



BDA M.S. 308

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 10X308
ADDRESS: 3617 BAINBRIDGE AVENUE, BRONX NY 10467
TELEPHONE: 718 515-0410
FAX: 718 515-0345

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10X308 **SCHOOL NAME:** Bronx Dance Academy

SCHOOL ADDRESS: 3617 Bainbridge Avenue, Bronx NY 10467

SCHOOL TELEPHONE: 718 515-0410 **FAX:** 715 515-0345

SCHOOL CONTACT PERSON: Sandra Sanchez **EMAIL ADDRESS:** SSanche3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sandra Sanchez

PRINCIPAL: Sandra Sanchez

UFT CHAPTER LEADER: Leo Singleton

PARENTS' ASSOCIATION PRESIDENT: N/A

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 10 **SSO NAME:** ESO - Children First Network 12

SSO NETWORK LEADER: Emily Sharrock

SUPERINTENDENT: Sonia Menendez

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
Sandra Sanchez	*Principal or Designee	
Leo Singleton	*UFT Chapter Chairperson or Designee	
Yolanda Gough	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Sophia Drummond	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Michael Christophe	Member/Math	
Amanda Geiger	Member/Science	
Michael Duque	Member/ELA	
Michele Silva	Member/ELL-Special Ed.	
Antonios Pappas	Member/ART	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Mission

Middle School 308, The Bronx Dance Academy's mission is that we believe that all students can excel by promoting concepts and skills that are taught in ways that encourage students to apply real-life context that make subject matters meaningful and interesting. We are all working hard to assist students become self-directed learners who are able to demonstrate, articulate and evaluate the applied skills they have learned. Our goals to achieve that mission are **SMART** – **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**imely and they include: **1)** gather and collect data that will help us **2)** differentiate efficiently in order to achieve 1.5 years of academic growth in **3)** ELA and **4)** Math for every child while **5)** complying with every regulation.”

We are a school-community which sets and maintains high academic standards and expectations for every child. It is the teachers' role to build on prior knowledge, life experience and interest to achieve learning goals for all students. Teachers must be able to reflect on their teaching practices and actively engage in purposeful learning activities that encourage constructive interaction among students. It is important that teachers maintain a safe learning environment in which all students are treated fairly and respectfully for themselves and one another. We embrace parents as partners and share leadership to enrich our school community. Our goal is that students should view themselves as a valued part of the community. This self confidence will develop ownership of their education and their future. This philosophy provides students with the foundation needed to become an educated and well-rounded participant of the community.

Additional Information

The central focus of the school is dance. Students who attend the Bronx Dance Academy participate in a dance program that includes Ballet and Modern Dance and that requires them to have dance for two periods four days per week. A rigorous academic program complements the dance focus, with the balanced literacy as a school-wide instructional structure.

We are a small school community with the good fortune of being situated in a modern self-contained building that includes spacious, well-lit classrooms and a large dance studio. Close to eighty percent of the students are girls, thus making social education a complementary and constant concern.

Our motto, printed on all official stationery, is “Preparing our Students for Academic Success and Closing the Achievement Gap”. Our school and teacher goals, professional development plans and meetings focus around this overall idea. We are committed to working with all students and families to help them achieve. We support our students and teachers to achieve through a variety of interventions. We have the support of several special service teachers including for Special Education, English Language Learners (ESL), a psychologist, SETTS teacher, and a speech therapist for students at high risk. We serve students in general education classrooms and in special education classrooms, by pushing in or pulling students out for intensive support, after school, on Saturdays, and a Collaborative Team Teaching classroom that integrates special education and proficient general education students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Bronx Dance Academy			
District:	10	DBN #:	10X308	School BEDS Code #: 321000010308

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					91.8%	95.3	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					99.9	99.9	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	110	101	66	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	94	120	102		73.2	75.3	TBD		
Grade 8	89	91	109						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					1	1	0		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	293	312	277		3	3	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	24	25	16	Principal Suspensions	18	10	TBD		
No. in Collaborative Team Teaching (CTT) Classes	0	8	12	Superintendent Suspensions	2	2	TBD		
Number all others	24	26	25						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS									
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants					
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants					
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	30	32	30	Number of Staff: Includes all full-time staff					
# ELLs with IEPs	5	15		(As of October 31)	2007-08	2008-09	2009-10		
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	20	25	24		
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	3	4	4		
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	4	4		
	0	0	0						
				Teacher Qualifications:					
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	83%	75%	TBD		
American Indian or Alaska Native	1%	0	0	Percent more than two years teaching in this school	60%	55%	50%		
Black or African American	24%	27%		Percent more than five years teaching anywhere	35%	36%	25%		
Hispanic or Latino	72%	71%							
Asian or Native Hawaiian/Other Pacific Isl.	3%	2%		Percent Masters Degree or higher	55%	48%	49%		
White	0	0	0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.1%	97.6%	TBD		
Multi-racial0	0	0	0						
Male	8%	15%							
Female	92%	85%							

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	N/A
Overall Score	97.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	53.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	10.5	Quality Statement 5: Monitor and Revise	

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Student Performance Trends

Multiple data sources have been used to identify student trends. All data clearly indicate that we are servicing our learning community very well. Overall students improved in ELA and Mathematics since last year. More specifically, we noticed that the percentage of students making at least one year of progress jumped from 50.1% to 74.7% related schools of our peer horizon. In addition, the percentage of students in the schools' lowest third making at least one year of progress jumped from 46.6% to 91.5%. Finally, we moved all level 1 and 2 students as well as level 3 and 4 students from approximately 30% to over 100%. These are spectacular gains in student learning in ELA. In Mathematics we noticed that our student performance trends remained constant except a significant increase in the average change in student proficiency for level 1 and level 2 students. We attribute the literacy gains in the extensive use of conferencing and differentiated instruction.

Greatest Accomplishments

The nature of our greatest accomplishment is academic. As a learning community, we brainstormed on how to service the lowest performing students as well as the highest performing students. We felt that both ends of the spectrum need to receive the same level of instructional attention. We considered that our moral and ethical duty to help all students reach their highest academic potential. Our student progress clearly indicates that we were very successful in accomplishing that. As an Arts school we were able to weave the arts into our core curriculum making it engaging and interesting and appealing to different student learning styles and interests. The above accomplishment would not be feasible without the collaboration between teachers. We pride ourselves as a community of life long learners with one goal to help our students succeed.

Aids and Barriers to Continuous Improvement

The small size of our school allows for teachers to communicate with each other across grades and across curriculum. We are relatively small team of educators and that facilitates easy flow of information between administration, teachers, students, and their parents. This is a great aid to identifying areas of improvement related to student learning and management. Our school has not been very successful yet in capitalizing on parental involvement. We understand the importance of seeing our students' families as partners in the educational process. We are coming up with several ideas on how to involve families and we plan to lift that barrier permanently within this academic year.

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.

- 1) **Quantitative Data fluency** – At BDA we understand the importance of gathering data through formative student assessment, ARIS, and ACUITY. We understand the importance of disaggregating data to extract meaningful clues about student performance. We realize that technology is crucial in data analysis and presentation. Our goal is to ensure that every teacher and administrator is technologically literate in order to be able to use available data to improve instruction by March 2010.
- 2) **Differentiation** – At BDA we recognize that we are all different and we celebrate diversity. One way that we show our respect to our diverse body of learners is by differentiating instruction to accommodate different literacy levels, learning styles, and interest for each of our students. Our goal is to equip our teachers on an ongoing basis with as much data driven differentiation of instruction strategies as possible. We will do this through inter-visitations, sharing of best practices, modeling lessons, learning walks, and seminars.
- 3) **ELA** – While we consider every child's growth equally important we want to focus on accelerating the learning progress for those students in particular who are lagging behind. Our goal is to improve the ELA scores for our school's lower third by one year. We will accomplish this by careful data gathering and data analysis, differentiation of instruction, and one-to-one teacher conferencing with students.
- 4) **MATH** – Increase and improve Math scores for our students in the range of 2.8 – 3.2. We will move 38 of these students to a level 3 to ensure that they move and make one year progress. We will accomplish that by applying instructional differentiation strategies and conferencing as well as multi-media technology and the use of mentors for our newest teachers.
- 5) **Compliance** – At BDA we understand the importance of complying with New York State and New York City procedures, time-sensitive reports, deadlines, and other regulations. While we put a considerable effort to comply we recognize that we need to improve efficiency in order to achieve our goal for this year which is 90% compliance.

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): ALL SUBJECTS

<p>Annual Goal 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase quantitative data fluency among teachers so that data is regularly used in decisions at the administrative and instructional levels. BDA teachers will be able to retrieve, organize, and analyze Fall 09 and Spring 10 diagnostic and predictive Item-Analysis-Reports from ARIS and/or ACUITY by March 2010.</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>Teachers will get together in groups to explore what kind of data ARIS/ACUITY can offer.</p> <p>CFN 12 data specialist will train school administrators and staff on ARIS/ACUITY data retrieval.</p> <p>CFN 12 achievement coach will share methodology to be used to make meaning from data.</p> <p>Administrators and school teachers will get training on using EXCEL to sort and present data.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The schedule is organized to allow teachers to meet in content area teams once a week. Data will be printed and analyzed with a focus on students that have scored between 2.8 and 3.2 (“bubble” students).</p> <p>Teachers and Assistant Principals are sent for professional development outside the school (ARIS data analysis, ACUITY predictive and diagnostic scores).</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Teachers maintain a data binder with 2009 NY State data for ELA/MATH • Teachers compare/contrast base/mid/end- line assessment data. • Teachers retrieve ACUITY data (diagnostic and predictive assessments)

Subject/Area (where relevant): ALL SUBJECTS

<p>Annual Goal 2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Introduce strategies and procedures to individualize and differentiate instruction in order to meet the diverse needs of all students in the school. All teachers will always include in their lesson plans at least one strategy for differentiation based on interest, readiness, and/or by June 2010.</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>Teachers will be expected to meet once per week in their content area meetings to discuss tiered lessons that they have implemented within their classroom on a weekly basis. Teachers will meet with administration on an on-going basis to discuss feedback, suggestions, support, and resources that will be needed so that differentiation can take place effectively. Teachers will be asked to formulate 1 goal for students that show evidence differentiation through multiple paths and clearly aligned with curriculum and standards.</p> <p>Four teachers will become a tier one cohort that will be sent to professional development for training on differentiation with the network team one time per month until June 2010. These teachers will be expected to create and develop lessons to differentiate instruction to meet the needs of our students. In addition, these teachers will be expected to show evidence of best instructional practices applied to their classes on a daily basis. Their classes will become model lab sites so that Tier 2 cohorts can go in for inter-visitations to observe best practices taking place in differentiation.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The schedule is organized to allow teachers to meet in content area teams once a week. Teachers are sent for professional development outside the school (Differentiation of Instruction QTEL, Mentoring for New Teachers, Individualized Tutoring, (AIS), Summer School Session, Saturday Academy , Data Analysis, IEP Writing, Acuity, Wilson, QTEL, Inquiry Team)</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Informal and formal observations • Teacher’s Conference binders with notes on student needs, instructional strategies, progress and next steps • Learning walks focused on observation of data use by teachers • Teachers logs on AIS students • Logs on teacher selected inquiry group (four students per teacher, a combination of struggling and high achieving students) • Content Area Meetings/Grade Meetings to share successful differentiating strategies • Monitor lesson plans to ensure at least one differentiation strategy is used

Subject/Area (where relevant): ELA

<p>Annual Goal 3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Student Achievement – Increase and improve the ELA scores by 70% for our school’s lowest third to achieve 1 year of student academic growth by May 2010.</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>ELA Long-Term Goal Benchmarks</p> <ul style="list-style-type: none"> • By the end of June 2010 70 % of our level 1’s and 2’s (our lowest third) will be expected to achieve 1 year progress • Short Term Goal: progress of the lowest third will be monitored by teacher conference on a daily basis • Developing 1 tiered lesson once per week that shows evidence that teachers are differentiating by readiness, content, process, and product • Students will create 3 goals for the year that are aligned with the teacher’s goal. Students will be asked to reflect at least 2 times per week during conferencing and independent work to come up with short term goals that will eventually lead up to long term goals • Teachers will conference 2- 3 times per week with each student to determine areas of strengths and weakness, to differentiate the learning goal and objective. Assessments will be used to determine progress and outcomes that will allow students to reflect on student learning and outcomes. • Teachers will learn how to plan tiered lessons that will be sent to professional development to support the work and ensure that all students can be successful. • Lesson plans will be reviewed by teacher mentors and the administration team to ensure that constructive feedback is given regarding strategic planning that will produce student outcome. • Teachers will be sent for in-house inter-visitations as well as within our network schools to see evidence of good practices that other teachers are using to target their lowest third and/or other subgroups. Learning walks will be conducted with a specific focus or lens in mind to support learning goals and student outcome. <p>Through the Inquiry team and the 4 student data binder teachers will analyze and identify patterns and trends that will inform best practices (action-research)</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Short-term Goal: Progress of the lowest third will be monitored by regular unit test at least once a month (for the 9 units in math)</p> <p>Math Short-Term Goal/Benchmarks</p> <ul style="list-style-type: none"> • Every 6 weeks portfolios of our lowest third will be reviewed. • Teachers will become familiar with student outcomes and progress through analysis of student portfolios as well as implementation of AIS support, extended day, Saturday program, accelerated math, am/pm tutoring, analyzing student work, content area meetings, inquiry, differentiation and conferencing, as well

	<p>as the 4 student data binder. Learning walks will be conducted with a specific focus on student achievement that will derive from the data, student work, portfolios, assessments, attendance, baselines/midlines, WRAPS, etc.</p> <p>ELA Long-Term Goal Benchmarks</p> <ul style="list-style-type: none"> • By the end of June 2009 70 % of our level 1's and 2's (our lowest third) will be expected to achieve 1 year progress • Short Term Goal: progress of the lowest third will be monitored by teacher conference on a daily basis • Developing 1 tiered lesson once per week that shows evidence that teachers are differentiating by readiness, content, process, and product • Students will create 2 goals for the year that are aligned with the teacher's goal. Students will be asked to reflect at least 2 times per week during conferencing and independent work to come up with short term goals that will eventually lead up to long term goals • Teachers will conference 2- 3 times per week with each student to determine areas of strengths and weakness, to differentiate the learning goal and objective. Assessments will be used to determine progress and outcomes that will allow students to reflect on student learning and outcomes. • Teachers will learn how to plan tiered lessons that will be sent to professional development to support the work and ensure that all students can be successful. • Lesson plans will be reviewed by teacher mentors and the administration team to ensure that constructive feedback is given regarding strategic planning that will produce student outcome. • Teachers will be sent for in-house inter-visitations as well as within our network schools to see evidence of good practices that other teachers are using to target their lowest third and/or other subgroups. Learning walks will be conducted with a specific focus or lens in mind to support learning goals and student outcome. <p>Through the Inquiry team and the 4 student data binder teachers will analyze and identify patterns and trends that will inform best practices (action-research)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Informal and formal observations • Teacher's Conference binders with notes on student needs, instructional strategies, progress and next steps • Learning walks focused on observation of data use by teachers • Teachers logs on AIS students • Logs on teacher selected inquiry group (four students per teacher, a combination of struggling and high achieving students) • Inquiry team meetings • Content Area Meetings/Grade Meetings

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

<p>Annual Goal 4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase and improve Math scores for our students in the range of 2.8 – 3.2. We will move 38 of these students to a level 3 to ensure that they move and make one year progress. By the end of June 2010 38 students out of 200 students in Math who fall in the range of 2.8 – 3.2 will make at least one year progress.</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>Short-term Goal: Progress of the lowest third will be monitored by regular unit test at least once a month (for the 9 units in math)</p> <p>MATH Short-Term Goal/Benchmarks</p> <ul style="list-style-type: none"> • Every 6 weeks portfolios of our lowest third will be reviewed. • Teachers will become familiar with student outcomes and progress through analysis of student portfolios as well as implementation of AIS support, extended day, Saturday program, accelerated math, am/pm tutoring, analyzing student work, content area meetings, inquiry, differentiation and conferencing, as well as the 4 student data binder. Learning walks will be conducted with a specific focus on student achievement that will derive from the data, student work, portfolios, assessments, attendance, baselines/midlines, WRAPS, etc. <p>MATH Long-Term Goal Benchmarks</p> <ul style="list-style-type: none"> • By the end of June 2010 38 of our students that fall in the range of 2.5 and 3.0 will be expected to achieve one year progress. • Short Term Goal: progress of the 38 students that fall in the range of 2.5 and 3.0 will be monitored by teacher conference on a daily basis • Developing 1 tiered lesson once per week that shows evidence that teachers are differentiating by readiness, interest, and learning needs • Students will create 3 goals for the year that are aligned with the teacher’s goal. Students will be asked to reflect at least 2 times per week during conferencing and independent work to come up with short term goals that will eventually lead up to long term goals • Teachers will conference 2- 3 times per week with each student to determine areas of strengths and weakness, to differentiate the learning goal and objective. Assessments will be used to determine progress and outcomes that will allow students to reflect on student learning and outcomes. • Teachers will learn how to plan tiered lessons and will be sent to professional development to support the work and ensure that all students can be successful. • Lesson plans will be reviewed by teacher mentors and the administration team to ensure that constructive feedback is given regarding strategic planning that will produce student outcomes. • Teachers will be sent for in-house inter-visitations as well as within our network schools to see evidence of good practices that other teachers are using to target their lowest third and/or other subgroups. Learning walks will be conducted with a specific focus or lens in mind to support learning goals and student outcome.

	<p>Through the Inquiry team and the 4 student data binder teachers will analyze and identify patterns and trends that will inform best practices (action-research)</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>School schedule allows for math teachers to meet weekly and discuss how data can be used to inform instruction. BDA is offering after school programs for math open to all students but teachers encourage students between 2.5 and 3.00 to apply. BDA also offers Saturday program that includes math instruction. BDA is offering professional mentoring for beginning teachers.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Exam scores • Student work • Portfolios • Baselines/Midlines/Endlines • Acuity • Disaggregated standardized test data • Student work - projects, homework • Assessments (ARIS, scantrons, ITT tool, Read 180, Great Leaps, running records, predictive tests and baselines • Rubrics • Revisions of curriculum – differentiation, bench marks, goals by grade/content, to identify patterns and trends observed from the data. • Inquiry • Content/grade meetings • Cabinet meetings • Internal and external PDs • Informals and formals • Learning walks focusing on best instructional practices and provide feedback

<p>Annual Goal 5 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve time sensitive materials in regards to compliance issues. 90% of all compliance reports will be accurately and timely completed in an ongoing basis for the 09-10 school year.</p>
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<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>Cabinet meetings will address time-sensitive reports on a weekly basis. Upcoming compliance reports will also be addressed. Testing Coordinator will work exclusively on testing compliance. Training will be provided for Assistant Principal’s regarding time management and prioritizing.</p> <p>Reviewing Principal’s Weekly, Chancellor’s Regulations Memo’s,,CFN Innovative School Weekly, as well as Compliance Checklist from Central Office on a weekly basis to ensure that we delegate goals for the week enabeling specific delegates to systematically develop routines that will ensure high expectations of our daily functions that will ultimately impact our school performance and growth.</p> <p>Assistant Principal will take the lead role in ensuring that all compliance are completed in a timely manner by making sure full contact is made with the immediate source to get pertinent information on how the report needs to be generated. (Action Required).</p> <p>Assistant Principal will meet periodically with school Principal to summarize actions taken to ensure that the report was executed accurately.</p> <p>Both Assistant Principal’s will meet once a week to develop a school report on the time and date when any compliance and/or documentation needs to be completed and by whom and reports will electronically saved on file as well as each party who is responsible to ensure the compliance is met will receive a copy of action needed and by when it should be done.</p> <p>A bi-weekly E- News letter will be generated about the school functions for teachers and parents so that we can remind the BDA community of upcoming important surveys and mandated compliances that are due. Our goal will be to ensure that the whole community is aware of compliance reports that reflect the school as a whole.</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>New administrative staff will be trained to understand administrative procedures and organize time to process reports and other time sensitive materials on time.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>On-going checklist of time-sensitive reports labeled action required. Check-in with administrators during cabinet meetings regarding compliance issues and/or reports to be completed within the next month. On-going calendar with updates on compliance issues. Review of Principal’s weekly as well as Innovative Schools Weekly on an on-going basis.</p> <ul style="list-style-type: none"> • Generate Bi weekly e- news letter to generate to teachers and parents • Periodic Check in with AP’s and Principal to summarize expectations for timely turnaround of reports and action needed • Professional Supports will be given and established by CFN Team to ensure that the reports are executed with accuracy • A weekly summary will be given to principal with appropriate action completed and upon the review of the principal- accommodations will be made with next steps and goals.

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 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – 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	17	10	0	0	17	1	0	1
7	29	18	0	0	14	1	0	1
8	41	25	0	0	19	1	0	1
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>In ELA we assess our student’s levels in reading and writing using baselines, midlines, and endlines. In reading we assess our students using WRAPS’s, Running Records, and the McCloud reading assessments. Students set reading growth and goals by setting using benchmarks. In writing, students are scored on a common ELA rubric and set goals for the different characteristics of writing. We differentiate for our students based on interest, readiness, and on their levels to ensure that all students are accountable for their own learning.</p>
<p>Mathematics:</p>	<p>Teachers meet with small groups of students (maximum four students) during the school day three times per week. Teachers use Prentice Hall Mathematics curriculum for math instruction for grades six through eight. In addition, appropriate math web sites such as www.thatquiz.org, www.primarygames.co.uk, www.bbcschools.co.uk, and www.vmathlive.com are used as a means to differentiate math instruction based on learning style and level. Use data provided by the Network, Acuity, conferencing, class quizzes and tests (baseline) to identify students with specific deficiencies per math standard. Students participate in Extended Day (10:1 ratio) and Saturday Academy programs focused on addressing student academic needs that will help them succeed in the up coming New York State exams.</p>
<p>Science:</p>	<p>N/A</p>
<p>Social Studies:</p>	<p>N/A</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Conduct individual and group sessions to regular students and mandated students as well as at-risk students (suicidal cases and child abuse)</p>

At-risk Services Provided by the School Psychologist:	The psychologist conducts tri-annual reviews for each student. She uses tests and develops a behavior intervention plan that includes goals to support crisis intervention in class. She conducts classroom observations and participates in PPT and IST meetings.
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	The nurse provides Asthma information and counseling.

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.

“Preparing our Students for Success and Closing the Achievement Gap”

LANGUAGE ALLOCATION POLICY

LAP Plan

Programming and Scheduling Information

The Bronx Dance Academy uses a freestanding ESL model via pull-out support and push- in to support the English Language Learners' with English acquisition skills. Students travel with a group with mixed proficiency levels. Ell's language proficiency is measured annually via the New York State English Language as a Second Language Assessment Test (NYSESLAT).

Ell's in 6th 7th and 8th are grouped according to grade level. We have a certified ESL teacher. Beginner and intermediate Ell's receive 2 units or 360 minutes per week of ESL. Ell's who are advance level receive 1 unit or 180 minutes per week of ESL services. Ell's also have an opportunity to attend our Saturday Academy, extended day program, as well as an after-school program with a certified ESL teacher to target specific strengths, weaknesses, skills and test sophistication strategies. We provide students with support resources and materials to facilitate English acquisition skills.

Co-teaching support, pull-out, and sheltered instruction focus on best practices for ELL'S:

- To be sensitive to and value students' cultures, languages, and encourage teachers to draw on prior knowledge as well as scaffold instruction.
- To conduct ongoing formative language assessment and analyze data to inform instructional decisions and differentiate instruction on an individual basis.
- To model the use of a wide range of print, visuals, and technology to provide multiple entry-points into the key concepts of a lesson.
- To heighten the awareness of other educators to scaffold the work as well as create flexible groupings.
- To provide sheltered instruction, ensuring ELL'S find tasks achievable.
- To differentiate instruction content and skill level so students at various proficiencies can simultaneously be engaged in instruction.

- To provide multiple opportunities for ELL's to express their knowledge (verbally or written.)

- To incorporate multiple content areas into the classroom to help all ELL's achieve proficiency and academic success.

Home Language

Number of Students

PROFICIENCY LEVELS based on the NYSESLAT for 2009

Grade	#	Beginner	Intermediate	Advanced
6 TH Grade -	5	0	1	5
7 th Grade -	13	1	4	8
8 th Grade –	7	0	1	6

Parental Involvement

The Bronx Dance Academy is a small middle school (278 students) that holds recruitment fairs for students and their families to learn more about our school. Students' audition to be accepted in our school on an on-going basis starting in March for the following year. Students entering 6 grade who show an interest in dance and take dance instruction four days per week. In 7th and 8th grade students are given the opportunity to major in dance or art and receive instruction four times per week in either major. All students receive at least 1 day per week instruction in dance to replace the physical education requirement. Our school has a partnership with Martha Graham in which dance teachers come to our school to teach many of the Graham techniques. The Bronx Dance Academy offers a freestanding ESL program. Parents attend orientation meetings and are made aware of the fact that we do not have a bilingual program or a dual language program. Parents are informed of their right to transfer their child to another school that may offer these programs. Entitlement letters and Continuing Entitlement Letters also notify parents of this right. Surveys are given out to parents in order to adjust the needs of our program as we grow.

Implications for LAP Instruction

The data suggest that we need to focus instruction on reading and writing strategies. The majority of our students are advance level according to the NYSESLAT 2009. Reading and writing will take place across the content areas. Common planning and content area meetings will address needs and concerns for ELL's with our ESL teacher and content area teachers. Professional development sessions have been scheduled for our ESL teacher Quality Teaching for English Language Learners (QTEL), Differentiation, Conferencing, Language Acquisition, LAP, Examining ELL Data, and ELL Periodic Assessment. All teachers receive professional development in Differentiation, and conferencing. QTEL strategies are turn-keyed to all teachers through our ESL teacher and supervisor.

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) 6-8

Number of Students to be Served: 28 LEP

Number of Teachers 1

Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

N/A
Conduct individual and group sessions to regular students and mandated students as well as at-risk students (suicidal cases and child abuse)
The psychologist conducts tri-annual reviews for each student. She uses tests and develops a behavior intervention plan that includes goals to support crisis intervention in class. She conducts classroom observations and participates in PPT and IST meetings.
N/A
The nurse provides Asthma information and counseling.

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.

N/A
Conduct individual and group sessions to regular students and mandated students as well as at-risk students (suicidal cases and child abuse)
The psychologist conducts tri-annual reviews for each student. She uses tests and develops a behavior intervention plan that includes goals to support crisis intervention in class. She conducts classroom observations and participates in PPT and IST meetings.
N/A
The nurse provides Asthma information and counseling.

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.

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 	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

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.
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.

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.
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.
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>.

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:	\$253,160	\$107,224	\$360,384
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,532		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$10,074	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$12,658		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$5,361	
6. Enter the anticipated 10% set-aside for Professional Development:	\$25,942		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$11,387	

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. N/A

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

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

Our School’s parental involvement policy focuses on improving communication systems and making parents feel welcome. We recognize that many involved parents are unable to come into our school. We want parents to feel like informed members of our school community even if they can’t be here with us. Parents should feel that the school is open to their ideas and input.

The Bronx Dance Academy/ MS 308 agrees to implement the following communication procedures:

- 6th Grade Orientation in September for new parents covering rules, regulations, policies and curriculum
- Monthly calendar with newsletter/bulletin (including monthly awards; writing; public sharing of progress
- School Leadership Team, Curriculum planning, Parent’s Association, Parent/Teacher Conference Night, Title I and Regional Parent Advisory Committee Meetings
- Email list
- Workshops
- Provide access to assessment results and school work online
- Automated phone system (School Messenger) – lateness, absence, uniform
- Binder in front lobby with copies of all memos sent
- Numbered letters so parents know if one was missed
- Better translation
- Thank you’s re: uniform
- Letters to parents of students chronically not in uniform
- Meetings to explain key programs such as these for ELLs
- New meeting times – p.m. and during day
- Continue inviting families to IST/AIS meetings
- Surveys – results sharing

We also hope to include parent/student social events to support parents in connecting to their students, such as:

- Social events – dance; game night; crafts (Dec.)
- Mother/daughter, father/son events e.g. dance, hygiene health workshops, parent/student community service, Pilates, ELA, Math training for parents

We plan to encourage parental attendance:

- Prizes for attendance
- Brunch, Bingo Night
- Parent Volunteers as hall monitors

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

School-Parent Compact

Teacher's Commitment:

We fully commit to Bronx Dance Academy in the following ways:

- Arrive on time and prepared to teach.
- We will always teach in the best way we know how and we will do whatever it takes for our students to learn.
- We will always make ourselves available to students, parents, and any concerns they might have.
- We will always protect the safety, interests, and rights of all individuals in the classroom.

Parent's/Guardian's Commitment:

- We will make sure our child arrives at Bronx Dance Academy every day by 8:00 a.m. for breakfast and 8:30 a.m. Monday – Friday or boards the bus at the scheduled time.
- We will make arrangements so our child can remain at Bronx Dance Academy until the designated time Tuesday – Thursday for recommended afterschool program and extended day.
- We will ensure that our child attends Bronx Dance Academy Summer School if recommended.
- We will always help our child in the best way we know how and we will do whatever it takes for him/her to learn. This also means that we will check our child's homework every night, let him/her call the teacher if there is a problem with the homework, and try to read with him/her every night.
- We will make sure our child follows the Bronx Dance Academy dress code – in dance and academy.
- We understand that our child must follow the Bronx Dance Academy rules as to protect the safety, interests, rights of all individuals in the classroom.
- We, not the school, are responsible for the behavior and actions of our child.
- We understand that we may be called to bring appropriate clothing to the school when our child is not in uniform.
- We understand that cell phones/pagers/beepers/mp3/ipods/video games/toys are not allowed in public schools and if my child has said object it will be confiscated.

Failure to adhere to these commitments can cause my child to lose various Bronx Dance Academy privileges and can lead to disciplinary action from the school.

Please Sign Here

Student's Commitment

I fully commit to Bronx Dance Academy in the following ways:

- I will arrive at Bronx Dance Academy every day by 8:00 a.m. for breakfast and 8:30 a.m. Monday – Friday or board the bus at the correct time.
- I will always work, think and behave in the best way I know how, and I will do whatever it takes for me and my fellow students to learn. This also means that I will complete my homework every night, I will call my teachers if I have a problem with homework or a problem with coming to school, and I will raise my hand and ask questions in class if I do not understand something.
- I will always make myself available to teachers, and address any concerns they might have.
- If I make a mistake, I will tell the truth to my teachers and accept responsibility for my actions.
- I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will give every one my respect.
- I will follow the Bronx Dance Academy dress code.

- I am responsible for my own behavior, and I will follow the teachers' directions.
- I may not bring cell phones/pagers/beepers/MP3 players/Ipods/video games/ toys or candy or soda into the school building. If I choose to break this rule, said items will be confiscated.

Failure to adhere to these commitments can cause me to lose various Bronx Dance Academy privileges and can lead to disciplinary actions.

Please sign here

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

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

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

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

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 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)¹ 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

¹ 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.

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?

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.

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?

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?

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 (SOM²)* 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.

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?

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.

² 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.

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.

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.

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?

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers,

and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

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?

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?

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

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.