



MS325 URBAN SCIENCE ACADEMY

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 09X325
ADDRESS: 1000 TELLER AVE., 3RD FLOOR BRONX, NY
TELEPHONE: (718) 588-8221
FAX: (718) 588-8263

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09X325 **SCHOOL NAME:** Urban Science Academy

SCHOOL ADDRESS: 1000 Teller Ave., 3rd Floor Bronx, NY 10456

SCHOOL TELEPHONE: (718) 588-8221 **FAX:** (718) 588-8263

SCHOOL CONTACT PERSON: Kerin Hoffman **EMAIL ADDRESS:** khoffman@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jason Bissonnette

PRINCIPAL: Patrick Kelly

UFT CHAPTER LEADER: Jessica Fillion

PARENTS' ASSOCIATION PRESIDENT: Idania Viguera

STUDENT REPRESENTATIVE:
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 9 **SSO NAME:** CFN 5

SSO NETWORK LEADER: Yuet Chu

SUPERINTENDENT: Dolores Esposito

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
(See Attached)	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/Teacher	
	Member/ Assistant Principal I.A.	
	Member/ Assistant Principal	
	Member/ Teacher, ELL Coordinator	
	Member/Parent	

	Member/Parent	
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* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Urban Science Academy is a school of just under 500 students, one small school in a large building housing three middle schools. The parent school was restructured in September of 2004. Our mission is to create empowered citizens by developing students' social, emotional and academic intelligence. We address these goals by maintaining clear expectations and school-wide systems of student behavior and working in teacher teams to address student issues. Our social work and guidance offices include partnerships with the Columbia School of Social Work and Turnaround for Children, both of whom are represented on our Pupil Personnel Team and Student Intervention Team. Positive rewards are a hallmark of our behavior system.

Our academic curriculum is highly focused around literacy across all content areas, including new emphases on expository writing using social studies content in humanities class, and sustained independent reading in ELA. Our students spend at minimum 3/5 of their day on literacy skills, and the other 2/5 of rigorous math and science curriculum. While our fully equipped science lab provides us with space to do almost daily hands-on experiments, our science team also works closely with the math team to ensure proficiency in data analysis and critical thinking skills. We offer an Integrated Algebra Regents course, and each year between 20 and 40 students receive a passing score on the exam. In the four years since its founding, MS 325 has scored "Progress Report Grades" of two As and one B from the NYC Department of Education, and earned the recognition of being a Well-Developed school on the School Quality Report.

Our large ELL population receives small class instruction in literacy skills, where students are leveled by English proficiency and curriculum is tailored to meet their instructional needs as well as state standards. We also offer direct preparation for the NYSESLAT exam, native language math and science instruction after school, and small group math and science instruction for SIFE students on a daily basis.

The teachers at USA integrate technology into instruction regularly, using digital and document projectors and SmartBoards to create multimedia lessons. Laptop computer carts are also assigned to each grade level, and are used regularly for research and essay writing.

MS 325 extends the school day with classes for students who need assistance to succeed, and provides enrichment through a Science Club, a School Newspaper, and thorough study of the Arts. Opportunities to perform visual arts, music, spoken word and dance are provided through partnerships with the New Manhattan Music Project, Studio in a School, and Dancing Classrooms, Lincoln Center's Shakespeare program, DreamWorks BronxWrites poetry slam program, the Girl Scouts of America.

Our sports programs feature a boys' and a girls' basketball team. Yoga is offered after school and lacrosse, soccer and baseball are offered seasonally.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Urban Science Academy						
District:	9	DBN:	09X325	School BEDS Code:	320900010325		
DEMOGRAPHICS							
Grades Served:	Pre-K	3	7	√	11		
	K	4	8	√	12		
	1	5	9	√	Ungraded		
	2	6	10	√			
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		89.9 / 9.4	90.6	91.6
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		89.6	92.3	93.2
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	3	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	112	89	91		51.0	75.4	76.8
Grade 6	129	110	113	Students in Temporary Housing - Total Number:			
Grade 7	136	154	117	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	110	131	156		17	5	49
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		39	13	19
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	1	0	0	(As of October 31)	2006-07	2007-08	2008-09
Total	491	484	477				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	46	56	45	Principal Suspensions	28	17	134
# in Collaborative Team Teaching (CTT) Classes	0	0	11	Superintendent Suspensions	29	16	23
Number all others	28	27	38	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	94	102	64	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	92	98	101	Number of Teachers	26	39	45

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	18	14	16	Number of Administrators and Other Professionals	5	6	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	3
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	15	11	9	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	30.8	20.5	28.9
				% more than 5 years teaching anywhere	7.7	12.8	15.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	73.0	54.0	51.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	69.6	80.2	84.8
American Indian or Alaska Native	0.0	0.2	0.2				
Black or African American	29.5	26.6	29.4				
Hispanic or Latino	67.8	70.2	68.6				
Asian or Native Hawaiian/Other Pacific Isl.	2.4	2.5	1.7				
White	0.2	0.4	0.2				
Male	53.2	52.1	51.6				
Female	46.8	47.9	48.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	CA			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation 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	X	√	√			
Ethnicity						
American Indian or Alaska Native	-	-				
Black or African American	X	√	√			
Hispanic or Latino	X	√	√			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Other Groups						
Students with Disabilities	X	√ ^{SH}	-			
Limited English Proficient	X	√	√			
Economically Disadvantaged	X	√	√			
Student groups making AYP in each subject	0	6	5	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	85.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	9.4	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	20.4	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	46.7		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	9		

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

- **Our NYS Math scores are one of our greatest accomplishments:**
 - **Math proficiency has quadrupled in 5 years, from 15% in 2005 to nearly 60% in 2009.**
 - **The subgroups with the biggest gains have been intermediate and advanced ELLs, and general education students previously performing at a level 1 or 2.**
- **NYS ELA exam scores have not increased as dramatically. Our greatest barrier to success is the fact that most of our students enter 5th grade already 2-3 years behind in reading. In addition, the vast majority of our students do not have a culture of reading at home, leaving the practice AND improvement of reading to us.**
 - **We are currently at 33% proficiency, an increase from 15% four years ago**
 - **HOWEVER, over 70% of our students are making 1 year of progress**
 - **This implies that while we are gaining ground, it is critical that our students are able to learn significantly gain more than one year at a time in order to be proficient by high school. Specifically, our Exemplary Proficiency Gains are encouraging but not sufficient given the deficiencies of our students.**
- **Our percentage of special education students reaching proficiency in math remains low, despite having doubled from 2008 to 2009. In our self-contained classes, most students are functioning 3-5 levels below grade level in math, and we have not yet been able to address the needs of their level and their grade level requirements.**
- **Our level 3 students tend to remain level 3s, rather than move up to level 4. We must enhance our math curriculum to include the critical and creative thinking required to be successful on the most difficult and complicated test questions.**
- **The needs of our large beginner ELL and SIFE population (approximately 50% of the school) were not being specifically addressed. Many students placed in an age-appropriate grade are lacking elementary phonics and computation skills.**
- **Every year, approximately 25% of our student populations turns over. We need to implement mechanisms to correctly identify the needs and placement of the incoming students immediately, and have programs in place to catch them up to their classmates.**
- **There is a statistically significant difference between male and female student performance in mathematics as measured by the 2009 state test. We need to identify**

potential causes and specific programmatic interventions to further support this subgroup.

- **We need to identify the specific needs of students who are classified as both ELLs and Special Education. It is a goal of the School Leadership Team to research and identify programs for this population.**
- **A large percentage of our ELL population retains their classification as such for a long time. The instrument that measures their proficiency, the NYSESLAT, is a very specific assessment. Students appear to need further interventions and focused training to pass this assessment. In addition, students who are recently mainstreamed into general education who have not passed the NYSESLAT and students who have recently passed the assessment need to be identified and supported.**
- **In-school observation shows that retaining students does not lead to academic improvements the following year. We have over 25% overage students, and one goal of the SLT is to identify interventions for their social, emotional, and academic needs.**

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal #1: To improve students' achievement in English Language Arts.

May 2010 NYS ELA scores will improve from 34% proficiency in January 2009 to 44%.

Goal #2: To improve the English proficiency of the ELL students in the school.

25% of advanced ELLs will pass the NYSESLAT in May 2010.

Goal # 3: To improve the proficiency of identified subgroups. 65% of our students in identified subgroups will achieve gains in one year's time above the average student gains.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>NYS ELA scores will improve from 34% proficiency in January 2009 to 44% in 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>Extra period of reading & writing instruction implemented for every student every day.</p> <p>85% of teachers specialize in a subject, allowing reading and writing teachers to become more proficient in ELA curriculum and instruction. All ELA teachers responsible for implementing 30 minutes of independent reading during school and 30 minutes at home for each student by March 2010.</p> <p>Daily ELA instruction includes test preparation, comprehension strategies and expository writing.</p> <p>Humanities teachers responsible for teaching writing instruction in each grade, using curriculum designed by the AP for curriculum and lead humanities teachers. Staff developers from the Collins writing program will provide individualized PD for teachers twice a month. Lead teachers and AP will create a month-to-month writing curriculum outline by May 2010.</p> <p>140 students attend Extended Day for extra small-group literacy instruction, 2 or 3 times per week.</p> <p>Increased emphasis on the 100 Book Challenge independent reading program and the Making Meaning reading comprehension program. AP for instruction will organize individualized company-based PD for each ELA teacher, 1-2x per month.</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>Significant investment in 100 Book Challenge and Making Meaning (\$10,000 of NYSTL money).</p> <p>Extra staff hired to fill new specialized ELA positions. Reading Intervention Teacher position created and filled by most senior ELA teacher.</p> <p>Pre-opening professional development in programs and curriculum mapping paid Training Rate with Tax Levy money.</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>Predictive Periodic Assessments 2x – 3x per year will show growth by using 2009 ELA exams as testing instruments.</p> <p>Data analysis of Predictive Assessments by Performance Indicator will help teachers focus on certain skills.</p> <p>Benchmark writing assessments 3x per year will diagnose deficiencies in students' writing and written expression skills and point to areas in need of increased instruction and practice.</p>

<p>Annual Goal #2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>25% of advanced ELLs will pass the NYSESLAT in the Spring of 2010.</p> <p>Out of approximately 200 ELL students, 50 are classified as Advanced.</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>Beginning in September 2009, advanced ELLs who are in general education classes begin Extended Day classes targeting the skills required for success on the exam. Extended day classes take place Tuesday, Wednesday and Thursday mornings from 8:10 am – 9:00 am, and are instructed by ELL teachers.</p> <p>APs for curriculum and discipline are responsible for Extended Day curriculum and attendance, respectively.</p> <p>Advanced level ELLs who are in ESL classes will themselves receive targeted instruction supporting the development of skills specific to the NYSESLAT, six weeks in advance of test administration. In addition, students will hone their listening skills through listening centers, their writing skills in Humanities class, and their reading skills. AP for curriculum will train teachers in using NYSESLAT prep books and help implement instruction timelines. After January 2010 all ESL students will receive a minimum of 45 minutes of NYSESLAT prep each week.</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>Funding for these materials (approximately \$3,000) will be drawn from Title III or, if that is insufficient, from Tax Levy sources presently earmarked for this purpose.</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>Students will take a practice NYSESLAT exam in March using sample exams provided in the purchased test preparation materials.</p>

<p>Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>65% of our students in identified subgroups will achieve gains in one year's time above the average student gains for our school.</p>	<p>90% of assess</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>Identify 100% of students in subgroups, and overlap in multiple subgroups.</p> <p>Catalogue existing interventions and create new ones as necessary to serve these populations.</p> <p>Enroll students in programs according to highest need. Implement incentive system for participating students.</p> <p>DYO periodic assessments will assist in identifying the specific academic deficiencies of our subgroups. The Assistant Principal for Curriculum and Instruction will organize and spearhead the organization of teachers to create the DYO assessments during common planning periods. DYO will be aligned with school-wide curriculum maps, based on NYS and NYC learning standards. Data will be compiled using USA's google domain on shared spreadsheets, accessible to the entire staff. Following each DYO administration, each teacher will analyze data in planning groups and during department meetings and produce an action plan to address deficiencies.</p> <p>Periodically assess the effectiveness of Intervention.</p>	<p>The Ass organiz for each aligned</p> <p>Data wi entire s</p> <p>Followin during o</p> <p>Diagnos Teache</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 administrators will be responsible for communicating with intervention providers with the aim of assessing the effectiveness of programs.</p>	<p>Teache hour ea</p> <p>Should from av</p> <p>Data wi</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>Student performance on classwork, assessments, state tests, NYSESLAT, report cards, classroom behaviors will demonstrate progress. Materials will be collected and analyze by the administration.</p>	<p>Periodic</p> <p>Progres increas (level) w problem material</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5	40	15	5	0	5	0	25	0
6	35	15	6	0	5	0	25	0
7	35	15	0	0	10	0	25	0
8	20	15	0	10	30	0	25	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	1. The reading intervention teacher pulls small groups of 3-4 students out of independent reading time daily to do Guided Reading. 2. Students in Extended Day receive a combination of services from Wilson Reading, NYSESLAT prep, Guided Reading and listening center activities in groups of 5-9 students.
Mathematics:	1. Students in Extended Day review objectives taught in class in small groups of 5-9. 2. SIFE students work in small groups with a second teacher during math class, on a combination of remedial skills and grade level objectives. 3. Spanish-speaking SIFE students also work after school twice a week in groups of 10 to receive math instruction in their native language.
Science:	SIFE and beginner ELLs receive science instruction in Spanish after school twice a week.
Social Studies:	Humanities teachers reinforce social studies concepts and prepare for the 8th grade SS exam in groups of 4-7 during Extended Day.
At-risk Services Provided by the Guidance Counselor:	Individual and group counseling on a regular and as-needed basis, focusing on career planning, high school choice, and positive social interaction with peers.
At-risk Services Provided by the School Psychologist:	N/A School Psychologist focuses on testing and classroom observation
At-risk Services Provided by the Social Worker:	Individual and group counseling on a regular and as-needed basis, using Cognitive Behavioral Strategies (goal setting, assertiveness training, short term focus, solution focused interventions, and crisis management as necessary). Also involved in ACS case management.
At-risk Health-related Services:	N/A

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.

Upon enrollment guardians are administered the Home Language Identification Survey (HLIS) in English or their native language. The initial student screening is conducted by the ESL coordinator. Students who are first time admits to the system are administered the LAB-R and initial reading assessment. Students identified as LEP and enrolled in an English Language Learner program will be evaluated annually to determine their continuance of services using the New York State English as a Second Language Achievement Test (NYSESLAT).

Parents of all new admits to the ELL program will participate in an orientation in the month of October, where all three program choices will be explained. They will receive information about bilingual/ESL services and have the opportunity to ask questions so that they can make an informed selection. They will receive information about the core curriculum, learning standards, expectations for students, and assessment.

Parents will be invited to attend the ELL Parent Orientation, which will be conducted by the ESL coordinator, with the support of the principal and the parent coordinator. It will be held in the evening to accommodate the schedules of working parents and will take place within the school building. In the orientation parents will view the Orientation Video for Parents of English Language Learners. They will be provided with translated materials and interpreters when necessary.

Entitlement letters will be mailed to parents once their child has been identified as an ELL. Additional copies of individual student entitlement letters will be available during the orientation. During the orientation parents will receive a packet with the Parent Survey, Program Selection Form, and Parent Brochure. Completion of all forms will be requested during the orientation. Parents who wish to make a decision at that time may return it then. For parents who wish to have more time to decide, we will announce the deadline for the receipt of forms and make follow up phone calls to request them on time. Parents will be informed that failure to return the Parent Survey/Program Selection form within the designated time will be considered a selection for the Transitional Bilingual Education programs, which is not offered at our school.

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: 111 LEP 366 Non-LEP

Number of Teachers 9 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

LEP students are grouped into small classes based on their English proficiency levels as per their NYSESLAT scores from the previous year or by their LAB-R scores if they are new arrival admits. 5th and 6th grade classes have no more than 15 students and 7th and 8th grade classes have between 17 and 20. Students remain in homogenous groupings throughout the day in self-contained freestanding ESL/ELA and Humanities (social studies and writing) classes. All ELL teachers deliver instruction using the balanced literacy approach.

The following methods and programs are used within the classroom:

- Reading mini-lessons to focus independent reading
- Independent reading of leveled books (100 Book challenge and Fountas and Pinnell leveling systems are used)
- One-to-one conferences to identify and target individualized reading growth
- Shared reading of grade level texts that incorporates guided questions and structured discussions for advanced and intermediate ELLs (Making meaning)
- Word work and vocabulary instruction using Exc-ELL strategies
- Writing in the content areas (Collins Writing Program)
- Differentiation of instruction within humanities (QTEL)
- Non-fiction reading strategies, phonics, and vocabulary for beginner ELLs (RIGOR)

Students receive NYS standards aligned, rigorous math instruction with ESL methodologies in classes no larger than 25 students by

teachers with certifications in mathematics, ESL or bilingual education.

Students who demonstrate limited growth in reading receive additional pull out services, which include phonics instruction and small group or individual conferencing with our reading coach. Science and math support is provided by push in teachers in the 7th and 8th grade. After school content and native language support is provided through afterschool programs with ESL or bilingual education certified math and science teachers.

Funds have been allocated from our budget to cover the costs associated with professional development for training our staff in effective ESL methodologies and use of research based literacy programs as well as for the purchase of instructional materials that support implementation of such programs. Funds have also been allocated for teacher per session for afterschool support services.

Instruction for ELLs follows the following unit requirements:

- Beginning: ESL 360 minutes per week**
- Intermediate ESL 360 minutes per week**
- Advanced: ESL 180 minutes per week/ ELA 180 minutes per week**

Instructional Delivery Model

- Instruction for ELLs is delivered through self-contained ESL class model. Grades 5 through 8 have two cohorts based on their level of English proficiency. Literacy instruction for these cohorts is differentiated further. Classes are differentiated into beginning, intermediate, and advance English proficiency levels as measured by the NYSESLAT and in-house reading and writing diagnostics.

How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- ELL students receive 360 minutes of directed, leveled instruction of English Language Learners and English Language Arts. Classes during this instructional time are limited to 14 students in the 5th and 6th grade, and 17 students in the 7th and 8th grade. Instruction in literacy, math and science is in English using ESL strategies. Beginner and intermediate ELLs receive 360 minutes of ESL and advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA.
- Structured listening opportunities are provided by the classroom teacher through partner sharing, group work, listening stations, and whole class discussions. These activities promote reasoning skills, enhance critical thinking skills, and develop active listening.
- Structured speaking opportunities are provided by the classroom teacher through partner sharing, group work, and whole class discussions. These activities promote reasoning skills, enhance critical thinking skills, and reaffirm academic speaking skills.
- Literature circles, guided reading groups, and individual conferencing are used within 1 instructional block daily. Students practice comprehension and fluency with the assistance of a teacher within a small group of readers with similar reading proficiency levels.

- Individualized writing goals, developed by each classroom teacher, are assessed and tracked for each student. Instruction is tailored to meet these goals by targeting focus correction areas.
- Teachers provide academic intervention services for SIFE through small group instruction in reading from phonics with the use of programs like Rigor and Wilson. Students are pulled out of the classroom to receive these services.
- A large volume of individual reading books at targeted reading levels were purchased, in addition to 100 Book Challenge. This reading program is used in ELL classrooms during their independent reading block and for conferencing (1 hour). Guided reading groups are set up to provide further differentiation.
- ESL certified teachers common plan by grade and English language proficiency four times a week, following the Understanding By Design (Wiggins) model. Data collected from in-house assessments, NYCDOE Interim Assessments, and previous NYSESLAT and ELA tests are used to drive curriculum planning.
- ELL students will participate in class presentations and performance arts programs that will help develop their language skills and confidence in using the English language. Funding is through tax levy funds and private grants and donations.
- Trips will be aligned to curriculum units for ELLs so that they can experience first hand many of the things they read about (city landmarks, museums, plays, etc.). Follow up activities include writing responses and journal entries and art projects. Funding is through Title III.
- The addition of more computer technology in the ELL classrooms to provide training on and access to the Internet so that ELL students can have equal access to information. There are currently three ELL teachers in the technology team. Funding is through Title III and ELL related grants.

Differentiating Instruction

Describe your instructional plan for SIFE.

- SIFE are in differentiated ESL and Humanities classes according to their literacy level; struggling SIFE are generally in Beginner classes where they can receive targeted literacy instruction, and intermediate and advanced SIFE receive continued, differentiated instruction to improve their English language abilities. SIFE are also pulled out for reading instruction in small groups and the Wilson program. Additionally, SIFE are offered native language support in Math and Science after school.

Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

- Beginner ELLs in our school are in Beginner ESL and Beginner Humanities classes that provided targeted language instruction in reading, writing, speaking and listening. In the Beginner ESL classes, students are taught the basics of literacy (phonics, decoding, sight words, fluency, etc.). Beginner Humanities classes focus on beginner writing strategies taught through social studies content. Since students are in classes that are specifically for beginners, instruction and content are differentiated to make content accessible. Newcomers are also offered native language support in Math and Science after school. In order to help prepare our beginners for the ELA test, all beginner ELLs who are taking the ELA test are in Extended Day programs that provide test prep strategies and extra support for students.

Describe your plan for ELLs receiving service 4 to 6 years.

- Our goal for ELLs who have been receiving services for 4 to 6 years is proficiency and for them to pass the NYSESLAT and move to General Education classes. These students are in Intermediate or Advanced ESL and Humanities classes, where the work is strenuous to prepare them for GenEd classes. Students are entitled to one year of ELL service after they test out of the ELL program, which they will receive during Extended Day.

Describe your plan for Long-Term ELLs (completed 6 years).

- The majority of our Long-Term ELLs are in Special Education or CTT classes. Our intention for Long Term ELLs is to move them from ELL classes to General Education classes. To this end, we have created a special TU program to help our Long-Term ELLs pass the NYSESLAT.

Describe your plan for ELLs identified as having special needs.

- Our ELL students who have been identified as having special needs are in CTT classes. Their IEPs do not specify that they receive ELL services, but they will be receiving Extended Day support for the NYSESLAT test, since they are still mandated to take the test. In addition, students receive after school support in math and science with a certified content teacher with bilingual extension. These programs are offered three days a week for two hours a day.

Describe your plan for continuing support (2 years) for ELLs reaching proficiency on the NYSESLAT.

- Students who reach proficiency in the NYSESLAT will receive continued ELL supports through our extended day program. During this one hour period they receive focus instruction from reading and writing specialists who are certified in delivering instruction for ELLs.

What new program or improvements will be considered for the upcoming school year?

- Last year we began integrating writing instruction with social studies content. This model was found to be successful for ELLs at all three levels. Students were more engaged in the writing process. This model has been adopted by the general education department. This year teachers are organized into common planning teams with ELL teachers and general education teachers. The planning goals include creating a long term plan for grades 5 through 8 that incorporate social studies standards and writing standards that lines up with the general education course of study. For the beginner ELL classes teachers will modify the long term plan and lessons.

How are ELLs afforded access to all school programs? Describe after school supplemental services offered to ELLs in your building.

- ELL students will attend an extended school day program focused on ESL strategies taught by ESL teachers and specialists every Tuesday, Wednesday, Thursday from 8:10 pm to 9:00 pm from October, 2008 through May, 2009. This program is funded through Title III and serves ELLs that need extra support based on their NYSESLAT scores or new arrival status. Advanced and intermediate ELLs participate in literature circles and NYSESLAT test prep. Beginners receive phonics instruction, learn sight words and basic grammatical structures in English as well as receive individual conferencing for reading.

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.

ELL training for all staff occurs at professional development meetings in- house or offered through the office of English Language Learners. Topics include:

- Differentiating content instruction for ELLs at various levels of language proficiency (QTEL)
 - Sessions planned for winter intersession
 - 5 teachers will be trained in using the strategies
 - Teachers who currently have QTEL certification will be trained to lead professional development sessions with our faculty
- Integrating grade level texts into reading instruction for intermediate and advanced ELLs
 - Making Meaning consultants will conduct 2 observations and program implementation evaluations within ELL classrooms that currently use the Making Meaning program (which provides students with a structure where they can access grade level texts through read-alouds and guided reflections and discussions)
- Guided reading and other small group reading instruction
 - Teacher lead sessions will take place throughout the year
 - 1st session: introduction to guided reading for teachers new to the method (October)
 - 2nd session: assessing and grouping students for guided reading groups (November)
 - 3rd session: tracking reading growth using 100 Book Challenge Benchmarks and conferencing with leveled texts (December)

- Using effective vocabulary strategies across the content areas (ExcELL)
- Expository Writing for ELLs
 - 5 day workshop offered through the OELL
 - 2 ELL teachers will attend one monthly session (all day pd)
 - Materials and strategies will be shared in ELL Department meetings
- Writing in the content areas (Collins Writing)
 - Consultant will conduct demonstrations lessons, observations, and meet individually with ELL teachers
 - Visits will be focused on writing strengths and weaknesses of our ELLs (based on NYSESLAT and ELA data) and on effective methods for preparing for writing for the NYSESLAT and ELA (December 2009, April 2010)
 - This is aligned with our school’s goal that all current advanced ELLs will pass the NYSESLAT with a P and the ELA test with a 3

- **“Bridges: Making Connects between Academics and Life”**

- **Title III Program Proposal**
- **December 2009 – April 2010**

- **Objective:**
- “Bridges: Making Connections between Academics and Life” will be a theme-based, interdisciplinary unit for LEP students at Academy for Language and Technology (09X365). Meeting after school and on Saturdays, students involved with this project will interact with bridges in a variety of different ways and on a variety of different levels. For instance, they will observe, measure, draw, and analyze the various structures of bridges in New York and around the world. They will exercise their bodies and minds as they traverse nearby bridges and explore the neighborhoods surrounding them. They will construct their own bridges and evaluate their effectiveness, resilience, and overall appearance. They will read books, stories, and articles that pertain to bridges—both physically and metaphorically—and they will create and publish their own stories using this theme. They will analyze and interpret the history of bridges and the impact that these structures have had on the advancement of world cultures and civilizations.
-
- Students involved with this program will leave with improved literacy and numeracy skills in both English and Spanish. They will also walk away with a richer understanding of art, science, math, history and literature, and how each of these disciplines works together to create something that has played an integral part of the human experience: *bridges*.
-
- **Rationale:**
- ALT serves a large number of ELLs, many of whom are recent immigrants, SIFE, and/or Long Term ELLs. Research has proven that strategic, theme-based programs benefit students in these situations by providing them with structure and scaffolding not always found in standard curricula. These types of programs are also known to strengthen and support what is being taught during the regular school day particularly when a strong emphasis is placed on literacy, numeracy, and academic rigor, often found in this kind of interdisciplinary

approach. Furthermore, this kind of learning tends to be more “hands on”; as such, students learn directly by seeing, writing, listening, and speaking about the subject from a first-hand perspective. They “get their hands dirty” with the material. Each activity is interactive, and recognizes the various learning styles and modalities that each child brings to the experience. Finally, this learning approach exposes the children to elements of society and culture to which they otherwise might not have access. These include, but are not limited to, museums, exhibitions, local excursions and distant trips.

-
- **Needs Assessment / Data Analysis / Selection of Students:**
- Currently ALT serves just over 300 hundred students in three grades, 9th through 11th. All of our students are Hispanic; many have recently immigrated to the United States. 56% of our population is young men; 44% are young women. Among the students, approximately 28% are registered SIFE. We also have similar numbers of Long-term ELLs. Approximately 5% of our students in the 9th grade have IEPs; 8 to 10% of our students in the Upper Grades are overage.
-
- This year, over half of our students scored Beginner in each of the four modalities on the NYSESLAT. These same students passed fewer than half of the recommended Regents for their grade level. Furthermore, results on the English LAB-R, Spanish LAB, and in-house DY0 assessments have led us to believe that these same students are currently performing two or three years below their grade levels in almost every subject. These students already comprise the target populations for most of our inquiry work.
-
- On a positive note, our school currently averages 96% daily attendance. Most of our students receive credit in all of the classes they are taking. Since the students mentioned above also fit into these categories, they would be the same students who would be targeted for this program.
-
- **Projected Student Participation:**
- This year’s Title III program will target students in the 9th, 10th, and 11th grades, respectively. Emphasis will be given to students in need of advanced literacy and numeracy skills based on scores from the English Lab-R, Spanish Lab, NYSESLAT, Regents, and in-house DY0 assessments.
-
- Ideally, three groups of approximately 50 students will be created. These groups, which will further be divided into two sections, will meet at various times during the program.
-
- Altogether this program will benefit 150 students, or 50% of our population.
-
- **Time Frame / Per Session Hours for Teachers:**
- The **first session** of “Bridges: Making Connections Between Academics and Life” will meet between **December 1st, 2009, and January 23rd, 2010**. This will target **two sections of the 9th and 10th grade**. These groups will meet on the following days:
-

- **Tuesdays and Thursdays 3:30 pm – 5:00 pm**
-
- **Saturdays 9:00 am – 1:00 pm**
-
- Between December and January, the program will meet for a total of six weeks.
-
- On Tuesdays and Thursdays, four teachers will cover two sections of the program for 1.5 hours. There will be a total of 12 weeknight sessions. This will bring the total number of per session hours (with fridge) to 72 hours.
-
- **4 teachers x 1.5 hours x 12 weeknights = 72 hours/per session @ \$49.89 = \$3,592.08**
-
- On Saturdays, four teachers will cover two sections of the program for 4 hours. There will be a total of six Saturdays. This will bring the total number of per session hours (with fridge) to 96 hours.
-
- **4 teachers x 4 hours x 6 Saturdays = 96 hours/per session @ \$49.89 = \$4,789.44**
-
- For both the after school and Saturday programs, projected attendance for each section is 25 students. In each session, one teacher will be ESL certified, and the other will be a content specialist (with Spanish bilingual certification, when possible).
- * * * * *
- The **second session** of “Bridges: Making Connections Between Academics and Life” will meet between **February 2nd** and **April 24th, 2010**. This will target **one section of the 9th grade, and two sections of the 10th and 11th grades**. These groups will meet on the following days:
-
- **Tuesdays and Thursdays 3:30 pm – 5:00 pm**
-
- **Saturdays 9:00 am – 1:00 pm**
-
- Between February and April, the program will meet for a total of eight weeks.
-
- On Tuesdays and Thursdays, four teachers will cover two sections of the program for 1.5 hours. There will be a total of 19 weeknight sessions. This will bring the total number of per session hours (with fridge) to 114 hours.
-
- **4 teachers x 1.5 hours x 19 weeknights = 114 hours/per session @ \$49.89 = \$5,687.46**
-
- On Saturdays, four teachers will cover two sections of the program for 4 hours. There will be a total of eight Saturdays. This will bring the total number of per session hours (with fridge) to 128 hours.

-
- **4 teachers x 4 hours x 8 Saturdays = 128 hours/per session @ \$49.89 = \$6,385.92**
-
- For both the after school and Saturday programs, projected attendance for each section is 25 students. In each session, one teacher will be ESL certified, and the other will be a content specialist (with Spanish bilingual certification, when possible).
-
- **High Quality Professional Development**
- All teachers at ALT are familiar with ESL strategies and many of them are, in fact, ESL certified. That said, teachers involved with “Bridges” will be asked to participate in additional workshops through Quality Teaching for English Learners (QTEL) workshops in the spring. These workshops sponsored by WestEd and offered through the Office of English Language Learners at the DOE, provide high quality instruction on the scaffolding of content material for ELLs, and come strongly recommended by many who have attended them in the past.
- Five teachers associated with “Bridges” will attend various content-based QTEL workshops, either in February or in April, 2010. Last year, the participation cost for each 5-day workshop was \$350.00. Teachers were paid training rate (\$19.12) for six hours each day—a total of 30 hours for the week.
-
- **5 teachers x \$350.00 participation costs = \$1,750.00**
-
- **5 teachers x 6 hours x 5 days x \$19.12 / training rate = \$2,868.00**
-
- **Total for Professional Development: \$4,618.00**
-
- **Supplies and Materials**
-
- Various supplies and materials will need to be purchased for “Bridges.”
-
- **Art Supplies** will include charcoal, watercolors, colored markers, shape templates, plastic lacing, toothpicks, wire, air dry clay, and plaster wrap.
-
- **Total cost of Art Supplies: \$475.04**
- * * * * *
- **T-shirts** will be designed and created by the students for the program. For this, a \$50.00 silkscreen will be necessary, along with \$100.00 in silkscreen paint. Each t-shirt will cost \$3.00, for a total of \$450.00
-
- **Total T-shirt costs: \$600.00**

- * * * * *
- ALT will use \$389.00 to purchase a **non-fiction leveled Reading Library for ELLs** that explores inventions, physics, and other aspects of science. This library will be used to expand and enhance the curriculum of the program, and to improve the literacy skills of the students.
-
- **Total cost of library: \$389.00**
-
- **Excursions and Outings**
- A lot of “Bridges” will be outdoors, with students exploring and walking the bridges of New York. For the most part, these trips will be cost free, with the exception of public transportation which the school will provide.
-
- That said, the program would like to take larger groups of students to three separate destinations, all of which are directly linked to the study of bridges and integral to student learning.
-
- First, the program would like to take 50 students and 3 chaperones to the New York Botanical Garden’s **Holiday Train Show**. At this event, staff of the garden will show our students how all of the major New York bridges are constructed in scale models with recycled products from the Garden. Students will also learn how the park uses bridges throughout its landscape for transportation and aesthetic appeal.
-
- The group rate for students to this show is \$17.05 per student. Chaperones are free. Students will provide their own transportation to and from the Garden.
-
- **50 students x \$17.05 = \$852.00**
- * * * * *
- Second, the program would like to take 50 students and 5 chaperones to the **Da Vinci Experiments** at the Discovery Exhibitions Hall in Times Square. Here the students will see and learn about one of the world’s great inventors and artists. A lot of Da Vinci’s designs dealt specifically with transportation and movement. He also did a fair amount of urban and landscape planning.
-
- The group rate for this exhibition is \$19.50 per student. Chaperones are free. As above, students will provide their own transportation to and from Times Square.
-
- **50 students x \$19.50 = \$975.00**
- * * * * *
- Finally, the program would like to take 50 specially selected students to **Club Getaway** in Connecticut for a one day adventure. At this camp, students learn how to construct trails and bridges in the mountains. They also engage in several team building and leadership activities.
-
- Entrance fee for Club Getaway is \$46.00 per student. One chaperone for every 10 children is free.

	session @ \$49.89	6,385.92
High Quality Professional Development	5 teachers x \$350.00 participation costs	1,750.00
	5 teachers x 6 hours x 5 days x \$19.12 / training rate	2,868.00
Art Supplies	charcoal, watercolors, colored markers, shape templates, plastic lacing, toothpicks, wire, air dry clay, and plaster wrap	475.04
T-shirt Supplies	\$50.00 silkscreen will be necessary, along with \$100.00 in silkscreen paint. Each t-shirt will cost \$3.00. We will make 150 t-shirts.	600.00
Non-fiction Leveled Reading Library for ELLs	Cost of library: \$389.00	389.00
Botanical Gardens Trip	Group rate for students to this show is \$17.05 per student. Chaperones are free. Students will provide their own transportation to and from the Garden. We will take 50 students and 5 chaperones.	852.00
Da Vinci Exhibit	Group rate for this exhibition is \$19.50 per student. Chaperones are free. As above, students will provide their own transportation to and from Times Square. We will take 50 students and 5 chaperones.	975.00
Club Getaway Excursion	Entrance fee for Club Getaway is \$46.00 per student. One chaperone for every 10 children is free. We will take 50 students.	2,300.00
	Two busses @ \$300/day	600.00

-
- **TOTAL: 31,263.94**

School: MS 325 BEDS Code: _____

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

Allocation Amount: \$31,953		
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 	(\$6,360 20% of total budget already assigned) Proposed \$20,953	300 hours of per session for 1 ESL and 1 bilingual teacher for native language support in the content areas after school: 300 hours x \$49.89 = \$14,967, 120 hours of professional development for 9 teachers: 120 x \$49.89 (including fringe)= \$5,986.80
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	Proposed \$6,000	ELA and NYSESLAT test prep materials: student books and teacher guides
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$5,000	Extended day program instructional materials: Benchmark Education Company Curriculum packets and refillables
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$31,953	Proposed Total Budget

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.

Upon registering their child, parents complete a survey where they indicate their need for translation services.

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.

Many families do not speak English as a first language, and have requested translation of documents. Spanish translation has been provided meetings, and all DOE notifications and letters to be sent home are available in the translations the DOE provides. Staff members are available for translation to Spanish in parent teacher meetings and other school functions. Translation services during parent workshops are provided by teachers and the parent coordinator in French and Spanish. Where translation services cannot be conducted by our school community, outside vendors will be requested to provide such services.

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.

Document translation services are provided by the Department of Education Translation Department and are available for distribution within a week. Teacher notices and workshop announcements are translated either by teachers or the parent coordinator.

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.

Translation equipment is used during parent meetings. As information is presented in English, our parent coordinator will translate simultaneously to Spanish. Translation and interpretation to French is provided by our teachers when necessary. Where interpretation services in a language other than Spanish or French are required, we may contract outside vendors such as interpreters from the Board of Education translation services.

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>.

Based on the needs expressed in family surveys, families will receive translated copies of the Bill of Parent Rights and Responsibilities. Information in those languages will be posted at the entrance to the Main Office (Room 323), as well as hung in the Parent Coordinator's office and kept on hand with our guidance counselors. The information on display in these rooms will include instructions for obtaining/requesting translation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$454,119	\$58,080	\$512,199
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,542		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$580	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$22,706		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$2,904	
6. Enter the anticipated 10% set-aside for Professional Development:	\$63,728.59		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$5,808	

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

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

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

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

I. General Expectations

MS 325: The Urban Science Academy agrees to implement the following statutory requirements:

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

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
- This policy will be revised in May 2010 for the upcoming school year.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The Urban Science Academy will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: A survey of parental needs and ideas for improvement of instruction will be designed by each grade level team in June, 2008 and disseminated to parents at registration for the 08-09 school year. An electronic survey will also be sent to parents that provide an email address at registration. After the results of the survey are compiled, the academic cabinet and school leadership teams will analyze them, identify patterns of need. A professional development meeting will be held for staff members and members of the parent association to devise an action plan with 2-4 goals for increasing parental involvement. As soon as it has been created this action plan will be communicated to staff and parents in a letter from the principal. A second survey will then be conducted in April or May to evaluate the effectiveness of the parental involvement policy. Again, results will be compiled and analyzed by the academic cabinet and school leadership team, and an action plan for next year will be developed. This action plan will be posted publicly and sent to all staff and parents.
2. The Urban Science Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: parents will be nominated for and elected to the School Leadership Team, and parents will be involved in the school review and improvement process through the parent surveys described above, in section II.1.
3. The Urban Science Academy will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: teachers and staff members will be trained in effective parent-involvement strategies, and parent letters and homework logs will be developed by grade-level teams in June, 2008, so they will be uniform in the 08-09 school-year. Teachers and the parent coordinator will also be provided with sample templates for developing new parent letters as they become necessary. All communication between MS 325 and parents will be translated into Spanish and French.
4. The Urban Science Academy will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Balanced Literacy, Everyday Math and Impact Math, READ 180, the 100 Book Challenge, the Children’s Aid Society, the Wilson Reading System, and the RAMPS behavior management system by: holding a pot-luck and/or parent night to describe these programs to parents in September, 2008, sending home daily log sheets to track students’ reading progress, and requiring a parent signature on daily homework and/or behavior sheets. In addition, the chairperson of the School Leadership Team will send a monthly parent bulletin with important dates, examples of student work, and highlights from upcoming units of study.
5. The Urban Science Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of

the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

6. The Urban Science Academy will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;

- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the Urban Science Academy on 9/1/09 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before _____9/30/09_____.

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

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

Urban Science Academy and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2008-09.

Required School-Parent Compact Provisions

School Responsibilities

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

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions Urban Science Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
 2. Hold parent-teacher conferences twice each year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November 2008 and March 2009.
 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
 6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- o Do my homework every day and ask for help when I need to.
- o Read at least 30 minutes every day outside of school time.
- o Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

(Please note that signatures are not required)

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.

Response to items 1 – 10:

- A needs assessment was conducted in June 09 using ELA scores. We found that although only 34% of our school reached proficiency, 91% of level 1 and 2 students made 1 year of progress. However, far fewer level 3 and 4 students made an entire year of progress.
- This points to a strength in bringing struggling readers close to grade level, but a weakness in teaching the skills that allow students to score at proficient and in maintaining and improving the scores of proficient students.
- To that end we increased the allotted independent and guided reading time in a school day to 60 minutes, through expansion of the 100 Book Challenge program. We followed research showing that inner city students read significantly less than their wealthier peers, and that hours of independent reading per day directly correlate to success on standardized test and in high schools.
- Teachers in grades 6-8 now specialize in ELA, rather than in multiple subjects, allowing us to attract quality ELA and ESL teachers from other schools.
- We also purchased the Making Meaning program to train students reading below grade level to adequately comprehend material slightly above their comfort level. Making Meaning focuses on class discussion, think/pair/share activities and questioning to address the higher order thinking skills that help students gain proficiency.
- ELL students are organized in to small classes by level (beginner, intermediate and advanced) for ELA class.
- We organized an entire day of professional development run by staff developers for each program prior to school opening. Administration regularly visit classrooms to assess quality of curriculum and instruction. Staff developers will return in December, March and May to work individually with teachers on implementing the curriculum effectively.
- Common Planning time built into the schedule allows teacher teams to meet to differentiate curriculum for their specific groups and levels.
- Grades are now available to all students and parents online through the TeacherEase online grading program.
-

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

N/A

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

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

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

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

NCLB/SED Status: SINI 1 **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.
 - **Please see above, page 33.**
 - **To address the math proficiency of students with disabilities, we introduced the computer program Destinations Math into self-contained classrooms. The program is intended for ELL students who read below grade level, but the clear presentation of the program, ease of navigation and lower reading level is extremely useful for SpEd students as well. In addition, we are using the Brigance assessments offer instruction to students both at their instructional level and at grade level.**

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
 - The approximately \$63,000 of Title I money set aside for Professional Development will be spent on:
 - 100 Book Challenge professional developers and teacher materials
 - Making Meaning professional developers and teacher materials
 - Collins Writing trainings

¹ School Under Registration Review (SURR)

- After-school ExCell and Guided Reading trainings.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
- Every 1st and 2nd year teacher has been assigned a mentor in the administration. Classes are visited 2x per month and meetings take place afterwards.
 - Each of these teachers also has a peer mentor, to observe classes and provide assistance on as as-needed basis.
 - Every teacher in the school belongs to a common planning team which meets 1-2 times weekly.
 - Teachers are sent on at least two intervisitations per year.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
- **A newsletter is sent out by the principal in the beginning of the year detailing the educational goals and challenges for the year. Monthly calendars detail specific events and milestones in the curriculum. During parent-teacher night, the Parent Coordinator is available to answer questions. All material is available in English and Spanish,**

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

- Classes were observed for content and continuity
- Department meetings on curriculum were held, and revealed deep differences between strategies, priorities and curriculum of different teachers
- ELL and general education teachers almost never planned together or shared strategies
- Curriculum maps were blank or partially filled in by individual teachers, not by consensus

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?

- Our NYS ELA proficiency level had only increased from 24% in 2007 to 30% on 2009
- Our periodic assessments gave us inconsistent data, pointing to a lack of preparation for the skills tested and a lack of a year-long plan for what and when was being taught
- ELA curriculum was inconsistent across classrooms, and lacked continuity across grade levels.

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.

- Our commitment to independent reading continues with expansion of the 100 Book Challenge program. Teachers were trained in August 2009 to implement the program, which includes components of phonics/comprehension/fluency assessment, individual conferencing, independent reading, self-leveling, targeted reading strategies and a rewards and motivation system. In addition, the class schedule was rearranged to accommodate a separate 100 Book Challenge period every day, allowing more time to be devoted to implementing the program and increasing the time our students spend reading independently. As of October 15, our goal is to have every student log in 25 hours of reading at school and at home.
- We also purchased a program called “Making Meaning,” a scripted reading comprehension program that covers the range of reading skills, from self-identifying as readers to the genre of poetry to expository writing, in an organized manner with high-interest readings provided. This allowed us to ensure each teacher was addressing the scope of reading standards.
- Our online curriculum mapping program, TechPaths, is in the process of being updated from individual teacher’s maps to a consistent, standardized, common curriculum developed by teams of teachers in common planning teams. The maps include essential questions, vocabulary, skills, assessments, and workshop model lesson plans.
- In order to address the needs of our ELLs and Special Education students, we employ Read 180, a computer program that uses listening, speaking and vocabulary to improve the reading skills of students operating 2-3 levels below grade level. We also are in the process of training our ELA teachers to implement guided reading in their classroom, using Reading A-Z as a resource of elementary level texts. Finally, we added to our 100 Book Challenge libraries this year the lowest levels of books, including those for students at pre-reading stages and kindergarten and first grade levels; we also included a library of these books in Spanish.
- Approximately \$12,000 was spent on listening center materials (headsets, CD players, jacks for use by multiple students) as well as books on CD for use in classroom centers, extended day groups and literature circles.
- We also implemented a new curricular element to address our students’ deficits in writing. Many ELA teachers expressed frustration that our focus on reading left them inadequate time and training to properly teach writing. Therefore we altered our Social Studies curriculum to be a Humanities curriculum, where content is taught using writing as a vehicle for understanding and assessment. Humanities teachers, not ELA teachers, are now responsible for teaching grammar, elements of quality writing and the writing process through both daily assignments and long-term pieces.
- Humanities teachers also common plan in teams using TechPaths as a guide to include essential questions, skills, etc. into their lesson plans. We expanded our writing professional development in August 2009 to include a day of Collins Writing training, which allowed us to organize our writing skills into grade-level goals and create baseline assessments now tracked and evaluated by these specific skills (i.e. appropriate punctuation, topic sentences).
- We addressed the speaking component of the ELA curriculum by choosing the reading curriculum, Making Meaning, that relies heavily on pair work – think pair share, turn & talk, and whole class discussion.

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.

- Observation of classrooms to look for consistency of curriculum and alignment to NYS standards
- Math Department meetings to compare pacing, assessments, and analyze data

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?

- Our math curriculum is carefully planned in Long-Term Plans for every grade. These include content strands, while
- Online curriculum maps include activities which address NYS process strands
- Math teachers collaborate frequently to create, share and improve material
- Math teachers of ELLs and general education students regularly share strategies and best practices. Both of these groups utilize the strategies of Special Education teachers in their classrooms.
- Problem solving through games and activities is a key part of the math curriculum
- Critical thinking skills are also developed through inquiry, games, writing and an annual Math Tournament
- Impact Math curriculum gaps are addressed through other curricula, such as Breakaway Math, Singapore Math, Kaplan test preparation, among others. These curricula also help to address the high reading level of Impact Math, which is prohibitive for our large ELL and SpEd population.

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.

- Teachers were frequently observed for evidence of student-centered instruction

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?

- The vast majority of classes visited throughout the year were centered around teacher-talk and direction
- Lesson plans featured very few alternate formats for ELA classes.

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.

- Our newly implemented ELA curriculum, Making Meaning, requires students to talk, listen to, and question each other in pairs and as a class as part of every day's lesson
- A new emphasis has been placed on Guided Reading and rotating groups. Two 2-hour professional development sessions have been offered to teachers (90%) of ELA teachers took part. The second session included time for the teachers to develop action plans for implemented Guided Reading groups in their classes.
- The Read 180 program, a center-based listening and speaking computer program, will be expanded this year.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the

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

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.

- Frequent observation of teachers
- Department meetings where agendas focused on delivery of content

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?

- While our curriculum is sound and improving, delivery of instruction still requires alteration
- Teachers still rely on written calculation and independent work, rather than group discussion, hands on activities, etc.

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.

- Use of worksheets has been lowered and replaced with writing assignments and project-based learning
- Students spend much more time learning through games, puzzles, songs and discussion
- Destinations Math, an online standards-based math program, has been underused for years and will now be disseminated to all Special Education classes in order to facilitate different learning styles in those classrooms.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

- Analysis of turnover and hiring data

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?

- In the 5 years MS325 has existed, we have high teacher turnover every year, approximately 10 teachers out of 40
- Approximately 75% of our teachers are under 30 years old and have less than 3-4 years of teaching experience

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.

Teacher turnover and the relative inexperience of our staff requires us to

- Develop set curriculum that can be taught to new teachers, rather than re-developed every year
- Rely heavily on pre-opening teacher training and curriculum workshops
- Constantly monitor and abet the collaboration of new teachers with more experienced teachers.
- We also made a concerted effort to engage our younger teachers in outside professional development and leadership training, in order to invest them further in the future of the school

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.

- ELL Department met weekly to discuss deficiencies in training and materials

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?

- ELL instruction has been a strength of our school for over two years.
- Content area teachers of ELLs, not just ESL teachers, are trained in QTEL, ExCell, RIGOR and language strategies by administration and outside experts after school and occasionally on Saturdays

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.

- Classroom observation
- Weekly common planning sessions
- Analysis of NYSESLAT and ELA scores

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?

- See pages 18-19 for a description of ELL instructional programs.
- Data is available to all teachers before the first day of school (including but not limited to, LAB-R, NYSESLAT, ELA, year of service, SIFE status)
- All ELL students are placed in small group ELA and Humanities classes based on NYSESLAT level, ELA proficiency level and teacher recommendation before the start of school.

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.

- Regular Special Education Department team meetings were called to discuss the needs of the teachers
- Systems of communication and education around IEPs were analyzed

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?

- IEPs were inaccessible to teachers most of the time and unorganized
- Teachers received little training on writing IEP goals
- Communication between SpEd teachers and the SBST was minimal or nonexistent
- General education teachers were almost 100% unaware of the needs of their special education students

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

- SBST met with AP during the first two weeks of school to compile service schedules, which were then disseminated to all teachers
- CFN 5 SpEd team is conducting three workshops during the school day on writing IEPs
- The schedule of annual and triennial reviews is published for the year so that teachers have ample time to prepare, and general education teachers can be scheduled to attend IEP meetings
- IEPs have been uploaded onto a secure server, for access by all teachers when inside the school building
- Four CTT classes were opened and filled mostly with SETSS students, allowing them more consistent support
- CTT team teachers were trained for two days before school opened

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.

- Review of IEPs for consistency and content

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?

- Few if any BIPs were completed. Those completed were not implemented properly throughout the year
- Report cards for SpEd students did not include updated Progress Reports
- IEP goals were written poorly or unclearly, causing confusion and a lack of direction in planning

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.

- SSW and Guidance Counselor are in the process of created BIPs for our most challenging Special Education students
- SMART goal training is taking place, and teachers are being trained in alternate assessments
- Continual training by CFN 5 will be necessary to develop and implement clearer goals.

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.)
 - 16 students identified in ATS as living in temporary housing
2. Please describe the services you are planning to provide to the STH population.
 - STH are immediately referred to the School Social Worker for an intake survey
 - STH identified as at risk then join a counseling group with the SSW or guidance counselor
 - Guidance Counselor runs an after-school program from at-risk students to spend additional time in school and receive additional instructional time and homework support.
 - Students enrolled in the school during the year with NYS scores below a 2.5 proficiency level are enrolled in Extended Day.

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.