



THE LEADERSHIP & COMMUNITY SERVICE ACADEMY

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

FINAL – 01/19/10

SCHOOL: 09X303
ADDRESS: 1700 MACOMBS RD,
BRONX, NY 10453
TELEPHONE: 718-583-5466
FAX: 718-584-2463

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 303 **SCHOOL NAME:** The Leadership and Community Service Academy

SCHOOL ADDRESS: 1700 Macombs Road, Bronx, NY 10453

SCHOOL TELEPHONE: (718) 583-5466 **FAX:** (718) 583-2463

SCHOOL CONTACT PERSON: Patricia Bentley **EMAIL ADDRESS:** pbentle@schools.nyc.gov

POSITION/TITLE: Principal **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Larissa Miller (Teacher)

PRINCIPAL: Patricia Bentley

UFT CHAPTER LEADER: Catherine Guimaraes

PARENTS' ASSOCIATION PRESIDENT: Evelyn Rivera

STUDENT REPRESENTATIVE: Kelley Rivas
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 09 **SSO NAME:** New Visions

SSO NETWORK LEADER: Derek Smith

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/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Patricia Bentley	*Principal	
Catherine Guimaraes	*UFT Chapter Chairperson /7 th Grade Teacher	
Evelyn Rivera	*PA President	
Gloria Virella	Title I Parent Representative	
Kelley Rivas	Student Representative	
Larissa Miller	SLT Chairperson/RR Teacher	
Anna Waters	8 th Grade Teacher	
Josephine Barreto	Parent	
Yudelki Calderon	Parent	
Rebecca Goose	6 th Grade Teacher	
Awilda Correa	Parent	
Cherese Winns	Parent	
Carolyn Ambrose	Para Professional	

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

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Vision Statement

CIS 303 is a nurturing community of life long learners who are devoted to self-development, the value of achievement, and the willingness to do their best.

Mission Statement

We will strive to provide a safe environment where all members of the community will be held accountable for the success of each member through efficient structures and clear expectations. We will provide learning experiences which develop the learner's passion for the awareness of his or her own learning. We will utilize this passion for learning and educate the whole person by providing a wide variety of academic challenges and expose the student to diverse, non-academic activities. We will improve staff practice and student performance by consistent reflection, feedback and evaluation. We will create a culture that recognizes and celebrates achievement. We will create an accessible learning environment where effort is recognized and celebrated, and members are encouraged to do their best.

Community Intermediate School 303 is a public middle school in the Morris Heights section of the Bronx. We have 360 students, spanning grades 6-8. Our school is housed on the fifth floor of a five-story school building; a larger middle school is housed downstairs and so is a newly opened high school. Over the nine years of its existence, our school has worked tirelessly to reform itself to serve the needs of our young adolescent learners.

CIS 303 has adopted several major school reforms during the past three years. These long-term goals are in an important stage of implementation. First, we have reconfigured our schedule to allow for daily grade-team meetings; teaming allows teachers to plan units collaboratively, as well as communicate much more effectively about student. Second, we have instituted a daily advisory program in which teachers meet with groups of no more than fifteen students; this program creates a stronger connection between students and the school. According to a great deal of research advisory programs are especially recommended for the middle school students.

These first two school reforms have helped build a more collaborative and nurturing school community—essential aspects of a middle school environment. Concurrent with our work to improve the school environment, we have also implemented several instructional reforms. Our four core subject areas are using the Understanding by Design planning model. This intensive planning model combines standards-based unit planning with performance-based assessments. While this planning

model is demanding for teachers and for their instructional coaches, we have found that student engagement has increased dramatically and that teachers' units are more firmly anchored in standards and essential leanings. Research has also inspired another instructional program here at CIS 303. We have instituted the Building Academic Vocabulary program in all subject areas to assist students in mastering their content area classes. This program explicitly teaches key academic vocabulary so that students are better equipped to master the content of their subject areas classes. We have developed a school wide English Writing Mechanics Continuum, which will focus all teachers on instructing and consolidating key grammatical, punctuation and usage skills consistently throughout the school day. We have instituted baseline assessments of foundational skills and knowledge in all curriculum areas and develop ongoing tracking systems which enable students to set both long and short term goals and reflect on their learning.

Finally, our efforts to improve our students' ability to deal with conflicts we are implementing the Resolving Conflicts Creatively Program. We want to support our students and staff in learning that conflict is a normal part of life and we that can acquire tools to handle the conflict well. In summary, our small learning community has grown tremendously in recent years.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	2	3	Number of Administrators and Other Professionals	4	4	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	6	5	6	% fully licensed & permanently assigned to this school	100.0	96.2	100.0
				% more than 2 years teaching in this school	38.1	50.0	44.8
				% more than 5 years teaching anywhere	19.0	19.2	13.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	86.0	73.0	62.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	77.8	93.0	87.2
American Indian or Alaska Native	1.2	1.7	0.8				
Black or African American	30.8	29.3	27.1				
Hispanic or Latino	67.4	68.7	71.5				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.0	0.0				
White	0.0	0.3	0.6				
Male	49.4	44.4	46.4				
Female	50.6	55.6	53.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities		√SH	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		6	6	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B			Overall Evaluation:	NR		
Overall Score:	58.7			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	11.2			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	17.2			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	29.5						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	0.8						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Strengths

Our school has many strengths.

The school has had a clear set of goals and objectives driving all work. These goals stem directly from the school's mission and vision statements. The use of teacher teams to strengthen all areas of endeavor across the school is one of our most successful practices.

Our learning environment, as assessed by parents, staff, and students (DOE Environmental Surveys) is excellent. There is a clear focus on teaching and learning as well as socio-emotional support for all students. The Quality Review reported, "...an atmosphere of care, mutual trust and respect pervades the school".

We have a clear focus on the use of diagnostic data and structures which support the ongoing professional development of staff.

Accomplishments

Over the last three years our school has seen tremendous growth in all subject areas and among all cohorts.

ELA- From 2006 to present, the number of students scoring at grade level on the ELA test has risen from 38% to 52% This growth was most drastic over the last year, when the number of students scoring on grade level grew by 14%. The same growth is exhibited within each cohort, where our number of proficient students grew by 13% and 19% in the Black and Hispanic cohorts respectively. The number of special education students scoring a level one in ELA, decreased by 8%. Of our LEP students, not one student scored below level two and we saw a 14% increase in students scoring on or above grade level.

Math - we have also seen growth, though not as significant. The number of threes and fours on the State Math test grew by 5% (from 75% to 80%) over the past two years. In the past year, that number grew by only 1%, but we can now claim that 80% of our students are at or above grade level in Mathematics.

Weaknesses

While we continue to see growth overall, there are still many areas upon which we need to improve. We must continue to make the growth we achieved last year in ELA, as having only 52% of

our students on grade level is far below where we want to be. Further, of our special education students, only 21% are performing on or above grade level ELA.

In math, 44 % of special education students are performing on or above grade level. In mathematics both LEP and students saw a small increase in the number of students scoring at level one. There has been a leveling off in the rise of math scores as been accompanied with a decline in the number of students scoring a level 4.

While we still have 80% of our students scoring on grade level or above in Mathematics, we have fewer scoring at a 4 than in previous years. There is a similar issue in ELA, where we had no students score a level 4 in the previous year. We need to develop extension programs for our top students, students so that they can get the most out of their education while in our school.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal One

By June 2010 the ELL student group will demonstrate progress towards achieving state standards as measured by a 5 % increase in students scoring at Level 3 & 4 on the NYS ELA Assessment

Goal Two

By June 2010 our top third of students in math will demonstrate progress towards achieving state standards as measured by a 5 % increase in students scoring at 4 on the NYS Math Assessment

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA

<p>Annual Goal # 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 the LEP student group will demonstrate progress towards achieving state standards as measured by a 5 % increase in students scoring at Level 3 & 4 on the NYS ELA Assessment After conducting our needs assessment we found that our LEP students underperformed our English proficient students by 33%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>An "English Mechanics Continuum- (School Wide- mechanics) has been developed which outlines minimal competencies for students in all grades in grammar, usage and spelling. The explicit teaching of English literacy competencies will greatly support our LEP students in their endeavors to improve English</p> <p>After each skill or knowledge component is taught in ELA, teachers in all subject areas will ensure that students apply these skills and knowledge correctly in all formal writing assignments. This process will take 3 years to completely phase in, with all grades this year working on the 6th grade competencies.</p> <p>This initiative will be monitored by the administrative team at regular intervals during the year.</p> <p>The second major action to achieve our goals is a refinement and development of our students' goal setting process. This year students will track their progress in all subjects not only across the year, but also across each unit of study.</p> <p>Students will undertake a diagnostic assessment in the four core subjects at three times during the year. Following this, all students will set mid tem goals and articulate strategies to achieve them. Students will reflect on their progress at the completion of the midline and end line assessments.</p> <p>Students will also undertake a preview assessment at the start of each unit of study and a review assessment at the completion of the unit. They will set goals and reflect on their learning at each of these times.</p>

	<p>The regular explicit setting of goals and tracking of progress advantages all students, but for our LEP students, this strategy makes very clear for them, the areas that they need to focus on. It also provides ongoing explicit feedback. Ongoing monitoring and reflection on goal progress will be managed by students' advisors on a regular basis in as part of our advisory program.</p> <p>Staff will conduct regular reflection on the progress of each initiative during professional development sessions and team meetings.</p> <p>Last year a major initiative, "Building Academic Vocabulary," (Robert Marzano) was introduced. We will continue with this program, deepening the teachers' understanding and practice and consequently that of our students. The strategy is recognized by experts to be particularly useful for LEP students as it uses both linguistic and visual strategies for student to use in processing new vocabulary.</p> <p>Early morning "Breakfast Club" phonics building program will operate from Dec – May. Homework help will be available to LEP students (and others) throughout the year.</p> <p>Training of parents in the use of our electronic grading system, monthly progress reports and ARIS will strengthen the home school connection in relation to academic performance</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Considerable resources are used to support these initiatives. Both Title I Funding and our C4E allocation are used to employ an AUSSIE curriculum consultant who is providing professional development to staff and curriculum consultation to the administrative team</p> <p>In our effort to build capacity, we are using some of our C4E funding to facilitate teacher curriculum meetings after hours and on weekend for the purposes of planning curriculum. We are also using some C4E finding to employ an F-Status teacher in the position of math coach. Title III Funding supports our provision of out of hours supported for students as well as the purchase of specific materials to support our ELL students.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Our tri-annual (Sept, Feb, May) diagnostic (DYO) assessments will monitor progress of student English mechanics, reading, and writing knowledge across the year. We would expect to see a 15 % increase in score from baseline to midline and a further score increase of 15 % from mid to end line. 2. Preview (pre-tests) and review (unit end tests) assessments will provide ongoing data

of distance traveled over each unit of study. These assessments which include assessments of skills understandings knowledge and vocabulary.

3. Informal and formal observations of teachers will show
 - a. confident use of academic vocabulary by students and regular teaching of vocabulary by teachers
 - b. use of the school-wide revision /editing checklist in all subjects
 - c. student awareness of, and ability to speak about , their personal academic goals
4. Observation of student work will show teacher attention to the appropriate use of English Mechanics
5. Informal observation of the advisory program will show regular reflection of students on their learning goals.
6. Minutes of the Administrative Team's meetings will show regular review of the initiatives and their associated data.
7. Minutes of grade level team meetings will indicate staff reflection and monitoring of the initiatives.
8. Minutes of subject specific team meetings will show professional discussion and training that has taken place in relation to the initiatives.
9. Acuity interim assessment results will indicate improving student achievement levels.
10. Students and staff will be surveyed to ascertain their response to the initiatives.
11. Internal school tracking data (in all subject areas) will be an indicator of student achievement.

<p>Annual Goal #2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 our top third of students in math will demonstrate progress towards achieving state standards as measured by a 5 % increase in students scoring at 4 and Math Assessment In our needs assessment we determined that while we still have 80% of our students scoring on grade level or above in Mathematics, we have fewer scoring at a 4 than in previous years.. We need to develop extension programs for our top students.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Towards the end of last year a new "Student Success Review Form" was trialed by one grade level team. This year all grade levels will use the form. This form is part of a process that will identify students performing academically in our top, middle and lowest thirds. It will also group students into thirds according to social-emotional health based on classroom interactions. Based on student strengths and weaknesses grade level teams will use these forms to record interventions in place.</p> <p>While each subject teacher will continue to differentiate in the classroom, the grade level teams will confer to offer extra, beyond the classroom interventions.</p> <p>Students within the highest academic third will be given quarterly extension projects in their preferred subject area.</p> <p>The grade level teams, advisors and the administrative team will monitor these students to ensure that they are consistently provided with opportunities to perform above grade level. Teacher teams will be responsible for the ongoing implementation of the process and formal check in times are on the school calendar There will be three weeklong periods set aside during the year for all teams to engage in goal setting, reflecting and goal adjustment. The administrative team will review the implantation of the intervention and /or support programs on a regular basis.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Professional development in the implementation of the Student Review forms will take place at the beginning of the school year. Some C4E funding will be used to facilitate teacher meetings out of hours for program development</p>

Indicators of Interim Progress and/or Accomplishment

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

1. The Student Success Forms (Blue sheets) will provide evidence of interventions determined.
2. Three check in times each year will provide for formal evaluation of the process. September, February, April. This will include the tracking of students earmarked for extension.
3. Tri-annual diagnostic assessments will provide data three times yearly. We would expect to see gains in diagnostic assessments of at least 20% across the math strands
4. Teacher Ease data will provide the means to track class grades. We would expect to see increasing trends of this student group's averages across the marking periods in the order of 4- 6 %.
5. Grade level teams will regularly review the progress of the intervention projects
6. Advisors will check in with students on a regular basis.
7. Extension projects will be assessed
8. Internal school tracking data including progress reports, diagnostic assessments, and unit reviews will be an indicator of this cohort's progress.
9. Acuity interim assessment results will indicate improving student achievement levels.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	32	16	N/A	N/A	10	N/A	N/A	10
7	50	30	N/A	N/A	15	N/A	N/A	5
8	42	19	1	1	8	N/A	N/A	3
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Wilson – group, one on one, before school (Breakfast Club) and during the day Rewards Phonics Program –push-in groups and pull out and during the day Phonics Program and Leap Frog – one on one, small group, before school and during the day Writing Institute – push-in one on one, small group, during the day and after school Oracy Program – one on one, groups pull out, during day and after school Guided Reading – push-in groups, during the day and after school</p>
<p>Mathematics:</p>	<p>Math Enrichment – after school Test Masters – after school TAI Math Program – groups, after school and during the day</p>
<p>Science:</p>	<p>Science Olympiad – after school and Saturday Homework Help – after school and during lunch Guided Reading – push-in groups, during the day and after school Writing Institute – push-in one on one, small group, during the day and after school</p>
<p>Social Studies:</p>	<p>Guided Reading – push-in groups, during the day and after school using science texts Homework Help – after school and during lunch Writing Institute – push-in one on one during the day and after school</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Individual/group sessions with students who have been identified. Meets with teams each Wednesday to discuss who students are managing in class and how students are progressing with their goals. Meets with Parent Coordinator and Administration regarding progress of identified students.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>NA</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>NA</p>
<p>At-risk Health-related Services:</p>	<p>Provided by ASTOR and Morris Height Clinic</p>

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.

See Attachment 3

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

Form TIII – A (1)(a)

Grade Level(s): 6, 7, 8__ **Number of Students to be Served: 36** **LEP** **Non-LEP**

Number of Teachers: 1 ESL Certified **Other Staff (Specify) 1 ELA**

Team Teaching

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

The ESL program at CIS 303 relies on data provided by the LAB-R, NYSESLAT, and New York State ELA and math exams to provide additional support to students identified as limited English language proficient, as well as students who require transitional academic intervention services after passing the NYSESLAT. At CIS 303 there are currently 61 English Language Learners, 26 of whom are Long-Term ELLs. Additionally, support is provided to the 30 students who have scored proficient on the NYSESLAT in the last two years as needed.

The Title III supplemental language instruction program at CIS 303 will focus on direct instructional support in the areas of literacy and math, in addition to test preparation for the NYSESLAT exams and State ELA and math tests. These specific programs were chosen based on data provided by student results on the NYSESLAT and State ELA and math exams. For example, after-school programs will focus on language development and

math skills. All LEP students and transitional ESL students will take part in the school-wide State test preparation program along with their native English-speaking peers, but they will also have two months after these exams to participate in test preparation and tutoring for the NYSESLAT exam that takes place in May. Title III funds will be used for the morning program. In this program, the ESL teacher will team teach with an ELA teacher.

Breakfast Club Wilson Reading Program for ELLs in grades 6-8: Tuesdays, Wednesdays and Thursdays, 7:05-8:05 am

CIS 303 will be holding a Breakfast Club three mornings a week from 7:05-8:05 to teach the Wilson Reading System. Based on data from the NYSESLAT, ELA exam, and classroom assessments, this program targets the lowest level readers. The program is designed for ELLs that need additional phonics work to increase their decoding, encoding and comprehension skills. Title III money will be used for one ESL teacher and one mainstream teacher both of whom are certified to teach the Wilson Reading System, Wilson Reading Materials and breakfast for the students. These teachers will work together with the 16 targeted students.

The following programs are provided for ELLs as well, however, funding for these programs is from another source.

After-school program for ELLs in 6-8: Tuesdays, Wednesdays and Thursdays, 3:15-4:45 pm

CIS 303 will provide an after-school program for ELLs in grades 6-8. The after-school program will take place three days a week from 3:15-4:45 pm. During this time a certified ESL teacher will work in cooperation with mainstream teachers to provide supplemental instruction in both literacy and math for ELLs. This program will provide additional support for students' language development and reinforce the standards-based math curriculum by focusing on the development of students' math vocabulary and basic skills. *(Title III funds not used.)*

After-school NYSESLAT test preparation tutoring for ELLs in grades 6-8: Tuesdays and Wednesdays, 3:15-4:45 pm

Starting in March, 2010, all ELLs will be invited to participate in an after-school test preparation for the NYSESLAT exam. This program will take place Tuesdays and Wednesdays from 3:15-4:45 pm for seven weeks prior to the NYSESLAT exam in May, 2010. During this time, a certified ESL teacher will help familiarize students with the test and lead students through practice test exercises using the Getting Ready for the NYSESLAT and Beyond test preparation books (Attanasio & Associates) for grades 6-8. *(Title III funds not used.)*

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.

All staff members at CIS 303 engage in ongoing professional development to improve their instructional strategies and align instruction with state learning standards. This professional development includes in-school mentoring and strategic planning with a trained instructor, in addition to out of school seminars related to curriculum and instruction strategies. All teachers participate in peer observation which allows them to learn from their colleagues and receive constructive feedback from their colleagues. This enables teachers to continually reflect on their own practice. Teachers at CIS 303 also participate in ongoing professional development through AUSSIE, which includes mentoring and curriculum planning. Additionally, teachers engage in long-term professional development related to State testing standards. This professional development includes in-school meetings and strategic planning as well as inter-school seminars on test preparation techniques. Each year, CIS 303 holds two staff retreats consisting of two days of professional development tailored specifically to fit the needs of the teachers. During these retreats teachers participate in workshops focusing on differentiation, classroom management and discipline, classroom and state assessment, Understanding by Design (UbD) curriculum planning, and building academic vocabulary. The professional development program specifically addresses the needs of ELLs by

offering workshops on ESL techniques, ESL strategies in the content areas and assessment differentiation for ELLs. These workshops are available to all staff members. Additionally, the ESL teacher meets with each grade team (6th, 7th and 8th) on a monthly basis to discuss specific ELLs and to give instructional support.

The PD for ESL instruction will take place twice a month. The ESL teacher will provide PD for teachers from content areas that give direct instruction to ELLs.

Literacy and math curriculum professional development

All classroom teachers at CIS 303 receive ongoing professional development. This professional development includes in-school mentoring lessons and meetings with certified mentors, in addition to out of school workshops and conferences. Much of this professional development focuses on differentiated instruction in the classroom. Because most classroom teachers instruct ELLs as well as native English speakers in their classrooms, this professional development particularly benefits ELLs by giving mainstream teachers the tools to adapt daily lessons to fit their needs. The certified ESL teacher at CIS 303 also attends in-school mentoring meetings in order to streamline her lessons with the school-wide literacy curriculum.

In addition to providing professional development on school-wide literacy and mathematics curricula to all classroom teachers who work with ELLs, CIS 303 will also provide direct professional development to its ESL teacher through the Bronx BETAC office. This network provides regular professional development sessions on ESL-related topics throughout the year. Topics for 2009-2010 will potentially include the following:

- Identifying ELLs with the HILS and LAB-R
- Test preparation strategies
- Planning instruction in the push-in model
- Planning instruction in the pull-out model

Finally, CIS 303 will provide supplemental professional development books on ESL strategies for reading and writing, and will advise classroom teachers on strategies they can use with the ELLs in their classrooms through PD and continued consultation with content area teachers.

Description of Parent and Community Participation

The Principal, Assistant Principal, ESL Teacher, Parent Coordinator, Related Service Provider, Guidance Counselor and parents are all considered “Partners” united in a common goal to see that our ELL students are prepared for High School. The ESL program at CIS 303 pays particular attention to increasing parent and community involvement in students’ language development. With these goals in mind, CIS 303 will spend its Title III money to support the following activities related to ESL parent participation in school activities:

ESL Parent Evening Meetings: October-June, one session/month

(Please note, Title III funds will not be used for these programs, this is covered by another funding source)

Every month, the ESL teacher and parent coordinator will work together to plan workshops designed to provide additional information to ESL parents on the school curriculum and ELL-related topics. These workshops will give ESL students’ parents a chance to ask questions about their children’s work at school and language development, in addition to giving additional support to parents who may still be unfamiliar with the school literacy or math curricula. A translator will be available at all sessions to assist parents who do not speak English. Topics for ESL parent workshops for the 2000-2010 school year include:

- Workshops on state testing and promotional policy
- Helping your child gain literacy skills when you don’t speak English at home

- Curriculum explanations for ESL parents
- ESL homework help

Form TIII – A (1)(b)

School: _____ BEDS Code: _____

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	(\$9,055.54)	(ESL teacher team teaching with an ELA teacher to run Title III Morning Program for ELL Students: 1 hour x 2 teachers x 3 times per week x 30.25 weeks x \$49.89 (current teacher per session rate with fringe) = \$9,055.54)
Professional Development <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(\$5,986.80)	(ESL teacher will lead Professional Development for staff from all content areas directly teaching ELLs: 2 hours x 5 teachers x 2 times per month x 6 months x \$49.89 = \$5,986.80)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 		Supplies and materials are provided by another funding source.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

This information is available in ATS, HLIS and the Emergency Blue Card.

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.

About 38% of our parents prefer to have written and oral communication translated into Spanish. This information was shared with our School Leadership Team, our data specialist and all staff. All correspondence sent to parents are translated into Spanish.

Part B: Strategies and Activities

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

All written communiqué is translated into Spanish. At all parent meetings, translations are always provided either by school personnel, a parent volunteer, or student.

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

All oral communiqué is translated into Spanish. At all parent meetings, a translator is always provided either by school personnel, a parent volunteer, or student.

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>.

Chancellor's Regulations A-663 is posted at various locations throughout the school building.

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:	445,396.00	62,547.00	507,943.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,454.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		625.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22,270.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		3,127.00	
6. Enter the anticipated 10% set-aside for Professional Development:	45,000.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		6,255.00	

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT - See Attachment 2

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

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

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

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

This item has been attached in Attachment 2. Please refer to Attachment 2.

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.

Please refer to Section IV: Needs Assessment

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.
 - 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.

Please refer to Section V and Section VI: Goals.

3. Instruction by highly qualified staff.

Please refer to Section III Part B.

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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
We have an excellent reputation with Teacher for America, Mercy College Program and Fordham University Program.
6. Strategies to increase parental involvement through means such as family literacy services.
Please refer to Appendix IV and Parent Compact.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

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

Please refer to Section V and Attachment 1.

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.

Please refer to Appendix 1, Parts A and B.

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.

Please reference to Attachment 1.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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

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

Part B: For Title I Schools Identified for Improvement

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

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

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

Please refer to Appendix II

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?

The school's situation in relation to the findings is clearly evident in the following documents.

ELA Units of Study

Curriculum Map

Formal and Informal Observations

The ELA Materials evidence can be seen by viewing the resources available in our classrooms and bookroom.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

Review by the Math Coach and Math Teachers of each grade

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?

**Units of Study
Curriculum Maps
Observations and Curriculum Review**

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

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?

Again, review of our ELA Units of Study clearly demonstrates the wide variety of instructional practice and student activities. The UBD curriculum design process requires teachers to design the learning activities through a lens of student engagement. Thus, the instructional practices are varied and designed to encourage group work, discussion, and active participation. Our success in achieving these outcomes is evident in student assessment tasks and teacher plans. As well as this, staff has been engaged in peer observation with a focus on student engagement. This initiative is in its second year of implementation. This process occurs between all staff member regardless of subject area.

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

2B – Mathematics Instruction

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

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

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

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

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?

School math personnel are deeply invested in different teaching modalities and differentiation. Problem solving, projects, group work and peer discussion are evident in curriculum plans and differentiated assessments. Peer observations, which are an integral part of the school culture, focus on student engagement. Math class observations include viewing for group interaction, problem solving, and mathematical investigations. Technology is consistently incorporated in the mathematics classrooms and teacher planning.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

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?

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

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?

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 opportunities related to curriculum, instruction, and monitoring progress for ELLs have been available to all of our staff. We have had professional development in “Understanding by Design”, “Teaching Academic Vocabulary” , differentiated instruction and guided reading . Our ESL coordinator has attended some of the district professional developments, and has been turn keying this information to teachers

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.

Review by Instructional leadership team

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?

The school data has a detailed data base which contains all the data pertaining to each student, including ELL students. This data base includes all state testing data (including NYSESLAT proficiency scores) as well as school based data. It has a filter system which enables us to disaggregate data in many ways. All of our ELL students are enrolled in the ESL program. This fact is included on the data base. This data is used by all teachers.

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.

We cannot locate reliable data about length of time in the US

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.

Staff survey

Classroom observations

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

Applicable Not Applicable

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

Our newly instituted Student Review form creates a formal conversation with all teachers of each student . The passing on of the aforesaid information is now assured. In relation to professional development , ongoing professional development on differentiation has continues to improve teachers' abilities to address the needs of student requiring special assistance . Professional Development provided by an IEP specialist has assisted general education teachers with the content of an IEP and its implications on their lesson planning as well as assisting in strategies that will help their students perform better.

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

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

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

Please respond to the following questions for Key Finding 7:

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

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

Applicable Not Applicable

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

IEP specialist has provided ongoing professional development for all staff in regards to IEP students needing behavioral plans and continuous documentation. Our IEP specialist has also assisted staff in understanding the mean of modified promotional criteria. Professional development in differentiation strategies has also been ongoing

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

We currently have 7 students in Temporary Housing

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

Student in temporary housing have regular sessions with the school counselor. As well as, provide resources, support and advice to parents.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

ATTACHMENT 1

SCHOOL GOALS

SELF DEVELOPMENT – 11/7/09

<p>Goal: There will be at least one peer observation per teacher with feedback per semester.</p>	<p>Target Population: Peer Observation Committee – Brillante, Cooper, Lerro, Subramaniam</p>
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Major Task	When (frequency)	Indicator of Success	Person in Charge	Date Due	Date Accomplished	Cost (if necessary)
Review feedback from this year's Peer Observations and share out with staff. Tie reflections into a larger pedagogical picture.	Twice a year	Feedback from Staff/Reflection by Staff	PO Committee	12/18/09		
Review process for next year.	Every Summer	Feedback from Staff/Summer Meeting	PO Committee	August	9/15	
Set up PD and process for observations/feedback per semester	September, January	Number of completed PO's	Peer Observation Committee	November, March		
Next Steps			Person in Charge		Date Due	Date Accomplished
Plan PD for November 18, December 18, and December 7			Lerro		11/13/09	

<p>Goal: There will be at least six trips per year that cover a wide variety of academic and non-academic activities.</p>	<p>Target Population: Trip coordinator (one per team, year-long role) – needs to be assigned in August – <i>OPTIONAL</i> Calendar keeper (one person per team, year-long role)</p>
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Major Task	When (frequency)	Indicator of Success	Person in Charge	Date Due	Date Accomplished	Cost (if necessary)
One month into each semester, the trip coordinator/calendar keeper must have the trips for the semester on the calendar.	6 per year	<ul style="list-style-type: none"> • Did each team do six trips per year? • Tentative trip spreadsheet including location, subject areas addressed, and topics involved to help plan trips. 	Subramaniam (spreadsheet) Whoever plans trips on teams	Throughout year	Throughout year	▪ will vary per trip

Next Steps	Person in Charge	Date Due	Date Accomplished
Create trip spreadsheet to include trip location, subject areas involved, and content topics covered. This will help teachers sort and filter trip ideas. Example: Brillante wants to plan a trip on the solar system. He sorts the spreadsheet by solar system and gets ideas for field trip.	Subramaniam	11/30/09	
Field Day will be in June and will be planned by the Physical Education teachers.	Vore and Rapaport	6/09	
All field trips should be planned and discussed with team at least a week before trip. Trip information should also be sent to Admin to go on calendar at least a week before the trip.	Whoever is planning trip	One week before trip	

VALUE OF ACHIEVEMENT – 11/7/09

Goal: There will be a National Junior Honor Society with an inducted group of students from all grade levels.				Target Population: <ul style="list-style-type: none"> ▪ High achieving students that demonstrate qualities outlined in the NJHS national policies 5 faculty committee members, 1 chapter advisor and the principal 		
Major Task	When (frequency)	Indicator of Success	Person in Charge	Date Due	Date Accomplished	Cost (if necessary)
Selection of new members after completion of the 3 rd Marking Period. <i>Students are identified for eligibility based on a cumulative average of 85%. Faculty then nominate students based on their demonstration of the following qualities: leadership, scholarship, citizenship, service and character.</i>	At the close of the 3 rd Marking Period: approx. March 2010	Completion of selection process	Chapter advisor and faculty committee	April/ May 2010		None
An induction ceremony is held after the third marking period (for 7 th and 8 th graders, and outstanding 6 th graders). <i>Selection occurs about one month prior to induction.</i>	April/ May 2010	Completion of induction ceremony	Chapter advisor and faculty committee	May 2010		\$300 (for pins and other materials for the ceremony)
The group's members and activities will be publicized throughout the year.	continuing	An increase in the number of eligible students over the course of the year that show interest in joining.	NJHS student and faculty members	throughout the year	**	\$50.00

Next Steps	Person in Charge	Date Due	Date Accomplished
Post and share the NJHS tracking tools from 2008-2009 and 2007-2008. (Data will be used to monitor eligible students, accepted students (for maintenance of requirements), and monitoring increase of student interest in participation with the NJHS)	Chapter advisor and faculty committee	December 2010	
Form an ACTIVE faculty committee for the 2009-2010 school year. Members will include at least 2 team members from each grade, and the Faculty Advisor.	Faculty Advisor	End of September 2009	September 31 st , 2009
Elect new student executive board members to serve for the 2009-2010 school year.	NJHS members, Faculty Advisor	End of September 2009	October 9 th , 2009
Organize NJHS presentations to all classes by the end of November. Set up personal meetings with potentially eligible students to discuss the selection and application process.	All faculty and student members.	November/December 2009	
Set up a process for the NJHS advisor and committee members to ensure applications are completed (especially by boys). 1) Hold an informational meeting in the evening for parents and nominated students.	NJHS Advisor and Faculty Members	(Selection Period) March/April 2010	

<p>Goal: There will be a ceremony once per marking period recognizing students for both academic and non-academic achievement.</p>	<p>Target Population: All students – especially the top students will be recognized as well as those who are not traditionally recognized</p>
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Major Task	When (frequency)	Indicator of Success	Person in Charge	Date Due	Date Accomplished	Cost (if necessary)
<p>Pre- and Post-Ceremony Information:</p> <ul style="list-style-type: none"> ▪ Appoint a Ceremony Coordinator per team by the end of September. ▪ Place dates on the calendar for the first ceremony and the school-wide ceremony after the third marking period. The other 3 will be TBD. Inform all staff members of the award ceremony dates by the end of the first marking period. (1st MP Friday, Nov 20th, 2nd MP Friday, Feb 26th, 3rd MP Friday April 16th (school wide ceremony with an evening ceremony for parents from 6-8pm in the auditorium), 4th MP date TBD). ▪ The 3 Ceremony Coordinators will develop a reflective process to get feedback from teachers and students about ceremonies. 	<p>Each marking period, and one school wide ceremony (3rd Marking Period)</p>	<p>Each team has selected a coordinator who will maintain the position throughout the year, and the first ceremony has been scheduled.</p>	<p>Ceremony Coordinators from each Team</p>	<p>Coordinators (September), other items before the end of the first marking period.</p>	<p>October 2009</p>	
<p>Ceremony Process: Criteria for awards is listed below:</p> <ul style="list-style-type: none"> ▪ the coordinator needs to determine how the awards will be distributed, and how ceremony tasks will be delegated to other team members. All team members are expected to contribute to ceremony tasks. ▪ Award ceremonies occur 5 times a year – one after each marking period and then one school-wide/evening ceremony ▪ Team coordinators should have the tracking template to track student award data at least 2 	<p>Other items will occur once every marking period</p>	<p>The Data Analysis person will keep track of which students have received awards over the course of the year in the school-wide database</p>	<p>Ceremony Coordinators, Teams, Data Analysis person</p>	<p>Coordinators should receive tracking template by mid-September. Every marking period.</p>	<p>October 2009</p>	<p>\$100 per team for award paper, \$50.00 for other ceremony expenses and supplies. (\$450 total)</p>

<p>weeks prior to the 1st MP award ceremony. At the end of each ceremony, coordinators will send compiled data to the Data Analysis person (Harris) who will analyze and organize the data school wide. Harris will then post the data online and present the data at the following Mandatory PD or 8:05 Meeting.</p>						
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AWARDS CEREMONY COORDINATOR RESPONSIBILITIES

(One member of each team has this position.)

- To inform the Team of the dates of the ceremony for each marking period.
- To inform the Arts/P.E. Team (Music, Art, Gym & Health) of the dates of the ceremony and to be sure they have their certificates at the ceremony.
- To inform the administration of the dates of the ceremonies so if they wish to attend they are able to do so.
- To inform their grade team of the school-wide awards that students can receive.
- To delegate tasks involved in coordinating ceremonies as necessary.

AWARDS CEREMONY CRITERIA

(Must be done by every team!)

- **Best academic average** (per teacher).
- **Most improved student.** (For the second, third, and fourth marking periods the grades are compared to those of the previous quarter. For the first marking period the teacher must determine how the student has improved since September.)
- **Overall averages 85% or greater.** (If a student earns Best Academic Average this award gets compiled with that one in order to save time during the ceremony and not to be repetitive.)
- **Gym/Health Award** (Type of award to be determined by Physical Education and Health Education teacher).
- **Art Award** (Type of award to be determined by the teacher.)
- **Music Award** (Type of award to be determined by the teacher.)
- **Citizenship Award** (Students nominate other students who have shown outstanding character and integrity- Ceremony coordinators are responsible for providing their team with an explanation of the award to be read to the class prior to nomination.)
- **Attendance and Honor Roll at 1, 3, 4th MP ceremonies. At the 3rd MP Night Ceremony, honor roll and attendance ONLY will be recognized.**
- **Hard work award and Doing the Right Thing award.**
- Awards may be added per team but the awards listed above will be standard across all grades.
 - Student of the Month Awards will no longer be given at Award Ceremonies. They will be distributed by subject teachers at the end of each month.

NURTURING COMMUNITY – 11/07/09

Goal: Implement a conflict resolution/peer mediation program. → RCCP	Target Population: Grades 6, 7, and 8
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Major Task	When (frequency)	Indicator of Success	Person in Charge	Date Due	Date Accomplished	Cost (if necessary)
1. Determine funding available for next year's RCCP implementation, particularly with respect to Kim's hours.		Budget is determined, approved, and a break-down of Kim's hours is written and disseminate	Brillante	NA	NA	\$0
2. There will be at least one whole group training program across all grades to implement RCCP. (Both teachers new to RCCP, as well as year 1 and year 2 teachers.)Nurturing committee will meet monthly. Committee members will manage team needs as needed.	Retreat – 11.06/7; 2 subcommittee meetings (10.14, 10.26, 3:30 – 5 PM)	Establish training dates. All teachers attend training	Brillante & Brady	10.05	10.05	Training Rate
3. RCCP lessons/activities will take place on Thursday and Friday of advisory.	Twice a week	RCCP artifacts will be visible in classrooms. Artifacts will be updated on a monthly basis.	Nurturing committee, RCCP grade facilitators	11.06		Materials (e.g. paper, markers)
4. Provide RCCP training for support staff.	Once a month, 1 hr after school	<ul style="list-style-type: none"> Support staff attends monthly meetings Support staff begins to use the "RCCP language" during interactions with students 	Committee	11.23 – set up meeting dates and put on calendar		Training Rate?
5. Create a spring semester pacing and curriculum guide that is differentiated by grade.	Re-visit on a semester basis and at committee meetings	<ul style="list-style-type: none"> Guide is completed and given to staff 	Committee	12.23.09; confirm with administration about publishing		Training Rate
6. Design a role description for the new team role of RCCP facilitator.	No later than July 15	<ul style="list-style-type: none"> Finalize language of role description Each team names their RCCP facilitator for the coming year The fixed weekly schedule of Team's agenda reflects a 10 minute time allotment for the RCCP facilitator 	Kyle Brillante	July 15 th		

7. Design an RCCP-corner for each classroom and various spots in the hall. Subsequently assist teachers in setting up such corners, thereby increasing the visibility of RCCP throughout the school.	All year		Joyti Kumrah, & one committee member from each grade.	By October 1		
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Next Steps For...	Person in Charge	Date Due	Date Accomplished
Confirm PD dates	Brillante/Committee	11.23	
Set calendar for support staff meetings	Committee	11.23	
Update bulletin board	Kennelly (Nov); committee	monthly	

WILLINGNESS TO DO ONE'S BEST – 11/06/09

Goal: Progress reports will be given out to every student on the first Wednesday of each month.	Target Population: Students, advisors, teams and administration will be responsible for this process
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Major Task	When (frequency)	Indicator of Success	Person in Charge	Date Due	Date Accomplished	Cost (if necessary)
1) Professional Development Meeting on Progress Reports <ul style="list-style-type: none"> ▪ give out calendar of pre-established PR dates ▪ show how to print out "all subject" progress reports ▪ how to include Spanish on the PR ▪ explain expectations of teachers ▪ explain progress report week schedule (<i>see next page</i>) 	Every Year	100% of teachers are handing out progress reports	PR Committee	Sept PD		Teacherease renewal
2) Beginning of year Protocol: <ul style="list-style-type: none"> - Distribute advisory bins to each advisor - Each student should have a manila folder to be labeled with their name in their advisor's bin - Each teacher will have a folder in the advisory bin, which will include: mandated items list, Spanish translations for TeacherEase, screen-print settings for Progress Reports, extra copy of letter for log-in, extra copy of each Reflection sheet - Have a TeacherEase sign-up/re-sign-up form in student packet 	Every Year		PR Committee	Sept		
3) Have teams Assign a grading monitor: job is to have teachers reflect on how well they are doing complying with the grading policy & updating TeacherEase and to remind teachers when PR are coming up. See PR Week Schedule for more information.	Every Year		Teams	September		

<p>4) Informing Parents and Students</p> <ul style="list-style-type: none"> • Committee will use 20 minutes of each grade’s Meet the Teacher Night for a parent orientation session to explain to parents about the progress reports and the information they present as well as a step-by-step instruction guide with visual aids. • Send a school-wide letter with a mandated tear-off informing parents of information available on TeacherEase and how to access it as well as login sheet in the Parent Packet at the beginning of the Year. • Student information sessions to explain to students how to understand progress reports 	<p>Every Year</p>		<p>PR Committee</p>	<p>Sept/Oct</p>		
<p>5) Creation of progress report portfolios (kept by advisory teachers in the advisory bins to hold the entire year’s progress reports and their reflections)</p> <ul style="list-style-type: none"> ▪ Mandatory items for advisory folders: 1. Progress reports by month, 2. Monthly evidence of reflection attached to each progress report. ▪ Suggested items for advisory folders: Tear-offs, report cards, anything else that comes back signed by parents 	<p>Yearly Monthly</p>	<ul style="list-style-type: none"> ▪ 100% of students are handing in signed progress reports ▪ 100% of teachers are giving reflections with each progress report 	<p>Advisory Teachers</p>	<p>Monthly</p>		
<p>6) Keeping track of returned progress reports</p> <p>Teachers should be keeping track of who has been turning in progress reports through TeacherEase and the online Progress Report Log. It should be put into Teacherease as a non-graded assignment under advisory class. By inputting onto the online log, it will allow the committee to keep track of how many students have consecutively returned their PR.</p>	<p>Monthly</p>	<ul style="list-style-type: none"> ▪ 100% of teachers conferencing with students about their reflections 	<p>Committee Advisory teachers Advisory teachers</p>	<p>Monthly Monthly Monthly after</p>		

After three missing progress reports, advisors are responsible for setting up a parent meeting. (However, if a student hasn't turned in the progress report after a week, teachers should follow up with a phone call.)				November		
7) Teachers will update grades by 7:00am Wednesday (the day of progress report distribution). Timeline: <ul style="list-style-type: none"> Grading Monitor has teachers reflect on how many grades are entered into TeacherEase. (every two weeks) Monitor reminds teachers the Friday before, Monday before, and Tuesday before PR go out 	Monthly		Teams, Monitors, Teachers	Monthly		
8) A reward will be given out for every student who returns progress reports every two months. <ul style="list-style-type: none"> Committee will use online Progress Report logs to get names of students. A reward will be distributed to each student by Friday (9 days after progress reports are distributed) 	Every Two Months		Sindelar	Bimonthly		
9) End of Year Protocol: <ul style="list-style-type: none"> Collect and clean out bins Move folders into one advisor's bin Store bins for the summer 	During the last week of school (yearly)		Committee			

Progress Report Week Schedule

- Grading Monitor has teachers reflect on how they are doing entering grades every two weeks during team time.
- Grading Monitor reminds teachers that PR are coming out the Friday, Monday, and Tuesday before they are supposed to.
- All grades in TeacherEase by Wednesday at 7:00am
- All progress reports distributed Wednesday morning by advisory teacher in advisory
 - Advisory teachers will print out each student's progress report for all subjects based on a uniform format which will be presented at the August/Sept PD
 - Students will complete a reflection activity in Wednesday advisory or at another time by the end of the week with each progress report.
- Team facilitators check to make sure all reports were handed out Wednesday.
- Teachers collect progress reports the week following distribution.
- Advisor logs for missing progress reports are included in A.M. reminders the Wednesday after PR were handed out.
- Missing progress report logs are turned into the office by the following Friday (the week and the half later).
- Teachers put progress reports and reflections into portfolios as they get them.
- Teachers input progress reports into Teacherease in the Advisory class as a complete/incomplete assignment

Every Two Months

- Teachers will compile a list of students who return progress reports for the two month period and submit to Sindelar for the reward.

ATTACHMENT 2: SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT



The Leadership and Community Service Academy

CIS 303

Real leaders are ordinary people with extraordinary determination who dare to dream.

1700 Macombs Road ♦ Fifth Floor ♦ Bronx, New York 10453

Phone (718) 583-5466 ♦ Fax (718) 583-2463

Monica Brady, Assistant Principal

Patricia Bentley, Principal

SCHOOL-PARENT COMPACT

The Leadership and Community Service Academy – CIS 303 , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2009-2010.

School Responsibilities

The Leadership and Community Service Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
 - **Ongoing Learners**
 - ♦ Once a month all teachers of the same subject will meet to reflect, share, and develop curriculum.
 - ♦ Students will be responsible for presenting twice per year on a topic about which they are passionate during advisory.
 - **Nurturing Community**
 - ♦ The seventh grade will pilot the implementation of the Resolving Conflicts Creatively Program.
 - ♦ There will be one presentation or assembly per marking period addressing the social needs of students.
 - **Value of Achievement**
 - ♦ There will be a ceremony once per marking period that recognizes students for both academic and non-academic achievement.
 - ♦ There will be a National Junior Honor Society with an inducted group of students from all grade levels.
 - **Self-Development**
 - ♦ There will be at least one peer observation per teacher with feedback per marking period.

- ♦ There will be at least three trips per semester that cover a wide variety of academic and non-academic activities.
- **Willingness to do one's best**
- ♦ There will be progress reports given out to every student on the first school day of each month.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

November 17, 2009 from 1:00 to 3:00 and 5:30 to 8:00

February 25, 2010 from 1:00 to 3:00 and 5:30 to 8:00

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

On the first Wednesday of every month, parents receive a written progress report. Parents also have the ability to log onto a website called Teacherease to check their child's progress. The information includes attendance, test, quizzes, missing homework and behavioral logs.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Every Wednesday student conversations occur on each grade team. Parents have the ability to request a meeting during this time. In addition we have an open door policy. Parents are welcomed to come anytime and meet with any staff member regarding their child.

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

Parents have the ability to participate in their child's daily activities. All they have to do is ask.

Parent Responsibilities

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

Check student's planner daily.

View Teacherease on a regular basis

Monitor attendance.

Review homework.

Monitor the amount of television their children watch.

Volunteer in the school.

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

Promote positive use of my child's extracurricular time.

Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the DOE either received by my child or by mail and respond, as appropriate.

Make spontaneous visit to the school

Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

C.I.S 303 School-Wide Regulations

1. There will be silent passing in the halls. This will be observed by both students and staff.
2. No students are to be in the hallway without a pass for any reason. If your class does not have a pass – students are not to leave.
3. Students will line-up in their classrooms and will not enter the hallway until the full class is ready to exit. Teachers will not have students stand in the hallway unsupervised for line-up or any other reason.
4. Dress-code will be strictly observed. The dress-code is a white collared shirt (MUST have a regular collar like on a polo or oxford shirt) and blue pants/skirt (should fit properly and students will need to wear a belt if the pants are loose-fitting – dockers or dickies). The following procedures will be adhered to:
 - No colored shirts may be worn under white collared shirts
 - No jeans may be worn under academy uniform pants
 - No hoodies of any kind
 - Hoodies are to be placed in the closet first thing in the morning. If a hoodie is taken it will be returned in June
 - Only solid blue, black or white *sweaters* will be allowed
 - Gentlemen are to have their shirts tucked at all times
 - No Make-up
 - No large hoop earrings
 - Skirts not higher than 3" above the knee
5. Students will be sent upstairs beginning at 8:05 – Advisory begins at 8:15. Students will be marked late if they arrive to class after 8:15.

6. Students will raise their hands to speak, and will remain seated unless expressly instructed to do otherwise by their teacher.
7. Chairs will be put up and floors will be cleaned in every room at the end of every day.
8. Students are to come to the cafeteria quietly. They are to sit at their table with their class and wait quietly to be called onto line.
9. Students are to leave their tables trash-free. Teachers are to check to see that their class has removed all trash before they walk them upstairs.
10. There are to be no cell phones, if they are seen they will be confiscated.
11. There are to be no electronic devices (CD players, gameboys, etc...) of any kind out or in-use during class time. No teacher is to give permission for any student to use an electronic device at any time other than lunch.
12. The only drink the students are allowed to bring to school is bottled water.

The Leadership and Community Service Academy will:

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

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, The Leadership and Community Service Academy will:

- 1 Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
- 2 Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
- 3 Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

ATTACHMENT 3

Appendix II LAP Narrative 2009-2010 – CIS 303

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

CIS 303, District 9 LAP Team

Patricia Bentley, *Principal*

Monica Brady, *Assistant Principal*

Jacqueline Gonzalez, *Parent Coordinator*

Ros Cooper, *Literacy Coach*

Megan Kennelly, *ESL Teacher*

B. Teacher Qualifications

Megan Kennelly, *Certified ESL Teacher*

C. School Demographics

350 – Total Number of Students in School

61 – Total Number of ELLs

17% - ELLs as Share of Total Population

ELLs (3 years or less): 9

ELLs (4-6 years): 25

Long-Term ELLs (more than 6 years): 26

Number of ELLs in each Language Group:

Spanish: 60

Other: 1

Part II: ELL Identification Process

ELLs are identified at CIS 303 using the New York State LEP Identification Process. When a student is newly enrolled, the Home Language Identification Survey is administered. If the home language is English, the student is not identified as an ELL. If the home language is other than English, an informal interview is conducted in English and the Native Language. If the student is found to speak a language other than English, the LAB-R is administered by the ESL Teacher. Based on the LAB-R score, the student is identified as beginning, intermediate, advanced or proficient.

When new ELLs are admitted to CIS 303, the ESL teacher arranges a parent orientation with the parent in person or by phone. The form letter identifying a student as an ELL will also be distributed to the parent. The parent orientation meeting is attended by the parent, the ESL teacher, and a translator, who is also knowledgeable about the program choices for ELLs. During the meeting the parent will watch the parent orientation video provided by the NYC DOE and review the materials and brochures describing the program choices. The ESL teacher and translator answer any questions he or she may have about the program choices. The parent is permitted to select the program choice at the meeting if he or she feels certain, he or she may take home the information to consider and return the selection form within the next week.

All parents are encouraged to attend the parent orientation meeting. Because of the small number of newly admitted ELLs we receive in our school each year (thus far we have not had one for the 2009-10 school year), the return of selection forms is not usually a problem. If a parent does not return the form, the ESL teacher will reach out to the parent and continue to contact them until it is returned. Over the past two years parents of newly enrolled ELLs have chosen the ESL program. As a result our program model of ESL is aligned with parent requests.

If a student scores beginning, intermediate or advanced, the parent is informed of their entitlement. The program choices are explained to the parent or guardian and they have an opportunity to watch the video. They are informed that the program available at CIS 303 is freestanding ESL – both pull-out and push-in. The parent then selects the program they would like for their student. All communication between the school and the parent is available in both English and the Native Language.

Students receive services based on the level that they scored on the LAB-R. Beginning and Intermediate students are entitled to 360 minutes per week and Advanced students are entitled to 180 minutes per week. Additionally, the ESL teacher meets with all of the content area teachers regarding ELLs and their needs in the classroom.

ELLs are evaluated each year using the NYSESLAT. Students receive instruction prior to the test to ensure that they are familiar with the format and prepared to take the exam. Each year, the test scores are reviewed to see what growth has been made and if students have reached a higher level. Instruction for the following school year is aligned with this data.

Part III: ELL Demographics

A - C. ELL Programs, Years of Service and Breakdown

ELLs (3 years or less): 9
ELLs (4-6 years): 25
Long-Term ELLs (more than 6 years): 26
ELLs in Special Education: 7
SIFE: 0
Newcomers: 0

Number of ELLs in each Language Group:
Spanish: 60
Other: 1

Freestanding ESL Pull-out/Push-in By Grade:
6th grade - 21
7th grade - 28
8th grade - 12

Number of ELLs by Proficiency Level:
Beginner: 5
Intermediate: 44
Advanced: 12

D. Programming and Scheduling Information

Based on data provided by tests of English language proficiency and ELA and math exams for grades 6-8, the ESL program at CIS 303 groups students by their level of English language proficiency with consideration given to their grade level, background knowledge, and number of years in the country. These students are then serviced in classes by a certified ESL teacher. This teacher follows the push-in and pull-out models of ESL instruction. Under this model, the ESL instructor uses a combination of techniques to supplement and scaffold mainstream classroom instruction, including Total Physical Response, Wilson Reading Intervention, phonetic awareness exercises, visual aids, song, and balanced literacy to promote reading comprehension and writing conventions. ESL students in this program also benefit from a large resource of technologies, learning materials, and aids, including the Learning Leapfrog computer program, laptop computers, phonetic awareness games, leveled libraries that include picture books and bilingual dictionaries and glossaries.

The ESL teacher designs instruction using the ESL standards and methodologies to make language and content comprehensible and meaningful while developing an academic vocabulary. For Newcomers and Beginners this includes developing phonemic awareness and fluency as well as, along with the Intermediate and Advanced students, building comprehension. The ESL teacher uses all of the data mentioned above as well as additional reading and writing assessments (the WRAP) and an oral interview to determine ELLs current level in order to choose appropriate texts and materials for each student's abilities. The ESL teacher uses these materials in lessons that are rich with visual, audio and kinesthetic aids to ensure comprehension by all students regardless of language level or learning style

Through a combination of push-in/pull-out instruction, the ESL teacher supports student learning during Communication Arts (CA) by pushing into students' mainstream classroom, or she pulls small groups of students out of their classrooms in homogenous groups to work on specific language-related strategies. In this way, ESL instruction is streamlined with the learning that takes place in students' everyday classrooms, and ESL instruction meets both State-wide content-area standards and State-wide ESL standards for students' development in reading, writing, listening, and speaking English. This ESL program provides the mandated students with either 180 or 360 minutes per week of language learning, depending on their level.

All students at CIS 303 participate in a core curriculum that includes communication arts, mathematics, social studies, and science, and ELLs take part in these classes along with their mainstream classmates. Through the CA Literacy program, students participate in reading and writing workshops to build literacy skills through a combination of teachers' strategy modeling and group and individual practice. Every classroom is equipped with a leveled library, and students read independently each day through the use of trade books that they select themselves in correspondence with their individual reading levels. Mathematics, science and social studies curriculums follow state-wide standards for all grade levels. All teachers at CIS 303 participate in ongoing PD regarding ELLs, differentiation, and best practices for ELLs in the classroom. As a result, all ELL subgroups receive differentiated instruction in all of their content area classes.

All ESL instruction follows the school-wide literacy curriculum, whether through push-in instruction during regular literacy blocks or in separate pull-out ESL classes. Classroom teachers at CIS 303 are also trained in strategies of differentiated instruction to meet the needs of all students. With the support of their mainstream classroom teachers and the ESL instructor, then, ELLs participate equally with their classmates in regular content-area work. ELLs also have the opportunity to receive supplemental instruction through academic intervention services, after-school test preparation classes, and an after-school ESL program. CIS 303 offers students a variety of extracurricular activities that supplement and enhance the learning that takes place in the mainstream classroom. Gym, music, and art are offered on a daily basis as part of students' regular classroom schedule as these classes are fundamental to students' personal growth and language development. ELLs participate in these classes equally with their classmates. Other extracurricular opportunities offered to all students at CIS 303 are student government, before and after school sports programs, enrichment clubs and electives, and ELL students participate in these programs equally with native English speaking students.

Each ELL receives their mandated number of minutes through a combination of pull-out and push-in minutes. Newcomers, beginners and intermediate students receive 360 minutes and advanced students receive 180 minutes of instruction. Long-term ELLs and students testing proficient on the NYSESLAT in 2008 receive services based on need. They are assessed with other ELLs to determine instruction. NLA instruction is not offered at CIS 303. ELLs receive content area instruction in a mainstream classroom. ELLs with special needs receive services and modifications as indicated in their Individual Education Plan (IEP).

CIS 303 uses several intervention programs to address the specific needs of ELLs including Wilson, Rewards, and T.I.A. These programs are used along with scaffolded instruction and specific skill-based instruction. Students at CIS 303 are offered academic intervention, resource room, speech, guidance counseling, psychological services, occupational therapy, and nurse care as additional support services, and all services are available to ELLs as well as native English-speaking students.

ELL Subgroups

Newcomers: New LEP students are given instructional and peer support to aid in their integration into the mainstream classroom community. Leapfrog Learning Pads, picture dictionaries, and leveled libraries are all available for new students. In addition, new LEP students are paired with a native English speaker to explain the routines of the day and promote their understanding of classroom procedures.

SIFE: Students that are determined to be SIFEs are assessed using baselines in all of the content areas to determine if there are areas of significant gaps. Determination of need is made on an individual basis. Students may require one on one tutoring, small group instruction and additional time to learn material that they missed while they were not following the NYS curriculum.

Long-Term ELLs: Long-Term ELLs are identified and provided services as needed. If a long-term ELL is found to have specific needs, they will receive the same services as ELLs. However, if it appears that the reason they are still an ELL is because of difficulty testing proficient on the NYSESLAT and they are performing at or above grade level, they will not need as much ESL instruction as an ELL.

ELLs: *See Program Description Above - Based on General ELL population*

ELLs with Special Needs: ELLs with Special Needs are serviced as per their IEP.

Transitional Support: Students who score proficient on the NYSESLAT receive two years of transitional support. This means that they are eligible for testing accommodations such as time and a half for all tests two years following proficiency.

Supplemental Programs for ELLs

The supplemental language instruction program at CIS 303 will focus on direct instructional support in the areas of literacy and math, in addition to test preparation for the NYSESLAT exams and State ELA and math tests. These specific programs were chosen based on data provided by student results on the NYSESLAT and State ELA and math exams. For example, after-school programs will focus on language development and math skills. All LEP students and transitional ESL students will take part in the school-wide State test preparation program along with their native English-speaking peers, but they will also have two months after these exams to participate in test preparation and tutoring for the NYSESLAT exam that takes place in May.

After-school program for ELLs in 6-8: Tuesdays, Wednesdays and Thursdays, 3:15-4:45 pm

CIS 303 will use Title III money to provide an after-school program for ELLs in grades 6-8. The after-school program will take place three days a week from 3:15-4:45 pm. During this time a certified ESL teacher will work in cooperation with mainstream teachers to provide supplemental instruction in both literacy and math for ELLs. This program will provide additional support for students' language development and reinforce the standards-based math curriculum by focusing on the development of students' math vocabulary and basic skills.

After-school NYSESLAT test preparation tutoring for ELLs in grades 6-8: Tuesdays and Wednesdays, 3:15-4:45 pm

Starting in March, 2009, all ELLs will be invited to participate in an after-school test preparation for the NYSESLAT exam. This program will take place Tuesdays and Wednesdays from 3:15-4:45 pm for seven weeks prior to the NYSESLAT exam in May, 2009. During this time, a certified ESL teacher will help familiarize students with the test and lead students through practice test exercises using the Getting Ready for the NYSESLAT and Beyond test preparation books (Attanasio & Associates) for grades 6-8.

Breakfast Club Wilson Reading Program for ELLs in grades 6-8: Tuesdays, Wednesdays and Thursdays, 7:05-8:05 am

CIS 303 will be holding a Breakfast Club three mornings a week from 7:05-8:05 to teach the Wilson Reading System. This program is for Intermediate and Advanced ELLs that need additional phonics work to increase their decoding, encoding and comprehension skills. Title III money will be used for one ESL teacher and one mainstream teacher both of whom are certified to teach the Wilson Reading System, Wilson Reading Materials and breakfast for the students.

E. Schools with Dual Language Programs - N/A

F. Professional Development for Staff

All classroom teachers, administration and support staff at CIS 303 receive ongoing professional development. This professional development includes in-school mentoring lessons and meetings with certified mentors, in addition to out of school workshops and conferences. Much of this professional development focuses on differentiated instruction in the classroom. Because most classroom teachers instruct ELLs as well as native English speakers in their classrooms, this professional development particularly benefits ELLs by giving mainstream teachers the tools to adapt daily lessons to fit their needs. The certified ESL teacher at CIS 303 also attends in-school mentoring meetings in order to streamline her lessons with the school-wide literacy curriculum.

In addition to providing professional development on school-wide literacy and mathematics curricula to all classroom teachers who work with ELLs, CIS 303 will also provide direct professional development to its ESL teacher through the Bronx BETAC office. This network provides regular professional development sessions on ESL-related topics throughout the year. Topics for 2008-2009 will potentially include the following:

- Identifying ELLs with the HILS and LAB-R
- Test preparation strategies
- Planning instruction in the push-in model
- Planning instruction in the pull-out model

At CIS 303, ELLs are supported continuously through all academic years. Because it is a teaming school, there is open communication and conversations about all students and the services and support they require. Every student has an electronic record that all teachers can access and update that is used from 6th - 8th grade. This record includes provides a picture of the whole student and their academic and social history and needs. The records are used to plan and differentiate instruction for ELLs and provide an easy transition throughout grade levels.

G. Parental Involvement

The Principal, Assistant Principal, ESL Teacher, Parent Coordinator, Related Service Provider, Guidance Counselor and parents are all considered "Partners" united in a common goal to see that our ELL students are prepared for High School. The ESL program at CIS 303 pays particular attention to increasing parent and community involvement in students' language development. With these goals in mind, CIS 303 will spend its Title III money to support the following activities related to ESL parent participation in school activities:

ESL Parent Evening Meetings: October-June, one session/month

Every month, the ESL teacher and parent coordinator will work together to plan workshops designed to provide additional information to ESL parents on the school curriculum and ELL-related topics. These workshops will give ESL students' parents a chance to ask questions about their children's work at school and language development, in addition to giving additional support to parents who may still be unfamiliar with the school literacy or math curricula. A translator will be available at all sessions to assist parents who do not speak English. Topics for ESL parent workshops for the 2008-2009 school year include:

- Workshops on state testing and promotional policy
- Helping your child gain literacy skills when you don't speak English at home
- Curriculum explanations for ESL parents
- ESL homework help

Part IV: Assessment Analysis

NYSESLAT Data Analysis

After reviewing both the 2008 and 2009 NYSESLAT data, it is evident that all of our ELLs are deficient in the modalities of reading and writing. Many students are long-term ELLs who earn proficient or advanced on the listening and speaking portion of the test but remain ELLs because they scored as advanced or intermediate on the reading and writing portion of the test. Because so many of the ELLs at CIS 303 require reading and writing, ESL instruction emphasizes reading and writing skills while developing all of the ESL standards. Newcomers and students that have received a beginning score will focus on all four modalities.

ELA and Math Data Analysis

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4
6	0	12	9	0
7	0	14	11	0
8	0	7	3	0

NYS Math

Grade	Level 1	Level 2	Level 3	Level 4
6	2	3	12	4
7	2	7	16	2
8	2	4	4	0

After reviewing the 2009 ELA and math exams we found that the average score of native English speakers was approximately one-fifth of a level higher on both the ELA and Math exams. While it is evident that our ELLs are not performing at the same level as native speakers, the fact that our ELLs are not significantly behind native speakers in math was encouraging. This indicates that they are learning across the content areas as they are developing English skills.

The data from these exams has informed our decision to design after school test preparation for both the ELA and math exams in order to practice skills as well as teach test-taking skills.

ELL Interim Assessments

The ESL teacher uses the ELL interim assessments to get a more refined look at each ELL's proficiency level in each of the modalities tested. The assessments are particularly helpful in identifying in which modality a student necessitates further instruction. However, because the interim assessments do not align with the NYSESLAT or the ELA in terms of format, they are not as helpful in determining what a student needs to work on as the ELA predictive and the informal NYSESLAT test preparation materials.

Assessment Tools

CIS 303 uses the WRAP diagnostic to assess ELLs' literacy skills. The diagnostic is given at the beginning, middle and end of the year to assess progress as well. The data from this assessment tool is used to plan instruction in reading and writing.

Additionally, in the 2009-2010 school year all content area classes commenced using baseline, mid-line and end-line assessments to plan instruction and assess learning.

V. LAP Team Assurances