the Impact Math program supports the realization that we were weak in alignment, however, the newer version of the program addresses and supports learning.

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

Although our school will not require additional support from central our Network Support specialists we provide the necessary support in assisting us to redesign our math curriculum so that they become a comprehensive plan indicating what students should know and be able to do at each grade. Our revised curriculum will address content topics, skills to be mastered, strategies and student outcomes.

Our teachers need to work more with the Math Coach or other lead teachers so that the lessons can be continually modeled. The use of manipulative instruction should be more widespread. The use of the Smart board and other technology must be continued to be worked into the lessons to improve effectiveness.

More professional development must be included to achieve higher order thinking skills in our students.. We would like to see our teachers work together more grade specific regarding planning and implementation of their lessons.

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

Classroom observations and one on one teacher conferences will be used to assess predominant instructional strategies. More frequent meetings and conversations are necessary to ascertain weaknesses

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

Applicable  Not Applicable

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

Our teachers follow the balanced literacy model which can often emphasis teacher directed instruction. Mini lessons, shared reading. Read aloud and modeling, are all teacher directed-yet the balanced literacy model encourages their use. Such lessons are often supplemented with independent and group activities.

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.

Professional development, teacher visitations/ observations of exemplary classrooms, modeled lessons.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the

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

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

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

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

We are presently working with our teachers to increase the use of differentiated instructional techniques, math manipulative instruction, cooperative learning approaches, as well as, technology use. All of these will improve the delivery of instruction

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

Applicable    Not Applicable

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

Many teachers are more comfortable as direct instructors and need to be more comfortable as classroom facilitators.

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.

As the Math Staff Developer and coach, I am attempting to work with individual teachers to improve the use of manipulative instruction and develop high order thinking strategies. The use of grouping and individualized instruction is also emphasized.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

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

Middle School 180 has a large Special Education population and provides workshops and staff development in many areas of Special Education.

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?

A review of agendas and topics support Staff Development in Special Education. A Health Coordinator organizes and implements workshops and topics that are relevant to our staff.

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

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

Review of Professional Development topics indicate that ELL strategies are covered. Our ESL instructor goes to many workshops and turnkeys at conferences.

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?

Review of Staff Development topics and agendas indicate ELL topics being covered. Middle School 180 has a very small ELL population (16 students). We have a licensed and certified ESL instructor who attends and turnkeys all workshops.

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.

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**KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

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

The Inquiry Team reviews all student data and outcomes by subgroups which include the ELL population.

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?

Our school monitors ELL progress and makes recommendations for Academic Intervention services where necessary.

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.

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**KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

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

Please respond to the following questions for Key Finding 6:

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

Middle School 180 has a large Special Education population and provides workshops and staff development in many areas of Special Education.

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?

A review of agendas and topics support Staff Development in Special Education. A Health Coordinator organizes and implements workshops and topics that are relevant to our staff.

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.

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

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

Please respond to the following questions for Key Finding 7:

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

We have two people, (Assistant Principal and Health Coordinator) who review all IEP's and make sure that all students receive the proper accommodations and modifications for instruction and testing. The Inquiry team also checks to make sure that students at risk are receiving all of their academic interventions and related services.

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?

IEP's are continually checked and updated as necessary. Accommodations and modification in the classroom, testing, etc. are continually checked to make sure the student is receiving all the proper supports.

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>

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### **Part A: FOR TITLE I SCHOOLS**

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

Presently at Middle School 180 there are 9 children in temporary housing.

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

Students will receive all of the necessary services including, AIS services in all subject areas where needed. Health services, related services where indicated including OT, PT, hearing, vision, speech or guidance.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

### **DR. DANIEL HALE WILLIAMS MIDDLE SCHOOL 180 SCHOOL PARENTAL INVOLVEMENT POLICY AND COMPACT**

Dr. Daniel Hale Williams Middle School 180 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of all parents 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 1111- 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 all children in decision about how the Title I, Part A funds reserved for parental involvement is spent. The school will carry out programs, activities and procedure 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- Parent Involvement of the ESEA.

Dr. Daniel Hale Williams Middle School 180 will take the following actions to involve parents in the joint development of the Parental Involvement plan

Involve parents in discussions regarding the Parental Involvement Plan at all PTA meetings

PTA Executive Board members and parents of Middle School 180 will be involved with District personnel

PTA Executive Board members and parents of Middle School 180 will take the following actions to involve parents in the process of school review and improvement.

- Parent members of the school leadership team will participate in the Quality Review of the School
- Parents will be interviewed as part of the school's Quality Review.
- Parent surveys will be a vital part of the School's Progress Report process

PTA Executive Board members and parents of Middle School 180 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies

PTA Executive Board members and parents of Middle School 180 will take the following actions to conduct, with the involvement of parent, 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.

An evaluation will be conducted at 2 spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. The evaluation component will also be addressed through the annual PASS visit conducted by parent members of the school leadership team.

PTA members and parents of Middle School 180 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 action described in this paragraph –

- the State's academic content standards;
- the State's student academic achievement standards;
- the State's and local academic assessments including alternate assessments;
- the requirements of Title I, Part A
- how to monitor their child's progress
- how to work with educators.

The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:  
providing— Parent workshops and courses dealing with computer training  
Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners

The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:  
Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.  
Teachers will have daily access to phone to allow teachers to communicate with parents in a regular and easy manner

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities. The Parents as teachers Program and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

Involving parents in the regular activities of the school  
Involving parents in the Honors breakfast assemblies

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 all students in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:  
school letters are translated and ELL— students are provided with native language letters of school events  
Translation services information are posted in the school lobby in the appropriate native languages

Other activities may include:

providing necessary literacy training for all parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training; in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school; This is accomplished by offering guidance services to parents during evening hours.  
The school is developing appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students.

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.

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 2009 and February 2010.

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Progress reports will be distributed at the middle of every quarter. Progress reports will be delivered by mail to parents to ensure that parents receive them. Advisors are available to speak with parents regarding their child's progress.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Advisors develop a close relationship with students and their families. They will be available to consult parents as to the progress of their child.

Parent Coordinator is situated in the Parent Resource Center to help parents with any immediate questions and/or concerns.

Main office staff is composed of a bilingual staff readily available to assist with parent questions and/or concerns.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents are always needed as chaperones for trips and/or other school functions. Parent outreach will be made by the staff to request parent participation in much of the school events.

Parents can arrange classroom visits with their child's advisor and subject teacher.

Parent coordinator is available to accept requests from parents regarding volunteer opportunities.

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 School Wide Program plan in an organized, ongoing, and timely way.

Hold an annual meeting to inform parents of the school's participation in Title I, SWP programs, and to explain the Title I, requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Provide to parents of participating children information in a timely manner about Title I 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 math, language arts and reading.

Provide each parent timely notice when their child has been assigned or has been taught for four (4) more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### **Parent Responsibilities**

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

Monitoring attendance and ensuring that students are in school on time every day.

Understanding that school dress code is required to be worn by students daily

Making sure that homework is completed

Monitoring amount of television their children watch

Volunteering in my child's classroom

Participating, as appropriate, in decisions relating to my children's education

Promoting positive use of my child's extracurricular time

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district whether received by my child or by mail and responding, as appropriate.

## **LAP Plan – Middle School 180**

MS 180 has a free standing ESL model. All instruction is in English. There is one ESL teacher, who is certified in both ESL and Common Branch, offering 3 periods of instruction each day. The ESL program serves both General and Special Education children. 5 in the sixth grade – 3 in general education and 2 in Unit V; 7 in the seventh grade – 4 in general education, 1 in special education and 2 in Unit V; and 7 in the eighth grade – 1 in general education and 1 in special education and 5 in Unit V.

In the sixth grade, 3 students are Hispanic and 1 is Bengali and 1 is Arabic. Seven students in the seventh grade are Hispanic. Eighth grade has 6 Hispanic students and 1 Arabic student.

Using the Home Language Survey as a guide, new students are given the Lab-R upon arrival and their English language needs are assessed. The ESL teacher in conjunction with the principal and the parent coordinator conducts a parent orientation. A video describing the various choices of language programs is shown. At this time, parents are requested to make a choice of language program that they desire for their child. At MS 180, the parents consistently choose to have their children placed in our ESL class and remain at the school.

In May of each year, the NYSESLAT exam is given. Students who score at the Beginning and Intermediate levels receive 360 minutes of ESL instruction per week. Students scoring at the Advanced level receive 180 minutes of instruction per week. Children in the 12:1:1 program receive 180 minutes of instruction per week.

At MS 180, there are students at all proficiency levels in grades six through eight. Children are grouped according to their levels and their needs. There are: 5 ESL students at the Beginning Level, 2 at the Intermediate Level, and 5 at the Advanced Level. Students have the highest scores in speaking, followed by listening. Reading scores are third and writing scores fourth. They also performed equally well in the content area exams. In the sixth grade, the advanced student scored 3 and the Intermediate students scored a 2 in reading. In the seventh grade, the advanced student got a 3 in Reading and the intermediate students scored a 2 in reading. All the students scored a 1 or 2 in Math. In the eighth grade, the student scored a three in Reading. In general, in reading the advanced students performed at the advanced level in content areas and the intermediate students at an intermediate level. In the upper grades, the Math grades were consistently lower than the Reading scores.

The implications for the LAP for MS 180 are since the majority of the students are in the advanced level, an emphasis will be placed on content area reading and writing. All types of literature (fiction, non-fiction, poetry, plays etc) will be read and responded to. More emphasis will be placed on Math – vocabulary, problem solving, and computation.

Both English and content areas are addressed using ESL methodologies. Instruction is geared toward meeting the NYS Standards and the Principles of Learning. There is articulation with the content area instructors to ensure continuity. The ESL center is a print rich environment. Reading, Writing, Speaking, and Listening are incorporated into the ESL lessons in both English and content areas. The program uses an additive approach building on a child's prior knowledge. At MS 180 reading and writing skills are being addressed through the implementation of the components of a comprehensive literacy approach. According to our review of the scores, listening (receptive language) and speaking scores are higher than the children's reading and writing capabilities. The ESL program capitalizes on the child's

listening strengths by daily “read-alouds” using award winning and multicultural stories. This enables the children to hear and appreciate beautiful language while familiarizing them with new vocabulary and the rhythm and fluency of the English language. Mini- lessons address group and individual needs and include scaffolding strategies. Those children who are still struggling with a particular skill or strategy are then part of a guided reading lesson.

Writing goes hand in hand with Reading and builds on previous skills. The children write responses to the reading passages. Graphic organizers are used to encourage organization in their writing. Peer and individual editing is encouraged. A rubric helps the children monitor their own learning.

In Math, the children practice computation skills with the use of manipulative skills. Key words are discussed and the reading of story problems is stressed.

The students at the advanced level of ESL are meeting expectations and the standards in their content area classes with the support of the ESL teacher. Intermediate students are working toward achieving expectations in the content area. ESL instruction supports classroom activities. Beginning students are mastering the English language so that they too can achieve proficiency in both English and content area instruction. ESL instruction emphasizes survival skills, basic vocabulary, and basic vocabulary that will help the student in their content areas. Long term ELLs are given extra support on projects, book reports etc.

Presently at MS 180, there are no ESL children in need of Special Education placement. If the need should arise, after meeting with the parents and parent coordinator, the child would be recommended to be evaluated (bilingually if necessary). If ESL is recommended on the student’s IEP, the child will remain in ESL class.

Students who reach proficiency continue to meet with the ESL teacher for help in projects, reports, or any class assignments that are causing the student difficulty. These students will continue to receive testing accommodations.

The ESL children who are having difficulties mastering skills, and who have been in ESL for a number of years, are offered tutorials and after school academies. These students will be included in the extended day program.

A variety of instructional materials are used according to the needs of the group. Manipulative skills are used for Math, Listening tapes leveled from Beginning to Advanced are incorporated into lessons. Reading materials include novels, magazines, short stories, poetry, etc. Scott Forsman ESL, English at Your Command, In the Middle, and Side by Side are some of the series used.

Staff members who can help students in their native language assist students, whose literacy level is below standard. Many Educational Assistants work with the ESL students in their own language. MS 180 also has a Buddy Program which pairs children who are struggling with a native language speaker. These volunteers provide the students with materials in their native language, and translate English materials for them. MS 180 is investigating the purchase of bilingual books.

At this time, there are no SIFE children at MS 180. If a child should arrive, his/her needs would be evaluated through various assessments. The results of this data would drive instruction both in ESL and in the content areas.

The ESL teacher articulates with the classroom teacher on a regular basis. She also attends grade area meetings and reviews the curriculum map with the grade team.

The needs of the English Language Learner are always included in professional development workshops. Citywide programs can also be found in various locations throughout New York City. The ESL teacher attends meetings and workshops at the BETAC at Fordham University. The information is turn-keyed to the faculty and staff at MS 180.