



**I.S. 229 ROLAND PATTERSON**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: I.S. 229 ROLAND PATTERSON**  
**ADDRESS: 275 HARLEM RIVER PARK BRIDGE, BRONX, NY,**  
**10453**  
**TELEPHONE: 718-583-6266**  
**FAX: 718-583-6325**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 09X229      **SCHOOL NAME:** I.S. 229 Roland Patterson

**SCHOOL ADDRESS:** 275 HARLEM RIVER PARK BRIDGE, BRONX, NY, 10453

**SCHOOL TELEPHONE:** 718-583-6266      **FAX:** 718-583-6325

**SCHOOL CONTACT PERSON:** Ezra Matthias      **EMAIL ADDRESS** ematthi@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Sonia Barnett

**PRINCIPAL:** Ezra Matthias

**UFT CHAPTER LEADER:** Jose Cruz

**PARENTS' ASSOCIATION PRESIDENT:** TBA

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

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

**DISTRICT:** 09      **SSO NAME:** CFN 9

**SSO NETWORK LEADER:** Varleton McDonald

**SUPERINTENDENT** Dolores Esposito

## 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/RulesPolicies/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
Ezra Matthias	Principal	

\* **Core (mandatory) SLT members.**

## SECTION III: SCHOOL PROFILE

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

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

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Dr Roland N. Patterson School is located in Geographic District #9 in the Morris Heights section of the Bronx. The school currently serves just under 400 students in grades five through eight. The ethnic composition of the student population is as follows: Black or African American 55%, Hispanic/Latino 43%, and other ethnic groups 2%. In recent years there has been a significant influx of students from francophone West African countries. These students are part of the school's English Language Learners sub-population which comprises 12% of the general student population. In addition 32% of the students are designated as special needs students or possess an Individualized Education Plan (IEP). With regard to leading socio-economic indicator 80% of students qualify for free lunch. This figure could actually be higher if more parents returned the required documentation. Many parents do not do so because of their undocumented immigration status. The student attendance rate for school year 2008-2009 was 89.7%, up from the previous year's 87.9%

IS 229 continues to transition into an exemplary learning centered institution. The school's Inquiry Team has endeavored to keep our community focused on data-driven instruction and decision-making. Many staff members assume differentiated leadership roles (e.g. Grade leaders, Inquiry Team Chair, CBO Liaison, school environment coordinator). Our collaborative efforts are driven by certain priorities and are manifested in the following school characteristics:

- Our school uses rigorous and effective procedures to identify at an early stage those students who are not progressing well.
- We have created an array of social interventions and opportunities meet the unique needs of our students to promote their learning.
- Our school provides a broad and balanced curriculum that provides good opportunities for students to extend their horizons and set demanding goals for themselves.
- Effective procedures are in place to ensure our school runs smoothly and students focus on learning, achievement and progress.
- Our school partners with outside organizations extend the school's boundaries, accelerate students' academic progress and promote their personal growth.
- The administration and staff use a range of data to understand what students know, diagnose barriers to achievement and identify next learning steps.
- Teachers in our school work proactively to develop the curriculum, set interim goals, plan their instruction, evaluate their performance and assess student progress.

- School leadership holds teachers accountable for making instruction engaging and creating an encouraging and inclusive learning environment.
- Many parents are very positive about the school and are eager to work with staff to promote their children's academic and personal progress.

Recently, much attention has been paid to improving instruction and student achievement as reflected by state assessments in English language arts and mathematics. Results on these assessments have been improving. Through our own self-review, we have identified correctly what is needed to improve at a rate consistent with meeting our 2013 AYP target. Systems and structures have steadily been put in place over the years to aid this improvement and these are now being implemented with increasing energy. A wide variety of enrichment activities, especially through the arts, have been provided as a way of engaging students more effectively.

Our system for monitoring students enables us to compare the performance of different groups of students and to identify of possible reasons for the results. Groups that the school monitors include: over-aged students, those at the cusp of achieving a higher level in standardized tests, students who scored in the lowest third on standardized assessments, special education students, English language learners and those performing at level 1. The school is implementing increasingly robust systems for gathering data on the performance of students in English language arts and in mathematics. In mathematics, for example, screening and baseline tests are used to identify areas of strength and weakness, as well as overall performance. Common interim assessments are then used to track progress through the year. This interim data is monitored by teachers and the mathematics coach to evaluate student progress. Also, our highly motivated inquiry team has made much progress in investigating some of the causes of student retention in order to inform classroom and instructional practices in the early grades.

This year we embarked on a comprehensive program in which every staff member will develop professional and classroom goals and action steps to reach these goals. These goals and action steps were implemented in all classrooms under the direct supervision of the principal.

**SECTION III - Cont'd**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	I.S. 229 Roland Patterson				
<b>District:</b>	09	<b>DBN #:</b>	09X229	<b>School BEDS Code #:</b>	09X229

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			

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		89	87.9	89.7
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0		90.2	91.1	93.87
Grade 4	0	0	0				
Grade 5	94	81	99				
Grade 6	103	90	81				
Grade 7	108	118	100			90.2	91.1
Grade 8	96	94	98				
Grade 9	1	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0		9	9	77
Grade 12	0	0	0				
Ungraded	2	1	0				
Total	404	384	378				
					12.0	9.0	16

Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09

# in Self-Contained Classes	52	52	51				
# in Collaborative Team Teaching (CTT) Classes	7	11	7	Principal Suspensions	37	66	TBD
Number all others	25	20	18	Superintendent Suspensions	40	19	TBD
<i>These students are included in the enrollment information above.</i>							
				<b>Special High School Programs: - Total Number:</b>			
<b>English Language Learners (ELL) Enrollment (BESIS Survey)</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	N/A	0	0
# in Trans. Bilingual Classes	17	10	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	38	47	69	<b>Number of Staff: - Includes all full-time staff:</b>			
# ELLs with IEPs	1	0	5	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	47	52	50
				Number of Administrators and Other Professionals	12	16	15
<b>Overage Students: # entering students overage for grade</b>							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	2	2
	13	19	21				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.5	0.0	0.0	Percent more than two years teaching in this school	63.8	67.3	68.0
Black or African American	53.7	54.7	56.3	Percent more than five years teaching anywhere	53.2	53.8	58.0
Hispanic or Latino	43.3	43.0	41.3				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	1.0	2.1	Percent Masters Degree or higher	87.0	85.0	80.0
White	2.2	1.3	0.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.9	100.0	95.6
Multi-racial							
<b>Male</b>	56.7	55.7	54.8				
<b>Female</b>	43.3	44.3	45.2				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:				
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>						
<input type="checkbox"/>	In Good Standing (IGS)					
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1					
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2					
<input checked="" type="checkbox"/>	NCLB Corrective Action (CA) - Year 1					
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)					
<input type="checkbox"/>	NCLB Restructuring - Year ____					
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____					
<b>Individual Subject/Area Ratings</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
	ELA:	SINI 2		ELA:		
	Math:	IGS		Math:		
	Science:	CA		Grad. Rate:		
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>						
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>	X	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-	-			
Black or African American	X	√	√			
Hispanic or Latino	X	√	√			
Asian or Native Hawaiian/Other Pacific Islander						
White						
<b>Other Groups</b>						
Students with Disabilities	X	√ <sup>SH</sup>	-			
Limited English Proficient	X	√	-			
Economically Disadvantaged	X	√	√			
<b>Student groups making AYP in each subject</b>	0	6	4	0	0	0

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	74.6	Quality Statement Scores:	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	5.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	19.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	41.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	⊍	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

## **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?

Performance Trends --Over the past 4 years we have increased our Level 3 and above from 21% to 39% in English Language Arts (ELA), with a 10% increase between 2008 and 2009. While these figures appear promising, we've noticed each cohort since 2006 made the most significant gains between 5th and 6th grade. These same cohorts failed to progress at the same rate once they entered the 7th grade and made only modest gains between 7th and 8th grade. Our 2009 8th grade cohort made a 13% gain in Level 3 between 5th and 6th grade, lost 3% of the Level 3s at the end of 7th grade, and made a 1% gain by the end of their 8th grade year. In four years this cohort made only a 10% gain in Level 3 (plus/minus a few percentage points)

Additionally, we have successfully reduced our Level 1 population and increased our Level 2 population steadily . During the 2008-09 school year only 3% of our students performed at Level 1 and 97% our students performed at Levels 2 and above in ELA. Most of our Special Education and ESL students are included in the Level 2 category; however, their annual yearly progress is still significantly lower than their peers.

Our ELL students progress steadily in their listening and speaking proficiency in English on the NYSESLAT, but they still struggle with their reading and writing proficiency in English. In 2008 our NYSESLAT results revealed 47% of our students proficient in listening and speaking, but on 17% proficient in reading and writing. Similarly our 2009 NYSESLAT results revealed 40% of our students proficient in listening and speaking, but only 5% proficient in reading and writing. In addition, the results of our 2008 and 2009 ELA exams revealed only 6% and 13% of our ELL population in the Level 3 category.

Many of our Special Education students are included in our Level 2 category; however, they are still at the mid to low range of Level 2. Their overall proficiency rating is (\*\* Add Data)

Currently 85% of the students perform at Levels 2, 3 or 4 for the English Language Arts (ELA).

Accomplishments--a)The school has created Professional Learning Communities where teachers meet weekly to design unit plans, review texts, incorporate the use of technology in the classroom

(and other relevant topics) on different grade levels, b) The school now administers bi-weekly assessments to monitor students' progress in core subject areas. This information is reviewed in the PLC meetings to monitor student academic progress, c) Teachers and students continue to create and revise goals and action plans in ELA to monitor their needs and their progress. d) school monitors special education and english language learners reading comprehension through the use of Achieve 3000, a computerized reading program that includes parental involvement and students' can use at home, d) The school is moving towards a collaborative team teaching (CTT) approach for ESL and English Language Arts instruction, e) We have a more robust ELA curriculum map, which includes thematic units aligned with the New York State Standards for reading, writing speaking and listening in grades 5 through 8, f) Our thematic unit plans are designed using the Quality Curriculum Components for Learning Centered Initiatives, g) The grade level thematic unit plans stem from the curriculum map and include culminating products, technology integration as well as a variety of assessments and h) We began a pilot project with the Inquiry Team target group where students created digital portfolios in English Language Arts.

Significant Barriers-- a) Student attendance, particularly among our Special Education students, has had an unfavorable impact on students' daily performance and progress in ELA as well as their performance on the New York State ELA exam, b) Teachers' use of current data to improve/revise instruction in a timely manner is still at an emerging level, c) Differentiating ELA instruction to meet the needs of students remains a work in progress for many teachers, d) Writing academically rigorous lesson plan also remains a work in progress for many teachers and e) Using technology resources to support ELA curriculum, instruction and assessment remains a work in progress for the ELA department.

## 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<p>Goal 1</p> <p>To provide continuous review of student assessment data to drive decisions making in all components of the schools curriculum, instruction and assessment programs which will result in sustainable growth in student performance.</p>	<p>The reason for this goal is that after a careful review of students 2008-2009 aggregate performance in math and English Language Arts (ELA), we noticed (1) only 4 in 10 and 5 in 10 of students met state standards in ELA and math respectively and (2) the aggregate performance in math exceeded the performance in ELA by 15 percent. We concluded from these findings that as a school continuous review of the school improvement plan and its constituent part evident was not attended to as intended. For example, no reliable system to (1) administer formative assessments to gather data on students' progress (2) assess the effectiveness of professional development and viability of professional learning communities and (3) the manner staff relates to their task and accountability requirement. To address this need, the following goals were established to bring about sustainable student performance beginning with the 2009-2010 school year.</p>
<p>Goal 2</p> <p>To provide a safe secure and academically rigorous environment for all students, staff and partners.</p>	<p>The reason for this goal is that the school climate as measured by the 2008-2009 school environment survey score on the Progress Report and NYSED Vadir reoport incident index must be improved.</p>
<p>Goal 3</p> <p>To address all areas in the NCLB accountability report that the school needs to improve.</p>	<p>The reason for this goal is that after a careful review of students 2008-2009 aggregate performance in math and English Language Arts (ELA), we noticed (1) only 4 in 10 and 5 in 10 of students met state standards in ELA and math respectively and (2) the aggregate performance in math exceeded the performance in ELA by 15 percent. We concluded from these findings that as a school continuous review of the school improvement plan and its constituent part evident was not attended to as intended. For example, no reliable system to (1) administer formative assessments to gather data on students' progress (2) assess the effectiveness of professional development and viability of professional learning communities and (3) the manner staff relates to</p>

	<p>their task and accountability requirement. To address this need, the following goals were established to bring about sustainable student performance beginning with the 2009-2010 school year.</p>
<p>Goal 4 To engage all ELA level 3 and 4 students in cross curriculum learning by 2010.</p>	<p>The reason for this goal is that after a careful review of students 2008-2009 aggregate performance in math and English Language Arts (ELA), we noticed (1) only 4 in 10 and 5 in 10 of students met state standards in ELA and math respectively and (2) the aggregate performance in math exceeded the performance in ELA by 15 percent. We concluded from these findings that as a school continuous review of the school improvement plan and its constituent part evident was not attended to as intended. For example, no reliable system to (1) administer formative assessments to gather data on students' progress (2) assess the effectiveness of professional development and viability of professional learning communities and (3) the manner staff relates to their task and accountability requirement. To address this need, the following goals were established to bring about sustainable student performance beginning with the 2009-2010 school year.</p>
<p>Goals 5 To engage all Math level 3 and 4 students in academic activities that reflects their achievement levels.</p>	<p>The reason for this goal is that after a careful review of students 2008-2009 aggregate performance in math and English Language Arts (ELA), we noticed (1) only 4 in 10 and 5 in 10 of students met state standards in ELA and math respectively and (2) the aggregate performance in math exceeded the performance in ELA by 15 percent. We concluded from these findings that as a school continuous review of the school improvement plan and its constituent part evident was not attended to as intended. For example, no reliable system to (1) administer formative assessments to gather data on students' progress (2) assess the effectiveness of professional development and viability of professional learning communities and (3) the manner staff relates to their task and accountability requirement. To address this need, the following goals were established to bring about sustainable student performance beginning with the 2009-2010 school year.</p>

## 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) :**

**Math, ELA, Science and Social  
Studies**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 1 To provide continuous review of student assessment data to drive decisions making in all components of the schools curriculum, instruction and assessment programs which will result in sustainable growth in student performance.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Bi-weekly assessments data systems established to monitor students progress, teacher practice and professional learning communities. [Bi-weekly]</li> <li>• Ongoing review achievement for all students as evidenced on their performance in all major subjects. [Monthly]</li> <li>• Bi-weekly assessments will be developed by test coordinator and content area coaches in collaboration with content area teacher and assistant principal's.</li> <li>• The grade level unit assessments allow us to measure how close the students are to mastering the performance indicators for their current grade as well as performance indicators for the next grade.</li> <li>• The bi-weekly assessments will allow teachers to:</li> <li>• Infuse technology into their instruction and assessments—Class/guided group instruction using Achieve 3000 and assessments designed in Acuity.</li> <li>• Measure the extent to which students are demonstrating mastering of specific reading comprehension skills. The areas of need will vary from student to student; however, in clusters/guided groups the teacher can address the specific comprehension skills their student need to master.</li> <li>• Over time, the gaps between grade level mastery and students' actually level of mastery in reading comprehension should decreases as a result of the whole class and guided instruction. [Third marking period].</li> </ul>

- The following will drive decisions about the content included on each assessment. Students' performance on the Baseline Reading Assessment (Performance Series) and previous year ELA data will determine 1) how the teachers initially groups his/hers students for guided reading instruction, 2) which comprehension skills the teacher will be require to teach/review during guided instruction and 3) subsequently which comprehension skills will be assessed at the end of the three week intervals
- Based on review of historical records, bi-weekly test developers will familiarize themselves with the appropriate content to be covered and the most effective methods of demonstrating mastery of the content. Upon completion of this process, test developers will constitute assessments for each core subject. Expectations—4 assessments per marking period will be developed in each subject.
- The four bi-weekly assessments will be calculated into the assessment portion of students' report card grades each marking period.
- The ELA examination is partially science and social studies based. That is, the reading passage is composed of Social Studies and science content. Test developers will identify critical subject content and ensure that it is embedded in the assessments.
- The test developers will select primarily non-fiction text from the Acuity test bank to include in the tri-weekly assessments. Students will also be exposed to a variety of non-fiction text in Achieve 3000.
- Specific information on each assessment will be employed to gauge student mastery of content and improved performance on state assessments.
- [Supervisor of content area, subject area teacher, and coach and test coordinator will implement all aspects the work with all students.]

**Aligning Resources:Implications for Budget, Staffing/Training, and Schedule**  
*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

Resources employed: Title 1 Corrective 91; TL CF Inquiry Team; TL FSF Hold Harmless;TL Fair Student Funding; TL Children First Funding; Contract for Excellence; TL IEP Teacher]

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Increase overall “Students Progress” for mathematics and ELA from 41.5 to 48.5. (See Progress Report 2008-2009).</li> <li>▪ Increase overall “School Environment” score from 5.9 to 12.9. (See Progress Report 2008-2009).</li> <li>▪ 80 percent of Teacher Data Report and review of their performance will show that they meet their value added benchmarks.</li> <li>▪ All teachers participate in a professional learning committee (as required in their program) weekly to discuss successes/barriers in their instruction. Their conversations results in everyone becoming better in their practice</li> </ul>
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**Educational Environment and Student Educational Experience**

**Subject Area (where relevant) :**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 2 To provide a safe secure and academically rigorous environment for all students, staff and partners.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Daily routines for receiving, dismissing and ordering flow of students during the instructional day</li> <li>• Assign responsibility for creating appropriate welcoming environment.</li> <li>• Ensure every classroom is suitable for instructional use.</li> <li>• School has set up a ladder of referral that all staff members are aware of and have a copy in their possession in accordance with the NYC Standards of Discipline and intervention measures.</li> <li>• “Daily Brief” is published to give all staff members the school community latest news and information from around the school.</li> <li>• School wide discipline survey administered bi-weekly to monitor staff perception about school wide discipline, safety, administrative support and physical environment. The survey has three broad categories. Category1 give a score of 10 which means the school “The school does well.” Category 2 gives a range 5-9. Any score in the range means “The school does ok.” Category 3 has a range of 1-4. Any score in the range means “The school needs to do much better.”</li> <li>• School Climate team conduct public notifications on school wide survey findings and</li> </ul>

	<p>discuss the school's discipline system and procedures.</p> <ul style="list-style-type: none"> <li>• Morning assembly program led by students to promote school spirit.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources employed: Title 1 SWP; IDEA Mandated Counseling; TL Mandated Counseling; TL FSF Hold Harmless; TL Fair Student Funding; TL Children First ESO Support; TL Data Specialist]</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Receive a building wide discipline score of 10 or “we are doing well.”</li> <li>▪ Number of students referred to the main office, supervisors’ and guidance counselors office reduced by 50 percent</li> <li>▪ Lateness procedures are in place for students who arrive after the start of the period. Late student go to a supervised holding area where their time is spent reading, studying and doing work. Daily</li> <li>▪ Student carry laminated passes for appointments with school counselors, office, nurse and all other movement in the school.</li> <li>▪ Time for passing is less than 4 minutes.</li> <li>▪ Parent newsletter is distributed twice per term</li> <li>▪ Classroom environment is print rich, has instructional aids and reference for students to utilize during lesson.</li> <li>▪ Teacher’s display and use students work as a tool to guide teaching and learning.</li> <li>▪ Student’s dependence on the teacher for all instructional needs will be cut by 25 percent as evidence by their use of classroom libraries, experience charts with directions for using the writing process, use of the scientific method and charting raw data in their math and social studies classes.</li> <li>▪ Student down time during lessons will be cut by 50 percent as evidenced the amount of they remain on task during the lesson.</li> <li>▪ Daily Brief (school wide newsletter) published daily by 7:30 AM.</li> </ul>

**Subject Area**  
 (where relevant) :

**Math, ELA, Science**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3 To address all areas in the NCLB accountability report that the school needs to improve.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Every teacher will develop class goals and action plans for their class.</li> <li>▪ All math, science and ELA teachers will receive training on acuity and ARIS.</li> <li>▪ Teachers will share with students the state curriculum objectives.</li> <li>▪ Supervisors will lead and attend at least 10 professional learning sessions on and off-site</li>   <li>▪ Teacher introduces the concept and importance of goals by involving students in activities that illustrate the importance of goal setting. Teachers develop goal statements with the class and explain to students the importance of defining clearly the goal and the plans that need to be put in place to achieve the goal. Over-aged students and multiple repeaters receive daily intensive services for meeting and maintaining the promotional standards set by the school for their appropriate grade level.</li> <li>▪ Teachers meet with Inquiry Team, continue to use ARIS online tools and resources and how to access academic and test data for students they serve. CFN 9 consultants and staff will lead sessions on how to conduct item analysis for each performance indicator in the periodic assessment to see if students are meeting the performance standards for their grade level</li> <li>▪ Teachers facilitate discussions on the importance of setting clear goals so that everyone understands the expectations/standards throughout the school year.</li> <li>▪ Supervisors/teacher leaders attend workshops and training in social emotional competence, student engagement strategies, lesson differentiation, looking at students' work and science and instructional leadership.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources employed: Title 1 Corrective 91; TL CF Inquiry Team; TL Data Specialist; TL FSF Hold Harmless; TL Fair Student Funding; TL Fair Student Funding ESO; Contract for Excellence; TL Children First ESO Support; Contract for Excellence; TL IEP Teacher]</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Flow charts developed so that students can visualize the requirements for which both teachers and students are responsible.</li> <li>▪ Eligible students attend all SES programs</li> <li>▪ 60 percent of students attend extended time school</li> <li>▪ 75 percent of students maintain 75 and above average in all subjects on report card</li> <li>▪ Eligible students attend all counseling sessions and maintain a satisfactory or excellent for conduct.</li> <li>▪ Science, math and ELA teachers use Acuity and Performance Series to develop custom test items for groups of student that are underperforming.</li> <li>▪ Supervisors that conduct class visit daily using SQR class visit protocols will experience 80 percent of teachers delivering lessons that students can demonstrate their understanding of the content taught.</li> <li>▪ Supervises will observe 80 percent of teachers are planning well as evidenced by the reliability among their lesson objective on the board, student lesson objective in their notebooks and evidence that the instructional activities mirror the lesson tasks.</li> </ul>
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**Subject Area  
(where relevant) :**

**Mathematics**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 4 To engage all ELA level 3 and 4 students in cross curriculum learning by 2010.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>▪ 10 students with either level 3 or 4 in math will be selected according to the following criteria for a specialize math focus: (1) 90 percent attendance rate; conduct; and representative demographics such as ethnicity and gender (2) student will be surveyed and interviewed to cull information about their attitudes and perceptions of their learning environment and educational experience. (3) Student summative and formative assessment data and data from observations will be analyzed for goal setting and (4) Special school program such as integrated algebra, computer simulations and data analysis will be used for math enhancement and immersion.</li> <li>▪ Review bi-weekly assessment data systems established to monitor student progress, teacher practice and professional learning.</li> <li>▪ Monthly unit assessment to ensure that teachers are really testing the skills and knowledge students must know.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Marking period data folio analyzed to assess and monitor student growth.</li> <li>▪ Level 3 and 4 students at every grade level are grouped together for specific pull out instruction where the focus is on improving analytical and research skills so that students will improve their proficiency rating and/or move to level 4.</li> <li>▪ Computer technology and online programs including Math simulation will be used in math labs to students' enhance learning goals.</li> <li>▪ Ongoing perception data will be gathered from students using interviews, observations and questionnaires to help understand what they think about their educational experience.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources employed: Title 1 Corrective 91; TL CF Inquiry Team; TL Data Specialist; TL FSF Hold Harmless; TL Fair Student Funding; TL Fair Student Funding ESO; Contract for Excellence; TL Children First ESO Support; TL NYSTL Software; TL NYSTL Hardware; TL NYSTL Textbooks; TL NYSTL Library Books]</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Increase overall "Math Students Progress" 20 percent.</li> <li>▪ 70 percent of student math analytical skills will improve as measured by performance on their computer simulations, data analysis and marking period assessments...</li> <li>▪ All students will average minimum 85 percent as measured by their marking period grade.</li> <li>▪ 75 percent of students stating that they enjoy their educational environment and experience.</li> <li>▪ Performance series will show and monitor students progress in six weeks intervals.</li> </ul>

**Subject Area  
(where relevant) :**

**English Language Arts**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 5 To engage all Math level 3 and 4 students in academic activities that reflects their achievement levels.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>▪ 15 students with either level 3 or 4 in ELA will be selected according to the following criteria for a specialize math focus: (1) 90 percent attendance rate; conduct; and representative demographics such as ethnicity and gender (2) student will be surveyed and interviewed to cull information about their attitudes and perceptions of their learning environment and educational experience. (3) Student summative and formative assessment data and data from observations will be analyzed for goal setting and (4) Special school programs such as Achieve 3000s will be used for ELA enhancement and immersion.</li> <li>▪ Level 3 and 4 students at every grade level are grouped together for specific pull out instruction where the focus is on improving their critical thinking/critical writing skills so that students will improve their proficiency rating and/or move to level 4.</li> <li>▪ Computer technology and online programs including Achieve 3000 will be used in ELA Labs to enhance learning goals.</li> <li>▪ Perception data will be gathered from students using interviews, observations and questionnaires to help understand what they think about their educational experience.</li> <li>▪ Bi-weekly assessment data systems established to monitor student progress, teacher practice and professional learning.</li> <li>▪ Monthly unit assessment to ensure that teachers are really testing the skills and knowledge students must know.</li> <li>▪ Marking period data folio analyzed to assess and monitor student growth.</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources employed: Title 1 Corrective 91; TL CF Inquiry Team; TL Data Specialist; TL FSF Hold Harmless; TL Fair Student Funding; TL Fair Student Funding ESO; Contract for Excellence; TL Children First ESO Support; TL NYSTL Software; TL NYSTL Hardware; TL NYSTL Textbooks; TL NYSTL Library Books]</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Increase overall “ELA Students Progress” 15 percent.</li> <li>▪ 60 percent of student reading comprehension skills will improve as measure by reading level registered on Achieve 3000.</li> <li>▪ All students will average minimum 80 percent as measured by their marking period grade.</li> <li>▪ 75 percent of students stating that they enjoy their educational environment and experience.</li> <li>▪ Performance series will show and monitor students progress in six weeks intervals.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, 7, & 9. (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**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

**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**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5	21	10	10	21	25		25	3
6	68	10	10	34	25		25	
7	26	15	15	26	5		8	
8	22	25	25	22	12		12	
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>In literacy, 120 students are identified for AIS based on their formative scores on school assessments, marking period and State Standardized Tests. Although the intensity of the services provided will vary, based on the individual needs of students, all Grade 5-8 students performing in Levels 1 and 2 are served.</p> <ul style="list-style-type: none"> <li>• Intervention strategies will include opportunities for students to revise writing for improvement, daily writing with clear, consistent expectations for acceptable writing in every</li> <li>• The school determines if students' needs in literacy have been met by administering school wide assessments, using rubrics to score reading and writing assignments and analyzing the results of district-wide practice tests. In addition, students complete culminating projects and reports in their 90-minute literacy periods, which are scored on rubrics.</li> <li>• The school will also utilize student performance data from school and State ELA assessments, item skills analyses, Network and School practice test administration data, Saturday Academy assessment data, marking period scores, learning walks and classroom observations to evaluate student progress toward meeting the State standards.</li> </ul>
<b>Mathematics:</b>	<p>Students (60) performing at all levels in mathematics receive AIS. The intensity of the services provided will vary, based on the individual needs of students. City assessments in math showed that most of our students are weak in most skill areas of math especially: reasoning, modeling and probability and statistics.</p> <ul style="list-style-type: none"> <li>• Research has also shown that 40 percent of Math errors have to do with reading. Unlike ELA, students depend on the school for 100 percent of math assistance. Cognizant of these findings, AIS for math will also stress literacy areas cited in the 2008-2009 State Assessment results. These areas: (1) information and understanding and (2) Critical analysis.</li> <li>• Student assessment in mathematics will be based on text-driven materials, teacher-made bi-weekly assessments, and content evaluations that are part of the Impact Mathematics. Between the formal evaluations are activity-based assessments that measure specific tasks centered on students' learning how to observe, listen, and respond in mathematics. In grade 5, there are three</li> </ul>

assessment units: one in the beginning, middle, and end of the school year. Throughout the year, there are also assessment units that include a variety of short and long-term investigations by students.

- The school will also utilize student performance data from school and State mathematics assessments, item skills analyses, school practice test administration data, Saturday Academy assessment data, marking period scores, learning walks and classroom observations to evaluate student progress toward meeting the State standards.

**Science:**

IS 229 is a SINI Year 2 school for science performance. Results from the 2005-06 science assessment indicate that IS 229 did not meet its AYP for science. The initiatives highlighted below are expected to help our staff and students to sustain the performance and remove our SINI science status.

- Grade 5 – Student friendly Science texts/workbooks
- Grade 7 - staff participates in the CUNY Urban Advantage program to help students develop inquiry and investigative skills including completing exit projects.
- The EXCEL after school/Saturday institute helps students for the performance component of the state assessment
- Common Planning to enhance delivery of science instruction
- Grade 6 - attends Professional Development once a month and turnkeys to staff to support instruction
- Grade 8 – Staff participates in CUNY Starship program and SUNY-Purchase Professional Development once a month and turnkeys to support their instruction
- Hands-on Science Projects incorporate
- Science Lab enhanced to accommodate two classes simultaneously and encourage more hands-on versus research-based projects

**Social Studies:**

Encourages literacy through content area/ Grades 6-8 Social Studies Libraries. AIS selection criteria for social studies students are report card grade and teacher evaluation. A student report card grade below 65 percent automatically receives AIS services. To assist student who are failing, teachers will employ the following strategies:

- use social studies content materials for reading assignments
- group students more often so that students learn from and assist each other
- conduct classroom discussions of material being studied
- attention to vocabulary

- daily writing with clear, consistent expectations for acceptable writing

**At-risk Services Provided by the Guidance Counselor:**

The Guidance Counselors will:

- Provide continuous feedback to parents via phone calls, letters, conduct sheets, and conference with child...
- Make these students part of their caseload.
- Provide small group counseling 1:5.
- Provide tutoring 1:1 – 1:5.
- Provide a list of resources to parents.
- Interface with external agencies on behalf of students and parents. This includes health clinics and other organizations.
- Involve School Based Support Team, CBOs Partnership with Children/Global Kids when needed.

**At-risk Services Provided by the School Psychologist:**

The Guidance Counselors will:

- Provide continuous feedback to parents via phone calls, letters, conduct sheets, and conference with child...
- Make these students part of their caseload.
- Provide small group counseling 1:5.
- Provide tutoring 1:1 – 1:5.
- Provide a list of resources to parents.

**At-risk Services Provided by the Social Worker:**

The Guidance Counselors will:

- Provide continuous feedback to parents via phone calls, letters, conduct sheets, and conference with child...
- Make these students part of their caseload.
- Provide small group counseling 1:5.
- Provide tutoring 1:1 – 1:5.
- Provide a list of resources to parents.

**At-risk Health-related Services:**

The Guidance Counselors will:

- Provide continuous feedback to parents via phone calls, letters, conduct sheets, and conference with child...
- Make these students part of their caseload.
- Provide small group counseling 1:5.
- Provide tutoring 1:1 – 1:5.
- Provide a list of resources to parents.

## **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.

### **IS 229 LAP Narrative 2009-2010**

#### **Part I. School ELL Profile** (See Appendix 2)

During the 2008-2009 school year all of our English Language Learners (ELLS) received Free Standing English as a Second Language (ESL) instruction. Our ESL teachers piloted the *Inside* Program from National Geographic-Hampton Brown. The program is designed to target students' language needs at all proficiency levels. Our ESL teachers will continue to use this program to improve students' English language proficiency as well as the Achieve 3000 program to improve students' vocabulary development and reading comprehension skills.

#### **Part II. ELL Identification Process**

When parents come in to register their children, the office staff responsible for student registration will ask the initial questions. Once the office staff is aware that the child is new to the Department of Education (DoE) system and the home language is one other than English the staff member notifies one of the English as a Second Languages (ESL) teachers. The ESL teacher administers the Home Language Identification Survey (HLIS) and conducts an oral interview in English. If the parent's native language is Spanish we will ask a staff member to translate for the ESL teacher. If the parent's native language is a language other than Spanish we will contact the translation unit to have someone communicate with the parent in their native language. If possible the parent have the opportunity to view the Parent Orientation video during their initial visit.

The ESL teachers, who are licensed and certified, not only administer the HLIS, but they also administer the LAB-R within the first 10 days of a student's arrival. Once the student takes the LAB-R and their exam is hand scored. The ESL teacher identifies the student as a Beginner, an Intermediate or an Advanced ELL. The LAB-R is then submitted to the appropriate assessment facilitator at the district level. The ESL teacher then gives the student an Entitlement Letter in English, Spanish or French and must return the signed copy within a week. During this time the ESL teacher will follow up on any questions the parents may have and to let them know if the signed Entitlement Letter is not returned then their child will be assigned as a student in need of a Transitional Bilingual program. Once the parent returns the signed letter the student is assigned a permanent class.

The parent and the child are invited to attend an ELL Parent Orientation session to obtain information about the various programs available to ELLs as well as any additional information relevant to ELLs. Letters or flyers printed in English, Spanish and French are sent out to parents regarding the ELL parent orientation session. Additionally we use our phone message system or in-person calls to remind parents of the upcoming session. During the Parent Orientation parents have the opportunity to view the video if they had not already done so. The ESL teacher explains the three programs, Transitional Bilingual, Dual language and Free Standing English as a Second Language. We will contact

the translation unit for assistance in translating the information into languages other than Spanish, as needed. Then parents are asked to complete the Parent Survey and Program Selection Form. If the parent chooses a program that we do not offer the ESL teacher explains to the parent that 1) we currently offer Free Standing English as a Second Language, 2) the parent has a right to transfer their child to a school that has their desired program and 3) a Dual Language or Transitional Bilingual program will be implemented if there are at least twelve students across two consecutive grades with the same native language and parents make the request. If the parent does not complete the Parent Survey and Program Selection Form at the Parent Orientation, they are given a week to submit it. During this time the ESL teacher and/or parent coordinator will follow up on any questions the parent may have and to let them know if the signed forms are not returned then their child will be assigned as a student in need of a Transitional Bilingual program. Since many of our ELLs are admitted through out the year, subsequent meeting are scheduled after the initial Parent Orientation. We will also schedule a Parent Orientation session on our Parent Teacher Conference Day. In the event a parent is unable to attend the orientation sessions we will schedule one-to-one meeting.

As the ELL students continue their education within the DoE system they are eligible take the New York State English as a Second Language Achievement Test (NYSESLAT). The ESL teachers work in conjunction with the school's Test Coordinator and Test Administrator to update the list of students eligible to take the exam and those students who are no longer eligible, as evidenced by an overall NYSESLAT result of Proficient. The ESL teachers provide discrete language instruction and provide additional language support in the students' English Language Arts (ELA) class in preparation for the NYSESLAT. Before the test administration period, the ESL teacher and the Test Coordinator will group the students according to their grade level band and test modifications (if necessary). At the beginning of the NYSESLAT administration period the ESL teachers will assess student individually for the speaking portion of the exam and subsequently assess the students in groups for the remaining three modalities on the dates specified. Any students who were absent for any portion of the exam are given an opportunity to take a make up.

After reviewing the Parent Survey and Program Selection Forms approximately 90% of our parents requested Free Standing ESL and 10% requested Transitional Bilingual. Recently we have had an increase in the number of francophone ELLs and ELLs who speak various African languages. These students and most of our native Spanish speakers opt for the Free Standing ESL program. As our francophone population grows it is very likely we may implement other programs, either Transitional Bilingual or Dual Language in French if parents opt for it. If the trend shifts for our Spanish speaking ELLs we may implement a Spanish bilingual or dual language program as well. We will also survey parents to identify their choice for the next school year.

### **Part III. (d) Programming and Scheduling**

In our free standing ESL program the ESL teachers' schedules are designed to meet the mandated instructional units under CR Part 154. Our beginner and intermediate ELLs in all grades receive eight periods of instruction. The advanced ELLs receive four periods of ESL instruction. In the 5<sup>th</sup> grade the ESL teacher imbeds ESL strategies into 8 periods of ELA instruction. In the 6<sup>th</sup> grade he pushes in for 4 periods and provides 4 periods of pull out instruction. In the 7<sup>th</sup> and 8<sup>th</sup> grade the ESL teacher pushes into the ELA class 8 periods a week, pushes into the math two periods a week and twice a week in the social studies and science classes. The ESL teachers provide pull out services for the beginners and the special education students. In all of the ESL classes on each grade the students are group heterogeneously, with the exception of special education students, they remain in self-contained settings.

When the ESL teacher pushes in he/she paraphrases the content, explain terminology and physically demonstrate concepts to aid students' comprehension and vocabulary development in ELA and the content areas. For pull-out instruction, he/she uses the Inside curriculum materials in conjunction with the following strategies; use of visual aids, oral presentation of information, repetition, analogies and role play to aid students comprehension and vocabulary development.

During the 2009-2010 school year, we've continued to implement our Free Standing ESL program. Our ELLs have shown some progress from having English as their primary language of instruction; however, the progress is insufficient. In an effort to improve the progress of our ELLs 1) we've incorporated the Achieve 3000 program into our daily reading instruction. Advanced, intermediate and some beginners have the opportunity to use the Achieve 3000 program three times a week during their reading class. Students take a pre-assessment the first time they use the program; thereafter, the students are assigned articles, which are differentiated to accommodate each student's independent reading level. They respond to multiple choice questions and open ended questions. 2) The ESL and ELA teachers group the students according to their proficiency levels and differentiate their lessons by providing appropriate support materials such as graphic organizer for the beginners and some intermediate level students. 3) The ESL teachers will continue to use the curriculum materials from *Inside* include text for different proficiency levels, classroom libraries, computer adaptive software and online assessments. As next steps the ESL and ELA teacher will 1) provide more opportunities for ELLs to listen to text read aloud or on tape and 2) engage in independent reading in English as well as in Spanish and French.

Currently we have very few SIFE students. In an effort to acclimate our SIFE students to life in the United States and to middle school, we take these students on field trips to assist them in understanding the culture of their immediate community and New York City. The ESL teachers provide discrete language instruction for these students, including letter recognition and basic phonemic awareness. Additionally we have staff members who voluntarily tutor our SIFE students during the day afterschool.

Our Newcomers receive eight periods of ESL instruction, four of which are pull-out periods where the ESL teacher uses the Inside curriculum. The remaining four periods of instruction include use of the Achieve 3000 program to improve their reading and to some extent writing proficiency. These students also receive language support during the Extended Time program from one of the AIS providers. Like the Newcomers, our ELLs in special education have the opportunity to use the Achieve 3000 program three times a week. Some of them also receive instruction in the Wilson program five times a week.

Our ELLs who have 4-6 years and our Long term ELLs also use the Achieve 3000 program. We use the Scantron Performance Series as a baseline assessment of the students' reading rate, lexile level and grade equivalent. Based on this data the students are grouped for guided instruction in their ELA class. We also use the data to group students for AIS to support their reading and writing skills and to prepare them for the New York State ELA exam and to move them toward proficiency on the NYSESLAT.

. The students will also take this assessment again mid year and at the end of the year. Additionally, we administer school wide biweekly assessments in ELA, math, science and social studies to measure students' mastery of the performance indicators for each subject. These assessments are administered in addition to the ELL Interim Assessment. The data from these assessments will be used to organize the students for their AIS groups for ELA and Math. Social studies and science concepts and vocabulary are addressed in the Achieve 3000 program.

Once our ELLs reach proficiency on the NYSESLAT they still receive AIS support for ELA and Math. We strongly encourage them to participate in the Supplementary Educational Services (SES). The Learn It SES program focuses on ELA and math skills and the individual tutoring SES program uses Achieve 3000. Additionally, our ELLs have the opportunity to participate in our afterschool program, Excel, which focuses on math, science and technology. This year we will also have a Saturday Academy for ELLs to support their move towards greater English proficiency and prepare them for the NYSESLAT.

We will continue to use *Inside*, *Achieve 3000* and *Wilson* programs as part of our curriculum for ELLs. We will continue to use the English and Spanish edition of our science and social studies texts. We will include more the Spanish edition of our Math text to support our ELLs who are native Spanish speakers. For the upcoming year we are considering implementing the Destination Math program in an effort to assist our ELLs in developing their math skills, particularly those students who are non-Spanish Speaking ELLs.

Apart from the curriculum resources and programs used to develop students English language skills, many of our ELLs participate in our extra-curricular activities including the Art club, Drama Club, Hip Hop dance and Chess. This year our students also have the opportunity to participate in the following programs: Young Women's Leadership program, Debate, Flag Football (for girls) and the Police Athletic League's (PAL) recreation program. Additionally, our partner organization, Partnership with Children (PWC), facilitates a Newspaper group, a Peer Mediation group and a Sports group for the students they work with, many of whom are ELLs.

Planning activities for our Newcomers before they enroll remains a challenge since most of them enroll after the school year has started. However, our Newcomers are encouraged by staff and their peers to participate in the extracurricular activities offered at the school. Their participation in these activities contributes greatly to their social language development, their acclimation to the school community and their assimilation into American culture.

#### **F. Professional Development**

Our professional learning sessions for our ESL teachers, special education teachers, common branch teachers, content area teachers include the following topics: a) the use of data to drive instruction, b) looking at student work, c) differentiating instruction d) using ESL strategies in the content areas e) developing academic vocabulary, f) writing in the content areas for ELLs, g) lesson planning, h) Achieve 3000 training and i) QTEL training. Our guidance staff and Parent coordinator have the opportunity to attend professional learning session sponsored by our support organization, CFN 9, as well as DoE sponsored workshops to address the needs of students and parents.

To support the ELLs as they transition to middle school, we host a 4<sup>th</sup> grade Parent Information Session before the students enter our school and we host an Open House at the beginning of the school year. During the Parent Information Session and the Open House students and parents have an opportunity to learn about our curriculum, extra curricular activities and support services. In addition, the counselors from PWC monitor students who are deemed at risk because of attendance issues, meet with students for individual or group counseling sessions and facilitate activities previously mentioned. The school's guidance counselor provides weekly class sessions focusing on socio-emotional development and community building in the classroom. Our social worker and related services guidance counselors facilitate advisory sessions in the 7<sup>th</sup> and 8<sup>th</sup> grade.

Staff members, including non ELL teachers, have the opportunity to participate in ELL training sessions as per Jose P., at different intervals through out the year. Our staff is also encouraged to revisit their training via follow up professional sessions offered by our school, our network organization, the United Federation of Teachers, the Department of Education and colleges/universities.

In an effort to involve everyone in meeting the needs of our ELLs, we are working diligently to getting parents involved in their children's education. This year we are presenting parent workshops on topics ranging from Homework Help to Resume Writing. Each workshop is an opportunity for us to improve our relationship with parents by meeting their needs as well as the needs of their children. We've made a concerted effort to strengthen our relationship with our ELL families from the African countries, which has been a challenge in the past primarily because of the language barrier. Some of our ELLs from African countries speak French, but many of them speak a variety of languages including, Mandingo, Twi, and Fulani. One program we've implemented is our French club, which is co-facilitated by the librarian and a parent of one of our ELLs. Participation in the French club allows ELLs and non ELLs an opportunity to learn or improve their French skills as well as learn about the cultures of francophone ELLs.

#### **Part IV. B Assessment Analysis**

As mentioned previously, we use the Scantron Performance Series as a baseline assessment of the students' reading rate, lexile level and grade equivalent. Based on this data the students are grouped for guided instruction in their ELA class. We also use the data for to group students for AIS to support their reading and writing skills and to prepare them for the New York State ELA exam and the NYSESLAT.

When we reviewed the data from the NYSESLAT it indicated that most of our students develop their listening and speaking skill in English at a faster rate than they develop their reading and writing skills in English. The results of the 2008-2009 New York State English as a Second Language Assessment Test (NYSESLAT) results indicated only 4% of our ELLs are beginners in listening and speaking, while 25% are beginners in reading and writing. At the intermediate level 13% for listening and speaking and 30% for reading and writing. At the advanced level 43% for listening and speaking and 45% for reading and writing. At the proficient level 40% for listening and speaking and 0% in reading and writing. The LAB-R data indicates 90% of our new ELLs are classified as beginners and only 10% are at the intermediate level. The data clearly indicate we need to provide more opportunities for our ELL students to engage in independent reading and writing. The data also indicate that our staff requires more professional learning targeted at developing the reading and writing skills of our ELLs. One step we've taken to improve our ELLs reading comprehension is the implementation of the Achieve 3000 program. We also incorporated Write Source and Good Writer's Guide as writing resources during the writing workshop.

The results from the 2009 New York State ELA exam indicated only 13% of our ELL students performing at Level 3, an increase of 7% from 2008. On the 2009 New York State Math exam 33% of our ELL students performed at Level 3 or above, an increase of 11% from 2008. It is evident that our ELL students are performing better in mathematics and making more progress than in English Language Arts. The New York State Social Studies exam date revealed % of our ELLs  
The New York State Science Exam

Based on the ELL assessments our ESL program focuses on developing the students' content area vocabulary, reading comprehension and writing skills. When the 5<sup>th</sup>/6<sup>th</sup> grade ESL teachers push in to the classes they work with the ESL to improve their comprehension in ELA and

their development of academic vocabulary in their content area classes. In the 7<sup>th</sup>/8<sup>th</sup> grade the ESL teacher support the students' reading and writing proficiency in the ELA class and their development of content area vocabulary in math, science and social studies.

What we have learned from the assessments is that our ELLs lack the background knowledge needed to be able to 1) transfer to English, 2) make connections, 3) understand content area material and 4) write appropriately about topics in ELA and the content areas. Both our Spanish speaking ELLs and our non-Spanish speaking ELLs have developed their listening and speaking proficiency use their native language for social communication far more than for communication about academic content and 3).

Currently, our Spanish foreign language teacher provides support for the ELLs in the upper grades. She pushes into the ELA class to communicate with the Spanish speaking ELLs. She translates students' written work from Spanish into English as well as providing written translation of the ELA teacher's feedback to the ELLs in Spanish. In the 5<sup>th</sup> grade the math and social studies teacher provides language support for the Spanish speaking ELLs. The ELLs also have the opportunity to read classroom library books in Spanish as well as their social studies and science textbooks. We are in the process of acquiring classroom libraries and other resources for our French speaking ELLs.

We will use quantitative and qualitative data to determine the success of our ESL program. The quantitative data will include: 1) the percent of ELLs meeting or exceeding the standards on the New York state ELA, Math, Science and Social Studies Exam 2) the percent of ELLs making at least one year of progress on the New York State ELA and Math exams, 3) the progress students make as per the data from Performance Series, 4) the percent of student who earn a Proficient on the NYSESLAT, 5) report card grades, 6) teacher assessments and 5) the percentage of Long Term ELLs. As of this year we will include the data from Achieve 3000 in our evaluation. Our qualitative data will include 1) students' ELA portfolio which includes a variety of writing samples, 2) teacher's evaluation of ELLs progress, 3) feedback from ESL and content area teachers on the effectiveness of the ESL program, 4) feedback from ESL students on the effectiveness of the ESL program.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K–8 LANGUAGE ALLOCATION POLICY  
WORKSHEET**

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>CFN 9/District 9</b>	School <b>IS 229</b>
Principal <b>Dr. Ezra Matthias</b>	Assistant Principal <b>Marcia Sobers–Charles</b>
Coach <b>Sherry Brown</b>	Coach
Teacher/Subject Area <b>Hugh Fletcher</b>	Guidance Counselor <b>Josephine Thomas</b>
Teacher/Subject Area <b>Lucy Osakwe</b>	Parent <b>Sophie Kouyate</b>
Teacher/Subject Area <b>Lisa McGuigan</b>	Parent Coordinator <b>Christine Turner</b>
Related Service Provider <b>Ingri DeLa Cruz</b>	SAF <b>Delores Esposito</b>
Network Leader <b>Valerton McDonald</b>	Other

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	2	Number of Certified NLA/FL Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

### C. School Demographics

Total Number of Students in School	325	Total Number of ELLs	72	ELLs as Share of Total Student Population (%)	22.15%
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

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

## Part III: ELL Demographics

### A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60% 40% → 50% 50% → 75% 25%)										0
Dual Language (50% 50%)										0
Freestanding ESL										
Self-Contained						11				11
Push-In						9	24	11	17	61
Total	0	0	0	0	0	20	24	11	17	72

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	22
SIFE	3	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	17

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

Dual Language											0
ESL	24	3	2	31	0	13	17	0	7		72
Total	24	3	2	31	0	13	17	0	7		72

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

### C. Home Language Breakdown and ELL Programs

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

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

**This Section for Dual Language Programs Only**

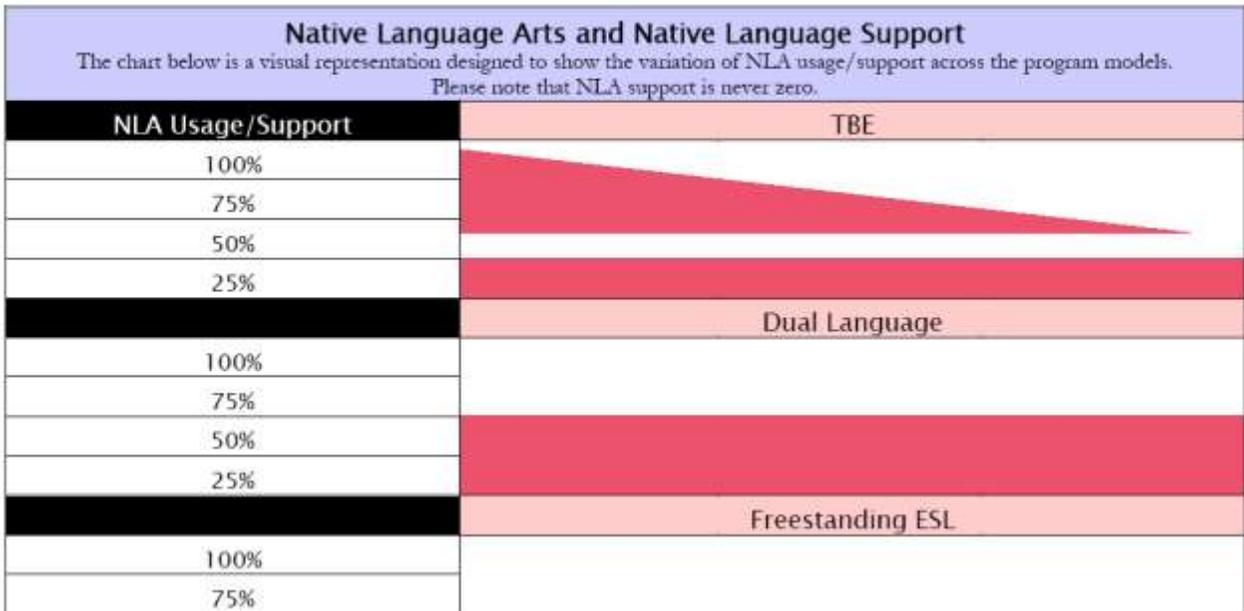
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish						20	17	10	11	58
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French							4		4	8
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other						0	3	1	2	6

Programming and Scheduling Information										
TOTAL	0	0	0	0	0	20	24	11	17	72

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

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



50%					
25%					
TIME	BEGINNERS	INTERMEDIATE	ADVANCED		

### Programming and Scheduling Information--Continued

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

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

### Parental Involvement

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

## Part IV: Assessment Analysis

### A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	0					7	9	4	7	27
Intermediate(I)						6	7	2	3	18

Advanced (A)						7	7	5	8	27
Total	0	0	0	0	0	20	23	11	18	72

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING / SPEAKING	B						0	1	0	0
	I						4	1	2	0
	A						5	10	4	5
	P						8	6	2	7
READING / WRITING	B						5	5	2	2
	I						6	6	2	3
	A						7	7	4	7
	P						0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	6	7	3		16
6	2	16	1		19
7		7			7
8		13	1		14
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5		4		2		9		2	17
6		3		6		8		1	18
7					1	6			7
8		2	2	4	1	6			15
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		6		7		2		1	16
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	9		2		6			10
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									
Chinese Reading Test									

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?  
 6. Describe how you evaluate the success of your programs for ELLs.

## Part V: LAP Team Assurances

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

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

<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Rev. 10/7/09

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

**Form TIII - A (1)(a)**

**Grade Level(s)**

**5-8**

**Number of Students to be Served:**

**LEP 72**

**Non-LEP 0**

**Number of Teachers 2 Certified ESL**

**Other Staff (Specify) Certified Common Branch , Special Education and Content Area Teachers**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program**

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

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Language Instruction Program

Program: ELL Saturday Academy

Rationale: In recent years our English Language Learner (ELL) population has increased significantly. We have a large number of Spanish speaking ELLs and, most recently, a growing number of ELLs from West African countries. Several of our new comers have limited literacy skills in their native language and a few have never attended school formally.

While our school has met its Annual Yearly Progress (AYP) target in for English Language Arts overall, we have not met our AYP target for our ELL population. The purpose of the ELL Saturday Academy is to increase the number of ELLs 1) meeting state standards and 2) making at least one year of progress in English Language Arts. The ELL Saturday Academy will focus on comprehension, fluency, vocabulary development and content area writing.

All of our ELL students in grades 5 through 8 will be invited to participate in the ELL Saturday Academy. The students will receive instruction in English and Spanish. Our ELLs from West African countries will receive instruction in English since there is no predominant language for this sub group. The program will run on Saturdays from 9-12 pm for ten weeks. Licensed ESL teachers, bilingual teacher, content area teachers, common branch teachers will provide the instruction.

Activity: French Club

Rationale: The purpose of the French Club: L'Afrique is to expose English Language Learners and English proficient students to the culture of Francophone region of Africa. Students learn about the French influence in West Africa including the language, music, food, history and traditions. It is our intent that the students will develop a sense of community as a result of their participation in the French Club: L'Afrique.

Approximately 25 students from grades 5 through 8 will participate in the French Club: L'Afrique once a week on Wednesdays from 3-4 pm. Students will communicate in French and English. The service providers for the club will be the librarian and a parent volunteer.

#### Parent Involvement

One of our greatest challenges as a school community has been parent involvement. In an effort to increase parent involvement, we will conduct workshops specifically for the parents of our ELLs. One workshop will focus on strategies parents can implement and activities they can engage in with their children to develop their English proficiency. The second workshop will focus on computer skills. The Parent Coordinator will collaborate with the librarian and the ESL teachers to conduct the workshops.

#### **Professional Development Program**

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

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In an effort to provide effective instruction for our ELL population, our ESL teachers, content area teachers, common branch teachers and special education teachers have participated in and will continue to participate in professional learning sessions including

- a. Writing in the Content Area—provides effective strategies to engage students in content area writing
  - b. Preparing ELLs for State Assessments—provides effective test preparation strategies for ELLs
  - c. Looking at Student Work—allows teachers to use protocols to analyze students' work and/or instruction
  - d. Lesson Study—provides teachers with the opportunity to observe their colleagues and engage in a debrief
  - e. QTEL training—provides effective strategies and activities for ESL teachers and content area teachers
  - f. Achieve 3000 Training—provides teachers with a tool for differentiating reading material
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**Form TIII – A (1)(b)**

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**School: IS 229-Dr. Roland N. Patterson**  
**BEDS Code: 09229000000**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$7,583.28	152 hours of per session for ESL and General Ed teachers to support ELL Students: 152 hours x \$49.89 (current teacher per session rate with fringe) = \$7,583.28)
<b>Purchased services</b> - High quality staff and curriculum	\$4,000	--Registration for QTEL training for 1 ESL teachers and 2 content --Atlas Consultant, Brenda Artwell, leading study group with ESL

development contracts		and content area teachers
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1216.72	Writing journals, books on CD, Headphones, Book Bins, Leveled Books, National Geographic Magazine Subscription
<b>Educational Software (Object Code 199)</b>	\$1,200	Licenses for Achieve 3000 for the Saturday ELL Academy
<b>Travel</b>	\$0	No expenditure for this category
<b>Other</b>	\$1,000	Stipend for parent volunteer co-facilitating the French club
<b>TOTAL</b>	<b>\$15,000.00</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

### **Part A: Needs Assessment Findings**

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

We use the data from the Home Language Survey and informal conversations with students to determine their primary language of instruction and the primary language spoken in the home. Over the past 5 years our population has become more diversified. Currently 81% of our ELLs are native Spanish speakers; however we have a growing number of ELLs representing other language groups: French 7% , Fulani 3%, Twi 3%, Wolof 2% and Mandingo 2%. We have staff members available to provide oral and written translations into Spanish and we have a parent volunteer to provide oral and written translations into French. We are in the process of getting liaisons from the community to serve as oral translators for the lower incidence language groups. This information will be shared with our staff in a newsletter informing them of the growing diverse needs of our students and families. Staff members will also be informed of the additional translation services available for our French speaking families and the families representing the other four language groups.

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.

We successfully meet the needs of Spanish speaking ELLs because several staff member can speak and write in Spanish proficiently. To a lesser extent, we rely on a one or two staff members, a parent volunteer or the Translation and Interpretation unit for French translations.

We are not yet able to fully meet the translation needs of our ELLs who speak Fulani, Twi, Mandingo and Wolof. Presently, we rely on members of the community who are more proficient in English to translate for school personnel, students and parents. We also intend to utilize the services of the Translation and Interpretation Unit, to the extent this is possible, to communicate with parents of our ELL students.

As next steps we will make available the Spanish version of the Parents Bill of Rights as well as the interpretation notice signs. We will still rely on the Translation and Interpretation unit for translations of these documents for the other language groups represented in our school community.

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

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

- a) We will continue to use in-house staff to assist with written translations of school documents and notices to the parents of our Spanish and French speaking ELL students.
- b) We will request the services of the Translation and Interpretation Unit for our ELLs and their families who do not speak or read Spanish or French.
- c) We will use the Department of Education's translated versions of written documents to be disseminated to limited English proficient students and their parents.

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.

- a) We will continue to use in-house staff to assist with oral translations for our Spanish and French ELL students and their parents.
- b) We we will continue to request community assistance with oral translations for our Fulani Bambara and Mandingo ELL population.
- c) For New York State exams, we will continue to utilize the services of the Translation and Interpretation Unit to translate exams for our French students and to the extent possible, for our Fulani, Bambara and Mandingo ELL students.

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>.

We will continue to use the Department of Education's translated version of documents to be disseminated to limited English proficient students and their families. We will also have our staff members and members of the community provide written translations of any documents the school disseminated to students and their families.

**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:	445092	8935	454027
2. Enter the anticipated 1% set-aside for Parent Involvement:	4450		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22255		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	49048		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

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

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.

n/a

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

**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.

n/a

**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.

Parent Involvement Policy

There is a Parent Coordinator assigned to the school who develops new initiatives aimed at improving student achievement and facilitates the following actions:

- Increase the level of parental involvement
- Improve communication with parents through the use of newsletters, school website, PS bulletin board, and telephone messages in both English and Spanish.
- Provide workshops for parents on topics related to academic programs, such as, homework and study skills, State and City Standards and assessments, instructional programs, and report cards.
- Provide access to library media center for parents to use for personal research and to assist their children
- Involve parent volunteers in literacy activities in the library.

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

This will be achieved by

AIS Instruction

Extended Time

Afterschool programs

SES programs

- o 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.
- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

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

All teachers will be engaged in on-going professional development specifically tailored to their needs once weekly. Our professional efforts will include: Grade specific topics:

- How to accelerate students
- Mathematics
- Literacy/Social Studies
- Science
- Exit Projects
- Professional Learning Community for establishing an environment focused on improving student achievement.

#### Parent Training

All parents will be involved in a Parent Orientation Session. In addition, workshops and consultations will be made available by:

- Pupil Personnel Community
- Parent Association
- Instructional Support Team
- Community Based Organization

- Parent Coordinator

### Guidance Component

The Guidance Counselors will:

- Provide continuous feedback to parents via phone calls, letters, conduct sheets, and conference with child...
- Make these students part of their caseload.
- Provide small group counseling 1:5.
- Provide tutoring 1:1 – 1:5.
- Provide a list of resources to parents.
- Interface with external agencies on behalf of students and parents. This includes health clinics and other organizations.
- Involve School Based Support Team, CBOs Partnership with Children/Global Kids when needed.

### Collaboration by teachers and Other Staff

- Hold weekly case conferences regarding high priority students with teachers, social worker and other relevant staff.
- Attend, and occasionally present at, weekly assemblies and advisories.
- Observe students in class and work with teachers to come up with behavior plans for students who are presenting with behavioral problems that evolve from guidance related issues.
- Institute a referral form to be used by all teachers and staff when referring any student to Guidance Counselor or Social Worker.

### Attendance Improvement

Attendance Team will:

- Improve communication of school-wide attendance policies by reviewing said policies in weekly attendance team meetings.
- Communicate information between among grades through attendance at weekly Attendance Committee meetings and regular weekly assemblies and advisories.
- Provide clear communication of attendance procedures through announcements, memos, meetings, and Professional Development with staff and the Daily Briefs newsletter.
- Work closely with Network Attendance Teacher by meeting on a weekly basis, and including Attendance Teacher in weekly Attendance Committee Meetings.

### Collaboration with Parents

Family Workers will:

- o Call home daily regarding regular group and individual counseling sessions.
  - Call home regarding upcoming events to be sure that parents are informed
  - Continue holding Attendance Awards Ceremonies each semester where parents and children are invited to celebrate attendance achievements.
  - Collaborate with other staff to provide parents with workshops, celebrations, and meetings at I. S. 229.

### Attendance Component

The attendance coordinator in cooperation with the Family Worker, Attendance teacher, and Attendance Committee will monitor attendance. The guidance counselor will receive copies of monthly attendance for proper follow-up.

- Phone calls will be made daily
- Post cards mailed out on second day
- Home visits: outreach by family workers

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

Currently our strategies for recruiting highly qualified candidates include

- 1) Based on the school's needs we accepting recommendations from the Office Teacher Recruitment and our Network Personnel Liaison.
- 2) We accept qualified recruits from AmeriCorp and the Teaching Fellows Program.
- 3) We intend to partner with the local colleges and universities to recruit interns and new teachers

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

Our parent involvement strategies for this year include:

- 1) Parenting Workshop Series
- 2) GED classes
- 3) Computer Training Classes
- 4) Parent Information Sessions for Web Resources
- 5) Recruitment of parents for the School Leadership Team

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

**Not applicable**

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.

Teacher representative, by grade and content, collaborate with the coach and the test coordinator to design biweekly assessments for English Language Arts, math, science and social studies.

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.

Our special education students and ESL students were identified for various Academic Intervention Services (AIS) including Wilson, Wilson: Just Words and Achieve 3000.

In addition, our AIS program is tiered. Our Level 1 and low Level 2s are in Tier I; high Level 2s and Low 3s are in Tier II; and high Level 3 and Level 4 are in Tier III. The AIS providers use various comprehension materials and Achieve 3000 to enrichment and advanced level reading/writing instruction during the school day. The students are assessed in 6 week cycles using Performance Series to determine their reading comprehension levels.

Teachers are expected to use ongoing formative assessments including our school wide biweekly assessments to provide guided instruction based on students' needs. All students' academic levels are assessed using school wide baseline, midline and endline assessments.

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

We coordinate with the following organizations

1. United Way's Partnership with Children-Attendance Intervention and Dropout Prevention program

2. Bronx Arts Ensemble--Arts program

3. Police Athletic League

**PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.

**N/A**

2. Ensure that planning for students served under this program is incorporated into existing school planning.

**n/a**

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;

**n/a**

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

**n/a**

c. Minimize removing children from the regular classroom during regular school hours;

**n/a**

4. Coordinate with and support the regular educational program;

**n/a**

5. Provide instruction by highly qualified teachers;

**n/a**

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

**n/a**

7. Provide strategies to increase parental involvement; and  
**n/a**

8. Coordinate and integrate Federal, State and local services and programs.  
**n/a**

**(TO BE REVISED FOLLOWING CONVERSATION WITH SED ABOUT TIMELINE FOR IMPLEMENTATION OF NEW DIFFERENTIATED ACCOUNTABILITY REQUIREMENTS)**

**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:**

**In Corrective Action**

**SURR 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. **N/A**
  
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.

FOR WHOM ?	The school developed structures for monitoring and evaluating each student's progress through 2009-2010 school year and for flexibility adapting plans and practices to meet our goal for the school year.
CONCERNS	<ol style="list-style-type: none"> <li>1. Triangulation of Data ( New York State Science Test/Baseline Assessment and Student Work) Show: <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Increase of students scoring at level 2 by 4 percent from 2009-2010. African American Males continue to score level 1 on the State Test. Economically disadvantage students score level 1 on the State Science test</li> <li><input type="checkbox"/> <input type="checkbox"/> Only sixty-five students were present to take the Baseline Assessment. Eighty five percent of the students who took the test scored at level 1 as measured by the New York State Science Exam the remaining fifteen percent scored at a low level 2</li> <li><input type="checkbox"/> <input type="checkbox"/> African American males continue to score at level 1</li> <li><input type="checkbox"/> <input type="checkbox"/> Majority of students including economically disadvantaged students continue to score at level 1</li> </ul> </li> </ol>

ADJUSTMENTS	<ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/>The school notified parents via letter about the current state of science at IS 229. During the September Staff Conference, the Assistant Principal in-charged of Science reiterated the importance of creating a culture where science education is valued. Incentives will be given out to classes with the highest attendance during test simulations. All eight-grade students will go on a trip to The Liberty Science Center in March of 2010.</li> <li><input type="checkbox"/> <input type="checkbox"/>Collaborated with Science and ELA to “back load” and teach students test taking strategies. Beginning the week of February 2-5 literacy teachers will discuss and go over the anatomy of the Grade Eight Intermediate Science Exam with all eight-grade students. (See Kaplan Advantage New York Science Pacing Calendar)</li> <li><input type="checkbox"/> <input type="checkbox"/>During the week of 2/8/10 students will conduct research project on Cells and the Body System to build their schema (content knowledge about cells and the body system)</li> <li><input type="checkbox"/> <input type="checkbox"/>During the week of 2/8/10 five veteran staff members will begin to provide AIS (Academic Intervention Services) with African American Males for four periods a week. This initiative is scheduled to end on April 16</li> <li><input type="checkbox"/> <input type="checkbox"/>All eight grade students are required to write science goals</li> <li><input type="checkbox"/> <input type="checkbox"/>All eight grade students are required to maintain a Science Portfolio</li> </ul>
INDICATORS OF SUCCESS AND/OR ACCOMPLISHMENTS-How will we know our strategies are working?	<ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/>Twenty two percent of students will score level 2 or above on Mini-test at the end of each unit during intervention period</li> <li><input type="checkbox"/> <input type="checkbox"/>Thirty five percent of all students will score level 2 or above on research projects</li> <li><input type="checkbox"/> <input type="checkbox"/>Thirty five percent of students will score level 2 on portfolio pieces</li> <li><input type="checkbox"/> <input type="checkbox"/>Twenty two percent of students will score at level 2 or above on Midline test to be administered during the week of 2/08/10</li> <li><input type="checkbox"/> <input type="checkbox"/>Twenty two percent of students score level 2 or above on Teacher generated periodic assessments</li> <li><input type="checkbox"/> <input type="checkbox"/>Students use of vocabulary words during student –to-student interactions and student -to -teacher interactions</li> <li><input type="checkbox"/> <input type="checkbox"/>Students writing on extended response questions</li> <li><input type="checkbox"/> <input type="checkbox"/>Twenty two percent of students score level 2 or above on Full-Length Practice Test week of April 19-23</li> <li><input type="checkbox"/> <input type="checkbox"/>Level 3 and above Exit Projects displayed at the New York Museum of Natural History (Urban Advantage Program)</li> </ul>

FOR WHOM?	The school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments
CONCERNS	Teacher (s)

	<ol style="list-style-type: none"> <li>1. Teacher #1 has the content knowledge is comfortable with conducting hands-on experiments with the children. This is the teacher's second year as a science instructor.</li> <li>2. Teacher #2 has the content knowledge but is not able to deliver to the students. There needs to be a smooth transition from her predecessor. The teacher has to establish rituals and routines (classroom management).</li> <li>3. Teacher #3 lessons are broad and innovative. The teacher needs to have focus lessons and serve as a facilitator.</li> <li>4. Teacher #4 overwhelmed by the amount of "catch up" that has to be accomplish in order to fill the gaps in students content knowledge so that they will be able to achieve mastery on the test.</li> </ol>
SUPPORT	<ol style="list-style-type: none"> <li>1. Teacher#1 is paired with Teacher #2 who has the content knowledge and classroom management strategies. Teacher #2 also has in-house new teacher mentor and from (CUNY) teacher participates</li> <li>2. Teachers have the opportunity to have clinical supervision by assistant principals, including the principal. The teacher also received assistance from ELA and colleagues. Teachers have the opportunity to share best practices with colleagues during common planning (Professional Learning Center).</li> <li>3. Professional development for the REWARDS program to assist special education and academic intervention teachers to improve delivery of instructions. <ul style="list-style-type: none"> <li><input type="checkbox"/> Professional development for WILSON reading system to increase decoding skills, vocabulary and reading comprehension skills for special education students.</li> </ul> </li> <li>4. Supplemental classroom libraries with books on tape in the areas of social studies and science to support the special education population</li> </ol>
INDICATORS OF SUCCESS AND/OR ACCOMPLISHMENTS-How will we know our strategies are working?	<ol style="list-style-type: none"> <li>1. Meet benchmark goals. Take initiative to improve professionally.</li> <li>2. Teacher will continue to participate in in-house as well as attend SUNY-Purchase partnerships and CUNY partnerships</li> <li>3. Teachers #3 and #4 will implement strategies learned at the Urban Advantage (Museum of Natural History Professional Development Opportunities) science initiative with their students</li> </ol>

FOR WHOM?	Teachers and faculty use periodic assessments and other diagnostic tools to measure the
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	effectiveness of plans and interventions for individual and groups of students in key areas.	
Monitoring System	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Standardized tests <input type="checkbox"/> Teacher Made Activity Based <input type="checkbox"/> Writing descriptions <input type="checkbox"/> Pairing <input type="checkbox"/> Sharing <input type="checkbox"/> Homework <input type="checkbox"/> Portfolios <input type="checkbox"/> Projects <input type="checkbox"/> Journals <input type="checkbox"/> Bi-weekly assessments
ADJUSTMENTS	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Pair and share (language problems) <input type="checkbox"/> Re-teach using different strategy <input type="checkbox"/> Lunchtime work with teacher <input type="checkbox"/> Literacy strategies
INDICATORS OF SUCCESS AND/OR ACCOMPLISHMENTS-How will we know our strategies are working?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Student's writing pieces <input type="checkbox"/> Student's use of instructional vocabulary words <input type="checkbox"/> Student's ability to assist other students who need help

**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.

n/A

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

Network Liasons will conduct Professional Developments

Network Support for Teachers

Interschool visitations

Modeling by Coach and Mentor

Inter-class visitations

Conferencing with mentor and coaches

Use of DOE new teachers resource tools

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.

**n/a**

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

*All schools must complete this appendix.*

### **Background**

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

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

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### **CURRICULUM AUDIT FINDINGS**

#### **KEY FINDING 1: CURRICULUM**

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

#### ***1A. English Language Arts***

##### **Background**

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

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

#### **ELA Alignment Issues:**

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

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

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

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

<sup>2</sup>To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

The Written Curriculum in ELA is aligned with the NYS ELA standards by grade. All assessments given in ELA not excluding teacher, Bi - Weekly, and ELA Unit Assessments are aligned with the NYS standards.

Professional Learning Communities were built into each teachers schedule to allow teachers time to:

- Develop Unit Plans
- Design Rubrics
- Look at student work
- Design Classroom Assessments
- Review Assessment Data
- Review Professional Literature
- Form Study Groups

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?

ELA Curriculum Maps are focused on all four ELA standards.

Listen / Speaking indicators are embedded in the curriculum map.

Teachers attend mock quality reviews for professional development.

Teachers participate in IEP Training

Teachers participate in Professional Developments which focus around Intervention Strategies.

After each Professional Development Session teachers give feedback by filling out a Professional Learning feedback form.

Level of engagement

Planning

Preparation

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.

In moving forward with interventions and Professional Developments, we plan on doing the following:

- CTT model to support our ELLs
- Professional Development for teachers - Strategies for working with ELLs
- AIS for the 5th and 6th grade will use the following materials: Right Source, Times for Kids, and Achieve 3000 to support reading comprehension.
- AIS for the 7th and 8th grade will use Kaplan and class sets novels to support reading comprehension.
- Performance Series
- Acuity

## **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.

- State Curriculum Guides will be used
- PLC's for teachers
- Bi - Weekly Assessment to reference process strands
- Teacher Mathematics Binders for Planning Curriculum maps

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?

- Acuity (Predictives in ELA and Mathematics)
- Performance Series
- Unit Assessments across the grades

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.

- Kaplan Test Companion will be used during Extended Day (Grades 5-8)
- NYS Coach - September to April - used as a Tier I Intervention (Grades 5-8)
- Glencoe Mathematics - New York Review Series (Grades 5-8)
- Kaplan Advantage (Grade 5)
- Acuity Instruction Resources
- Collaboration with CBO (after school academic programs)

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

- Classroom Observation
- Student interviews
- Walk - Throughs
- Mock quality review / Quality Review
- Staff surveys
- Self - Assessments

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?

- Daily observations
- Quality of Lesson Plans
- Alignment of plan components
- Project based assignments

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.

- Network support / professional development
- School Intervisitations
- Class Intervisitations
- Modelling by the ELA coach

## 2B – Mathematics Instruction

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

- Observations
- Walk-Throughs
- Quality Reviews
- Self-Assessments
- Learning Environment Survey
- Curriculum Map
- Bi - Weekly Data

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?

Technology used more predominantly on the 7th and 8th grade levels.

Minimal technology use on the 5th and 6th grade levels.

Evidence:

- Observations
- Walk-Throughs

support direct instruction

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.

- lesson Planning
- PLCs
- Professional Development on Academic Rigor
- Professional Development on Differentiated Instruction
- CBO Collaboration
- Network Professional Development Support
- Inetrclass Visitations
- Coaching/Modeling/Demonstrating Lessons
- Use of Instructional Technology

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

### 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.

- Every teacher will develop class goals and action plans for their class.
- All math, science and ELA teachers will receive training on acuity and ARIS.
- Teachers will share with students the state curriculum objectives.
- Supervisors will lead and attend at least 10 professional learning sessions on and off-site.
- Teacher introduces the concept and importance of goals by involving students in activities that illustrate the importance of goal setting. Teachers develop goal statements with the class and explain to students the importance of defining clearly the goal and the plans that need to be put in place to achieve the goal. Over-aged students and multiple repeaters receive daily intensive services for meeting and maintaining the promotional standards set by the school for their appropriate grade level.
- Teachers meet with Inquiry Team, continue to use ARIS online tools and resources and how to access academic and test data for students they serve. CFN 9 consultants and staff will lead sessions on how to conduct item analysis for each performance indicator in the periodic assessment to see if students are meeting the performance standards for their grade level
- Teachers facilitate discussions on the importance of setting clear goals so that everyone understands the expectations/standards throughout the school year.
- Supervisors/teacher leaders attend workshops and training in social emotional competence, student engagement strategies, lesson differentiation, looking at students' work and science and instructional leadership.

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?

Mentoring

Professional Development

PLC's

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

Continue support from the Network - CFN9

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

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

Please respond to the following questions for Key Finding 4:

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

- Posting on the Bullentin Board
- E-mail Notification
- Daily Brief published by the principal
- Network disseminated
- Staff Share

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

Applicable  Not Applicable

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

Continue Professional Development

Support from CFN9

Inter Class visitations

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.

- Professional Development Feedback Form
- Professional Learning Communities
- Designated study periods ELL / ELA teachers

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### **KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

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

Professional Development

PLC

Assessments materials

Teacher created assessments

Performance Series

Acutiy - Predicitves and ITAs

ELL Periodic Assessments

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

Applicable  Not Applicable

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

ELA Curriculum Maps

Assesments

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.

Professional Development

Support from CFN9

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

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

Please respond to the following questions for Key Finding 6:

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

- Surveys
- Teacher / Administrator Interviews
- Quality of IEPs
- Instructional Interventions
- BIPs

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

Applicable  Not Applicable

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

- Quality of IEPs
- Lack of implementation of IEP recommendations
- Minimal collaboration between General Education / Special Education Teachers
- Minimal gains in student achievement
- Behavior management issues
- Staff response to PD

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.

- Evaluation / Feedback from IEP teacher
- Implementation of Chapter 408 and Subsequent Professional Development by IEP teacher
- CFN Professional Development
- Intervention Strategies
- Quality IEPs / Educational Benefit
- Lesson Study Groups which incorporate IEP goals and intervention strategies
- FBA / BIP

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

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

Please respond to the following questions for Key Finding 7:

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

- IEP Checklist
- Random sampling of IEPs for comprehensive review

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

Applicable  Not Applicable

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

- Quality of IEPs
- Lack of documentation to support a BIP
- Lack of in class behavior management strategies
- No consistency to strategies when they are applied

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.

- Implementation of chapter 408: BIPs can be used consistently and effectively among teachers
- FBA / BIP Professional Development for staff as well as SBST
- Quality IEPs / Educational Benefit Professional Development
- IEP review / feedback from IEP Teacher

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

*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.)

We currently have 9 students listed as living in Temporary Housing.

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

We plan to continue offering Students in Temporary Housing counseling services during school hours to assist them in dealing with their present transition and discuss any emotional concerns they may have. These services will be provided by their designated Guidance Counselor, Social Worker, and/or Partnership with Children (CBO). Outside referrals will be made if necessary. Emphasis will be placed on ensuring that the students have required attendance and resources needed to successfully perform in school. Students will also be encouraged to attend after school tutoring and extra-curricular activities. The school will continue to collaborate with any and all known outside service providers that serve all of our Students in Temporary Housing. Outreach to parent(s) and/or guardian(s) will also continue to ensure that we are well informed on any situations that are of concern to our students.

**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).

**N/A**

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

**N/A**

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.