



**SOUTH BRONX PREPARATORY: A COLLEGE BOARD SCHOOL
7X221**

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

SCHOOL: (07X221)
ADDRESS: 360 E 145TH STREET, BRONX, NY 10454
TELEPHONE: 718-292-2211
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 7X221 SCHOOL NAME: South Bronx Preparatory

SCHOOL ADDRESS: 360 E. 145th Street Bronx, New York 10454

SCHOOL TELEPHONE: (718)292-2211 FAX: (718)-292-2172

SCHOOL CONTACT PERSON: Ellen R. Flanagan EMAIL ADDRESS: Eflanag2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Terry Quiros/Binta Hinson

PRINCIPAL: Dr. Ellen R. Flanagan

UFT CHAPTER LEADER: Steve Tsokanos

PARENTS' ASSOCIATION PRESIDENT: Gloria Anderson

STUDENT REPRESENTATIVE:
(Required for high schools) Kimberly Scott

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 7 SSO NAME: Empowerment Network 5

SSO NETWORK LEADER: Cristina Jimenez

SUPERINTENDENT: Elena Papaliberios

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
Ellen R. Flanagan	*Principal or Designee	
Steven Tsokanos	*UFT Chapter Chairperson or Designee	
Gloria Anderson	*PA/PTA President or Designated Co-President	
Taneesha Crawford	Parent Coordinator	
Jackie Velez	DC 37 Representative, if applicable	
Kimberly Scott	Student Representative (12 th grade)	
Justin Diaz	Student Representative (11 th grade)	
Alexandra Hernandez	Teacher	
Binta Hinson	Co-chairperson	
Scott Galassi	UFT- Counselor	
Nell Perez	Parent	
Beatrice Matos	Parent	
Brenda Smalls	Parent	
Jacqueline Berry	Title I Parent Representative (suggested, for Title I schools)	
Charlotte Casey	Parent	
Maria Cuevas	Parent	

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

* Core (mandatory) SLT members.

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

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.

College Readiness: The goal of a 6-12 school is not graduation from high school, but rather ultimate success in college. Statistically, 60% of low income students graduate from high school. Out of those 60%, 33% will enroll in college. From those 33% of students, 1 in 7 will receive a Bachelor's degree. College Readiness for our school begins in 6th grade. College Readiness being defined as to include a more "robust, inclusive definition" incorporating not only the academic behaviors for success, but also the behavioral and attitudinal aspects for college preparation such as study skills, time management, the use of study groups, a degree of self-awareness, and tenacity towards one's learning. (Conley, 2007) These attributes encompass a broader way of "redefining" readiness for college, and are equally essential. Also, as Conley suggests, we are aligning more classes to standards driven thinking, rather than content driven thinking. From this broader definition of engagement, coherence, and rigor directed at college readiness a number of curricular, teaching, and organizational decisions revolving around a culture of teaching and learning for both teachers and students have been enacted this year.

College Board Partnership: Our partnership with College Board is our most distinctive trait. The expectation for students entering the 6th grade is about academic readiness whether it is in preparation for high school or college. For many of our students, they will be first generation high school graduates as well as first generation college students located still in a community where persistence and perseverance to education is a continual struggle. Our first graduating cohort graduated with a rate of 74% in comparison to the city graduation rate of 56%. However, minority graduation rates were 47% for African Americans and 43% for Hispanic, and both were all time highs. Last year, we increased our graduation rate to 87.1%. We strive to create an equitable educational structure where access to college and AP courses is the driving force of the school culture within a student population that still encompasses a large majority of Level 1 and 2 students. In 2008, our initial four year funding with College Board via Gates and Dell Foundation grants ended however, College Board enthusiastically granted up post grant funding for the last two years to sustain our vital partnership.

Advisory Program: The Advisory Program is one of the cornerstones of the school culture. Each teacher is assigned a small group of students (12 to 15) to advise over either a two year middle school period or a four year high school period. The advisor/advisee relationship is built on four fundamental goals; to support advisees in reflecting upon and monitoring their academic progress, to develop, foster and maintain relationships, to identify and develop attitudes, behaviors and awareness for school and life and to provide resources and information to make thoughtful decisions. One of the major components that led to the change in school culture was the advisory program. During advisory periods, teachers, administrators, and a multitude of other staff members serve as advisors.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	South Bronx Preparatory: A College Board School						
District:	7	DBN:	07X221	School BEDS Code:	320700011221		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9	√	Ungraded
	2		6	√	10	√	
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		92.7 / 85.9	91.7/87.2	91.3/ 88.7
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	0	0	0		96.0	96.9	97.1
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	92	86	92	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	86	90	83		87.8	77.6	72.9
Grade 8	79	90	96				
Grade 9	94	88	87	Students in Temporary Housing - Total Number:			
Grade 10	83	95	81	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	74	75	88		0	2	17
Grade 12	0	64	63				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	508	588	590	(As of October 31)	2006-07	2007-08	2008-09
					3	5	6
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	11	8	11	Principal Suspensions	90	72	94
# in Collaborative Team Teaching (CTT) Classes	59	75	74	Superintendent Suspensions	23	7	3
Number all others	12	20	24				
These students are included in the enrollment information above.				Special High School Programs - Total Number:			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	N/A	N/A	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09				
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# receiving ESL services only	14	16	33				
				Number of Teachers	34	41	46

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	6	6	Number of Administrators and Other Professionals	7	10	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2	5	7	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	17.6	31.7	43.5
				% more than 5 years teaching anywhere	23.5	24.4	23.9
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	74.0	63.0	63.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	99.1	100.0
American Indian or Alaska Native	0.6	0.5	0.5				
Black or African American	34.1	34.0	33.9				
Hispanic or Latino	64.0	64.0	63.7				
Asian or Native Hawaiian/Other Pacific Isl.	1.0	1.0	1.2				
White	0.4	0.5	0.7				
Male	46.1	43.5	46.1				
Female	53.9	56.5	53.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

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

Student Groups	Elementary/Middle Level			Secondary Level		Grad Rate
	ELA	Math	Science	ELA	Math	
All Students	√	√	√	√	√	-
Ethnicity						
American Indian or Alaska Native	-	-	-	-	-	
Black or African American	√	√	√	-	-	
Hispanic or Latino	√	√	√	√	√	
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White	-	-	-			
Other Groups						
Students with Disabilities	X	√	-	-	-	
Limited English Proficient	-	-	-	-	-	
Economically Disadvantaged	√	√	√	√	√	
Student groups making AYP in each subject	4	5	4	3	3	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A/A	Overall Evaluation:	W
Overall Score:	99.0/101.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment:	8.7/ 10.9	Quality Statement 2: Plan and Set Goals	W
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	W
School Performance:	23.9/ 24.5	Quality Statement 4: Align Capacity Building to Goals	W
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	W
Student Progress:	58.9/ 57.3		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	7.5/ 9.0		

KEY: AYP STATUS

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

KEY: QUALITY REVIEW SCORE

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

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

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

SECTION IV: NEEDS ASSESSMENT

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?
-

Since last year's Quality Review, along with the results on our Progress Report and other assessments, we have consistently created opportunities for reflection and revision. In an effort to be as collaborative as possible around decision making and organizational decisions I have aligned both the CEP and my PPR to build capacity both with teachers and accountability measures. Based on the all the abovementioned data sources around student performance the two trends we are focusing on are:

- (1) increasing/sustaining the number of 3's and 4's in our middle school math state exams and;
- (2) increasing the percentage of credits accrued by bottom third students in the third year.

PAN Grant: As a member of ESO Network 5, for a second year, our network schools were granted an \$180,000 grant to guide the design, implementation and evaluation of practice area strategies and practices in much the same way we used the CFI model over the last two years. The mindset or culture of inquiry-minded schools perceives questioning, seeking data, reflection, and subsequent action as the steps that are necessary to improve performance. When a teacher is able to reflect and grow in practice, that learning is a model for students to do the same. This year, additional teachers' leaders are being trained in AFL strategies to better create conditions of learning. These strategies are turn keyed throughout the year in Critical Friends Groups Professional Development sessions. When these activities are built into data analysis activities, there are no intuitive guesses or instantaneous decisions. The connection to this PAN grant to our CEP is also integral to the workings both on the school level and across schools in the network. We are continuously revising our classroom practices and draw from a number of resources, including College Board, NSRF, and AFL in order to make this happen. Each institution provides us with tools that enable teachers to reflect and revise practice in order to increase student achievement. The College Board professional development has provided

Opportunity: As a member of the Practice Area Network (PAN) administrators and teachers in our school will enhance the impact they have on student engagement and learning by developing their capacity to utilize formative assessment strategies to improve the processes we use to make clear to students what it is they are to learn and how they can be successful; teachers' capacity to provide quality feedback both oral and written; the facilitation of productive classroom discourse; and, how we support students' ability to self and peer assess. As a result of looking at this different, data, we believe that being more facile with our classroom diagnostic ability will help us to accelerate the learning of those students who do not currently operate in the school's sphere of success.

Housing both a Middle School and High School: The complexity of balancing the needs of two distinct educational settings housed as one is a noted distinction. Historically, middle school is the one educational setting that is the most overlooked yet, it is exactly during this time that students are most apt to develop the foundation for future endeavors, both positive and negative. Bridging the goals between our middle school and high school students, while still recognizing the individual needs of each organization is essential to creating innovative structures to create educational opportunities for high school graduation and success in college.

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.

R.O.A.D.

Readiness...Opportunity...Assessment...Development

Goal #1: READINESS: Administration and teachers will work to increase student achievement by developing a system that will address the core habits of college readiness such as reflection, self assessment, peer to peer study groups, and strategies for thinking and learning. We call this system, *Pathways*, in which a learning objective is expressed, students work toward meeting the objective, teachers and students reflect and assess progress toward the meeting of the objective. This is the framework of the *Pathways* classes.

Pathways will be used as a vehicle to disseminate SAT knowledge and preparation for our High School Students. Teachers will work collaboratively to create vertically aligned Pathways curriculum that supports students from 6-12.

By June 2010, using the Pathways system we will sustain our college acceptance rate (95%), and increase the school SAT mean average in verbal from 380 to 420.

Pathways will:

- Provide Test Sophistication Information for Committee
- Implement the Kurian SAT preparation curriculum.
- Provide homogenous, small group, instruction for strategic thinking
- Support students as assessors of their own work by instituting regular self assessment and self reflection as a core element of the Pathways Framework

Based on our Learning Environment survey, staff surveys, and school report card it is clear we are deficient in meeting the learning targets for our bottom third students as well as our level three and four students. Classroom instruction does not fully allow for teachers to address core learning strategies effectively. Teacher surveys, Walkthroughs, Self Assessment of teachers indicated a need to reform and revise the teaching schedule to accommodate the needs of the two important sub-groups both at the middle school and high school level.

Goal #2: OPPORTUNITY:

S Twelve target populations (by each of the twelve teachers directly involved in PAN)

M PAN Inquiry bimonthly meetings; formative/summative assessment data

A Teachers will record, analyze, and modify based on formative assessment data and findings in their classroom

R Done in classrooms everyday; targets various sub-populations of students in the school who will benefit from the inquiry findings; will benefit all in the classroom

T Checks at the end of each marking period; October 2009 – June 2010

As a Year 2 member of the Practice Area Network (PAN) administrators and teachers will enhance the impact they have on student engagement and learning. During Year 1 of PAN, an outside researcher was conducting most of the research done on lesson plans, unit plans, as well as teacher and student surveys. This year, we are building capacity within our school by expanding the amount of teachers on PAN and their ability to create, teach and modify learning goals based on data. In Year 1, we began with eight teachers (three of those serving as teacher leaders) who were trained in using Assessment for Learning (AfL) strategies in formative assessment. As we move our work into Year 2, we have expanded the action research work into twelve teachers using the AfL strategies in their classroom, which include clear and focused learning intentions, success criteria, and using formative assessment to drive further learning and success in the classroom. By choosing to target a certain sub-group of students and a goal created by their needs, supported by baseline data, we are focusing on their specific needs and gathering data day-to-day and minute-by-minute information in our classrooms through use of formative assessment. By conducting research on a goal, each of the PAN teachers is continually monitoring, reflecting upon, and revising based on learning that is taking place each day. The inquiry data for Year 2 will be collected within our school in addition to visits by an outside researcher who will use video of classroom practice to inform her data collection as well as using it to train other teachers in bringing formative assessment into our daily classroom practice.

Through the PAN work and in utilizing AfL strategies, there is focus on the student as assessor. In order for students to improve, they must have the capacity to monitor the quality of their work during actual production. This in turn requires that students know where they're going, know where they are now and know how to close the gap. Evidence of learning is used to adjust ongoing teaching and learning to improve students' achievement of intended learning targets. Formative assessment diagnoses where the students are in their learning, where gaps in knowledge and understanding exist, and how to help teachers and students improve student learning. In addition to AfL strategies, vertical teams in our school are using Atlas Rubicon online tool to plan and share units of instruction to all teachers in the school, as well as in our College Board network. Atlas Rubicon provides an online backwards design template that can easily be shared across grade levels and content areas in order to facilitate common planning time as well as collaboration and effective vertical teaming in our school.

In addition to the action research that will be facilitated during bimonthly PAN teacher meetings, we will be conducting Learning Walks within the PAN group of teachers in order to share ideas and offer feedback on the use of formative assessment in each of our classes. A specific PAN observation tool has been developed that teachers can easily use to assess student engagement, the tasks and learning occurring, as well as the learning environment. In addition to the PAN tool, our school has implemented an Intervisitation Tool, which offers an opportunity for teacher-to-teacher feedback in a quick snapshot of the classroom environment. With this tool, teachers visit each others' classrooms with two straightforward questions: What is the teacher doing? What are the students doing? There is also an area to list any formative assessment strategies that were

observed in the classroom snapshot. This feedback will be teacher-to-teacher and offered in a low-stakes manner in order to reflect on practice. This aligns with our school's theory of action where we use inquiry to improve teacher practice and accelerate student learning by establishing a short-term goal over a long-term period.

As a Year 2 school, we have been asked to present the research of our Year 1 teachers as well as how we have incorporated each module of learning goal of AfL into our daily teaching practice and culture at the school. Through these network meetings and presentations, we are able to share important information as well as receive critical feedback. Along with presenting information to our network, we are also continually revising our own work and building facilitation skills among our teachers.

Within our own school, we have developed systems that will facilitate the dissemination of the information on formative assessment practices and PAN work to the whole staff. There are three teacher leaders who have attended the training for AfL in addition to facilitation training and monthly PAN meetings. The information is then brought back to our school and presented in the bimonthly PAN meetings. Finally, this information is brought back to the whole school population through monthly in Critical Friends Groups (CFG).

Within our own school, we have developed systems that will facilitate the dissemination of the information on formative assessment practices and PAN work to the whole staff. There are three teacher leaders who have attended the training for AfL in addition to facilitation training and monthly PAN meetings. The information is then brought back to our school and presented in the bimonthly PAN meetings. Finally, this information is brought back to the whole school population through monthly in Critical Friends Groups (CFG).

Goal #3: ASSESSMENT-High School: By August 2010, teachers and administrators will maximize assessment opportunities and enhance student learning by identifying the bottom third students specifically in the 9th grade, but also being cognizant of the bottom third students in 10th and 11th who are missing credits. The early identification and tracking of these students will allow them to enroll in credit recovery or Aventa Learning to facilitate an on-time graduation. In 2008-2009, 64.3% of 9th grade students in the bottom third accrued 10 credits for the first year. This was a 3.6% increase from the previous year. By August 2010, 70% of our 9th grade bottom third students will accrue 10 or more credits.

Using scholarship reports along with our HS Progress Report we are able to identify and track our bottom third students in every grade. There is a positive correlation with course pass rate with Regents results. The use of summative, periodic and predictive data to inform, develop, and align instruction will create a successful system of goal setting for each student. Therefore, teachers and students will work together to develop clear and appropriate learning targets to provide continuous individual goal setting through advisory and school wide goal setting through interim checkpoints.. Involving students in their own learning provides learning opportunities to self-assess contributing to their lifelong learning. We also create opportunities for a larger percentage of students to complete their Regents exams while taking the courses in the year they take the exam.

Goal #3: ASSESSMENT-Middle School: Middle school Math teachers will develop, enhance and implement a Standards-based approach to Mathematical concepts to increase student engagement and achievement. Individual and collaborative planning of lessons will be scaffolded and differentiated, addressing the needs of all students. An analysis of our MS Math data from last year's State assessment demonstrated growth from the curriculum alignment and consultancy

work from 2008-09. Growth was measured both in performance and progress across all sub populations of groups from bottom third students to level 3 and 4 students. Our level 3 and 4 students increased from 42.6% to 78.1%. Average change in student proficiency for Level 1 and Level 2 students increased 0.35 while the change for level 3 and 4 students was 0.15 therefore although we want to maintain progress across all sub populations we particularly want to focus on our higher achieving students. In order to maintain student learning, vertical team planning has been enhances to delivery rigorous curricula aligned to state standards, along with continuing to support teacher development with a Math consultant. By June of 2010, the average change in student proficiency for Level 3 and Level 4 students will increase from a 0.08 to 0.11 in the 2009-10 academic year.

By utilizing pacing guides, lesson plans, and assessment materials all of which are standards-based and clearly showing the relationship to NYS performance indicators students will be able to discuss goals and next steps to improve their learning in math. Teacher implementation of CMP will target our Level 3 and 4 students in particular, with investigations and tasks which encourage thinking deeply about the mathematics being learned.

Goal #4: DEVELOPMENT: The Administration and teachers of South Bronx Preparatory will enhance the impact of student achievement by continuing with the Professional Growth Plan based on the continuum of the Professional Teaching Standards. The expansion of the plan this year aligns with the development in the South Bronx Preparatory Three Year Plan in which teacher-to-teacher feedback becomes systematized. We embrace the concept of professional learning communities at SBP, and have created the Facilitative Learning Community system. Teacher Facilitators work with Administration to develop a system of classroom observation, mirroring of practice, and strategic goal setting. Based on the research of the University of Santa Cruz Teacher Development Center, we use the tools of the Santa Cruz model with the Facilitators, who work with a small group of teachers, called the Facilitative Learning Community. The Facilitator is an experienced classroom teacher who has demonstrated excellent classroom practice based on the metrics of the Professional Teaching Standards. They volunteered to create this system to further develop the idea that teacher-teacher observation and reflection is the best way to move practice. The facilitator meets with each member of her community once in a ten day cycle. They discuss practices based on the Professional Teaching Standards, observe specific classroom strategies, and work on enhancing the strategies in partnership with her teacher. Student engagement is the key to a successful classroom, and by having teachers work together to examine their own practice will improve the engagement, experience, and learning in every classroom.

By using the Professional Teaching Standards as our tool for development, and the Continuum of Practice from the Santa Cruz model of professional growth, we will move each teacher in the Facilitative Learning Community one metric on the rating scale: (Beginning, Emerging, Applying, Integrating, Innovating) from the baseline reflection to the final reflection in June. By June of 2010, 70% of all second year teachers and 60% of third or more teachers will move one metric on the Professional Teaching Standards.

Each teacher is familiar with, and is using the language of the Professional Teaching Standards in conversation with the Facilitative Learning Community. We have aligned best practices based directly on the Standards, and ask our teachers to self reflect on them three times each year. We have a baseline reflection in September, a midline in February, and a final reflection in June. We expect each teacher to move at least one evaluative metric in the time between the baseline and final reflections. Once we examine practice with this strategy, we can move our classrooms to be places of learning tailored to the individual student. As our teacher gain experience, work directly with master colleagues, and are supported in the effort by the school Administration, we can begin to move teachers from teaching "classes" of students toward teaching a group of 30

individuals in the room who learn in a variety of styles.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): **READINESS**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Pathways will be used as a vehicle to disseminate SAT knowledge and preparation for our High School Students. Teachers will work collaboratively to create vertically aligned Pathways curriculum that supports students from 6-12.</p> <p>By June 2010, using the Pathways system we will sustain our college acceptance rate (95%), and increase the school SAT mean average in verbal from 380 to 420.</p>		
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p align="center">Action Steps/Strategies/Activities By When/Whom Review Date</p>		
	<p>Create groups based on proficiency levels for middle school students in preparation for high stakes testing. HS groups are based on specific individual student needs. (AP, regents ...)</p>	<p>Pathways leaders/ administration September-November</p>	<p>November</p>
	<p>Identify team leaders to run the Pathways meetings and roll out SAT preparation curriculum to Pathways grade level teams.</p>	<p>Pathways leaders/administration November</p>	<p>November-December</p>
	<p>Codify Pathways terminology to align Pathways work as a unified school vision/mission that is individualized by grade level, down to individual student needs. Also to begin to identify College Readiness skills per grade level as part of the plan to vertically align pathways curriculum.</p>	<p>Ongoing/leaders and administration/all teachers</p>	<p>Ongoing September - June</p>

	<p>Mid-Year Assessment of pathways to switch concentration from Literacy to Math for MS to incorporate Review courses, Literacy Institute conferences, SAT Preparation and Pathways Innovations on the HS level</p>	<p>Ongoing/leaders and administration/all teachers</p>	<p>December-February</p>
	<p>Support students as assessors of their own work by instituting regular self assessment and self reflection as a core element of the Pathways framework.</p>	<p>All Pathways teachers/all administration</p>	<p>Ongoing September to June</p>
	<p>“Pathways Roadmap” Data set for each Pathways teacher compiling data for their students each marking period based on SAT data, marking period data, periodic assessments and Regents Examinations.</p>	<p>Pathways leaders/Administrators</p>	<p>October December February April May June</p>
	<p>Implement College Readiness Workshops for all High School parents. Invite the parents to attend planned thought out workshops centered around students and families being “College Ready”</p>	<p>Counselors, Parents, Parent Coordinator and Administrators</p>	<p>Monthly</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>ARRA and other funding allocations were used to for professional development, per session and supporting funding for staff who work with our sub-group population.</p>		

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Groups created based on the School Progress Report, School Report Card, LE Survey.	Professional Development survey Pathways data collection binder
	Bi-Weekly meetings of the Pathways Team leaders designed to examine framework (does it still hold)	Professional Development survey Pathways data collection binder
	Team leaders meet to roll out the mission, evaluate progress, assess for next steps. What is working? What needs alignment? Provide teachers with “Pathways Roadmap.” Team designed lesson plans and current student data inputted from ARIS and periodic assessments to direct individual learning.	Professional Development survey Pathways data collection binder

Subject/Area (where relevant): OPPORTUNITY

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>S Twelve target populations (by each of the twelve teachers directly involved in PAN)</p> <p>M PAN Inquiry bimonthly meetings; formative/summative assessment data</p> <p>A Teachers will record, analyze, and modify based on formative assessment data and findings in their classroom</p> <p>R Done in classrooms everyday; targets various sub-populations of students in the school who will benefit from the inquiry findings; will benefit all in the classroom</p> <p>T Checks at the end of each marking period; October 2009 – June 2010</p>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>AFL strategies and techniques will be phased into daily classroom instruction per a clearly defined calendar for the school and Network. Along with the 12 teachers involved in learning and implementing AFL strategies, we will demonstrate growth in our knowledge and skill level in the use AFL strategies and techniques associated with them and in the process facilitate increased levels of student engagement in the classroom assessment process. Each of the 12 teachers will create goals around a target population based on a needs assessment in which they will collect data and modify teaching practice/student involvement using formative AFL formative assessment strategies.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>ARRA and other funding allocations were used to for professional development, per session and supporting funding for staff who work with our sub-group population. Allocations were used to for professional development, per session and supporting funding for staff who work with our sub-group population.</p> <p>The CEP and PPR will be used to strategically align administrator and teacher leadership behaviors with our school efforts to become a community of practice in the area of formative assessment to drive change in classroom practice.</p> <p>Training for staff and students to support students as assessors of their own work, the work of their classmates and as active partners in the inquiry process.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Designation of teacher leaders and inquiry team members and ensure that they have time to meet, access to training and other support needs as they materialize.</p> <p>Attendance records and other artifacts documenting participation in PAN, PAC, PAC Inquiry Team and School Inquiry Team meetings.</p> <p>CEP and PPR</p> <p>Critical Friend Feedback</p> <p>Network Accounts of Practice</p> <p>Teacher Goal Setting</p> <p>Pathways Reflections</p>

Subject/Area (where relevant): ASSESSMENT: HIGH SCHOOL CREDIT ACCURAL-FIRST YEAR

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By August 2010, teachers and administrators will maximize assessment opportunities and enhance student learning by identifying the bottom third students specifically in the 9th grade, but also being cognizant of the bottom third students in 10th and 11th who are missing credits. The early identification and tracking of these students will allow them to enroll in credit recovery or Aventa Learning to facilitate an on-time graduation. In 2008-2009, 64.3% of 9th grade students in the bottom third accrued 10 credits for the first year. This was a 3.6% increase from the previous year. By August 2010, 70% of our 9th grade bottom third students will accrue 10 or more credits.</p>
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Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>The early identification of these students will allow them to enroll in credit recovery via their individualized program, Aventa online credit recovery or after school credit recovery/Regents review beginning in December 2009 in order to facilitate on-time graduation and ability to make up the credits in the year in which they took the course.</p> <p>Early identification of 9th & 10th grade students who failed the first of second marking periods of Fall 2009 will participate in credit recovery/regents review in December through Regents week. Students will come in for school session from 9-12 during Regents week, as know as “Detour Week – Getting Ourselves Back on Track” in order to make up credit from the first semester.</p>	<p>Inquiry Team Grade Level Teams School Counselor Pupil Personnel Team</p> <p>January 29, 2010 – end of MP 3, determine if credit is received</p>	<p>After school Credit recovery/ Regents review: Cycle 1: December/January Cycle 2: May/June</p> <p>Every 6 weeks By MP: MP 1: 10/12/09 MP 2: 12/11/09 MP 3: 01/29/10 MP 4: 03/12/10 MP 5: 05/07/10 MP 6: 06/07/10</p>
	<p>Letters sent out to parents/guardians (specific communication to bottom 1/3 population) after 2nd marking period. Invitation to join after school recovery.</p>	<p>Inquiry Team Grade Level Teams Parent Coordinator School Counselor</p>	<p>Every 6 weeks By MP: MP 1: 10/12/09 MP 2: 12/11/09 MP 3: 01/29/10 MP 4: 03/12/10 MP 5: 05/07/10 MP 6: 06/07/10</p>
	<p>Parent Awareness workshops around high school requirements and college readiness</p>	<p>Parent Coordinator Parents</p>	<p>monthly</p>

	<p>The use of summative and periodic data to inform, develop, and align instruction will create a successful system of goal setting for each student. Therefore, teachers and students will work together to develop clear and appropriate learning targets, providing continuous access to qualitative and quantitative data.</p> <p>Involving students in their own learning provides learning opportunities to self-assess contributing to their lifelong learning.</p> <p>One of the foundational goals of advisory is to support advisees in reflecting upon and monitoring their academic progress through a formal conferencing structure in essence to identify and develop the necessary attitudes, behaviors, awareness and skills to succeed in school, college and life.</p>	<p>Inquiry Team/Content areas (specifically-Middle school math)</p> <p>Advisory Teacher Pathways leader meetings</p>	<p>Monthly Pathways -</p> <p>Weekly via grade meetings</p> <p>During Advisory By MP: MP 1: 10/12/09 MP 2: 12/11/09 MP 3: 01/29/10 MP 4: 03/12/10 MP 5: 05/07/10 MP 6: 06/07/10</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>ARRA and other funding allocations were used to for professional development, per session and supporting funding for staff who work with our sub-group population.</p>		
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Inquiry team/Grade Level teams ensured time to meet, train, and goal setting around grades.</p>	<p>Scholarship reports used for formative rather than summative data Predictive Exams in preparation for Regents</p>	
	<p>Parent Workshops, specific communications via letters and mailings</p>	<p>Marking Period grades Assessment (formative & summative) records</p>	

	Advisory Goal Setting meetings Data set for each Pathways teacher compiling data for their students each marking period	Weekly Reflections from teachers and students
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**ASSESSMENT: MIDDLE SCHOOL
MATH FOCUS**

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Middle school Math teachers will develop, enhance and implement a Standards-based approach to Mathematical concepts to increase student engagement and achievement. Individual and collaborative planning of lessons will be scaffolded and differentiated, addressing the needs of all students. An analysis of our MS Math data from last year’s State assessment demonstrated growth from the curriculum alignment and consultancy work from 2008-09. Growth was measured both in performance and progress across all sub populations of groups from bottom third students to level 3 and 4 students. Our level 3 and 4 students increased from 42.6% to 78.1%. Average change in student proficiency for Level 1 and Level 2 students increased 0.35 while the change for level 3 and 4 students was 0.15. Although we want to maintain progress across all sub populations we particularly want to focus on our higher achieving students. In order to maintain student learning, vertical team planning has been enhances to delivery rigorous curricula aligned to state standards, along with continuing to support teacher development with a Math consultant. By June of 2010, the average change in student proficiency for Level 3 and Level 4 students will increase from a 0.08 to 0.11 in the 2009-10 academic year.</p>		
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	Action Steps/Strategies/Activities	By When/Whom	Review Date

	<p><u>A. Engaging and supporting all students in learning</u></p> <p>1. Students are challenged at their level of understanding.</p> <p>2. Students communicate their mathematical ideas with others.</p> <p>3. Most mathematics tasks will be based on Connected Mathematics Program (CMP) which has an investigative approach to student learning.</p> <p>4. Teacher implementation of CMP will target our Level 3 and 4 students in particular, with investigations and tasks which encourage thinking deeply about the mathematics being learned.</p>	<p>MS Math Teachers Consultant Students</p> <p>Ongoing</p>	<p>Bi-Weekly Per math unit of work – 2-3 weeks</p>
	<p><u>B. Creating and maintaining effective environments for student learning</u></p> <p>Enhance the delivery of rigorous curricula by ensuring alignment to State standards. (SQR)</p> <p>Ensure the ready availability of manipulatives, calculators, reference charts, and samples of student work. Environment should allow for independent and group work.</p>	<p>MS Math Teachers Consultant Students</p> <p>Ongoing</p>	<p>Bi-Weekly</p>
	<p><u>C. Understanding and organizing subject matter for student learning</u></p> <p>Enhance the delivery of rigorous curricula by ensuring alignment to State and national standards that is underpinned by vertical grade alignment. (SQR)</p> <p>Teachers collaboratively develop pacing charts, aligning New York State Mathematics performance indicators with CMP.</p>	<p>MS Math Teachers Consultant</p> <p>Ongoing</p>	<p>Bi-Weekly</p>

	<p><u>D. Planning instruction and designing learning experiences for all students</u></p> <ol style="list-style-type: none"> 1. Teachers meet regularly to collaborate and plan across grades. (SQR) 2. Support teachers in utilizing data from formative assessments and other measures of student progress to plan, differentiate and adjust instruction. (SQR) 3. Provide continued professional development and coaching for implementing the agreed teaching standards. (SQR) 4. CMP investigations help provide access to mathematical ideas for all students. 5. Scaffolding math tasks provide additional support and challenge for students who have developed a good understanding, particularly our level 3 and 4 students. 	<p>MS Math Teachers Consultant Administrative team</p> <p>Ongoing</p>	<p>Bi-Weekly</p>
	<p><u>E. Assessing student learning</u></p> <ol style="list-style-type: none"> 1. Make assessment an integral part of the learning process, including measures of impact of using NYS standards, on student learning. (SQR) 2. Students use NYS rubric to assess extended response tasks – peer and self-assessment. 3. CMP investigations, writing about the mathematics being learned, unit reflections, constructed response questions from NYS tests, and unit tests will be used as balanced assessment across each unit of work. 	<p>Students MS Math Teachers Consultant Administrative team</p> <p>Ongoing</p>	<p>Bi-Weekly Per math unit of work – 2-3 weeks</p>

	<p><u>F. Developing as a professional educator</u></p> <p>1. Teachers set goals for their teaching.</p> <p>2. Teachers become reflective about their teaching and student learning through discussion with consultant and each other.</p> <p>3. Consultant provides support through coaching, the provision of professional reading and discussion regarding mathematics pedagogy, particularly on extending more able students.</p>	<p>MS Math Teachers Consultant Administrative team</p> <p>Ongoing</p>	<p>Monthly</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>ARRA and other funding allocations were used to for professional development, per session and supporting funding for staff who work with our sub-group population.</p>		
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Aligning Capacity</u></p> <p>1. Consultant to plan collaboratively with teachers in developing lesson plans which will address the needs of all learners, and facilitate communication in math classes.</p> <p>2. Consultant and teachers share ideas and planning documents online through Google Groups.</p>		<p><u>Progress Indicators-Bi-Weekly</u></p> <p>1. Students are involved in tiered or open-ended activities.</p> <p>2. Students demonstrate success in set tasks.</p> <p>3. Students are actively engaged in the math lesson.</p> <p>4. Student reflections are evident in portfolios or work folders.</p>

	<ol style="list-style-type: none"> 1. Students will be aware of the math content (NYS performance indicators) they need to address this year. 2. Teachers will provide self-assessment tools for students, to help them monitor progress. 3. Consultant will help teachers work with students to develop and monitor student goals. 4. Teachers will help students select portfolio pieces that demonstrate work towards their personal goals. 	<ol style="list-style-type: none"> 1. Student reflection and goal-setting sheets maintained with assessments. 2. Students will be able to discuss goals and next steps to improve their learning in math. 3. All lesson plans, and student work will show standards alignment. 4. Portfolios will be an organized record of student progress towards grade level and personal goals.
	<ol style="list-style-type: none"> 1. Teachers and consultant create standards-aligned content maps, unit tests and portfolio tasks for the year. 2. Create lessons plans based on NYS math performance indicators. 3. Teachers and consultant share ideas through South Bronx Prep MS Math Google Group. 	<ol style="list-style-type: none"> 1. Student reflection and goal-setting sheets maintained with assessments. 2. Students will be able to discuss goals and next steps to improve their learning in math. 3. All lesson plans, and student work will show standards alignment.
	<ol style="list-style-type: none"> 1. Teachers will analyze data, individually and collaboratively, from external tests as well as classroom-based tests and student work. 2. Intervention activities will be developed to meet student needs, based on this data. 3. Formal assessments to be standards based. 	<ol style="list-style-type: none"> 1. Small group instruction based on student needs.

	<p>Consultant to provide the support so that:</p> <ol style="list-style-type: none"> 1. Teachers provide students with time and structures for writing reflections on pieces of work such as tests and portfolio tasks. 4. Teachers use a range of balanced assessment tools including class work and quizzes, portfolio/writing tasks, projects, and observation. 2. Teachers provide students with assessment tools for peer and self-assessment. 5. Teachers model the use of NYS rubric, and facilitate peer and self-evaluation of student work using this rubric. 6. NYS test and Acuity data is analyzed and used to inform teaching practice. 7. Criteria lists and developmental rubrics will be used during the year to provide specific feedback to students and indicate next steps. 	<p>Standards-based:</p> <ul style="list-style-type: none"> • unit tests • portfolio/writing tasks • extended response tasks • student work in notebooks • student reflections • student self and peer assessment • rubrics and checklists <p>Use of NYS rubric before the test.</p> <p>Data analysis, meeting agendas, lesson plans.</p>
	<ol style="list-style-type: none"> 1. Teachers reflect on practice, and can articulate this at math dept, meetings. 2. Teachers analyze student work and describe interventions for students based on their analysis. 3. Consultant provides professional reading according to teacher need, and standards currently being addressed. 	<p>Discussion in math meetings. Changing classroom practice. Teacher collaboration.</p>

Subject/Area (where relevant):

DEVELOPMENT

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Based on the research of the University of Santa Cruz Teacher Development Center, we use the tools of the Santa Cruz model with the Facilitators, who work with a small group of teachers, called the Facilitative Learning Community. The Facilitator is an experienced classroom teacher who has demonstrated excellent classroom practice based on the metrics of the Professional Teaching Standards. They volunteered to create this system to further develop the idea that teacher-teacher observation and reflection is the best way to move practice. The facilitator meets with each member of her community once in a ten day cycle. They discuss practices based on the Professional Teaching Standards, observe specific classroom strategies, and work on enhancing the strategies in partnership with her teacher. Student engagement is the key to a successful classroom, and by having teachers work together to examine their own practice will improve the engagement, experience, and learning in every classroom.</p>
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	<p>By using the Professional Teaching Standards as our tool for development, and the Continuum of Practice from the Santa Cruz model of professional growth, we will move each teacher in the Facilitative Learning Community one metric on the rating scale: (Beginning, Emerging, Applying, Integrating, Innovating) from the baseline reflection to the final reflection in June. ■ June of 2010, 70% of all second year teachers and 60% of third or more teachers will move one metric on the Professional Teaching Standards</p>		
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Focused Walkthroughs/Feedback</p>	<p>Administration/Teachers</p>	<p>Weekly</p>
	<p>Teacher Self Assessment/Reflection</p>	<p>All teachers</p>	<p>October (Baseline) February (Midline) June (Final)</p>
	<p>Facilitative Learning Community</p>	<p>All teachers/FLC Facilitators/Administration</p>	<p>Bi-monthly meetings. Weekly intervisitations. Ongoing strategic goal setting, designed to improve classroom instruction</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>ARRA and other funding allocations were used to for professional development, per session and supporting funding for staff who work with our sub-group population.</p>		
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of</i></p>	<p>Peer assessment/evaluation of classroom practices through the FLC system</p>	<p>Ongoing feedback loop Assess and reassess practice, set goals, reassess.</p>	

<i>measure; projected gains</i>	Examining practice and professional growth using a self Assessment template created from the Professional Teaching Standards.	Self Assessment/Peer assessment goal setting for administrative evaluation on individual teaching practice to improve instruction for greater student achievement
	Using peer assessment, self assessment, and administrative evaluation, teacher led study groups are created to examine, explore and execute best practices in the classroom.	Self Assessment/Peer assessment/administrative evaluation on individual teaching practice to improve instruction for greater student achievement
	Collecting and assessing student data in order to evaluate classroom practice so each teacher can meet the needs of each student	Periodic assessment data, marking period grades and Individual student work

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	40	18	23	29	15	N/A	N/A	N/A
7	16	25	26	29	17	N/A	1	N/A
8	32	17	22	41	11	N/A	N/A	N/A
9	48	33	50	56	11	N/A	N/A	N/A
10	N/A	20	14	1	12	N/A	2	N/A
11	N/A	14	23	5	10	N/A	N/A	N/A
12	14	15	48	43	8	1	N/A	N/A

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	After school Tutoring- small group instruction, Wilson Reading program Credit Recovery- small group instruction (after school) Regents Review- small group instruction (during the school day and after school) Pathways- small group focused on targeted interventions centered around College Readiness (during the school day)
Mathematics:	After school Tutoring- small group instruction Credit Recovery- small group instruction (after school) Regents Review- small group instruction (during the school day and after school) Pathways- small group focused on targeted interventions centered around College Readiness (during the school day)
Science:	After school Tutoring- small group instruction Credit Recovery- small group instruction (after school) Regents Review- small group instruction (during the school day and after school) Pathways- small group focused on targeted interventions centered around College Readiness (during the school day)
Social Studies:	After school Tutoring- small group instruction Credit Recovery- small group instruction (after school) Regents Review- small group instruction (during the school day and after school) Pathways- small group focused on targeted interventions centered around College Readiness (during the school day)
At-risk Services Provided by the Guidance Counselor:	During the School day; one-to-one or small group instruction
At-risk Services Provided by the School Psychologist:	During the School day; one-to-one or small group instruction
At-risk Services Provided by the Social Worker:	During the School day; one-to-one or small group instruction

At-risk Health-related Services:

During the School day; one-to-one or small group instruction

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

NCLB/SED requirement for all schools

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

Part II: ELL Identification Process

In order to identify possible ELLs, the school administers the Home Language Identified Survey (HILS) to students admitted to the Department of Education and to our school. Newly admitted students are also administered an informal oral interview in English and in their native language when possible. Since our school staff is qualified to informally assess students' languages in Spanish, Arabic and French, our newly admitted students whose home language is other than English students are assessed by members of the school's translation committee. In the case that our school receives students whose home language is not one spoken within school staff, we will contact the Office of Translation Services. Students newly admitted are also given the Language Assessment Battery-Revised (LAB-R).

Melanie Smolev (highly qualified and New York State Permanent Certification in Teaching English to Speakers of Other Languages), our ELL Coordinator is responsible for conducting the initial screenings and administering the HLIS and LAB-R if necessary. Melanie Smolev is qualified to conduct initial screenings in French (State Department Intermediate Level, Language Proficiency Exam). When required in Spanish, Alexandra Lucero (native speaker and highly qualified Spanish teacher), is qualified to conduct initial screenings. Arabic screenings are conducted by Sameh Fakhouri (native Arabic speaker, highly qualified Math teacher).

Each year, ELLs are evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT) in the Spring. ELL students are also administered a predictive test in October and a second predictive test in January-March and are assessed for skills needed to succeed on the NYSESLAT using formative and cumulative assessments within the pull-out ESL class.

Parents of ELLs meet with the ELL Coordinator, Principal and Assistant Principal immediately upon entry to the school. Parents are informed both of school-based ESL resources and other available academic programs (i.e. Transitional Bilingual Education and Dual Language, which are not offered at our school due to the small ELL population) that may be available for their child. The ELL Coordinator serves as liaison between ELL families and other New York City Department of Education academic programs and informs families of the range of opportunities available for their child. If needed, the ELL Coordinator accompanies families to visit other academic programs and assists families in assessing academic options for their child. The ELL Coordinator also meets with the families again for a follow-up meeting within the first month of their child's enrollment to assess academic progress and plan academic interventions if necessary.

At the initial family meetings with ELL Coordinator and school administrators, families are given entitlement letters, parent surveys and program selection forms. If families do not complete the entitlement letters, parent surveys and program selection forms in the first enrollment meeting, parents are requested to return materials to the school within one week. The ELL Coordinator maintains records of entitlement letters, parent surveys and program selection forms.

Given our relatively small ELL population, our school uses an ESL model in both Integrated Co-Teaching and in Pull-Out classes to meet the academic and social language needs of ELLs but does not use a Transitional Bilingual Educational or Dual Language model. Parents are informed of the school's ESL program and the specific schedule of support that their child will receive in the introductory family meeting. Parents are also provided with local ESL resources for their child and themselves during this meeting so that if parents choose to enroll their child they can also take advantage of supplementary ESL services outside of school. Meetings are conducted in parents' native language and written communication is provided in Spanish, French and Arabic.

Parents are informed about our school's ESL program upon enrollment and also informed about alternate academic options within the Department of Education. Enrollment trends indicate that families have chosen to enroll their ELL children in our school when they have other children in the school, when they know the school from the community and when they prefer their child to be in school in our South Bronx location, independent of the academic ESL programs offered at our school. 100% of our ELL families choose the only available program, ESL.

Since parents are also informed of possible Transitional Bilingual Education and Dual Language programs in the Department of Education, when parents choose to enroll their ELL in our ESL program, parental requests are met and parental requests are aligned with programs.

We have instituted an informational session into the introductory meeting that informs parents of local options for Department of Education and Community Based Organizations programs in ESL (i.e. afterschool programs, summer programs). We will continue to add to the information packet that parents receive by adding community resources, increasing the percentage of information written in Spanish, and by increasing written information about choosing high schools, choosing colleges and paying for college. These changes will more closely align the ELL family introduction packet more closely with our school mission of preparing students for success in college. We will also present this packet at ELL family meetings in the future along with representatives from community organizations that work with immigrant families.

Part III: ELL Demographics

ELL Programs

We do not have a Transitional Bilingual Education (TBE) program, so the number of students in TBE is 0. We do not have a Dual Language (DL) program, so the number of students in DL is 0. We do not have a self-contained ESL class, so the number of students in self-contained ESL is 0. In sixth grade, 8 ELLs are served in Push-In Integrated Co-Teaching. In 7th, 7 grade ELLs are served in Push-In Integrated Co-Teaching. In 8th grade, 5 ELLs are served in Push-In Integrated Co-Teaching. In 9th grade, 9 ELLs are served in Push-In Integrated Co-Teaching. In pull-out ESL classes, 5 sixth graders, 4 seventh graders, 4 eighth graders, 11 ninth graders and 1 tenth grader are served.

A. Programs and ELLs by Subgroup

Our school enrolls 56 ELLs, 6 of whom are SIFE students, 8 of whom are newcomer, 19 of whom have received 4-6 years of service, 10 of whom are ELLs in Special Education and 26 of whom are long-term ELLs.

B. Years of Service

In grades 9-12, of 4 of our newcomer ELLs, 2 students are SIFE and 0 are Special Education students. Also in grades 9-12 of the 5 ELLs who have received 4-6 years of service, 1 student is SIFE and 0 are Special Education students. Of the 17 long-term ELLs in grades 9-12, none of the students are SIFE and 3 are Special Education students.

In grades 6-8, of 4 of our newcomer ELLs, 2 students are SIFE and 0 are Special Education students. Within our 6th-8th grade ELLs, of the 14 students who have received 4-6 years of ESL service, 3 students are SIFE and 3 are Special Education students. Of the 9 long-term ELLs in grades 6-8, 0 students are SIFE and 2 are Special Education students.

C. Home Language...

In 6th grade, one ELL speaks Fulani as a Home Language and 10 ELLs speak Spanish at home. In 7th grade, one ELL speaks French at home and 10 ELLs speak Spanish. Five 8th grade ELLs speak Spanish at home and one ELL speaks English at home, but her home language is represented as Dutch, reflecting the language spoken at home when she first registered with the Department of Education. 13 ninth grade ELLs speak Spanish at home. 5 tenth grade ELLs speak Spanish at home. 2 eleventh grade ELLs speak Spanish at home. 2 twelfth grade ELLs speak Spanish at home.

D. Programming and Scheduling Information

Integrated Co-teaching Instruction is delivered in collaboration with content area teachers in English Language Arts(6th, 7th, 9th grades) and Science (8th grade), depending on the grade level. The ESL teacher and content area teachers collaborate to identify ELLs' academic language strengths and challenges and to develop effective interventions to provide both in Integrated Co-teaching push-in periods and in pull-out ESL classes. Pull out classes are instructed according to a language arts workshop model class period with a warm up, mini-lesson, guided practice, independent practice, group share and wrap up sections of class.

The ESL teacher pushes into the one class section per grade where ELLs are grouped. For pull-out ESL classes, students from mixed grades come together for an ungraded heterogeneous class.

In order to meet the mandated instructional minutes in our ESL program, the ESL teacher is assigned a mixed program of push-in Integrated Co-teaching periods and a pull-out ESL class schedule. Beginning ESL students also are assigned to additional ESL class time during afterschool programming with the ESL teacher. Since we do not have a Transitional Bilingual Educational program or a Dual Language program, the ESL program is the only schedule that the ESL teacher's time accommodates.

Our high school ELLs are concentrated in the 9th grade and are mostly independent and advanced level ELLs. With the combination of 120 minutes in push-in services within the 9th grade English Language Arts classes and 240 minutes of pull-out ESL classes for 9th grade provide 360 minutes that meet the mandated minutes for high school intermediate and advanced students. We have only one beginning high school ELL who attends afterschool ESL with the ESL teacher in order to make up the remainder of mandated 540 minutes for a beginning ESL student. High school students in 10th-12th grades come to a pull-out class for 80 minutes a week and are mandated to attend afterschool ESL classes with the ESL teacher and an ELA teacher. In middle school, the ESL pull-out class for beginners and intermediate students is 180 minutes. In 6th grade, the ESL teacher spends an additional 180 minutes in the push-in class, meeting the instructional needs of intermediate and advanced students. One 6th grade and one 8th grade beginner student are mandated to stay afterschool with the ESL teacher to make up the remaining mandated minutes. 7th grade ELLs and

the remainder of 8th grade ELLs are intermediate and advanced and make up their mandated minutes in a combination of push-in and pull-out services.

In content areas, language instruction is delivered alongside content instruction. In collaboration with the ESL teacher, content area teachers identify strategies such as using images, teaching vocabulary and front-loading content in order to scaffold content information for ELLs.

Within classes where ELLs are concentrated, lower-level beginning students are paired with higher-level intermediate and advanced ELL students to support beginning ELLs. Higher level ELLs work with the ESL teacher to identify strategies to both help beginning ELLs and determine when adult help would be more supportive.

Targeted interventions to address ELL needs are determined in collaboration with content area teachers in grade level and department meetings. ELA teachers collaborate to connect lessons and units so that targeted skills can be taught and later reinforced as students progress through the grades. Long-term ELLs who have not passed mandated exams are targeted for interventions. Students who are reaching proficiency on the NYSESLAT will be offered continuing support through pull-out ESL classes and through afterschool ESL support.

In the upcoming school year, more specific content area classes may be designed for high school ELLs, concentrating in the 9th and 10th grade, in order to support ELLs in reaching NYSESLAT proficiency and mastering content area information needed to pass Regents exams in order to improve our ELL assessment success.

After school programs work with students in all ESL levels and focus on improving reading and writing skills. Students may bring ongoing assignments from content area teachers as textual basis for work and students also work on group reading and writing assignments, matching skills targeted with skills that both content area teachers and the ESL teacher determine as highest priorities. Supplemental vacation programs will be designed to improve ELL content area knowledge with field trips to historical sites around New York City and hands on project based learning to help ELLs build a content base to assist them in understanding content areas such as United States history.

ELL instructional materials are largely teacher-created and those from the school's adopted literacy curriculum, Writing Matters. In collaborating with content area teachers, texts and textbooks from Science, ELA and Social Studies are also used in ESL classes. Grade level appropriate materials are chosen for their reading accessibility and then modified for the individual students' reading levels. In the next school year, we will identify activities to incorporate into the ELL support program before the beginning of the school year for newly enrolled ELLs to develop community within the cohort of ELLs and their families.

E. Dual Language

We do not have a Dual Language program.

F. Professional Development

The ESL teacher and content area teachers will enroll in QTEL programs offered by the Office of English Language Learners as programs are offered. These staff members will also participate in 2-3 professional development opportunities offered by the Office of English Language Learners

on a range of topics over the course of the school year. The ESL teacher will also work with individual content area teachers to identify areas of support to improve effectiveness of content area teachers' instructional strategies. The ESL teacher will also identify teachers utilizing best ESL practices and coordinate inter-visitation for teachers to watch effective strategies in use in classroom instruction.

Our ELLs who join our school in middle school transition into our high school according to the same processes that our general student population. Our parent coordinator and guidance counselors work with ELL parents in meetings to inform parents on the high school application and college application processes.

G. Parental Involvement

ELL parents work with the parent coordinator in Friday morning meetings with the general parent population and also in a specialized meeting for ELL parents in the fall. In order to evaluate the needs of ELL parents, parent discussion groups during the parent meetings and individual meetings during Parent Teacher Conferences are held. Our school's parent coordinator, Taneesha Crawford, established a computer center for parents to come in and use and provides support in resume writing, job searches, and accessing community programs and benefits for families in response to parents requests.

Part IV: Assessment Analysis

A. Assessment Analysis

Overall NYSESLAT proficiency scores in the 6th grade show one beginner level ELL, 3 intermediate and one advanced level ELL. 7th grade ELLs are: 0 beginners, 2 intermediate and 7 advanced ELLs. In 8th grade, there is one beginner ELL, and there are 3 intermediate and 2 advanced ELLs. In 9th grade there is 1 beginner ELL, 7 intermediate ELLs and 5 advanced ELLs. In 10th grade there are 0 beginners, 2 intermediate and 3 advanced ELLs. In 11th grade, there are 0 beginner ELLs, 2 intermediate and 0 advanced ELLs. In 12th grade, there are 0 beginner and 2 intermediate ELLs and 0 advanced ELLs.

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) 6-12 Number of Students to be Served: 52 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

The English Language Learner (ELL) teacher works collaboratively with English Language Arts (ELA) teachers in 602 (9), 702 (7), 802 (5) and 902 (12). All ELLs who do not have Individualized Educational Plans (IEPs) are grouped in each of these classes. The ELL teacher collaborates with ELA teachers two to three periods a week during ELA class to provide in-class Integrative Co-Teaching Services (ICT) support of ELL learners to implement practices that can help ELLs develop literacy skills. During ICT periods the ELL teacher teaches individual and small group lessons for ELLs and supports ELL reading, writing, and organizational skills in the classroom. The ELL teacher collaborates with the Teaching Matters on-site literacy coach to adapt the Writing Matters school-wide curriculum to ELL literacy needs and to develop classroom teachers' abilities to identify and replicate effective ELL strategies. 7 ELLs who are not in the classes where the ELL teacher collaborates during ELA periods receive ESL instruction 1 period a week in high school and 3 periods a week in middle school in a Pull Out class. The ELL teacher also works with ELA teachers to provide professional development support in implementing effective literacy strategies designed to support ELL learning in whole class settings and to align ELA curricula with New York State Learning Standards for ESL.

The ELL teacher teaches a Pull Out class of Beginner and Lower Intermediate middle school ELLs and a Pull Out class of Beginner and Lower Intermediate high school ELLs. ELL levels are determined by students' performance on the previous year's New York State English as a Second Language Achievement Test (NYSESLAT) and by reviewing students' performance on ELL Periodic Assessments. The Pull Out ESL class curricula follow New York State Learning Standards for English as a Second Language and focus on developing reading and writing skills, as these modalities are the weaker modalities for the majority of ELLs in our school. The class utilizes best practices in ESL methodologies for student-centered, data-driven literacy development (i.e. as developed in QTEL) to engage a range of learning styles. The Pull Out ESL classes also develop students' familiarity with all four modalities assessed through the NYSESLAT and develops ELLs' skills in listening, speaking, reading and writing necessary to advance in each of the four NYSESLAT modalities.

For both ICT and Pull Out classes, the ELL teacher works in collaboration with grade team teachers to collect and evaluate portfolios documenting evidence of ELLs' literacy skills. ELL portfolios are used set and revisit individual goals for both language and content learning. These goals are collected in a September goal-setting meeting with ELLs and through in-class observations by the ELL teacher. Goals are then revised in professional development meetings at three additional intervals throughout the year (November, January, March) in preparation to help ELLs move towards proficiency in all four NYSESLAT modalities.

ESL Students are also provided with afterschool reading and writing program 3 hours a week for 16 weeks through our Title III programming. High School ESL students receive literacy instruction with one Special Education teacher and one General Education teacher, both of whom serve on the ELL Inquiry team and are receiving QTEL training. The ESL Coordinator plans instruction with the General Education and Special Education teachers and the ELL Inquiry Team reviews ELL literacy data from Title III programs to plan interventions to further ELL literacy development.

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

Teachers are offered professional development to encourage best practices in the delivery of instruction and services to limited English proficient students on individual, grade, department and school-wide levels.

Individual teachers (6th grade ELA, 7th grade ELA, 8th grade Science, 9th Grade ELA) who collaborate with the ELL teacher work to align the content objective of their whole class lessons with a language objective for each lesson. The ELL teacher also collaboratively works with these teachers to identify both content and language prerequisites for ELLs to be able to complete content area work at and above grade level standards. These collaborative planning times are conducted in collaborative planning meetings and in after-school meetings as well as during whole-school professional development days (i.e. Election Day/Brooklyn Queens Day).

Collaborative ELL/Content Area Planning		
<u>Teacher's Name</u>	<u>Content Area Certification</u>	<u>Grade Level</u>
Melanie Smolev	ESL & ELA	6-12
Jessice Reitmeyer	ELA	6
Elianna Lippold-Johnson	ELA	7
Carmen Gomez	Science	8
Claudine Narine	ELA	9

Once during each marking period, the ELL teacher meets with individual grade teams to review ELL progress and to update grade teams on ELL language and content gains. The ELL teacher also works with grade teams to plan for class groupings that allow all ELLs to receive English Language support.

The ELL teacher also meets with the English Language Arts Department in monthly professional development meetings to present school-wide trends in ELL language and content growth and to collaboratively adapt the school's Writing Matters curriculum to ELL needs. All teachers school-wide are also offered seats in the Quality Teaching for English Learners (QTEL) professional development offered through the Office of English Language Learners. Teachers are eligible in the 2009-2010 for the *Building the Base* 5-day workshop. Although the QTEL calendar for 2009-2010 has not yet been posted, teachers' training is preliminarily budgeted for in the Title III funding as follows:

Teachers Preliminarily Registered for QTEL Building the Base Training		
<u>Teacher's Name</u>	<u>Content Area</u>	<u>Grade Level</u>
Elianna Lippold-Johnson	ELA	7
Jennifer Avellino	Content Area Support/Math	7-8
Lake Zebrowski	Social Studies	7
Claudine Narine	ELA	9
Kim Large	Spanish	9

In addition to QTEL trainings, the ELL teacher facilitates whole-school information sessions with teachers and grade-team level to address student-specific and generalized suggestions to facilitate best ELL instructional practices specific to our school's large Long Term ELL and growing Students with Formal Interrupted Education populations.

Form TIII – A (1)(b)

School: X221

BEDS Code: 330668

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

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$12497.61	-194 hours of per session for 3 General Education teachers and 1 Special Education teachers to support ELL Students: 194 hours x \$41.98 = \$8165.11 - 200 hours of per session at training rate \$19.12 for 5 General Ed and Special Education teachers to attend QTEL trainings during NYC DOE vacations 200 hours x \$19.12 = \$3824 -ELL Inquiry Team meetings (1 ESL Teacher, 2 General Ed teachers & 1 Special Education teacher)= \$503.76 -ELL Inquiry Team meeting (1 Administrative Supervisor) = \$87.86 -ELL Inquiry Team Data Analyst (ESL Teacher) = \$131.79
Purchased services - High quality staff and curriculum development contracts.	\$2,500	Quality Teaching for English Learners (QTEL) Building the Base, training for 5 teachers \$500 x 5 Teachers = \$2500
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	N/A

Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	\$14997.61	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The predominant home language for our ELL population is Spanish, with 48 ELL families speaking Spanish at home. We also have 1 ELL whose home language is French, 1 ELL whose home language is Arabic, 1 ELL whose home language is Dutch, and 1 ELL whose home language is Pulaar. Within the school staff, we have the capacity to translate both written and oral communication for Spanish, French and Arabic. For the ELLs whose home languages are Pulaar and Dutch, we will utilize translation services from the Department of Education Office of Translation and Interpretation Services.

<u>Staff Member</u>	<u>Language Translation Services</u>
Kim Large	Spanish, written and oral
Alex Lucero	Spanish, written and oral
Margaret Reveron	Spanish, written and oral
Sameh Fakhouri	Arabic, written and oral
Chaouiki Hadjahmed	Arabic, written and oral

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.

After analyzing our ELL population's oral and written translation and interpretation needs, we found that the majority of our oral and written translation and interpretation needs can be handled by our current staff. We report the oral and written translation and interpretation findings to our school staff through our communication methods of a morning memo board, weekly memo from the principal, written and emailed memos, grade team meetings, individual teacher meetings and Parent Teacher Association meetings (PTA)

Part B: Strategies and Activities

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

All translation services are provided in house by school staff and parent volunteers.

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

All translation services are provided in house by school staff and parent volunteers.

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

The majority of our ELL parents who need translation and interpretation services choose to rely on an adult friend/companion or relative for language and interpretation services. We allow family members over the age of 18 to serve as interpreters for school staff and parents during any formal or informal meeting where student achievement and/or student conduct are discussed.

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:	459,287	218,916	678,203.80
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,592.87		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		2,189.16	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22,964.35		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		10,945.80	
6. Enter the anticipated 10% set-aside for Professional Development:	45,928.70		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		21,891.60	

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

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

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

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

South Bronx Preparatory agrees to implement the following statutory requirements:

- *The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.*
- *The school will hold an annual review of policy in November of 2009 and will distribute a copy to all Title I parents in December of 2009.*
- *The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.*
- *The school will incorporate this parental involvement policy into its school improvement plan.*
- *In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.*
- *The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.*
- *The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:*
 - *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*
 - *that parents play an integral role in assisting their child’s learning;*
 - *that parents are encouraged to be actively involved in their child’s education at school;*

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

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

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

1. *South Bronx Preparatory will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:*
South Bronx Preparatory will consult with the PA executive council to develop strategies to improve parent access to school and utilization of school services for their children. The Executive Council will meet monthly with the principal or his designee to plan, implement and evaluate effectiveness of parental involvement plan. The Parent Coordinator will also take part in these meetings and in subsequent PA meetings during which parents will be informed of parental involvement planning, the effectiveness of plans implemented and will be afforded the opportunity to advise the PA Executive Council.
2. *South Bronx Preparatory will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:*
The principal or her designee will report on the state of the school at monthly PA meetings. Minutes of these meetings will be disseminated to parents through notices given in homeroom, available in the main office and posted on line on the school's website. Included in the minutes will be information on taking part in school review procedures during the course of the school year.
3. *South Bronx Preparatory will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:*
Parents will be given training in accessing information on their children in the GROW Reports on line. Parental workshops such as Family Literacy and Family Math will be planned with the Parents' Association, giving experiential and didactic information about school curricula, state standards, and how to help students achieve. The school will work with the PA and the Parent Coordinator to schedule guest speakers or workshops for parents.

4. South Bronx Preparatory will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: **Educators for Social Responsibility Advisory Programs, CollegeEd, Lehman College/CUNY Middle Grades Initiative, Lehman College College Now, Urban Art Beat, Teaching Matters**. Through these programs, parental involvement at kick-off family nights, during the course of completing projects that require home-school dialogue, and at end of term portfolio presentations, parents will be given opportunities to participate in the academic life of their children.
5. South Bronx Preparatory will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Questionnaires will be distributed at the beginning of the year to assess parent interest in workshops and areas of concern regarding the school. At initial meetings and in early mailings, the school, PA and Parent Coordinator will make it known that involvement in school is vital to student success. At the end of the year, through Metis Associates, the school and PA will evaluate the effectiveness of parent involvement programs. Key to the survey will be identifying barriers to greater involvement and suggestions to address those barriers.

6. South Bronx Preparatory will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: **Open school night, parent/teacher conferences, workshops at PA meetings, parent meetings by grade level, individual conferences, and periodic grade level and subject newsletters.**
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: **Written literature with FAQ's about content area, state standards and school curricula, advertise parent workshops on helping students improve achievement and school performance.**
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: **Legislating that Co-Chair of SLT has to be a parent; involve parents in problem solving processes to address concerns like school safety, extracurricular student life activities, work with parents in planning Family Curriculum nights and trips; inviting parents to attend performances in the community; in collaboration with the SLT and PA, periodically assessing parental involvement and working with parents on addressing barriers to involvement.**
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: **Family curriculum nights, student portfolio presentations**

that involve parents, scheduling student performances in the arts, creating galleries of students' visual art pieces, and involving parents in classroom celebrations of student performance and school year rituals.

- e. *The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: All notices and fliers will be sent home in English and Spanish with the students and mailed homes. For SLT, PA, Parent-Teacher meetings, open school nights and important parent workshops, follow calls will also be made by school personnel.*

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

As part of developing a Comprehensive Education Plan, the SLT will conduct a needs assessment. This assessment will be multi-modal. The Parents' Association will survey parents and families about perceived needs ways to improve communication. Teachers in each discipline will collaborate to evaluate educational progress and identify needs for students for the coming year. Staff will also identify barriers to achievement for specific students and students in general. Grades on teacher-made tests, standardized test scores, teacher observation, informal assessments and student discussions will help inform identification of needs in academic areas. Through advisory and student support, staff will identify social/emotional needs other barriers to leaning.

2. Schoolwide reform strategies that:
 - **Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.** Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. . – *Professional development, on-going teacher-led critical reflection groups, teacher mentoring for Fellows and new teachers.*
 - Help provide an enriched and accelerated curriculum. . – *Workshop model and portfolio evaluation of student work in which students can choose more challenging goals, offering Advanced Placement courses and entry level college courses through College Now, offering preparation for high school Regents exams to 8th grade students.*
 - Meet the educational needs of historically underserved populations. *The school is located in a historically underserved community. All students in the school population fit this rubric.*
 - 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. *See Appendix 1*

- Are consistent with and are designed to implement State and local improvement, if any. .- N/A
- a)
- 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.

Through expansion of after school academic assistance to 3 days per week and Saturdays, students identified through PCEN as well as all other students will have opportunities to address any barriers to learning. Additionally, through cross-curricular planning, all students will benefit from the collaborative approach to lesson planning and in certain classes, collaborative teaching. School-wide professional development on addressing the wide range of academic needs in a given classroom will enhance instruction and benefit all students. Advisory, a small group structure addressing students' adjustment and connection to school and academic goal setting and monitoring, is a whole school function that utilizes peer relationships as well as adult guidance. Pathways will add to the strength of advisory. The Pathways advisor is an academic advisor focusing on academic goal setting and College Readiness.

3. Instruction by highly qualified staff.

All staff are highly qualified and NYS Certified or are in training as NYC Teaching Fellows, Teach for America or Math for America, receiving intensive mentoring in addition to state of the art course work relevant to practice at SBP.

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

Ongoing professional development through relationships with The College Board, the Writers' Express, Heart of Change, Educators for Social Responsibility, The City University of New York/Lehman College, and National School Reform Faculty.

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

The Assistant principals have attended several hiring fairs at New York University and Columbia University. Our partner, The College Board, conducts job fairs to attract certified teachers and assist in hiring. The school maintains a relationship with the NYC Teaching Fellows Program

6. Strategies to increase parental involvement through means such as family literacy services.
Through the joint efforts of the Parents' Association, the Parent Coordinator, and school administration, a variety of workshops will be offered to parents/families. Pedagogical staff will also plan and implement workshops to familiarize families with curricula in the various content areas. Through home-school partnership programs like CollegeNow, more frequent home-school communication will help increase parent involvement in the school.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Through the joint efforts of the Parents' Association, the Parent Coordinator, and school administration, a variety of workshops will be offered to parents/families. Pedagogical staff will also plan and implement workshops to familiarize families with curricula in the various content areas. Through home-school partnership programs like CollegeNow, more frequent home-school communication will help increase parent involvement in the school.

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

Through grade level meetings, common planning time, collaborative teaching, and vertical teaming in content areas, teachers will have a strong voice in decision-making regarding assessments and instructional program development.

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

See Appendix 1

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

SBP is developing a relationship with the New York City Department of Health to address several of the high-risk health concerns of our students and their families, especially those that lead to increased absence impacting school performance. Local community health and mental health agencies provide students and their family's access to information and services to address barriers to learning. Mt Sinai continues to come into the building to provide services to our students and families as a beginning of a partnership.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS N/A

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: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

South Bronx Preparatory uses a systematic classroom Walkthrough process, in which information about alignment and instruction is gathered on a weekly basis, reviewed, and the information generated plans to address need. Also, information gathered from grade level meetings, department meetings, critical friend group meetings, is reviewed for the same purpose. As a result, South Bronx Preparatory is developing a vertical alignment of curricula across all content areas. Monthly meetings of vertical teams meet to create maps that align content to NYS Standards.

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?

South Bronx Preparatory has regular vertical team planning designed to align ELA curriculum plans across the continuum using Atlas Rubicon as the online mapping tool. The maps are driven by two questions, "What should a student know?" and "What should they be able to do?" on each grade level. We use Atlas Rubicon, the online curriculum mapping tool, as a common data creation matrix.

Aligned to the vertical plan, SBP has adopted the use of Writing Matters, a NYS Standards based, Teacher's College writing process curriculum, to enhance and align student writing across the grade continuum. Writing Matters is a system designed by Teaching Matters, LLC. Teaching Matters aligns all content to the New York State ELA Standards.

Reading and writing are supported across all grade levels by the use of a wide variety of reading materials that span all genres. A regular and continuous evaluation of materials is an ongoing, routine process.

South Bronx Preparatory has hired an ELL Coordinator to revamp and restructure the ELL program. One aspect of her mission is to work with the ELA vertical team in creating and designing the curriculum maps to support all students in learning. Also, the ELL coordinator works with the ELA vertical team in creating a Standards based curriculum for all students across the grade continuum.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

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

South Bronx Preparatory uses a systematic classroom Walkthrough process, in which information about alignment and instruction is gathered on a weekly basis, reviewed, and the information generate plans to address need. Also, information gathered from grade level meetings, department meetings, critical friend group meetings, is reviewed for the same purpose.

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?

Monthly meetings of vertical teams meet to create maps that align content to NYS Standards. The maps are driven by two questions, "What should a student know?" and "What should they be able to do?" on each grade level. We use Atlas Rubicon, the online curriculum mapping tool, as a common data creation matrix.

The vertical team is supported by the AUSSIE consultant, hired to help align the content to the NYS standards and process strands for mathematics. One major move made at South Bronx Preparatory was to move away from College Preparatory Math (CPM) as a stand-alone mathematics curriculum. Grades 6-8, along with the AUSSIE consultant, are developing standards based units that utilize the methods taught in CPM, as well as using the curriculum from Impact Math and Connected Math, as well. The goal is to develop a vertical structure that addresses the process strands by using a variety of math programs.

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

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the

secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

South Bronx Preparatory uses a systematic classroom Walkthrough process, in which information about alignment and instruction is gathered on a weekly basis, reviewed, and the information generate plans to address need. Also, information gathered from grade level meetings, department meetings, critical friend group meetings, is reviewed for the same purpose.

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?

South Bronx Preparatory works with our Literacy Consultants, Teaching Matters, LLC to develop student literacy through reading, writing, listening, and speaking. To align the classroom practice in all literacy classes across the continuum based on a workshop model of instruction in which students are engaged in the processes of learning to be readers and writers. Teaching Matters approach to literacy is closely aligned to the Teachers College Writing Project of Columbia University, a research based approach to reading, writing, listening, and speaking. Small group instruction that unpacks the learning process, as well as aligns to the NYS Standards for ELA, is at the core of the Teaching Matters system.

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

2B – Mathematics Instruction

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

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

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

South Bronx Preparatory uses a systematic classroom Walkthrough process, in which information about alignment and instruction is gathered on a weekly basis, reviewed, and the information generate the plan to address need. Also, information gathered from grade level meetings, department meetings, critical friend group meetings, is reviewed for the same purpose.

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

Applicable Not Applicable

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

The math department meets to align instruction as a vertical team. In the planning, classroom best-practices are at the heart of the meetings. Along with the AUSSIE consultant, the team decides how best to approach classroom instructions in which all

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

students are engaged. From grades 6-12, it is the expectation of the team to reinforce key concepts using a problem posed-problem-solved method of instruction in which small groups are tasked to solve math problems posed in class, and to discuss process in equal proportion to product.

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.

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.

South Bronx Preparatory, with a staff of 51 pedagogues, had a turnover of three teachers in 2008-2009; two were rated unsatisfactory, and one left to another state. That is a reduction of turnover from school year 2007-2008, in which 17 teachers left. In that year, there was a turnover of administration, which set a goal to bring in new teachers to the staff, who accept the mission statement and the vision of the South Bronx Preparatory community. Since 2008, the staff has been stable, and teacher retention of five years or more is a school goal.

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?

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.

During the 2008-2009 school year, the LAP committee attended a DOE training on developing the school's LAP. The 2008-2009 LAP Committee findings indicated that not a high enough percentage of our school staff had engaged in ESL training either during their certification programs or in individualized professional development. The committee therefore allocated funding to hire an ESL coordinator for the 2009-2010 school year who could both help classroom teachers develop best practices in ELL instruction and transmit ELL Professional Development opportunities to further develop their practices.

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

Applicable X 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?

Our teachers, while certified in their content areas, are newer teachers who are not yet enrolled in a second certification program.

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.

In order to address this issue, our school has allocated \$2500 of our \$15000 Title III funding to pay for QTEL trainings for 4 General Education teachers and 1 Special Education teacher to attend QTEL Building the Base Trainings during Department of Education vacations. We have also implemented an ELL Inquiry Team as part of our Title III funding. Our ELL Coordinator disseminates information about best practices in ESL instruction, ESL trainings, and Department of Education supported certification and Master's programs in ESL. The ESL Coordinator also maintains a library of ESL resources for staff.

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 LAP Committee analyzed ELL data during the 2008-2009 year. This finding is relevant to our school's educational program in that all teachers involved in instructing ELLs or were not yet engaged in the ELL data analysis in a timely manner useful for informing instruction.

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

X Applicable Not Applicable

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

During the 2008-2009 school year, teachers reported not knowing which ELL students were performing at which proficiency level and not knowing the modalities tested or the standards differentiating between the proficiency levels as a result we have hired an ELL specialist to support our small, but growing ELL population.

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.

The ELL Inquiry Team now analyzes ELL cumulative and formative assessment data and will make recommendations for classroom teachers to improve instruction and develop best practices for working with ELLs to develop both Cognitive Academic Language Proficiency literacy and Basic Interpersonal Communication Skills (Cummings, 1999). ELL Inquiry Team members disseminate findings and recommendations through whole school professional development and grade team meetings.

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.

During the 2008-2009 school year, we engaged in a Special Education Inquiry Team to determine the general understandings of general education teachers understanding of Special Education accommodations and modifications. We found that many of our general education teachers needed more information about how to apply best practices for Special Education instruction. We use Behavioral Modification Plans, student monitoring through our Pupil Personnel Team. We connect our students with outside resources such as Mount Sinai Mental Health Services in addition to our on-site counseling provided by our guidance staff and the social work interns assigned to our guidance counselors. Our Parent Coordinator, Taneesha Crawford, serves as an advocate for families of our Special Education students.

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

X Applicable Not Applicable

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

Our Special Education Inquiry Team found that many of our general education teachers 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 of our 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.

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.

In the 2009-2010 school year, our PAN Inquiry Team has included Special Education students in its focus on developing literacy across the curriculum. We have also instituted an intervisitation program encouraging classroom teachers to visit one another's classes to observe best practices for all students. Our Special Education teacher in their intervisitations, are focusing on noting strategies that can support Special Education students and on communicating which strategies that are in place are most effective at building our Special Education students abilities.

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 implemented a PAN Inquiry Team that examines as part of its scope Special Education students to analyze literacy performance of our Special Education population and plan for improved Special Education instruction. The recommendations will be disseminated through individual teacher meetings, grade team meetings, and whole school professional development meetings. The school's Pupil Personnel Team (PPT) addresses needs of Special Education students whose academic success is at risk.

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

Applicable X Not Applicable

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

Our students' IEPs are aligned with the goals, objectives, and modified promotion criteria that are included with the content on which these students are assessed on grade-level state tests.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Our current STH population is 3 students.

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

For our STH population, we provide counseling, access to AM and PM tutoring, homework help, a dedicated locker in an advisor's classroom, and access to the school gymnasium locker room for showering, and full fare transportation metrocards.

Additionally, our school's Pupil Personnel Team assigns a Case Manager to advocate for and support each STH student. Our Parent Coordinator, Taneesha Crawford, assists families with accessing social services and outside resources for support. On a case by case basis, when specific needs such as laundry, school uniforms and toiletries are needed, the PPT and Parent Coordinator assist with scholarships for class trips, graduation and graduation related needs.

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.