



**ACADEMY OF APPLIED  
MATHEMATICS & TECHNOLOGY**

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

**SCHOOL: 07X343  
ADDRESS: 345 BROOK AVENUE, BRONX, N.Y. 10454  
TELEPHONE: (718)292-3883  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 343      **SCHOOL NAME:** Academy of Applied Mathematics & Technology

**SCHOOL ADDRESS:** 345 Brook Avenue, Bronx, New York 10454

**SCHOOL TELEPHONE:** (718) 292 3883      **FAX:** (718) 292 4474

**SCHOOL CONTACT PERSON:** Sergio Caceres      **EMAIL ADDRESS:** scacere@schools.nyc.gov

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>Carlos Lopez</u>
<b>PRINCIPAL:</b>	<u>Sergio Caceres</u>
<b>UFT CHAPTER LEADER:</b>	<u>Summer Lott</u>
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	<u>Yadira Battiata</u>
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	<u>Not Applicable</u>

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

**DISTRICT:** 7      **SSO NAME:** Empowerment

**SSO NETWORK LEADER:** Sandra Litrico

**SUPERINTENDENT:** Yolanda Torres

**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
Sergio Caceres	*Principal or Designee	
Summer Lott	*UFT Chapter Chairperson or Designee	
Yadira Battiata	*PA/PTA President or Designated Co-President	
Dilsia Tejado-Ramirez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Magdalena Pagan	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	
Rusmayris Guillermo	UFT	
Wanda Torres	PA	
Ruth Martinez	PA	
Carlos Lopez	UFT	
Mercedes Rodriguez	PA	
	Member/	
	Member/	

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

- Core (mandatory) SLT members.

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

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The Academy of Applied Mathematics and Technology (AAMT) was founded on the principle of student-centeredness. Accordingly, every administrative and pedagogical decision addresses how to make an AAMT student a strong character, a critical thinker, an intelligent decision-maker, an effective communicator, and a life-long learner. The administration has introduced several initiatives to realize this vision.

The school has integrated technology thoroughly across the school. Every classroom is equipped with SMART board, LCD projectors and requisite software. All teachers have an E-Chalk account and are expected to upload the curriculum, the monthly calendar, home work, test dates and other relevant information in order to keep the learning community and parents informed. Teachers have received professional development on educational technology. Students use technology on a daily basis and they have a school-based e-mail account. Technology is actively used both as a tool and a hook to improve student performance.

All content areas have block programs that range from 72 minutes to 90 minutes in duration. This enables all content areas to deliver in-depth instruction. In addition, all content area teachers have common prep periods that are used to plan instruction, analyze student data and engage in the inquiry process. The goal is to increase student proficiency in content areas.

The Academy of Applied Mathematics and Technology continues to improve its practice of differentiated instruction. Teachers have become accustomed to analyzing data at the individual, class and grade level to understand trends. In response, teachers have begun to tier instructional methodology: they teach whole-class, small groups and individuals; they offer different levels of support to students in learning circles; they tier assessment by challenge, process and product. The teachers use variegated data to target instruction and monitor student progress and proficiency levels.

The arts - art, music, and dance- are infused in the curriculum at M.S. 343. The classes are part of the regular school day and are also offered in the after school program. Additionally, students participate in arts related educational trips.

Middle School 343 offers a number of programs to support students. Saturday Academy in all content areas is offered to the grade eight cohort. Grades six and seven students receive Saturday Academy classes in ELA and Math. The school also provides additional support in ELA and Math via an Academic Intervention Program (A.I.S.). The A.I.S. instructional groups have approximately 12 students based on learning needs. In addition, on a daily basis, all students are engaged in a forty-five minute skills block that focuses on improving writing.

Teachers at M.S. 343 participate in an Research Project. Selected teachers are participating in this project in lieu of the usual formal teacher observation. The teachers select six to eight students from the lowest quartile, assess data, develop and implement differentiated instruction, monitor progress and revise recursively. Additionally, the teachers are documenting the strategies that are successful with different subgroups and these are shared with the others. The major goal of this initiative is to develop a cadre of reflective practitioners.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	Academy of Applied Mathematics and Technology						
<b>District:</b>	7	<b>DBN:</b>	07X343	<b>School BEDS Code:</b>	320700010343		
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		91.3	89.1	92.6
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		92.5	92.7	91.9
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		60.0	81.4	94.5
Grade 6	116	84	77	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	105	98	84	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	90	99		7	6	9
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		1	2	3
Grade 12	0	0	0	<b>Special Education Enrollment:</b>			
Ungraded	0	1	0	(As of October 31)	2006-07	2007-08	2008-09
Total	221	273	260				
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	18	24	26	Principal Suspensions	57	53	67
# in Collaborative Team Teaching (CTT) Classes	0	10	9	Superintendent Suspensions	17	24	9
Number all others	11	41	29	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
<b>English Language Learners (ELL) Enrollment:</b>				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	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0	Number of Teachers	15	21	19
# receiving ESL services only	17	18	24				

**CEP Section III: School Profile**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	7	5	Number of Administrators and Other Professionals	5	6	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	3
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	3	3	3	% fully licensed & permanently assigned to this school	100.0	95.2	100.0
				% more than 2 years teaching in this school	0.0	0.0	42.1
				% more than 5 years teaching anywhere	53.3	42.9	47.4
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	67.0	67.0	68.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.5	73.5	100.0
American Indian or Alaska Native	0.4	0.4	0.4				
Black or African American	38.0	33.7	33.5				
Hispanic or Latino	60.2	65.2	65.0				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.4	0.4				
White	1.4	0.4	0.8				
<b>Male</b>	55.2	51.6	52.3				
<b>Female</b>	44.8	48.4	47.7				
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							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	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**

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

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		X	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native		-					
Black or African American		X	√	-			
Hispanic or Latino		X	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
<b>Other Groups</b>							
Students with Disabilities		X	√	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		X	√	√			
<b>Student groups making AYP in each subject</b>		0	5	3	0	0	0

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	102			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	13.8			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:	24			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	53.7						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	10.5						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				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?
- 

### School's Strengths & Accomplishments

As a School, we have continuously reduced the number of level 1 students in Math and in Literacy based on the Math and ELA State exams and consecutive Math and ELA periodic assessments in grades 6-8.

In reviewing our interim periodic assessments (Predictive and ITA) in Literacy, we have consistently increased the number of level 3 students in grades 6-8.

For the past three years, our results in Math tend to be strongest in Levels 3 and 4.

The Academy of Applied Mathematics and Technology has made significant gains in many of the metrics; to start, we have 235 students and presently 52% are performing at Level 2 and 47% at Levels 3 and 4 in ELA. In Mathematics, 21% are performing at Level 2 and 77% at Levels 3 and 4.

Our school has also increased the performance of subgroups as evidenced in the previous progress report.

The leadership creates a positive learning culture for students and teachers.

The teachers work collaboratively to plan the curriculum, instruction and the support for student learning.

The staff uses data effectively to monitor the progress of student achievement.

The students in greatest need of improvement make excellent progress as a result of the effective support they receive.

The curriculum organization is creatively supported by the scheduling and structuring of student groupings.

The teachers receive excellent professional development in the use of data to support their instructional practices.

The teachers use data well to identify the differentiated learning needs of individual and groups of students.

Integrated technology into all classes including Math, Science and Humanities.

Continue to provide a comprehensive guidance program to address the social and developmental needs of our students. Counselor and social Worker provide workshops and small group meetings on academic advisement, social issues, and high school placement.

Provided interventions to support our at-risk/high need student population. These interventions include small group instruction, tutoring, Saturday Academy, attendance outreach, referrals to external agencies, individual or small-group counseling.

The excellent communications provide a wide range of opportunities for parents to be active partners in their children's education.

All members of the school community contribute to the caring and respectful culture which exists in the school.

The school scored at grade A for three consecutive years on the New York City Progress Report

### **School's Challenges**

- Improve strategic planning by the use of interim goals to monitor the progress in reaching the school's long-term goals and in improving student and teacher outcomes.
- Further improve student goal setting to ensure that there is a consistency in students' understanding of how and by when a goal can be met.
- Further improve the pace, engagement and interest in some instruction by providing more student-centered learning opportunities.
- Research ways to address the difference in performance of particular subgroups.
- Continuing to move Level 3 students to Level 4 in all subject areas.
- Improve strategic planning and instruction to continue to move our special needs students to Level 3 in all subject areas.
- Further improve professional development on questioning strategies for all teachers.
- Writing and vocabulary development across content areas must be our focus.
- Further improve the level of student engagement and development of dynamic classes.

## 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.

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### **Goal 1: To improve the writing skills of students.**

By the end of the academic year 09-10 the number of students scoring level 3 & 4 on the ELA exams will increase by 5%. After conducting our needs assessment, the school-wide inquiry team found that presently 123 students (52%) are performing at level 2 and 111 students (47%) at levels 3 & 4. The goal is to have 125 students (53%) of the student population performing at levels 3 & 4. Data analysis revealed a school-wide need for writing in all content-areas.

### **Goal 2: To increase the number of students performing at or beyond grade level on the NYS Math exam.**

By the end of the academic year 09-10 we will increase, **by 5%**, the number of students scoring level 3 & 4 on the NYS Math exam. After conducting our needs assessment, the school-wide inquiry team found that presently 49 students (21%) are performing at level 2 and 182 students (77%) at levels 3 & 4. The goal is to have 194 students (82%) of the student population performing at levels 3 & 4.

### **Goal 3: To further improve the Inquiry Process.**

By the end of the academic year 09-10 we will increase the number of teachers participating in the Inquiry Process by 10%. After conducting our needs assessment, the school-wide inquiry team found that presently, 80% percent of the teachers participate in the Inquiry Process.

## 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):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To improve the writing skills of students.</b></p> <p>By the end of the academic year 09-10 the number of students scoring level 3 &amp; 4 on the ELA exams will increase by 5%. After conducting our needs assessment, the school-wide inquiry team found that presently 123 students (52%) are performing at level 2 and 111 students (47%) at levels 3 &amp; 4. The goal is to have 125 students (53%) of the student population performing at levels 3 &amp; 4 .Data analysis revealed a school-wide need for writing in all content-areas.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>✓ Programming all students for a 45 minute period of writing daily</li> <li>✓ Providing Professional Development on teaching writing and data analysis to all staff</li> <li>✓ Providing targeted differentiated instruction to the students</li> <li>✓ Purchasing support materials that focuses on the improvement of writing skills</li> <li>✓ Providing Academic Intervention that focuses on writing skills- grammar, mechanics, editing</li> <li>✓ Ongoing review of data regarding students' progress and fine tuning of instructional strategies</li> <li>✓ Target population – students scoring high level 2 in 2008 N.Y.S. ELA exams.</li> <li>✓ Responsible staff – Humanities teachers, AIS teachers, Principal, Assistant Principal, Consultants</li> <li>✓ Implementation Timeline – September 2009 to June 2010</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Providing Professional Development in the teaching of writing - Title 1 funding</li> <li>• Hiring an English Language Arts consultant – Title 1 funding</li> <li>• Purchasing Support materials – Title 1 funding</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- Review of Students' portfolios in November 09, January 11, April 12, June 7
- Review of all Acuity and I.T.A. Assessments
- Review of E.L.A. Predictive exam data – November 09
- Review of Mock E.L.A. exam data
- Instrument of Measure – N.Y.S. E.L.A. exam data
- Projected Gain – 5 % increase in students' performance

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase the number of students performing at or beyond grade level on the NYS Math exam.</b></p> <p>By the end of the academic year 09-10 we will increase, <b>by 5%</b>, the number of students scoring level 3 &amp; 4 on the NYS Math exam. After conducting our needs assessment, the school-wide inquiry team found that presently 49 students (21%) are performing at level 2 and 182 students (77%) at levels 3 &amp; 4. The goal is to have 194 students (82%) of the student population performing at levels 3 &amp; 4.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Block programming of students for Math instruction</li> <li>• Grouping students homogeneously for Math instruction</li> <li>• Reinforce differentiated instruction in Mathematics instruction</li> <li>• Create school-wide assessments, review data, and make the necessary changes on an ongoing basis</li> <li>• Provide strategic Saturday and Vacation test prep classes</li> <li>• Providing on going Professional Development</li> <li>• Purchasing Support Materials</li> <li>• Target Population – Students’ who performed at level 2 &amp; 3 in 2009 NYS Math exam</li> <li>• Responsible Staff – Mathematics teachers, Assistant Principal, Principal</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>✓ Professional development - Title 1 funding</li> <li>✓ Test Prep Per Session – Tax Levy Funding</li> <li>✓ Materials and Supplies – Title 1 funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>✓ Review of school-wide assessment data sources after each assessment period– Acuity, ITA, Predictive , Mock Math Exam, Report Card</li> <li>✓ Review of Students’ portfolios – November 09, February 08, April 12, June 07</li> <li>✓ NYS Math exam result in ARIS or ATS</li> <li>✓ Projected gain – 5 % increase school wide</li> </ul>



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>▪ Providing Professional Development for teachers involve in the inquiry process</li> <li>▪ Purchasing support materials---Inquiry Funding</li> <li>▪ Per-Session for teachers to work after school in the Inquiry Team---Inquiry Funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Analyzing class and student data on a weekly basis</li> <li>▪ Looking at students' work and developing short and long term goals</li> <li>▪ Incorporating differentiated strategies to help students meet their goals</li> <li>▪ Reflecting on one's practice to accelerate students' learning</li> <li>▪ By the end of the school year, have 90% of our teachers involve in the Inquiry Process</li> </ul>

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

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	82	82	0	0	15	15	0	15
7	80	80	0	0	20	20	0	23
8	85	85	85	85	25	25	0	18
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)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: At Risk Intervention</p> <p>Extended Day</p> <p>After-School</p> <p>Saturday Academy.</p>	<p>Grades 6-8: During the school day, students who have poor academic skills as evidenced by report card grades, formal and informal assessments, and predictive assessments, will receive instruction in small groups, two times per week. This is built into the weekly program of the students. The students will be strategically placed in groups based on their academic needs. The following programs will be utilized: Brain Pop, Study Island, Acuity, and Comprehension Toolkit.</p> <p>Grades 6-8: Extended day is now built in the school day and all students participate. The focus is specific to the needs of the students.</p> <p>Grades 6-8: An after-school program will be offered to all students 5 times a week. Tutoring and homework assistance will be delivered on Mondays, Tuesdays, and Thursday . On Wednesdays and Fridays, students will participate in homework help and clubs – Music, Art, Dance, Technology, Girl Power, Sports.</p> <p>Grades 6-8: Test Prep program will be offered to all students on selected Saturdays prior to the NYS ELA exam. Strategic test prep will take place. School developed materials will be utilized.</p>
<p>Mathematics: At Risk Intervention</p> <p>After-School</p>	<p>Grades 6-8: During the school day, students who have poor academic skills as evidenced by report card grades, formal and informal assessments, and predictive assessments, will receive instruction in small groups, two times per week. This is built into the weekly program of the students. The students will be strategically placed in groups based on their academic needs. The following programs will be utilized: Brain Pop, Key To, Fun Brain, Study island, Acuity, Renzulli</p> <p>Grades 6-8: An after-school program will be offered to all students 5</p>

Saturday Academy.	<p>times a week after-school. Tutoring and homework assistance will be delivered on Mondays, Tuesdays, and Thursdays. On Wednesdays and Fridays, students will participate in homework help and clubs – Music, Art, Dance, Technology, Girl Power, Sports.</p> <p>Grades 6-8: Test Prep program will be offered to all students on ten Saturdays prior to the NYS Math exam. School developed materials will be utilized.</p>
Science: Saturday Academy	Grade 8: Test prep program will be provided for Grade 8 students to prepare them for both the hands-on and the written NYS and NYC assessments. School developed materials will be utilized.
Social Studies: Saturday Academy	Grade 8 Test Prep will be provided for students to prepare them for the NYS assessment. School developed materials will be utilized.
At-risk Services Provided by the Guidance Counselor:	Both individual and small group counseling will be provided for at-risk students who are identified by teachers, or parents. Additionally, push-in program for conflict resolution, peer pressure, and healthy living will also be implemented. The Guidance Counselor will also meet individually with parents to provide referrals to outside agencies and will be a member of the Pupil Personnel Committee. A push-in high school preparation program will also be implemented.
At-risk Services Provided by the School Psychologist:	The School Psychologist will be a member of the Pupil Personnel Committee and will consults with staff and parents to explore academic and behavioral interventions for students in need. In class observations of at-risk students will also be conducted. Additionally, he will serve as a member of the IEP team.
At-risk Services Provided by the Social Worker:	There is no Social Worker on staff at MS 343
At-risk Health-related Services:	Vision screening of grade 7 and all Special Education students. HIV/AIDS curriculum will also be implemented.

## **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.

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### **MS 343 Academy of Applied Mathematics & Technology Language Allocation Policy Narrative 2009-2010**

#### **Team Composition Language Allocation Policy**

**Principal:** Sergio Caceres  
**Assistant Principal:** Vincent Gassetto  
**Parent Coordinator:** Angela Cunningham  
**Student Intervention Coordinator:** Leah Francescani  
**ESL Teacher:** Althea Fuller

#### **School Vision Statement**

*The Academy of Applied M.S. 343 is a community of learners who respect and support each other. Staff and parents will accept, address, and meet the needs of the students in an interactive atmosphere of learning and creativity. Our school develops the students' intellect and character while guiding individual adolescents to become lifelong learners. The foundation of our school is student-centered; critical thinking skills, decision-making skills and effective communication will become the educational objective of each. Likewise, we nurture a community of leaders as we prepare them all for their march through the 21<sup>st</sup> century.*

#### **Narrative**

The Academy of Applied Mathematics and Technology services students from the sixth to the eighth grade. MS 343 has a student population of 235, which includes a sub-population of 27 English Language Learners (**ELL**), 11.5% of the overall amount. Twenty-six are of Hispanic origins and one is of African-American origins. Fifteen students are currently in grade 6, seven in grade 7 and 5 are in grade 8. With regards to proficiency levels, 8 scored Proficient, 14 students scored at the advanced level on the **NYSESLAT** exam, 1 scored intermediate and 4 are beginners. School-wide, there are 31 Former ELLS. All ELL students enrolled at M.S. 343 participate in free standing ESL classes.

A review of the **NYSESLAT** data indicates that our students struggle with writing and listening skills hence our instructional program focuses on these skills. Technology is used in the ESL classes to support students' writing. Additional students are provided with differentiated instruction that focuses on all aspects of grammar, writing, and mechanics. ELLs enrolled at MS 343 receive Academic Intervention Services in small groups that focus on writing and grammar skills as well. Listening centers are utilized in ELL classrooms to facilitate the use of books on tapes, listening exercises and activities. The breakdown of our 6-8 ELLs is as follows:

<b>ELLs' Demographics</b>		<b>Academy of Applied Mathematics &amp; Technology</b>							
<b>Grade</b>	<b>#of ELLs</b>	<b>Beginning NYSESLAT</b>	<b>Intermediate NYSESLAT</b>	<b>Advanced NYSESLAT</b>	<b>Proficient NYSESLAT</b>	<b>IEP</b>	<b>LT ELLS</b>	<b>Over Age</b>	<b>SIFE</b>
6 <sup>th</sup>	15	2	0	8	5	5	1	6	0
7 <sup>th</sup>	7	0	1	5	1*	2	4	2	0
8 <sup>th</sup>	5	2	0	1	2	1	3	1	0

\*African-American (French-Speaking)

Reflected in the table above, is the total number of ELL students along with the total number of Special Education LEP students in grades 6-8. Students continue to take the NYSESLAT until they achieve proficiency.

To support the students with IEPs, these students are included in the breakdown of the LEP students, with the largest amount being in the sixth grade. The school provides several structures: some of which are guided reading, language development with a focus on vocabulary and ESL strategies such as the ones outlined in NYSESLAT work books. ELLs are offered afterschool and Saturday Academies to learn math and ELA with the ESL teacher.

Our classroom libraries consist of ESL, reluctant readers, and multi-cultural libraries. Additionally, ESL dictionaries are available in all classrooms. All classrooms are supported with Smartboards, computers, and overhead projectors. With regards to Professional development, our ESL provider and other staff members have received professional development in teaching reading and writing in the content area, as well as in technology based programs that are available at MS 343.

### **Ethnicity and Home Language Identification**

The Academy of Applied Mathematics and Technology middle school embodies students who speak a number of languages. Over the past three years, 99% of students are from Spanish-Speaking homes and the other 1% from French-Speaking homes. The main language, though, spoken by our parents is Spanish according to the Home Survey conducted when students register. As you can see in the above chart, out of the 27 ELLs, 26 speak Spanish and only one speak French from Africa. Hispanics accounts for 71% of the school population and African-Americans for 29%. Our

school prides itself in advancing the few ELL students we have; year after year, the school earns extra points in the progress report for advancing ELL students in both State Exams.

### **Parent Program Choice**

Since the majority of our parents are Spanish-Speaking, we have provided workshops in Spanish and English; parent-teacher conferences that required translation, we hired school-aids who are bilingual to translate to parents; and all meetings which involve parents are conducted in both languages. Additionally, home communications are done in English and Spanish. The Family Worker is bilingual and communicates with parents in Spanish relating attendance matters in the language parents understand. The main office employs two school Aids who are bilingual and are able to service all parents making them welcome by providing services other than school-related ones. Our Parent Coordinator is bilingual as well and is able to communicate with parents in the two languages. For the one student whose home language is French, translated brochures are handed out and a video is presented in their home language to fully comprehend the options within the district. On one occasion, we utilized the translation services to provide translations in French for one parent. For being a small school and for having a small ELL population, we are proud of the service we provided to our English Language Learners' parents.

In order to continue collaboration between the home and school environments, our school invite parents to participate in ongoing events that encourage learning and unity. Some of these include classroom visits, parent-volunteers, fund-raisers for students, workshops, cultural celebrations, invitation to school shows and functions, and presentations. As a result, we have received much feedback regarding our school and the programs that are appealing to our parent population.

### **Professional Development**

Teachers working with English Language Learners modify their instruction to suit the individual needs of the students. To support teachers with the tools they need to work with ELLs, we have offered the following professional development workshops:

- 
- Lunch and Learn Workshops—focusing on writing
  - Scaffolding strategies to enhance daily instruction
  - Dr. Krishna Saha—Demo lessons and Literacy strategies to improve instruction
  - NYSESLAT strategies from NYS Resources for ELLS
  - Inquiry team: focus on ELLs (2008-2009)
  - NYSESLAT Administration and Scoring Workshops
  - LAP Training
- 

### **Assessments**

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Informal and formal assessments are given to monitor students' instructional progress and needs and determine their grade level progress. The majority of ELLs scored at a level 3 in Math and level 2 and 3 in Literacy in the NYS exams. Currently, there are four Level 1 students in grade 6, 1 in the 7 grade and 1 in the 8 grade who are ELLs. Last year, all level 1 students advanced to level 2 and 3 in math and literacy. The level 1 we currently have are transferred students. We continue to monitor their progress and continue to conduct formal and informal assessments to keep track of their progress. Our goal is to further decrease level 1 and 2. In comparing the ELLs' ELA and Math scores, a large portion of our students did well on the math exam. This led us to conclude that they have the cognitive skills to succeed in the other content areas as well.

The aggregated performance results in the four modalities, listening, speaking, reading, and writing revealed several patterns. These scores were based on the spring of 2008 NYSESLAT, for grades 6<sup>th</sup> to 8<sup>th</sup> and LAB-R for new comers. Analyzing our students' strengths and weaknesses throughout the year, has influenced our instructional decisions in many ways. It is apparent that an enormous amount of students tested proficient or advanced for the listening and speaking combined portions of the exam, especially in grades 7<sup>th</sup> & 8<sup>th</sup>. Due to this analysis, our focus has become strengthening their language skills in reading and writing. As a matter of fact, there is a school-wide initiative in improving writing across content areas. Thus, services for these students are typically provided during Reading and Writing Workshop time slots and during small group instruction every day for 50 minutes. In reviewing the 6<sup>th</sup> grade scores, most of the students scored intermediate and advanced across all four modalities. Therefore, the focus of instruction would be to strengthen their Cognitive Academic Language Proficiency and sharpening their Basic Interpersonal Communication Skills for listening and speaking. MS 343 is committed to continue the improvement of our ELL community and that of their parents.

### **Reflections**

The administrations along with the school-wide Inquiry Team have analyzed the data from the previous year's annual report to modify the academic environment for the ELLs.

After examining the data from the Language Allocation Policy report, we have come to the conclusion that we need to further support our ELL population in reading and writing skills. Our staff will continue to provide services to support our ELLs with scaffolding strategies, particularly for academic vocabulary and comprehension. Our ESL personnel will meet regularly with subject area teachers in order to align their work. We will continue to make revisions as the data requires. Students will continue to be evaluated periodically, to monitor growth. We are happy to continue advancing our ELL population as they prepared to high school.

## **Part B: CR Part 154 (A-4) Bilingual/ESL Program Description**

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**Type of Program:** \_\_\_ Bilingual \_\_\_x\_ ESL \_\_\_ Both      **Number of LEP (ELL) Students Served in 2009-10:**    27

**(No more than 2 pages)**

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

For school year 2009-10 M. S. 343 will utilize block programming. This means that students will be scheduled in sections of English Language Arts, English as a Second Language, Mathematics, and AIS classes based on their needs. ESL students will be serviced by certified ESL teacher during the humanities and AIS blocks as well as during extended day. All instructional components will be taught in the English language. In an effort to develop the language skills and fluency of our ELL population at M. S. 343, we will use the Workshop model which follows all the balanced literacy components, (researched-based), such as Read Aloud, Shared Reading/Writing, Independent Reading/Writing and Guided Reading/Writing. In addition to the Model, we will incorporate audio/visuals, listening centers, big books, charts, graphic organizers, and manipulative. Teaching strategies that will be used to meet the different needs of our ELL students are: modeling, total physical response, repetition, hands-on instruction, small group instruction, individualized instruction and pair share activities. Our English Language Learners will be encouraged to participate in the Test prep classes and the after school small group instruction with a focus on differentiating instruction.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

Middle School 343 in conjunction with *Just Us Inc.* will provide a vibrant after school program for all students. The program will be both instructional and recreational. Homework help, tutoring, test prep, art, and a number of clubs will be included in the program. All English Language Learners will be encouraged to attend.

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

At M. S. 343 our parents will receive a Parent Orientation informing them of the various programs we have available for our ELL's students. These include applications for the After school Program and involuntary enrollment in the Extended Day program. Parents will also be made aware of GED and ESL classes that are also available in the building at nights. Parents will also be invited and encouraged to participate in the Parent Association and workshops that will be presented on a monthly basis. The following topics will be covered during parent's workshops:

- Sept. 2009 Parent Orientation
- Oct. 2009 Helping your child to be Successful in Middle School
- Nov. 2009 "Meet and Greet" Teachers–Orientation for Parent/Teachers Night
- Dec. 2009 Family Literacy: Helping your child pass the ELA Exam

- Jan. 2010            Family Math: helping your Child Pass the NYS Math Exam
- Feb. 2010            Celebration of Cultures
- March 2010          NYSESLAT Workshop – Test taking Strategies
- May 2010            Culminating Parent Activity

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.  
**NOT APPLICABLE - Newly enrolled ELL/LEP students attend the other Middle School that shares the building.**

IV. Staff Development (2009-2010 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

All staff members at MS 343 have been engaged in rigorous Professional development that focuses on Differentiated Instruction. These PD sessions take place on a weekly basis at Common Planning meetings as well as at grade conferences. Additionally, as needed staff members participate in PD sessions provided by our Network as well as those offered city-wide. Additionally, i-PD will be conducted on-line for all of our staff and discussed during weekly meetings.

Teachers will be sent to outside professional development and will continue to visit other schools in order to share best practices. Study groups and planning curriculum groups also will support our teachers' understanding of their work they do every day.

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

All ELL students are invited to the afterschool program where they can receive additional support from the ESL teacher. Also, we have Saturday Academies where the ESL teacher is servicing the ELL populations and all are invited to attend for 23 Saturdays starting in December. Our teachers tap into the different learning modalities during instructional time in order to assure all students' learning. ELLs are also part of any of our content based support such as that for Science or for Social Studies.

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

**NOT APPLICABLE**

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08**

School Building: \_\_\_\_\_07x343\_\_\_\_\_ District \_\_\_\_\_7\_\_\_\_\_

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
0	1					1

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

**Part D: CR Part 154 – Sample Student Schedules**

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

# SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type:  Free-Standing  Push-in  Pull-out  
 Indicate Proficiency Level:  Beginning  Intermediate  Advanced

School District: 7 School Building: 07X343

## M.S. 343 Academy of Applied Mathematics & Technology

	BLOCK 1 8:20Am-9:50Am	9:53Am-10:38Am	BLOCK 2 10:41Am-11:47Am	BLOCK 3 11:50Am-12:56Pm	1:00Pm-1:45Pm	BLOCK 4 1:50Pm - 3:00Pm
HUMANITIES/ESL			SCIENCE	TECH		MATH
				AIS		
SCIENCE			MATH	HUMANITIES/ESL		TECH
						AIS
MATH			SCIENCE	HUMANITIES/ESL		GYM - GIRLS -
						ARTS - BOYS
TECH -			HUMANITIES/ESL	SCIENCE		MATH
AIS -						
MATH			HUMANITIES/ESL	TECH		GYM - BOYS
				AIS		ARTS - GIRLS

**SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual) NOT APPLICABLE**

Bilingual Program Type:     \_\_\_ TBE           \_\_\_ Dual Language  
Indicate Proficiency Level:   \_\_\_ Beginning   \_\_\_ Intermediate   \_\_\_ Advanced

**School District:** \_\_\_\_\_

**School Building:** \_\_\_\_\_



the NYSESLAT to the ELA test; and familiarize students with the structure of the NYSESLAT and the ELA. The Saturday Academy will run from December 2009 to June 2010 for 21 Saturdays four hours a session. The Saturday program class will be taught by Ms. Fuller; she is a fully certified ESL teacher and an ELA teacher in a team-teaching programmatic model.

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

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Professional development focuses on scientifically researched approaches and methodologies to improve instruction and assessment. It is designed to enhance the ability of teachers to understand and use curricula, assessment measures and instructional strategies. Educators are provided with strategies to increase English proficiency and student academic achievement in the core academic subjects. The following activities/professional development opportunities will be included for the entire staff at faculty conferences, grade conferences and during common planning periods:

In the 2009-2010, we will continue our collaboration with Dr. Krishna Saha, our AUSSIE consultant. She works very closely twice a month with Ms. Fuller, our Certified ESL teacher and the rest of the Humanities staff making them aware of the special ESL skills and differentiation that needs to be taught to our ELL students. She visits classrooms and provide one-to-one PD. These interactions will continue to support Ms. Fuller and the other Humanities teachers. Our Empowerment Support Organization, Sadra Litrico, also provide our ESL and Humanities teachers further support in Balanced Literacy, Workshop Model, and other instructional strategies that will enhance the learning for all our students. Our School-Wide and Humanities Inquiry teams engage in analyzing subgroup data such as that of ELLs for our teachers and concluded that we must deepen our work in differentiated instruction and in the use of ESL strategies to advance our English Language Learners.

Teachers will be sent to outside professional development and will continue to visit other schools in order to share best practices, study groups and planning (curriculum) groups also will support our teachers’ understanding of their work with our ELL students and their subgroups. Provide opportunities for ESL teachers to attend off-site training. The Department of Education provides QTEL training focusing on lesson planning for our ESL teachers. In addition, ESL teachers will attend N.Y.S.E.S.L.A.T. training and turn-key this training for staff members. Morning and afternoon professional development will further our work. Additionally, as the Instructional Leader of the School and former ESL coach, I will provide frequent PDs on the following:

- Creating a climate in the classroom that shows students that their first languages are valued and are important channels for learning.
- Becoming aware of stages of language development. Allowing students a "silent period" until they are ready to speak English. Understanding that social language competence does not mean a child is capable of academic competence.
- Creating a stress-free environment. Encouraging risk taking and respect for all students and their endeavors.
- Using primary language if possible to instruct and communicate. Students learn best in the language they understand best.
- Speaking at a slower rate and articulate clearly to help establish clear word boundaries and allow more time for processing information.
- Using common vocabulary words that are more likely to be familiar.
- Avoiding the use of slang and idioms. Maintain usage of linguistically and mathematically correct English.
- Using simplified, shorter sentences and avoid fragmented speech.
- Using "Code-switching", translating chunks of information, rather than "concurrent translation," translating each sentence verbatim. The latter can confuse students because not enough information is given in either language at one time.
- Incorporating gestures into your instruction. Point to things or places in the room when giving directions.
- Modeling desired action or have other students’ model action.
- Grouping monolingual, ESL students together provides a comfortable environment for sharing ideas and enables members to understand one another.

- Grouping English speakers with ESL students provides language modeling, and encourages socialization of students.
- Grouping monolingual ESL students with bilingual students validates the language and culture of the group and supports the maintenance of the bilingual students' language.
- Additionally, teachers will be provided with researched-based articles and materials on ESL and ELA strategies to enhance their professional learning.
- The Certified ESL Teacher and the ELA teacher will be paid a total of 21 hours each to co-plan as their professional development activities in order to prepare Saturday lessons, research new teaching strategies, grade and plan students' assessments. Also, They will analyze students' data and document it into ARIS Wikki space and AAMT websites as well. Ms. Fuller will work 2 hours a week starting January 2010 until June 11, 2010.

**Form TIII – A (1)(b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$10,477	ELL Saturday Academy: Two teachers (ESL & ELA) will work from /December to June, 21 Saturdays totaling 84 hours each at the rate of \$49.89 per hour= \$8,382  For two Teacher (ESL & ELA) per-session of Professional Development in the area of language acquisition and analyzing Data for 21 hours each. 2 Teacher X 21 hours X \$49.89=\$2,095.  \$2, 414.52/ 48 hours for another Teacher to work with the Certified ESL teacher to assist in Small Group Instruction and implementing ESL strategies.
Purchased services such as curriculum and staff development contracts	0	
Supplies and materials	\$4,523	Materials to be purchased include: Getting Ready for the NYSESLAT and Beyond, Leveled Materials and Leveled ESL Classroom Libraries; Educational Supplies including teaching and project materials such as: markers, chart paper, paper and other supplies.
<b>TOTAL</b>	<b>\$15, 000.00</b>	

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

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

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

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

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

The Home Language Identification Survey is used to identify the language spoken at the student's home. A summary of the HLIS forms establish that a majority of parents at MS 343 use Spanish as their primary language at home.

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.

The majority of MS 343 parents do not speak English as a primary language at home. All communication with parents needs to be translated into Spanish to enable parents to have the information they need to become part of the MS 343 community. Informal assessments, including the number of times office personnel and PTA members are called upon to provide translations, further support the need for translation for parents. During PTA meetings, parent teacher conferences, IEP conferences, all information must be conducted in English and Spanish. The school newsletter and all school written communication to parents/guardians must provide for bilingual needs.

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

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

Translation services will be provided by in-house school staff and outside contracted NYC Department of Education vendors. Within the school community, the language translation needs are facilitated through bilingual personnel and materials. Interpreters and document translations are provided to members of staff and parents when requested throughout the year and at parent teacher conferences. The Parent Coordinator interacts with parents and assesses their needs and requests. Referrals to outside agencies for further bilingual

services are facilitated and arranged. For parents whose primary language is other than English and Spanish, appropriate resources are gathered by the Parent Coordinator and distributed to parents. Community based organizations provide auxiliary services to parents and families. The NYCDOE has extensive materials already translated which can be found on their website. For example, the PTA A-660 has been downloaded and distributed to the Spanish speaking parents.

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

Translators are needed for all formal and informal meetings with staff when the parent's primary language is not English. Staff members (Parent Coordinator, secretarial staff, school aides, family worker, teachers, members of the SBST, Dean and Principal), who are bilingual in English and Spanish provide oral translations for teachers throughout the year.

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>.

MS 343 requires parents to fill out a Home Language Identification Survey (HILS) at registration to identify the language spoken in the student's home. This information is recorded on ATS. If such language is not English, then language assistance will be determined in order for the parent to communicate with the school. If parents require translation services of letters, notices, flyers, consent forms, or parent handbooks, the school will translate these documents into Spanish. If the parent speaks a language other than English or Spanish, then a translation request will be made to the Department of Translation and Interpretation Services. If parents require interpretation services for important meetings, such as suspension hearings, impartial hearings, parent training sessions or citywide / regional parent conferences, requests will be made to appropriate agencies. At MS 343, a large majority of the parents speak Spanish as a primary language. Therefore, the school shall post signage and provide all forms pursuant of Section VII of the Chancellor's Regulations A-633. Parents are given written notification of their rights regarding translation and interpretation services, as well as instructions on how to obtain these 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:	260162	49144	309306
2. Enter the anticipated 1% set-aside for Parent Involvement:	2601		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		491	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	13005		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		2457	
6. Enter the anticipated 10% set-aside for Professional Development:	26016		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		4914	

1. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:     100
2. 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. **NOT APPLICABLE**

## 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 343 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.

Monthly PTA Meetings, Parent Coordinator Meetings include:

- workshops as per parental findings of survey
- workshops as per parental SLT consultation
- workshops on present school issues-Ex:
- HIV Workshops- Grade 6-8- run by Certified HIV Counselor
- Use of internet technology: safety
- Literacy Workshops- facilitated by the Literacy Consultant
- Mathematics Workshop- facilitated by the Mathematics Coach
- Assisting your child to pass the NYS exams

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.

- PTA votes for a Title 1 Rep during the first general meeting.
- PTA and Title 1 Rep will provide receipts for materials purchased only with approval of PTA at general meeting.
  - Individual teachers initiate a school-parent compact. Parent Coordinator supplements this compact by distributing The Discipline Code and copies of pertinent NYCDOE policies.

The school will incorporate this parental involvement policy into its school improvement plan.

- Information will be accumulated by using: the present Comprehensive Plan, School Quality Review feedback, School Leadership Team's minutes, PTA meetings' minutes, Parent Coordinator Meetings' minutes, classroom teacher meetings' minutes, information from networking sessions of parents with school staff and other parents and mandated Title I and NYC DOE policies which have been reviewed. The information was reviewed and placed in the school improvement plan.

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 upon request, and to the extent practicable in a language understood by all:

- Providing parent questionnaires, conducting interviews in different languages and using different modalities
- The Parent Coordinator and the PTA will provide opportunities for *all* parents to network, collaborate and present their findings
- The Parent Coordinator and other school staff will translate *all* school flyers, letters and brochures to meet the needs of *all* parents. Parents will be referred to sites such as the New York Public Library to receive free English classes for speakers of other languages. (LEP)
- Parents who cannot read are encouraged to use programs such as "Learn to Read." This will enable them to evaluate their literacy level and increase their level of literacy. Parents will utilize brochures such as "Opening the Door to Learning-Literacy Is a Family Affair." Parent presentations will involve the use of Power Point with voice over to benefit visual and bilingual learners. (Limited Literacy) Parents will be encouraged to attend free programs at locations such as the Mercy Center to receive instruction in E.S.L., obtain a G.E.D., and attend Adult Basic Education and Citizenship classes.
- Parent coordinator will coordinate travel arrangements for those who are physically challenged / disabled. Support will be encouraged from family members or friends to accompany them.

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 are spent.

- The PTA and the Parent Coordinator consult with parents at General Meetings as to the appropriation of the 1 % of Title I Part A funds reserved for parental involvement. The Title I representative, nominated and voted by parents, has the responsibility to inform parents and to oversee parental confirmation of how funds will be spent. The Title I representative and PTA confer with the Region as dictated by DOE Title I.

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 by:

- Attending Class Meetings early in the year to learn about classroom curriculum and school policies
- Attending Open School Nights in the Fall and Spring terms to become aware of child's progress and needs
- Checking nightly and long range homework assignments
- Meetings with the Parent Coordinator
- Attending PTA Meetings to network with other parents and teachers
- Requesting a parent / teacher home contact card to assess child's daily behavior, class work, homework, etc.

Parents are encouraged to be actively involved in their child's education at school by:

- Monitoring their child's nightly and long range homework
- Asking their children about classroom tests and daily work
- Reviewing children's report cards with them
- Accessing on-line interim assessments and suggestions for remediation
- Attending class assemblies/author parties, etc. to celebrate children's successes
- Accessing the school's web site to share activities and work done by students in MS 343

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 by:

- Attending class meetings and grade appropriate workshops to increase awareness of curriculum, standards ,etc.
- Completing surveys to assess needs of all groups or individual students and to address these needs with the Parent Coordinator and others who are responsible.
- Becoming a member of the School Leadership Team, Learning Leaders, and the PTA in order to keep abreast of school policies, curriculum, testing etc.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State. Through the use of technology information is accessed and disseminated.

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

MS 343 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Scheduling day and evening PTA meetings to accommodate working parents.
- Scheduling workshops to acquaint parents with Literacy/Mathematics/ELL curriculum, standards, assessments.
- Encourage parents to join the School Leadership Team, the PTA, and become trained Learning Leaders.
- Encourage parental involvement by becoming a school volunteer.

MS 343 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Hold meetings to present the school report card. Address questions to provide a thorough understanding of the growth and the needs of the students.
- Issue bulletins for parents to make them aware of the activities of the School Leadership Team and new initiatives from the Department of Education and the school.

MS 343 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:

- Coordination of Community Based Organizations (CBO) to present effective parental involvement activities to improve student academic achievement and school performance

- Provide internet classes to teach appropriate use of the web to help their children
- The Parent Coordinator will facilitate two meetings a year to inform parents of Part 154 options and make multiple phone calls to confirm their child's placement.

MS 343 will coordinate and integrate Title I parental involvement strategies such as:

- Scheduling a meeting with the Parent Coordinator early in the school year for parents of new students.
- Reviewing with parents of new students the school policy and parent involvement opportunities i.e. PTA, School Leadership team
- Reviewing grade appropriate curriculum, and placement of English Language Learners in appropriate programs
- Distributing parent booklets: Helping Your Child Move on to Middle School ( English & Spanish), What's up with Middle School?

MS 343 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).

- Distributing parent questionnaires
- Conducting parent interviews
- Providing all flyers, letters, brochures in both English and Spanish (LEP)
- Utilize different modalities of learning and presentations for parents who need to increase their literacy. Utilize technology presentations such as with Power Point which uses graphics and voice over in the native language (Limited Literacy)
- Coordinate travel arrangements for those who are physically challenged/disabled
- Encourage participation of family members and friends to accompany parents in need (disabled, limited literacy, LEP)

MS 343 will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with parents and the community to improve student academic achievement, through the following activities:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following by undertaking these actions:

- i. the State's academic content standards- The Parent Coordinator articulates with the administration and teachers. She reviews the content standards and presents information at workshops and on an individual basis.
- ii. the State student academic achievement standards- The Parent Coordinator models the use of technology to find out individual assessment data about the students in the school. She reviews students' report cards with parents and sets up additional Parent Teacher conferences with the coordinator, parent and teacher. She also contacts parents who have not picked up their child's report card and makes appointments with them to come to school to become aware of their child's academic achievement levels.
- iii. the State and local academic assessments including alternative assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators- The Parent Coordinator schedules workshops facilitated by teachers to help parents better understand how they can help their child at home to meet the standards. She encourages parents to monitor their child's daily progress by speaking with children about their school day, and by looking at their notebooks and homework  
She uses technology to show parents how to access websites to know their child's strengths and weaknesses and to find necessary remediation activities. She also familiarizes parents with the school's website and shares information displayed on the site with parents.

- b. The school will provide materials and training to help parents work with children to improve their children's academic achievement, such as Literacy training and using technology, as appropriate, to foster parental involvement by:
- Scheduling workshops using technology to motivate and foster parents' interests
  - Model using the internet to assist their child with daily homework and long range homework assignments
  - Model using technology to access their child's assessment data and to find out strategies and assignments to help their child to meet the standards
  - Provide ELL instruction using N.Y.C. Department of Education Office of English Language Learners' materials and kit
  - Distribute and familiarize parents with the No Child Left Behind Act of 2001 by distributing the Title III Language Instruction for Limited English Proficient and Immigrant students' booklets.
  - Schedule workshops to discuss the NCLB legislation and its impact on *all* children's achievement level
  - Establish a lending library and guide parents how to use these books to support strategies and skills to help students to meet the standards
  - Make parents aware of opportunities for them (such as The Mercy Center, The N.Y. Public Library, Sobro, Aspira) to further their educations / receive GED to better help their students. Arrange for speakers to facilitate workshops from these institutions.
- c. The school will educate its staff on how to implement and coordinate parent programs and build ties between parents and schools by:
- Scheduling PTA meetings for parents, teachers and auxiliary staff to network .
  - Encouraging parents to join the School Leadership Team and work hand in hand with teachers and other staff members to make educational decisions.
  - Facilitating at professional development sessions by the Parent Coordinator to present to the entire staff about the importance of building a strong relationship with parents as partners in their child's education.
  - Using an interdisciplinary approach as the Parent Coordinator articulates with the attendance teacher, pupil accounting secretary, and custodial staff.
  - Inviting parents to be readers in their child's classroom and attend author celebrations, honors events, trips, and assemblies.
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, are 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:
- Parent Coordinator distributes calendars, letters and bulletins to parents well in advance of scheduled workshops or events
  - Parent Coordinator makes sure that all letters, bulletins, calendars are bilingual
  - Parent Coordinator makes sure that all flyers, letters, etc. are easy to read and understand .

#### **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

## 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.

### **Required School-Parent Compact Provisions**

#### School Responsibilities

MS 343 will:

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 by:

- Familiarizing students/teachers/parents with content and academic achievement standards.
- Researching the best practices for instruction in all subject areas.
- Establish a committee of teachers/administrators/parents to review curriculum and available materials to support high level instruction and to enable students to meet the State standards.
- Provide consultants to facilitate professional development workshops/training to model best strategies and skills to help students to meet academic achievement standards.
- Budgeting of funds to support a high level environment for learning.
- Building on strengths and weaknesses of students by using results from formal and informal assessments.
- Recruiting of qualified teachers at job fairs and by careful screening and interviewing of candidates.
- Providing workshops for parents to review curriculum, and professional qualifications and credentials of their child's teacher.
- Create a supportive learning environment for language acquisition by English Language Learners.

Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement:

- Parent teacher conferences are held in the Fall and Spring terms.
- Parent teacher conferences are scheduled during the afternoon and evening to accommodate *all* parents.

- Parents review individual report cards and portfolios noting children's progress, strengths and weaknesses and learn how to support their child to meet achievement level.
- Informal Parent /Teacher to distribute interim report cards.
- Parents discuss this compact at Parent teacher conferences, individual class meetings and upon parental request.

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

- Report cards are distributed to parents at Parent teacher conferences in the Fall and Spring term.
- Teacher created weekly reports- distributed to inform parent of child's class work, homework, behavior, etc.
- Home-Contact cards-issued by the school to inform parents of weekly progress in areas of weakness (academic, behavioral).

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

- The Parent Coordinator initially meets with the parent and determines the parent's need or concern.
- The Parent Coordinator sets up a meeting with the parent and the teacher at a convenient time for both.
- The teacher and the parent can articulate during the teacher's lunch time, on his/her preparation period or before or after school hours.
- Meetings are often held in the Parent Coordinator's office.

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

- The Parent Coordinator encourages parents to become school volunteers at a Parent Coordinator's meeting early in the school year.
- Flyers (bilingual) are sent home with students at the beginning of the school year to encourage parent participation
- Parents receive training from an approved Community Based Organization for parent volunteers such as Learning Leaders.
- Parents receive training from the Parent Coordinator as to the policies of the school and the policies of the Department of Education.
- The Parent Coordinator provides time sheets for the volunteers.
- The Parent Coordinator introduces the parent volunteers to the staff and their responsibilities.
- Classroom teachers communicate with parents to encourage them to accompany the class on trips, attend celebrations, grade assemblies, and assist with small group activities.
- The Parent Coordinator can arrange visitation to a child's classroom to observe classroom activities, classroom environment and to assess student's progress.

Involve parents in the planning, review, and improvement of the school's parental involvement policy in an organized, ongoing, and timely way by:

- The Parent Coordinator coordinates monthly PTA meetings, School Leadership Team meetings and Parent Coordinator meetings/workshops to plan, review and update the parental involvement policy
- New concerns are addressed i.e. cell phone policy, school attire/uniforms, HIV instruction for parents/students.

Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

- Parents on the School Leadership Team review the Comprehensive Education Plan (CEP).

- Parents meet with the Parent Coordinator at workshops where individual copies of the CEP are distributed to discuss school needs, school programs, and curriculum by grade, achievement data, etc.
- Parent Coordinator establishes an “open door” policy with parents and is available to discuss the school wide program with them.

Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs.

- Annual PTA meetings are held to fully explain the Title I programs, requirements, etc.
- The PTA has an internal meeting to discuss Title I programs
- PTA Executive Board schedules a general PTA Meeting to share information and to elect a PTA Rep. as mandated. The General PTA meetings are scheduled in the morning and evening to accommodate *all* parents.
- The PTA and the Parent Coordinator provide calendars / flyers / reminders (school wide and bilingual) to give appropriate advance notice of meetings.

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:

- Parents are provided with information that is easy to read, and in appropriate language.
- Graphics are used to convey meaning
- Upon request, parents can arrange one to one meetings with the Parent Coordinator to clarify information
- The Parent Coordinator uses email, and phone calls to disseminate information.
- The Parent Coordinator issues bulletins (bilingual) to summarize activities at past meetings and includes topics for upcoming meetings

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:

- Class meetings are held by individual teachers early in the school year to provide information about the curriculum, assessments and expected proficiency levels.
- Workshops are facilitated by teachers / consultants / Parent Coordinator to inform parents of curriculum, forms of assessments and expected academic achievement levels.
- The Parent Coordinator utilizes technology such as Power Point to model how parents can interpret interim achievement reports and other data and to find methods to support their child’s academic progress.
- Grade supervisors, the Literacy and Math coaches co-facilitate workshops so that parents can better understand assessment levels and expectations for *all* students.

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:

- The Parent Coordinator facilitates monthly meetings and asks for suggested topics / times / places for future meetings to meet the needs and concerns of *all* parents.

Provides each parent an individual student report about the performance of his/her child on the State assessment in math, language arts and reading.

- The Parent Coordinator uses the individual student's report card and interim reports generated from the computer to provide information about the student's performance on State assessments.
- The Parent Coordinator assists parents in understanding the level that the child is attaining on NYS assessments.

Provide each parent timely notice when his/her 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.

- The administration strives to hire the most qualified teachers and substitute teachers to provide a rigorous learning environment
- We are aware that section 200.56 of the Title I provisions state that parents must receive 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 and will adhere to that policy.

### Parent Responsibilities

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

#### Monitoring attendance

Keeping accurate records of absences at home, calling the school's attendance coordinator if they are called by the automated attendance system about a child's absence, advising the school of absences.

#### Making sure that homework is completed.

- Asking children nightly about their nightly or long range assignments, contacting the school if homework assignments are questionable, requesting a school issued home contact card to be brought home nightly noting any homework concerns.

#### Monitoring amount of television their children watch.

- Limiting amount of television to educational programs, limiting amount of nightly use of the internet, speaking with the Parent Coordinator to become aware of parental controls available for internet use.

#### Volunteering in my child's classroom

- Parents are encouraged by the Parent Coordinator to share their skills and expertise with their child's class, accompany their child's class on field trips, and to assist the teacher with class celebrations i.e. multi-cultural celebrations, author sharing.

#### Participating, as appropriate, in decisions relating to my children's education

- Parents are encouraged to attend meetings to learn about opportunities for English language Learners being assigned to a Bilingual class or receiving ESL instruction. Parents attend meetings facilitated by guest speakers to learn about specialized programs.

#### Promoting positive use of my child's extracurricular time:

- The Parent Coordinator can assist parents with enrolling students in vacation camps, after school programs, and provide them with a NYC Guide for Parents. The Parent Coordinator can also familiarize parents with programs available through the N.Y. Public Library and the Fresh Air Fund. The Parent Coordinator has established a lending library of books and tapes so parents can additional guidance to their children.

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:

- The Parent Coordinator encourages parents to review the monthly newsletter & calendar (bilingual) to note upcoming events at the school and to visit the school's website to become familiar with the school's policies.

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:

- The Parent Coordinator encourages parents to become members of the PTA, School Leadership Team, and to attend meetings of the Community Education Council (CEC) in order to become involved in school policies and opportunities.

**SIGNATURES:**

_____	_____	_____
<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
_____	_____	_____
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

**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.

**The Academy of Applied Mathematics is a school in good standing which has received an A in the Progress Report for the past three years. Based on the performance of the students on the State Standardized tests there are still areas that require our attention. Our English Language Learners have shown some improvements towards meeting the standards. However, we still need to support writing skills across content areas during and after school. Our Special Education population has also shown improvement but continue to struggle towards meeting the State's Performance Standards. Teachers are being trained in differentiated instruction to support student progress. Teachers are adjusting curriculum and classroom structures to provide students with what they need. Time is being provided for additional planning and curriculum development. Additional programs are implemented to support student academic progress in all areas and to provide services that enrich and enhance student engagement in order to secure their investment in their education. As previously mentioned, the School Leadership Team conducted a needs assessment at the end of the school year and decisions were made based on the findings. The findings are listed as the areas the school needs to improve and the Action Plan indicates the measures that the school is taking to address the needs.**

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.

**Schoolwide reform strategies are outlined in the Action Plan.**

3. Instruction by highly qualified staff.

**Middle School 343 will be proactive to ensure highly qualified personnel are recruited and retained. Additionally, the school will ensure that all staff are programmed to teach in areas that they are highly qualified. Our goal is to raise student achievement by providing differentiated professional development to improve the quality of teaching practices. Through outside professional development, consultants, and in house professional development teachers will consistently improve upon their practice. The administrative team will ensure that any new teacher is highly qualified for their position through our rigorous interview process.**

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.

**The Academy of Applied Mathematics and Technology takes pride in its Professional Development practice for its staff. It considers it a high priority in increasing teacher proficiency and student achievement in all state's standardized exams. The administration ensures itself to provide differentiated professional development to support each teacher needs in order to improve instruction. Through the recommendation of the School-Wide Inquiry team, learning models are created and shared with the staff from the different discipline during grade-team meetings. These models include the grade teams, School Leadership Team, Inquiry Team, Learning Walks, Coaching, inter-visitations and professional development sessions. The administration utilizes the latest best practices and research to provide modeling, coaching and opportunities for learning best practices during inter-classroom visitations and by reading i-pd every week. These opportunities will increase teachers' instructional and pedagogical skills. Faculty conferences in our school are for 70 minutes and this time is utilized for Professional Development.**

**Last school year, we collaborated with Dr. Krishna Saha, an AUSSIE consultant who is an expert in literacy. She provided workshop and modeled lessons for teachers and parents. Her expertise has made a significant impact in our collective efforts to increase teacher understanding and development of strategies to differentiate instruction for students and increase writing skills. This cooperation will continue this school year. Parents have their professional development on Saturdays from 9:30 am to 12:00 pm and they are provided by The Leadership Program. Every year there is an increase of parents' participation. Our staff and our parents have grown a whole lot and the support must continue. Our Empowerment Support Organization provides professional development opportunities for our teachers and the office of teaching and learning as well. As previously indicated, all staff members are engaged in professional development to ensure that they are familiar with State standards and instructional strategies that are successful with the population of MS 343.**

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

**The school administration is cognizant of the fact that it is located in a hard to staff, high need community hence it ensures that the school has an exceptional learning environment. This is reflective in the Learning Environment survey and the school will ensure that this standard is maintained.**

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

**The school conducted a survey of parents to determine the days and times that parents are available to participate in activities. This information is used to schedule workshops for parents. One new initiative this year is to offer Internet safety classes for parents concurrent with students attending the Saturday Test Prep program.**

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

**NOT APPLICABLE**

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

**All staff members at M.S. 343 are involved in data analysis and are provided with all assessment data of students they teach. Data analysis is done on an ongoing basis and takes place in the common planning meetings.**

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.

**Students are placed in instructional groups based on their academic needs and are provided with intervention services based on their achievement level. All staff members provide differentiated instruction and tiered assignments. Each semester, students' progress is reviewed and they are able to switch academic groups based on the data analysis.**

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.

**Funding is utilized for**

- **SETTS teacher**
- **ESL Teacher**

- **AIS Staff**
- **After school Programs**
- **Arts Program**
- **Test Prep**

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS NOT APPLICABLE**

**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**

### **NOT APPLICABLE**

*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:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

#### **Part A: For All Schools Identified for Improvement**

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

#### **Part B: For Title I Schools Identified for Improvement**

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

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<sup>1</sup> School Under Registration Review (SURR)

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

**NOT APPLICABLE**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

– **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.

**Review of NYS exam data by School Leadership Committee**

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**The improvements in the performance of the students indicates that the staff understands the curriculum and are providing instruction that is aligned to the curriculum to students**

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.

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**1B. Mathematics**

**Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation)

highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

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

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

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

### **Review of NYS exam data by School Leadership Committee**

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?

### **Students' performance on NYS Math exam data**

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.

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

### **Review of School Quality Review Report by School Leadership Committee**

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 report of the School Quality Review indicated that the school engages in differentiated instruction.**

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.

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### **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

#### **Review of School Quality Review Report by School Leadership Committee**

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

Applicable    Not Applicable

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

**The report of the School Quality Review indicated that the school engages in differentiated instruction.**

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

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.

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### **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.

The staff turnover report was reviewed by the School Leadership Committee

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?

**The data indicates that MS 343 retains between 95 % of its staff**

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.

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

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

Please respond to the following questions for Key Finding 4:

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

**Review training of ESL teacher**

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?

**The ESL teacher participates in QTEL**

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.

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**KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

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

**Review of data given to staff members regarding ELL students**

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?

**All relevant data and data sources are shared with staff in a timely manner**

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.

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#### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

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

Please respond to the following questions for Key Finding 6:

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

Review of procedures regarding accessing students' IEP , implementation of IEO, and understanding behavior plans.

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?

**All staff have electronic access to students IEP. Additionally PD on understanding IEPs, instruction modification ,and implementing behavior modification plan have been conducted with all staff.**

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.

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

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are

assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

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

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?

**PD on writing effective IEP was conducted with relevant staff**

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

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

*This appendix will not be required for 2009-10.*

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **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.)

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

**Students in temporary housing will be invited to enroll in the After-School and AM programs. In these programs they are provided with breakfast and snacks, tutoring, homework help, recreational activities, and at risk counseling.**

### **Part B: FOR NON-TITLE I SCHOOLS **NOT APPLICABLE****

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.