



**INTERMEDIATE SCHOOL 151**

**2010-11**

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

**SCHOOL: 07/ BRONX/ 07X151**  
**ADDRESS: 250 EAST 156<sup>TH</sup> ST., BRONX, NY 10451**  
**TELEPHONE: (718) 292-0260**  
**FAX: (718) 292-5704**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** I.S. 151      **SCHOOL NAME:** Lou Gehrig Academy

**SCHOOL ADDRESS:** 250 Easy 156<sup>th</sup> St., Bronx, NY 10451

**SCHOOL TELEPHONE:** (718) 292-0260      **FAX:** (718) 292-5704

**SCHOOL CONTACT PERSON:** Socorro Rivera      **EMAIL ADDRESS:** Srivera22@schools.nyc.gov.

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Julia LaMar

**PRINCIPAL:** Socorro Rivera

**UFT CHAPTER LEADER:** Maritza De Jesus

**PARENTS' ASSOCIATION PRESIDENT:** Angelica Rivera

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

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

**DISTRICT:** 07      **PSO NAME:** CEI/PEA

**PSO NETWORK LEADER:** Alan Cohen

**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
S. Rivera/ J. LaMar	*Principal or Designee	
Maritza De Jesus	*UFT Chapter Chairperson or Designee	
Angelica Equez	*PA/PTA President or Designated Co-President	
Russell Alston	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
B. Cruz	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shawnette William	CBO Representative, if applicable	
Edwin Olavarria	Member/Teacher	
Dorothy Robinson	Member/Teacher	
Marisol Vicente	Member/Parent Coordinator	
Carlos Noriega	Member/Parent	
Sonya Turner	Member/Parent	
Sandra Romani	Member/Paraprofessional	
Marta Huerta	Member/Parent	
Blanca Torres	Member/Parent	

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

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

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

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Intermediate School 151, The Lou Gehrig Academy, is a small middle school that is located in the Bronx, near Yankee Stadium. It is housed in a building that is shared by 2 other schools, KIPP Academy and P.S./ M.S. 31. The school has recently been removed from the NYS SURR list after several years of low academic performance. The school register approximately totals 280 students in grades six through eight. The student body is comprised of seventy-five percent Hispanic and twenty-five percent Black or African-American. Ninety-eight percent of our students qualify for free lunch. Seventy-nine students have IEPs, which comprises twenty-six percent of the school's population. Of these students, twenty-five are in self-contained classes, while thirty-nine are in a less restrictive setting. The ELL population accounts for thirty percent of the school, with seventy-four students attending a Transitional Bilingual Program and thirty-three students participating in an ESL only program. Out of the five neighboring middle schools, including one charter school, I.S. 151 is the only school that offers a Transitional Bilingual Program.

At I.S. 151 there is evidence of collaboration between the administration and the staff. All teams are working diligently to create instructional programs that are aligned to the curriculum and, more specifically, that meet the needs of all students. Moreover, our improvement could be attributed to the systemic and rigorous professional development that has been provided to the staff through common planning conferences and the various opportunities of attending in-house workshops/training sessions or those conducted by outside agencies. In addition, periodic instructional meetings are held in order to analyze and evaluate ongoing data reports by using varied data assessment tools. Teachers and support staff receive ongoing constructive feedback and are provided with specific data reports regarding their students' outcomes, which include observational feedback on their teaching methodologies, class management and classroom environment. Teachers are able to analyze and interpret the data to inform their instruction and differentiate their lessons. Literacy centers/stations are created in order for the teachers to implement the components of balanced instruction, as well as for them to focus on academic intervention and enrichment in all areas of instruction.

Technology continues to be infused into all content areas. Programs and websites, such as Aha Math! (Learning.com), Teen Biz (Achieve 3000), Rosetta Stone, Brain Pop, Teaching Matters and Edhelper.com, are particularly effective especially in the area of student engagement. Teachers have received intensive and extensive professional development on identifying and implementing effective ELL/ESL practices, approaches and strategies. The Inquiry Team has concentrated on improving the quality of teaching and learning at I.S. 151, with the measurable goals centering on the highest needs of the school. As a result, our students are able to work toward meeting and exceeding the goals set by the Inquiry Team and shared with other teams as well, aptly called the Professional Learning Teams that are made up of teachers in various content areas. The Instructional Team has carefully selected materials to be used for instruction, all appropriate and aligned to the curriculum and the Common Core State Standards. Materials that would supplement the effective planning and delivery of lessons are selected based on the data available. Academic intervention is provided to all students who are performing below grade level. Saturday Academy, after-school and an extended day programs are also implemented to provide intervention services to targeted population of students.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	J.H.S. 151 Lou Gehrig			
<b>District:</b>	7	<b>DBN #:</b>	07X151	<b>School BEDS Code #:</b> 320700010151

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		87.6	90.0	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		85.3	89.7	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	102	69	108	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	84	103	69		88.2	90.0	97.3		
Grade 8	96	85	101						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		20.0	37.0	TBD		
Grade 12	0	0	0						
Ungraded	0	1	2	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	282	258	280		18	18	12		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	38	25	40						
No. in Collaborative Team Teaching (CTT) Classes	7	7	3	Principal Suspensions	21	27	TBD		
Number all others	7	23	26	Superintendent Suspensions	12	17	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>			
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	52	42	47	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	18	4	37	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	2	26	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	29	26	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	7	7	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	4	TBD
	4	4	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	58.6	53.8	TBD
Black or African American	28.4	28.3	24.3	Percent more than five years teaching anywhere	55.2	61.5	TBD
Hispanic or Latino	71.3	70.5	75.0				
Asian or Native Hawaiian/Other Pacific Isl.	0	0	0	Percent Masters Degree or higher	66.0	69.0	TBD
White	0.4	0.4	0.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	74.5	100.0	TBD
Multi-racial							
<b>Male</b>	53.2	51.9	50.4				
<b>Female</b>	46.8	48.1	49.6				

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

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

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate**
<b>All Students</b>	√	√	√			-
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American	√	√	-			-
Hispanic or Latino	√	√				
Asian or Native Hawaiian/Other Pacific Islander						
White	-	-				
Multiracial	-	-				
<b>Other Groups</b>						
Students with Disabilities	√sh	√	-			-
Limited English Proficient	√	√	-			
Economically Disadvantaged	√	√				
<b>Student groups making AYP in each subject</b>	6	6	6			0

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	102.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	23.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	56.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	11.3	Quality Statement 5: Monitor and Revise	

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation rate memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation%20rate%20memo.pdf)

## 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?
- 

### **Progress Report: School Environment**

<b>Year</b>	<b>School Environment</b>	<b>Peer Horizon</b>	<b>City Horizon</b>
	<i>Academic Expectation</i>		
2006-2007	6.6	41.2	38.5
2007-2008	7.7	78.3	70.4
2008-2009	8.0	91.3	81.5
2009-2010	7.6	50.0	47.8
	<i>Communication</i>		
2006-2007	6.0	42.3	43.3
2007-2008	6.8	72.7	69.2
2008-2009	6.9	77.3	73.1
2009-2010	6.8	51.9	52.0
	<i>Engagement</i>		
2006-2007	5.7	32.2	35.7
2007-2008	7.1	76.9	73.3
2008-2009	7.2	80.8	76.6
2009-2010	7.3	58.6	60.0
	<i>Safety and Respect</i>		
2006-2007	6.1	41.2	35.2
2007-2008	7.4	78.6	66.7
2008-2009	9.0	135.7	115.2
2009-2010	7.5	65.4	55.6
	<i>Attendance</i>		
2006-2007	89.1	47.7	32.7
2007-2008	87.6	36.8	21.4
2008-2009	90.0	57.9	39.7

2009-2010	90.8	57.9	33.6
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**Findings:**

- The Academic Expectation of our school environment, according to our survey results, has decreased from 8.0 in 2009 to 7.6 in 2010, and compared to our peer group we decreased from being in the top ten to being in the middle of the peer cluster. In comparison to the city horizon, we performed no better than half the schools.
- According to the survey, Communication remained relatively identical to 2009, and in comparison to our peer and city horizon we demonstrated a considerable drop.
- Student Engagement stayed unchanged in 2010. Yet, our peer and city horizon scores dropped drastically from 79% and 68%.
- Safety and Respect in our school dropped by 113%. In regard to Safety and Respect our school survey demonstrates a significant change from the prior year, not only within our school setting but also as we compare ourselves to our peer and city cluster. We went from being a school in the top 1% of our peer group and city's schools to at best an average school in the groups mentioned.
- Our Attendance neither improved nor dropped in 2010. In comparison to our peer horizon we made no gains, and compared to our city horizon we decreased slightly from 39.7% in 2009 to 33.6% in 2009.

**Comments:**

The data clearly demonstrated a school that regressed. It went from a school that was making positive stride to one that needs to accomplish its mission and purpose again. We could see that the steady growth that I.S. 151 was showing took a hit in 2010 in all aspects of the school environment survey - Safety, Academic Expectation, Student Engagement and Communication. We will refocus in fulfilling our mission and continue to work towards improving in all aspects of the school environment. We will have a school environment that will be recognized for its safe environment, rigorous and data driven instruction, and a curriculum that is aligned to the Common Core State Standards.

**Progress Report: Student Performance in English Language Arts and Mathematics**

Year	Student Performance English Language Arts	Peer Horizon	City Horizon	Student Performance Mathematics	Peer Horizon	City Horizon
	<i>% of Students at Proficiency level (3 or 4)</i>			<i>% of Students at Proficiency level (3 or 4)</i>		
2006-2007	19.3	55.5	22.7	21.0	49.4	21.1
2007-2008	26.0	64.6	27.4	41.2	65.8	35.7
2008-2009	48.5	138.4	53.7	60.8	98.0	57.2

2009- 2010	14.8	26.2	15.3	24.0	28.0	5.5
	<i>Median Student Proficiency (1.00-4.50)</i>			<i>Median Student Proficiency (1.00-4.50)</i>		
2006-2007	2.62	67.8	30.8	2.38	53.3	22.9
2007-2008	2.72	67.1	33.3	2.79	66.4	37.4
2008-2009	2.98	98.8	56.1	3.14	92.5	56.1
2009-2010	2.39	32.8	15.5	2.48	27.3	14.1

**Findings:**

- There has been a substantial drop in student performance at level 3 or 4 on the English Language Arts exam. It went from 48.5% in 2009 to 14.8% in 2010. In comparison to our peer and city horizon our drop was considerably significant.
- In mathematics while the drop was not as steep as ELA, it was over 150% thus it also had a significant plunge of student performing at a level 3 or 4; this is also true in the comparison made with our peer and city horizon.
- Our median proficiency score in English Language Arts from 2.39 in 2009 to 2.39 in 2010. In comparison, 67.2 % of our peer horizon schools and 84.5% of our city school did better than we did in this area.
- Our median proficiency score in mathematics significantly dropped from 3.14 in 2009 to 2.48 in 2010. We also achieved a score higher than only 27.3% of peer group school and only 14.1 % of the schools in the city in the 2008-2009 school year.

**Comments:**

There has been substantial decrease in the number of students performing at level 3 and 4 in English Language Arts and mathematics. In comparison to our peer schools in both Literacy and Math, we have made no gains, as thus placing us in the lower thirds of schools scoring at level 3 and 4. This seems to reflect a strong correlation with the school environment survey results. Professional development in data evaluation and assessment, planning effective lessons, conferring sessions, increasing inquiry research and providing small group with differentiated instruction driven by data must be and will continue to be part of our instructional focus.

**Progress Report: Student Progress in English Language Arts and Mathematics**

<b>Year</b>	<b>Student Progress English Language Arts</b>	<b>Peer Horizon</b>	<b>City Horizon</b>	<b>Student Progress Mathematics</b>	<b>Peer Horizon</b>	<b>City Horizon</b>
	<i>% of Students Making at Least 1 year of Progress</i>			<i>% of Students Making at Least 1 year of Progress</i>		
2006-2007	61.0	64.3	83.2	55.3	66.0	58.4
2007-2008	68.4	74.9	90.1	56.6	45.5	45.1
2008-2009	73.9	94.6	108.2	81.3	101.4	97.9
2009-2010	76.0	75.2	75.9	62.0	49.4	47.4
	<i>% of students in School's Lowest 1/3 Making at Least 1 year progress</i>			<i>% of students in School's Lowest 1/3 Making at Least 1 year progress</i>		
2006-2007	0.19	77.0	103.1	0.21	73.1	81.9
2007-2008	81.3	56.8	62.3	65.9	53.6	47.3
2008-2009	90.1	80.7	89.9	89.9	96.6	100.4
2009-2010	87.0	76.8	86.8	77.0	65.5	72.2
	<i>Average Change in Student Proficiency for Level 1 &amp; 2 Students</i>			<i>Average Change in Student Proficiency for Level 1 &amp; 2 Students</i>		
2006-2007	0.38	72.3	91.2	0.23	46.1	48.9
2007-2008	0.24	61.5	56.7	0.30	53.1	47.3
2008-2009	0.32	92.3	83.3	0.55	104.1	98.2
2009-2010	-0.53	--	--	-0.29	--	--
	<i>Average Change in Student Proficiency for Level 3 &amp; 4 Students</i>			<i>Average Change in Student Proficiency for Level 3 &amp; 4 Students</i>		
2006-2007						
2007-2008	0.00	96.9	93.1	0.08	48.3	46.9
2008-2009	0.02	90.6	86.2	0.17	91.4	98.0
2009-2010	-0.53	--	--	-0.65	--	--

**Findings:**

- We did make a positive 3% gain in the amount of students making at least one year's progress in E.L.A. in 2010. In comparison to our peer and city horizon, we made significant drops. We went from being better than 94.6 % of our peer cluster in 2009 to only 75.2 % in 2010.
- In mathematics students made a significant decrease in making at least 1 year's progress. In comparison we went from being better than 101.4 % of our peers to only 49.4%.
- In comparison to our city schools, we went from being better than 97.9 % of our peers to only 47.4%.
- The percent of students in the school's lowest 1/3 making at least 1 year's progress in E.L.A. decreased substantially from 90.1% in 2009 to 87% in 2010. In comparison to our peer horizon we scored better than 76.8% of our peer schools and 86.8% higher than our city's schools.
- Students in the lowest 1/3 making at least 1 year's progress in mathematics also decreased significantly from 89.9% in 2009 to 77% in 2010. In comparison to our peer horizon we showed decline from the top ten of our peer group to 65.5% and from the top 1% in the city to 72.2%.
- The average change in student proficiency for level 1 and 2 students in E.L.A. has significantly declined from 0.32% in 2009 to -0.53% in 2010.
- The average change in student proficiency for level 1 and 2 students in mathematics has decreased from 0.55% in 2009 to -0.29% in 2010.

**Comments:**

We have made no substantial progress in students making at least 1 year's gain in the English Language Arts and Mathematics exam. In addition, we have made no significant progress in our bottom 1/3 making at least 1 year progress in both E.L.A. and Mathematics.

We need to refocus and redeploy a concerted effort in regaining the positive trend to which we have become accustomed by continuing to work cooperatively and diligently with our school leadership and staff to come up with new and innovative means to accomplish our goals.

**School Report Card: Entire School Sub Group Accountability Measures**

**ENGLISH LANGUAGE ARTS**

Performance

**Participation**

**Test Performance**

**Objectives**

	<b>AYP Status</b>	<b>Met Criterion</b>	<b>Percentage Tested</b>	<b>Met Criterion</b>	<b>Performance Index</b>	<b>Effective AMO</b>	<b>Safe Harbor Target</b>
<b>All Students</b>							
2006-2007	No	Yes	97%	No	102	115	96
2007-2008	SH	Yes	97%	SH	114	126	112
2008-2009	Yes	Yes	99%	Yes	148	137	123
2009-2010	No	Yes	100%	No	141	148	148
<b>African American</b>							
2006-2007	No	Yes	95%	No	109	111	102
2007-2008	Yes	Yes	95%	Yes	124	121	118
2008-2009	Yes	Yes	97%	Yes	148	132	
2009-2010	No	Yes	100%	No	142	143	143
<b>Hispanics</b>							
2006-2007	No	Yes	97%	No	97%	114	92
2007-2008	SH	Yes	98%	SH	109	125	107
2008-2009	Yes	Yes	99%	Yes	147	136	118
2009-2010	No	Yes	100%	No	141	147	101
<b>Students with Disabilities</b>							
2006-2007	No	No	91%	SH	60	109	56
2007-2008	No	Yes	97%	No	72	121	74
2008-2009	SH	Yes	98%	SH	113	131	85
2009-2010	No	Yes	100%	No	114	143	122
<b>Limited English Proficiency</b>							
2006-2007	No	Yes	99%	No	65	110	83
2007-2008	SH	Yes	96%	SH	82	120	79
2008-2009	Yes	Yes	100%	Yes	131	131	94
2009 - 2010	No	Yes	100%	No	120	144	138
<b>Economically Disadvantage</b>							
2006-2007	No	Yes	96%	No	102	115	106
2007-2008	SH	Yes	97%	SH	114	126	112
2008-2009	Yes	Yes	99%	Yes	147	137	123
2009 - 2010	No	Yes	100%	No	141	148	148

**Findings: English Language Arts**

- According to this report our school has met AYP in 2009 in almost all subgroup except in Students with Disabilities. However, we did make safe harbor in this subgroup:
  1. In the All Students subgroup our effective AMO for 2009 was 137 we made 148.

2. In the African American subgroup our effective AMO for 2009 was 132 we made 148
3. In the Hispanics subgroup our effective AMO for 2009 was 136 we made 147
4. In the Limited English Proficiency subgroup our effective AMO for 2009 was 131 we sustained at 131
5. In the Economically Disadvantage subgroup our effective AMO for 2009 was 137 we made 147
6. In the Students with Disabilities subgroup our effective AMO for 2009 was 131 we made below that at 113.

**Comments:**

We will continue to work closely with all Special Education teachers and support staff to ensure that we meet all of the criteria set forth in this report on the Students with Disability subgroup. We will continue to provide intensive and effective professional development in order to meet the needs of all Students with Disabilities. In addition, we will continue to work with our Literacy Coach and ELL Consultant to ensure that we maintain and improve upon the test performance index in our Limited English Proficiency subgroup since we sustained growth but would like to surpass the AMO.

2009-10 NYS ELA Results by Performance Level								
Level	Grade 6		Grade 7		Grade 8		Total	
	Number of Students	Percentage of students performing at the given level.	Number of Students	Percentage of students performing at the given level.	Number of Students	Percentage of students performing at the given level.	Number of Students	Percentage of students performing at the given level.
4		0%		0%	1	1%	1	0%
3	11	11%	10	15%	17	17%	38	14%
2	52	51%	43	64%	60	61%	157	59%
1	39	38%	14	21%	20	20%	73	27%
	102		67		98		269	

2009-10 NYS Math Results by Performance Level								
Level	Grade 6		Grade 7		Grade 8		Total	
	Number of Students	Percentage of students performing at the given level.	Number of Students	Percentage of students performing at the given level.	Number of Students	Percentage of students performing at the given level.	Number of Students	Percentage of students performing at the given level.
4	1	1%	4	6%	4	4%	9	3%
3	21	20%	23	34%	13	13%	57	21%
2	60	57%	34	50%	57	55%	151	54%
1	23	22%	7	10%	30	29%	60	22%

NYS ELA Results By Student Group									
	Grade 6			Grade 7			Grade 8		
Category	# tested	% of Student who scored at level 3 or above	% of Student who scored below level 3	# tested	# of Student who scored at level 3 or above	% of Student who scored below level 3	# tested	#of Student who scored at level 3 or above	# of Student who scored below level 3
All Students	102	11%	89%	67	15%	85%	98	18%	82%
General Education	70	16%	84%	60	15%	85%	67	27%	73%
Student with Disabilities	32	0%	100%	7	14%	86%	31	0%	100%
American Indian or Alaska Native									
Black or African American	20	5%	95%	15	S	S	30	S	S
Hispanic or Latino	82	12%	88%	51	18%	82%	67	15%	85%
Asian or Pacific Islander									
White				1	S				
Multiracial							1	S	S
Small Group Total(S)				16	6%	94%	31	26%	74%
Female	51	12%	88%	32	16%	84%	50	24%	76%
Male	51	10%	90%	35	14%	86%	48	13%	87%
English Proficient	70	14%	86%	49	18%	82%	74	23%	77%
Limited English Proficient	32	3%	97%	18	6%	94%	24	4%	96%
Economically Disadvantaged	101			66			98	18%	82%
Not Economically Disadvantaged	1			1					

Migrant									
Not Migrant	102	11%	89%	67	15%	85%	98	18%	82%

NYS Math Results By Student Group									
	Grade 6			Grade 7			Grade 8		
Category	# tested	% of Student who scored at level 3 or above	% of Student who scored below level 3	# tested	# of Student who scored at level 3 or above	% of Student who scored below level 3	# tested	# of Student who scored at level 3 or above	# of Student who scored below level 3
All Students	105	21%	79%	68	40%	60%	104	16%	84%
General Education	74	22%	78%	61	41%	59%	72	22%	78%
Student with Disabilities	31	19%	81%	7	29%	71%	32	3%	97%
American Indian or Alaska Native									
Black or African American	20	15%	85%	15	S		31	S	
Hispanic or Latino	85	22%	78%	52	48%	52%	72	24%	76%
Asian or Pacific Islander									
White				1	S				
Multiracial							1	S	
Small Group Total(S)				16	13%	87%	32	0%	100%
Female	54	17%	83%	32	28%	72%	52	12%	88%
Male	51	25%	75%	36	50%	50%	52	21%	79%
English Proficient	69	22%	78%	49	35%	65%	74	12%	88%
Limited English Proficient	36	19%	81%	19	53%	47%	30	27%	73%
Economically Disadvantaged	104			67			104		
Not Economically Disadvantaged	1			1					
Migrant									
Not Migrant	105	21%	79%	68	40%	60%	104	16%	84%

School Report Card: Entire School Sub Group Accountability Measures

**MATHEMATICS**

**Performance**

**Participation**

**Test Performance**

**Objectives**

	<b>AYP Status</b>	<b>Met Criterion</b>	<b>Percentage Tested</b>	<b>Met Criterion</b>	<b>Performance Index</b>	<b>Effective AMO</b>	<b>Safe Harbor Target</b>
<b>All Students</b>							
2006-2007	Yes	Yes	97%	Yes	90	79	
2007-2008	Yes	Yes	98%	Yes	128	95	
2008-2009	Yes	Yes	99%	Yes	158	112	
2009-2010	Yes	Yes	100%	Yes	153	128	
<b>African American</b>							
2006-2007	Yes	Yes	96%	Yes	75	75	
2007-2008	Yes	Yes	96%	Yes	115	90	
2008-2009	Yes	Yes	97%	Yes	149	107	
2009-2010	Yes	Yes	100%	Yes	142	123	
<b>Hispanics</b>							
2006-2007	Yes	Yes	98%	Yes	98	78	
2007-2008	Yes	Yes	98%	Yes	132	94	
2008-2009	Yes	Yes	100%	Yes	161	111	
2009-2010	Yes	Yes	100%	Yes	157	127	
<b>Students with Disabilities</b>							
2006-2007	No	Yes	95%	No	24	73	34
2007-2008	SH	Yes	97%	SH	51	89	42
2008-2009	Yes	Yes	98%	Yes	122	106	
2009-2010	Yes	Yes	100%	Yes	134	123	
<b>Limited English Proficiency</b>							
2006-2007	Yes	Yes	99%	Yes	88	75	
2007-2008	Yes	Yes	100%	Yes	145	90	
2008-2009	Yes	Yes	100%	Yes	166	108	
2009-2010	Yes	Yes	100%	Yes	163	124	
<b>Economically Disadvantage</b>							
2006-2007	Yes	Yes	97%	Yes	91	79	
2007-2008	Yes	Yes	98%	Yes	129	95	
2008-2009	Yes	Yes	99%	Yes	158	112	
2009-2010	Yes	Yes	100%	Yes	153	128	

**Findings: Mathematics**

- In Mathematics we met AYP in all of our subgroups: All Students, African American, Students with Disabilities, Limited English Proficiency, Hispanics and Economically Disadvantage.
- We also met all of the criteria of participation in all of our subgroups in mathematics.
- We surpassed the Effective AMO that was set in 2009 in all subgroups. Furthermore, in 2008 we met safe harbor in the category of Students with Disabilities, however, in 2009 we met and surpassed the AMO by 16 points.

**Comments:**

We have had a very strong year in mathematics with maintained increases in all subgroups. In 2009 we were able to meet our performance index in the Students with Disabilities subgroup removing us from safe harbor in 2008. We will continue to provide our teachers with a mathematics pacing schedule that is aligned to the curriculum and most importantly to the Performance Index. In addition, we will ensure that teachers continue to participate in all our professional development sessions to include common planning meetings. The mathematics coach will continue to meet with teachers in conferencing groups or individually to support them in the interpretation and evaluation of data assessments in addition to assisting them in differentiating instruction.

**School Report Card: Entire School Sub Group Accountability Measures**

**SCIENCE**

*Performance*

	<i>Test Performance</i>			<i>Objectives</i>	
	<b>AYP Status</b>	<b>Safe Harbor</b>	<b>Met Criterion</b>	<b>Performance Index</b>	<b>State Standard</b>
<b>All Students</b>					
2006-2007	No	Did not Qualify	No	66	100
2007-2008	Yes	Qualified	Yes	109	100
2008-2009	Yes	Qualified	Yes	121	100
2009-2010	Yes	Qualified	Yes	119	100
<b>African American</b>					
2006-2007	NA	Did not Qualify	No	NA	100
2007-2008	NA	NA	NA	NA	100
2008-2009	NA	NA	NA	NA	100
2009-2010	-	-	-	-	-
<b>Hispanics</b>					
2006-2007	NA	Did not Qualify	No	63	100
2007-2008	NA	Qualified	Yes	114	100
2008-2009	NA	Qualified	Yes	129	100
2009-2010	NA	Qualified	Yes	121	100
<b>Students with Disabilities</b>					
2006-2007	NA	NA	No	46	100
2007-2008	NA	NA	No	38	100
2008-2009	NA	NA	No	82	100

2009-2010	NA	NA	NA	-	-
<b>Limited English Proficiency</b>					
2006-2007	NA	NA	No	45	100
2007-2008	NA	NA	Yes	116	100
2008-2009	NA	NA	No	92	100
2009-2010	NA	NA	NA	NA	
<b>Economically Disadvantage</b>					
2006-2007	NA	Did not Qualify	No	64	100
2007-2008	NA	Qualified	Yes	105	100
2008-2009	NA	Qualified	Yes	116	100
2009-2010	NA	Qualified	Yes	119	100

**\*2007-2010** Insufficient number of students in all subgroups to determine AYP status.

**Findings: Science**

- In 2008 in the total school population we had a performance index of 109. In 2009 we surpassed the State Standards of 100 with a performance index of 121.
- We had a substantial increase on the test performance with the Economically Disadvantage subgroup from 2007 to 2009. In 2007 we had a PI of 64 consequently not meeting the State Standard. However, in 2008 we had a substantial increase to 105. In 2009 that number increased to 116 further demonstrating considerable gains.
- The Hispanic subgroup also made significant gains in the test performance category had an increase of 129 in 2009 on the performance index from 114 in 2008 - surpassing the state standard of 100. In addition, in 2007 we did not meet the State Standards with a Performance Index of 63; however, in 2008 we made significant gains to 114 further demonstrating steady progress within this subgroup.
- We had insufficient number of students in the African American subgroup to determine growth.
- Although we did not meet the State Standards in the Students with Disability subgroup, we are steady improving with significant gains made from the 2007-2008 school to the 2008-2009 school year.
- In the Limited English Proficiency subgroup we had fluctuated gains. In the 2006-2007 school year we had a PI of 45 not meeting the State Standards. However, in the 2007-2008 school year we surpassed the State Standard with a PI of 116. In the 2008-2009 school year that PI decreased to 92 not meeting the State Standard.

**Comments:**

The data shows that we have been making steady gains in some subgroups such as the category: Students with Disabilities and Limited English Proficiency. Although we need to pay close attention to the decrease in the Limited English Proficiency subgroup in addition to assessing the curriculum and instruction and identifying the underlining issue that cause the drop in score. In addition, we need to create an action plan that will ensure that students in this subgroup improve and sustain achievement. We did not have enough information In the African American subgroup to determine growth. A Science Consultant is working collaboratively with the school to support our task in reviewing, assessing and implementing

an instructional program that follows all NYC guidelines in the Glencoe curriculum. In addition, teachers are provided with professional development sessions.

**6<sup>th</sup> GRADE: ENGLISH LANGUAGE ARTS**

	<b>Total Tested</b>	<b>Percentage Scoring at Levels 2-3</b>	<b>Percentage Scoring at Levels 3-4</b>	<b>Percentage Scoring at Levels 4</b>
<b>All Students</b>				
2007-2008	94	91%	28%	0%
2008-2009	63	100%	65%	0%
2009-2010	106	62%	10%	0%
<b>Female</b>				
2007-2008	49	92%	33%	0%
2008-2009	28	100%	71%	0%
2009-2010	53	24%	0%	0%
<b>Male</b>				
2007-2008	45	91%	22%	0%
2008-2009	35	100%	46%	0%
2009-2010	53	100%	21%	0%
<b>African American</b>				
2007-2008	30	96%	43%	0%
2008-2009	17	100%	59%	0%
2009-2010	22	59%	18%	0%
<b>Hispanics</b>				
2007-2008	63	89%	19%	0%
2008-2009	46	100%	57%	0%
2009-2010	85	63%	8%	0%
<b>General Ed. Students</b>				
2007-2008	65	100%	40%	0%
2008-2009	54	100%	65%	0%
2009-2010	74	71%	21%	5%
<b>Students with Disabilities</b>				
2007-2008	29	72%	0%	0%
2008-2009	9	100%	11%	0%
2009-2010	31	45%	3%	0%
<b>English Proficiency</b>				
2007-2008	75	93%	33%	0%
2008-2009	47	100%	64%	0%

2009-2010	73	58%	10%	0%
<b>Limited English Proficient</b>				
2007-2008	19	84%	5%	0%
2008-2009	16	63%	38%	0%
2009-2010	31	68%	16%	0%

**School Report Card: Sub Group Accountability Measures**  
**6<sup>th</sup> GRADE: MATHEMATICS**

	Total Tested	Percentage Scoring at Levels 2-3	Percentage Scoring at Levels 3-4	Percentage Scoring at Levels 4
<b>All Students</b>				
2007-2008	100	76%	41%	3%
2008-2009	70	92%	69%	3%
2009-2010	111	77%	28%	9%
<b>Female</b>				
2007-2008	50	72%	44%	2%
2008-2009	32	100%	69%	0%
2009-2010	56	84%	23%	0%
<b>Male</b>				
2007-2008	50	80%	38%	4%
2008-2009	38	84%	68%	4%
2009-2010	55	71%	18%	2%
<b>African American</b>				
2007-2008	31	80%	45%	4%
2008-2009	19	90%	58%	0%
2009-2010	22	87%	23%	0%
<b>Hispanics</b>				
2007-2008	67	73%	39%	1%
2008-2009	50	92%	72%	4%
2009-2010	89	75%	20%	1%
<b>General Ed. Students</b>				
2007-2008	72	93%	54%	4%
2008-2009	60	92%	70%	3%
2009-2010	81	79%	6%	0%
<b>Students with Disabilities</b>				
2007-2008	28	32%	7%	0%
2008-2009	10	90%	60%	0%
2009-2010	30	20%	10%	0%
<b>English Proficiency</b>				

2007-2008	75	77%	45%	4%
2008-2009	48	89%	64%	4%
2009-2010	75	82%	7%	0%
<b>Limited English Proficient</b>				
2007-2008	25	72%	28%	0%
2008-2009	22	95%	77%	0%
2009-2010	34	27%	6%	0%

**School Report Card: Sub Group Accountability Measures**  
**7<sup>th</sup> GRADE: ENGLISH LANGUAGE ARTS**

	<b>Total Tested</b>	<b>Percentage Scoring at Levels 2-3</b>	<b>Percentage Scoring at Levels 3-4</b>	<b>Percentage Scoring at Levels 4</b>
<b>All Students</b>				
2007-2008	75	99%	33%	0%
2008-2009	101	100%	48%	0%
2009-2010	70	78%	14%	0%
<b>Female</b>				
2007-2008	37	97%	38%	0%
2008-2009	52	100%	46%	0%
2009-2010	34	101%	18%	0%
<b>Male</b>				
2007-2008	38	100%	29%	0%
2008-2009	49	100%	49%	0%
2009-2010	36	80%	11%	0%
<b>African American</b>				
2007-2008	21	100%	24%	0%
2008-2009	31	100%	55%	0%
2009-2010	15	67%	0%	0%
<b>Hispanics</b>				
2007-2008	54	98%	37%	0%
2008-2009	68	100%	44%	0%
2009-2010	54	82%	19%	0%
<b>General Ed. Students</b>				
2007-2008	58	100%	41%	0%
2008-2009	60	100%	60%	0%
2009-2010	62	80%	15%	0%
<b>Students with Disabilities</b>				
2007-2008	17	94%	6%	0%
2008-2009	29	100%	17%	0%
2009-2010	7	85%	14%	0%
<b>English Proficient</b>				
2007-2008	62	98%	39%	0%

2008-2009	76	100%	55%	0%
2009-2010	65	77%	14%	0%
<b>Limited English Proficient</b>				
2007-2008	13	100%	8%	0%
2008-2009	25	100%	24%	0%
2009-2010	22	96%	5%	0%

**School Report Card: Sub Group Accountability Measures**  
**7<sup>th</sup> GRADE: MATHEMATICS**

	<b>Total Tested</b>	<b>Percentage Scoring at Levels 2-3</b>	<b>Percentage Scoring at Levels 3-4</b>	<b>Percentage Scoring at Levels 4</b>
<b>All Students</b>				
2007-2008	77	91%	43%	3%
2008-2009	100	91%	59%	6%
2009-2010	70	78%	14%	0%
<b>Female</b>				
2007-2008	38	89%	42%	0%
2008-2009	51	96%	61%	2%
2009-2010	34	78%	18%	0%
<b>Male</b>				
2007-2008	39	92%	44%	5%
2008-2009	49	86%	57%	10%
2009-2010	36	80%	11%	0%
<b>African American</b>				
2007-2008	20	95%	30%	0%
2008-2009	30	90%	63%	3%
2009-2010	15	100%	67%	0%
<b>Hispanics</b>				
2007-2008	57	89%	47%	4%
2008-2009	68	92%	57%	6%
2009-2010	54	82%	19%	0%
<b>General Ed. Students</b>				
2007-2008	60	95%	48%	3%
2008-2009	71	89%	76%	8%
2009-2010	62	79%	16%	0%
<b>Students with Disabilities</b>				
2007-2008	17	76%	24%	0%
2008-2009	29	96%	63%	5%
2009-2010	8	75%	0%	0%
<b>English Proficient</b>				

2007-2008	60	93%	45%	3%
2008-2009	74	92%	63%	5%
2009-2010	48	77%	2%	0%
<b>Limited English Proficient</b>				
2007-2008	17	82%	35%	0%
2008-2009	74	92%	63%	5%
2009-2010	22	82%	41%	0%

**School Report Card: Sub Group Accountability Measures**  
**8<sup>th</sup> GRADE: ENGLISH LANGUAGE ARTS**

	<b>Total Tested</b>	<b>Percentage Scoring at Levels 2-3</b>	<b>Percentage Scoring at Levels 3-4</b>	<b>Percentage Scoring at Levels 4</b>
<b>All Students</b>				
2007-2008	88	75%	19%	1%
2008-2009	78	98%	40%	0%
2009-2010	99	78%	18%	1%
<b>Female</b>				
2007-2008	41	78%	20%	0%
2008-2009	38	97%	50%	0%
2009-2010	52	79%	23%	0%
<b>Male</b>				
2007-2008	47	72%	19%	2%
2008-2009	40	98%	30%	0%
2009-2010	47	77%	11%	2%
<b>African American</b>				
2007-2008	27	74%	26%	4%
2008-2009	21	100%	29%	0%
2009-2010	22	118%	32%	0%
<b>Hispanics</b>				
2007-2008	60	73%	17%	0%
2008-2009	57	97%	44%	0%
2009-2010	67	76%	16%	1%
<b>General Ed. Students</b>				
2007-2008	71	83%	24%	1%
2008-2009	58	96%	48%	0%
2009-2010	69	74%	20%	1%
<b>Students with Disabilities</b>				
2007-2008	17	41%	0%	0%
2008-2009	20	100%	46%	0%
2009-2010	31	87%	13%	0%
<b>English Proficient</b>				
2007-2008	66	83%	26%	2%
2008-2009	61	100%	46%	0%
2009-2010	76	75%	23%	1%
<b>Limited English Proficient</b>				
2007-2008	22	50%	0%	0%
2008-2009	17	89%	18%	0%
2009-2010	24	88%	0%	0%

**School Report Card: Sub Group Accountability Measures**  
**8<sup>th</sup> GRADE: MATHEMATICS**

	<b>Total Tested</b>	<b>Percentage Scoring at Levels 2-3</b>	<b>Percentage Scoring at Levels 3-4</b>	<b>Percentage Scoring at Levels 4</b>
<b>All Students</b>				
2007-2008	93	76%	41%	1%
2008-2009	89	88%	55%	9%
2009-2010	106	66%	16%	4%
<b>Female</b>				
2007-2008	40	73%	38%	0%
2008-2009	42	88%	53%	10%
2009-2010	54	62%	12%	6%
<b>Male</b>				
2007-2008	53	79%	43%	2%
2008-2009	47	87%	58%	9%
2009-2010	59	63%	19%	2%
<b>African American</b>				
2007-2008	26	95%	38%	0%
2008-2009	22	95%	36%	0%
2009-2010	33	64%	0%	0%
<b>Hispanics</b>				
2007-2008	66	85%	48%	2%
2008-2009	67	85%	61%	12%
2009-2010	72	67%	24%	6%
<b>General Ed. Students</b>				
2007-2008	75	89%	51%	1%
2008-2009	70	88%	60%	11%
2009-2010	74	71%	21%	5%
<b>Students with Disabilities</b>				
2007-2008	18	22%	0%	0%
2008-2009	19	90%	37%	0%
2009-2010	32	53%	3%	0%
<b>English Proficient</b>				
2007-2008	63	70%	24%	2%
2008-2009	62	88%	52%	8%
2009-2010	75	68%	12%	1%
<b>Limited English Proficient</b>				
2007-2008	30	90%	77%	0%
2008-2009	27	89%	77%	0%
2009-2010	31	61%	26%	10%

## English Language Arts

### Overall Data Analysis (from charts above):

- Our 3 year data projection charts from 2008 to 2010 indicate that we did make tremendous gains in 2008-09, but we did not continue the trend; just the opposite, we spiraled downward. All the gains and the effort that went into those gains seemed to have lacked sustainability. The academic growth did not withstand the upheaval that the sudden change in administrative leadership had brought upon the school.
- In general, the gains that our African American and Hispanic American students made significantly decreased in one year.
- In the 2007-2008 to the 2008-2009 we have made substantial growth in the students scoring at levels 2-3 and 3-4 in our total population and in all other subgroups, particularly in students scoring at levels 3-4. When comparing 2009 and 2010 we found that there was a 61% drop in the sixth grade, a 28% in the seventh grade and 26% drop of the percentage of students scoring a level 2 or 3. This gives an overall drop of 38%.
- When comparing females and males scores in 2009 and 2010 we found that there was a major decline of female student scoring a level 2 or 3 in the sixth grade while in the seventh grade they held position, and in grade 8 there was a 25% decrease. The sixth grade showed a 316% drop, and this is quite troubling since they are our present seventh graders.
- The male students held their own in the sixth grade and there was a drop of 25% and 27% in the seventh and eighth grade respectively.
- The only subgroups that had a positive gain were the sixth grade Limited English Proficiency group, which had a positive growth of 7%, as well as the eighth grade African American which had a positive growth of 15%.
- The new administration has begun to put structures in place and is executing intensive and extensive professional development for our teachers in the area of lesson planning (data-driven instruction), data analysis and interpretation, differentiation of instruction, developing a curriculum that is aligned with the CCSS, and many others.

## Mathematics

### Overall Data Analysis (from charts above):

- Upon assessing our 3 year data charts and comparing 2009 and 2010 scores, our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade total student population and all other subgroups made a sudden and considerable decreases in students scoring at levels 2-3 and 3-4.
- In the students subgroups scoring at levels 2-3 only seventh grade African American had a positive growth of 10%

- In the students subgroups scoring at levels 3-4 once again only seventh grade African American had a positive growth of 7%.
- Students scoring at level 4 also increased only in the Hispanic subgroup.
- We will continue to administer on-going assessments using the Predictive, ITA and other school related assessments that provide the administration and staff with the opportunity to evaluate the data and identify students in need of support. The purpose is for the Inquiry Team and staff to identify students at-risk and provide them with proper interventions during and after school.
- There is a high need to continue to examine and improve our curriculum and instruction so that we may reinstate the positive trends that we deviate from in 2010.
- We need to continue to use data to drive our instruction and develop a culture of collaboration and exploration which will new teaching and learning strategies that will help in increasing the achievement of our students.

**Analysis of the effectiveness of curriculum and instruction and the impact of other areas related to student achievement:**

- Our intervention program needs to be re-evaluated so as to improve its effectiveness in identification and placement of our students in the appropriate and effective environment that will enhance as much as possible their learning.
- Our Common planning time must be promoted and effectively utilized.
- We need to continue the work of the Inquiry Team and provide our teachers with best practice in the area of small group instruction, effective use of manipulative and developing good questioning skills.

**2. Process for Reporting Needs Assessment Findings** – Explain the process by which the findings of the needs assessment, as well as individual student/school data, were reported to school staff and parents.

Opportunities for meaningful reviews of school wide and individual student data are facilitated at ongoing department meetings, professional development, common planning sessions and staff conferences as well as on an individual basis. Our Math, Literacy and Data Specialist ensure that each member of the staff is trained on the use of the Predictive and ITA and familiarize themselves with the system management ARIS and Acuity.

Parents have access to student information disseminated at Parent Meetings, Open School Nights, massive mailing and at individual conferences. Our Parent Coordinator arranges for computer access when necessary.

Meetings have been held for our parents and community members providing them with an opportunity to receive a copy of the performance/achievement data for his/her child. A question/answer session resulted in parents gaining a fuller understanding of the disaggregated data.

School Report Cards were available to each parent and staff member of our school. Teachers received their copies of achievement data at the beginning of the school year. Groups met in order to discuss, interpret and disaggregate the data. Each group included a special education and bilingual/ESL teacher. Groups examined their classes and individual students' achievement data and compared it to the data from their grade and the school as a whole. Each group recorded their findings and the meetings ended with each group sharing its results. Additional meetings were held to use the data to plan for instruction. In addition, reports from the Acuity, Predictive and Instructionally Targeted Assessments were also made available to all staff members and students and discussed accordingly.

Our Leadership and Inquiry Team meet to discuss all data and its implications for school organization, curriculum and instruction. Standardized test scores, Predictive, Instructionally Targeted Assessments and school related assessments; teacher and parent surveys, and attendance rates were among the data examined. Specifically, the following documents were reviewed:

- NYS and NYC Standardized Test Results
- NYC Progress Report
- NYC Survey Report
- School Report Card
- DAA School Profile Reports
- Acuity and ARIS: Predictive, ITA
- 2008 – 2009 Quality Review Report

**3. Implications for the Instructional Program** – Based on your analysis of the data and all relevant

findings, indicate implications for the instructional program, such as: continuation of current strategies (when progress is clearly indicated); the need for program modification (when performance trends are declining); and/or critical issues the school needs to address to ensure that all students can achieve at high levels.

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- The continuous focus upon mastery of the NYS Performance Indicators resulted in higher student achievement.
- Staffing is still a cause for concern. One of the three general education mathematics teachers are in their second year and still need support particularly in classroom management and lesson planning. In addition, one of our math teachers transferred out of the school as soon as he received his masters' degree from the Fellows Program.
- The hiring of a certified mathematics teacher for the bilingual classes resulted in higher student achievement.

- By comparison to the General Education population achievement by SWD is improving but continues to need significant support. Some departmentalization with a mathematics specialist has been implemented.
- We need to continue to review and strengthen our intervention programs and identify effective and specific strategies in reading, writing and mathematics in order to group and provide small group instruction. In addition, we need to continue to re-assess materials and ensure that they are aligned to the students' needs.
- Common planning time has been very productive and will continue.
- Teachers need professional development in the area of developing effective lesson plans that are sequential and motivating to students in mathematics. However, many of our teachers are using the smart board as an interactive tool to engage students. Nonetheless, we need to continue to train teachers on how to effectively utilize manipulative, build on the Bloom's Taxonomy questioning techniques and effectively implement small group instruction and conferring sessions.
- Staff has received professional development in utilizing data from Acuity, Predictive, and ITA and we will continue this practice.
- The school continues to be able to reduce the number of students achieving at Level 1 in both ELA and Math. There has been substantial progress in maintaining and in many instances specifically in the 8th grade ELL classes increased the number of Level 2, 3 and 4 students mainly in mathematics. More emphasis via differentiated instruction needs to be implemented in order to challenge and teach higher performing students. The use of math worksheets and other materials aligned to the instruction during teacher absence for substitute and class coverage increased the time students were involved in learning mathematics.



## **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 Number 1:** To accelerate the achievement of high-need students with disabilities in reading through a highly structured standards-based curriculum.

By June 2011 there will be an increase from 0.0% to 3% in the number of high-need students making exemplary gains in English Language Arts.

**Goal Number 2:** To improve the performance of students on the proficiency level in ELA through a highly structured standards-based curriculum.

By June 2011 the percentage of students performing on Levels 3 and 4 in ELA will increase from 14.8% to 20%.

**Goal Number 3:** To accelerate the acquisition of English by English Language Learners through a highly structured standards-based curriculum.

By June 2011 the percentage of students attaining at least one higher level of proficiency will increase from 20% to 25% as measured by the NYSESLAT 2010.

**Goal Number 4:** All teachers will receive increased professional development in data analysis and interpretation so that these can form the basis in planning their lessons and designing learning activities more effectively.

By June 2011 100% of the teachers will be able to show evidence of deeper understanding and analyzing of data to track student progress.

**Goal Number 5:** To improve the performance of students on the proficiency level in Math through a highly structured standards-based curriculum.

By June 2011 the number of students who achieve a minimum of one year progress in mathematics on the 2010-2011 Progress Report will increase by 10%.

**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 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA: Reading

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To accelerate the achievement of high-need students with disabilities in reading through a highly structured standards-based curriculum.</p> <p>By June 2011 there will be an increase from 0.0% to 3% in the number of high-need students making exemplary gains in English Language Arts.</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>• Conduct a comprehensive review, analysis and interpretation of students’ literacy achievement data using the Acuity Report (ARIS), and disaggregate data by major student subgroup --- Self-Contained Special Education Students. Use quantitative and qualitative data to monitor and evaluate the effectiveness of literacy instruction delivery. Responsible Staff: Principal, Literacy A.P., Lead Teacher, Data Specialist, AIS Teacher, all staff --- ongoing from 9/10 to 6/11.</li> <li>• Mastering the Essentials (Teaching Matters) will be used to identify the needs of individual students, as well as groups of students with disabilities, and employ strategies that meet their academic needs. Responsible Staff: Principal, Literacy A.P., Lead Teacher, TM Consultant /Specialist, AIS Teacher, all staff --- ongoing from 9/10 to 6/11.</li> <li>• LeAp (Learning through an Expanded Arts Program), DOE grant that is based on the Embedded Embodied Cognitive Theory of Learning, will implement arts integration with instructional ELA and social studies using varied intervention strategies. Responsible Staff: Principal, Assistant Principals, LeAp Consultant, selected staff --- ongoing from 11/10 to 5/11.</li> <li>• Inquiry Team will provide support by examining the performance trends of low performing students in all grade levels. The goal is to implement instructional strategies that will raise the performance bar and close the achievement gap of students with disabilities.</li> </ul>

	<p>Responsible Staff: Principal, Literacy A.P., Lead Teacher, Data Specialist, all staff --- <i>ongoing from 9/10 to 6/11.</i></p> <ul style="list-style-type: none"> <li>Needs assessment will be generated to examine 3-year performance trends and patterns in Literacy, disaggregated by grade for students with disabilities. Specific areas of strengths and weaknesses will be identified, using item skills analysis. We will assess the impact of other areas related to student achievement, such as attendance, health, parent involvement, support services, school climate/structure/organization/facilities, and develop resolutions to causal/contributing factors that hinder success in the learning process. Responsible Staff: Principal, SBST providers, Parent Coordinator, Guidance Counselors, Attendance Teacher, AIS providers, all staff --- <i>ongoing from 9/10-6/11.</i></li> <li>The staff will be provided with ongoing training and data-informed professional development in order to ensure the effective implementation of 'best practices'. Responsible Staff: Principal, Assistant Principals, Coaches, Lead Teachers, Consultants (AUSSIE, Network ELL Consultant), all staff --- <i>ongoing from 9/10-6/11.</i></li> <li>After School Programs will support the students' learning, such as SASF and Edison Learning. Both programs will provide activities for skills reinforcement and/or enrichment 3 times a week-3hours each day through SES funding. Both will be monitored and supervised by the Principal and an Assistant Principal --- <i>ongoing from 9/10 to 6/11</i></li> <li>IEPs will be reviewed and restructured in accordance with SED mandated format/procedures, as well as done in a timely fashion, to ensure that they are written in a cohesive and comprehensible manner in order to maximize learning. Responsible Staff: Principal, Asst. Principal (in-charge of Sp. Ed.), IEP Teacher, Related Services, SBST, all staff --- <i>ongoing from 9/10-6/11.</i></li> <li>Saturday Academy will be offered to all students in ELA, Mathematics, Science and Social Studies in an integrated curriculum in order to prepare them for the NYS tests. Responsible Staff: Principal, Assistant Principal, Selected Staff --- <i>ongoing from 10/10 to 5/11 (9:00 A.M. – 1:00 P.M.)</i></li> <li>Academic Intervention Services implementation, in which small group pull-out/push-in model will be used for instruction based on data and needs assessments. Responsible Staff: Assistant Principal (in-charge of AIS), AIS teachers, AIS providers---<i>ongoing from 9/10 to6/11.</i></li> <li>Continue to develop home-school connection (specifically pertaining to student goals) in order for parents to become increasingly involved in their children's education. Responsible Staff: Principal, Assistant Principals, Parent Coordinator, SBST providers, all staff --- <i>ongoing from 9/10 to 6/11.</i></li> </ul>
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<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>• DINI Grant</li> <li>• C4E funding (for AIS)</li> <li>• Title 1, Tax Levy</li> <li>• Title I PD</li> <li>• Tax Levy – Lead Teachers, Data Specialist, Asst. Principal</li> <li>• 21<sup>st</sup> Century Grant Funding</li> <li>• Title I AARA – Asst. Principal</li> <li>• Title I - Consultant</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>• Acuity Reports – ITA and Predictive that are administered 3 times during the year (November 2010-June 2011)</li> <li>• Improved test scores on the NYS ELA Examinations – April 2011</li> <li>• Additional credit evident on the NYC Progress Report 2010-11 for exemplary gains among high need students (from 0.0% to 3%)</li> <li>• Report card growth – 4 times yearly (November 2010, February 2010, April 2011 and June 2011)</li> <li>• Student folder/portfolio assessments, Exit Projects, teacher-made tests, Unit Tests --- <i>ongoing from 9/10 to 6/11</i></li> <li>• Improvement as indicated on the annual NYS Report Card 2010-11</li> <li>• Increased parental involvement</li> <li>• Outcomes of Inquiry Team action research</li> <li>• Alignment between the academic &amp; behavioral performance in the IEPs and the instructional &amp; related services goals, as thus meeting SED certification mandates</li> </ul>

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve the performance of students on the proficiency level in ELA through a highly structured standards-based curriculum.</p> <p>By June 2011 the percentage of students performing on Levels 3 and 4 in ELA will increase from 14.8% to 20%.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Conduct a comprehensive review, analysis and interpretation of students’ literacy achievement data using the Acuity Report (ARIS), and disaggregate data by major student subgroups --- Students with Disabilities, ELLs, ELLs with IEPs, General Education. Use quantitative and qualitative data to monitor and evaluate the effectiveness of literacy instruction delivery.  Responsible Staff: Principal, Literacy A.P., Lead Teacher, Data Specialist, AIS Teacher, all staff --- <i>ongoing from 9/10 to 6/11.</i></li> <li>• Mastering the Essentials (Teaching Matters) will be used to identify the needs of individual classes and students, as well as groups of students with varying abilities, and employ strategies that meet their academic needs.  Responsible Staff: Principal, Literacy A.P., Lead Teacher, TM Consultant /Specialist, AIS Teacher, all staff --- <i>ongoing from 9/10 to 6/11.</i></li> <li>• LeAp (Learning through an Expanded Arts Program), DOE grant that is based on the Embedded Embodied Cognitive Theory of Learning, will implement arts integration with instructional ELA and social studies using varied intervention strategies.  Responsible Staff: Principal, Assistant Principals, LeAp Consultant, selected staff --- <i>ongoing from 11/10 to 5/11.</i></li> <li>• ELA Inquiry Team will provide support by examining the performance trends of low performing students in all grade levels. The goal is to implement instructional strategies that will raise the performance bar of all students.  Responsible Staff: Principal, Literacy A.P., Lead Teacher, Data Specialist, all staff --- <i>ongoing from 9/10 to 6/11.</i></li> <li>• Needs assessment will be generated to examine 3-year performance trends and patterns in Literacy, disaggregated by grade and subgroups for all students. Specific areas of strengths and weaknesses will be identified, using item skills analysis. We will assess the impact of other areas related to student achievement, such as attendance,</li> </ul>

	<p>health, parent involvement, support services, school climate/structure/organization/facilities, and develop resolutions to causal/contributing factors that hinder success in the learning process. Responsible Staff: Principal, Assistant Principals, Data Specialist, SBST providers, Parent Coordinator, Guidance Counselors, Attendance Teacher, AIS providers, all staff --- <i>ongoing from 9/10-6/11.</i></p> <ul style="list-style-type: none"> <li>• The staff will be provided with ongoing training and data-informed professional development in order to ensure the effective implementation of 'best practices' in ELA instruction. Responsible Staff: Principal, Assistant Principals, Coaches, Lead Teachers, Consultants (AUSSIE, Network ELL Consultant), all staff --- <i>ongoing from 9/10-6/11.</i></li> <li>• After School Programs will support the students' learning, such as SASF and Edison Learning. Both programs will provide activities for skills reinforcement and/or enrichment 3 times a week-3hours each day through SES funding. Both will be monitored and supervised by the Principal and Assistant Principals. --- <i>ongoing from 9/10 to 6/11</i></li> <li>• Common planning sessions will include analysis of student work based on the NYS scoring rubric in order to determine the next steps and make decisions in modifying curriculum maps and instructional approaches. Responsible Staff: Principal, Asst. Principal (in-charge of ELA), Lead Teacher, all staff -- <i>ongoing from 9/10-6/11.</i></li> <li>• Saturday Academy will be offered to all students in ELA, Mathematics, Science and Social Studies in an integrated curriculum in order to prepare them for the NYS tests. Responsible Staff: Principal, Assistant Principal, Selected Staff --- <i>ongoing from 10/10 to 5/11 (9:00 A.M. – 1:00 P.M.)</i></li> <li>• Academic Intervention Services implementation, in which small group pull-out/push-in model will be used for instruction. Responsible Staff: Assistant Principal (in-charge of AIS), AIS teachers, AIS providers---<i>ongoing from 9/10 to 6/11.</i></li> <li>• Continue to develop home-school connection, specifically pertaining to student goals, in order for parents to become increasingly involved in their children's education. Responsible Staff: Principal, Assistant Principals, Parent Coordinator, all staff --- <i>ongoing from 9/10 to 6/11.</i></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>• DINI Grant</li> <li>• C4E funding (for AIS)</li> <li>• Title I, Tax Levy</li> <li>• Title I PD</li> <li>• Tax Levy – Lead Teachers, Data Specialist, Asst. Principal</li> </ul>

	<ul style="list-style-type: none"> <li>• Title I AARA – Asst. Principal</li> <li>• 21<sup>st</sup> Century Grant Funding</li> <li>• Title I - Consultant</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>• Acuity Reports – ITA and Predictive that are administered 3 times during the year (November 2010-June 2011)</li> <li>• Improved test scores on the NYS ELA Examinations – April 2011</li> <li>• Additional credit evident on the NYC Progress Report 2010-11 for exemplary gains among high need students (from 0.0% to 3%)</li> <li>• Report card growth – 4 times yearly (November 2010, February 2010, April 2011 and June 2011)</li> <li>• Student folder/portfolio assessments, Exit Projects, teacher-made tests, Unit Tests --- <i>ongoing from 9/10 to 6/11</i></li> <li>• Improvement as indicated on the annual NYS Report Card 2010-11</li> <li>• Increased parental involvement</li> <li>• Outcomes of Inquiry Team action research</li> <li>• Alignment between the academic &amp; behavioral performance in the IEPs and the instructional &amp; related services goals, as thus meeting SED certification mandates</li> </ul>

**Subject/Area (where relevant):** ELA: ELLs/ESL

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To accelerate the acquisition of English by English Language Learners through a highly structured standards-based curriculum.</p> <p>By June 2011 the percentage of students attaining at least one higher level of proficiency will increase from 20% to 25% as measured by the NYSESLAT 2010.</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>• Conduct a comprehensive review, analysis and interpretation of students’ literacy achievement data using the Acuity Report (ARIS), and disaggregate data by major student subgroups --- ELLs and ELLs with IEPs. Use quantitative and qualitative data to monitor and evaluate the effectiveness of literacy instruction delivery. Responsible Staff: Principal, Literacy A.P., Lead Teacher, Data Specialist, AIS Teacher, all staff --- <i>ongoing from 9/10 to 6/11.</i></li> <li>• Mastering the Essentials (Teaching Matters) will be used to identify the needs of individual classes and students, as well as groups of students with varying abilities, and employ strategies that meet their academic needs. Responsible Staff: Principal, Literacy A.P., Lead Teacher, TM Consultant /Specialist, AIS Teacher, all staff --- <i>ongoing from 9/10 to 6/11.</i></li> <li>• LeAp (Learning through an Expanded Arts Program), DOE grant that is based on the Embedded Embodied Cognitive Theory of Learning, will implement arts integration with instructional ELA and social studies using varied intervention strategies. Responsible Staff: Principal, Assistant Principals, LeAp Consultant, selected staff --- <i>ongoing from 11/10 to 5/11.</i></li> <li>• ELA Inquiry Team will provide support by examining the performance trends of low performing students in all grade levels. The goal is to implement instructional strategies that will raise the performance bar of all students. Responsible Staff: Principal, Literacy A.P., Lead Teacher, Data Specialist, all staff --- <i>ongoing from 9/10 to 6/11.</i></li> <li>• Needs assessment will be generated to examine 3-year performance trends and patterns in Literacy, disaggregated by grade and subgroups (Bilingual, ESL, ELLs with IEPs) for all students. Specific areas of strengths and weaknesses will be identified, using item skills analysis. We will assess the impact of other areas related to student achievement, such as attendance, health, parent involvement, support services, school climate/structure/organization/facilities, and develop resolutions to causal/contributing factors that hinder success in the learning process.</li> </ul>

	<p>Responsible Staff: Principal, Assistant Principals, Data Specialist, SBST providers, Parent Coordinator, Guidance Counselors, Attendance Teacher, AIS providers, all staff --- <i>ongoing from 9/10-6/11.</i></p> <ul style="list-style-type: none"> <li>• The staff will be provided with ongoing training and data-informed professional development in order to ensure the effective implementation of 'best practices' in ELA instruction.</li> </ul> <p>Responsible Staff: Principal, Assistant Principals, Coaches, Lead Teachers, Consultants (AUSSIE, Network ELL Consultant), all staff --- <i>ongoing from 9/10-6/11.</i></p> <ul style="list-style-type: none"> <li>• After School Programs will support the students' learning, such as SASF and Edison Learning. Both programs will provide activities for skills reinforcement and/or enrichment 3 times a week-3hours each day through SES funding. Both will be monitored and supervised by the Principal and Assistant Principals. --- <i>ongoing from 9/10 to 6/11</i></li> <li>• Common planning sessions will include analysis of student work based on the NYS scoring rubric in order to determine the next steps and make decisions in modifying curriculum maps and instructional approaches.</li> </ul> <p>Responsible Staff: Principal, Asst. Principal (in-charge of ELA), Lead Teacher, all staff -- <i>ongoing from 9/10-6/11.</i></p> <ul style="list-style-type: none"> <li>• Saturday Academy will be offered to all students in ELA, Mathematics, Science and Social Studies in an integrated curriculum in order to prepare them for the NYS tests.</li> </ul> <p>Responsible Staff: Principal, Assistant Principal, Selected Staff --- <i>ongoing from 10/10 to 5/11 (9:00 A.M. – 1:00 P.M.)</i></p> <ul style="list-style-type: none"> <li>• Academic Intervention Services implementation, in which small group pull-out/push-in model will be used for instruction.</li> </ul> <p>Responsible Staff: Assistant Principal (in-charge of AIS), AIS teachers, AIS providers--- <i>ongoing from 9/10 to 6/11.</i></p> <ul style="list-style-type: none"> <li>• Continue to develop home-school connection, specifically pertaining to student goals, in order for parents to become increasingly involved in their children's education.</li> </ul> <p>Responsible Staff: Principal, Assistant Principals, Parent Coordinator, all staff --- <i>ongoing from 9/10 to 6/11.</i></p>
<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>• DINI Grant</li> <li>• C4E funding (for AIS)</li> <li>• Title 1, Tax Levy</li> <li>• Title I PD</li> <li>• Tax Levy – Lead Teachers, Data Specialist, Asst. Principal</li> <li>• 21<sup>st</sup> Century Grant Funding</li> <li>• Title I AARA – Asst. Principal</li> </ul>

	<ul style="list-style-type: none"> <li>• Title I – Consultant</li> <li>• Title III – Immigrant</li> <li>• Title III – LEP</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>• Acuity Reports – ITA and Predictive that are administered 3 times during the year (November 2010-June 2011)</li> <li>• Improved test scores on the NYS ELA Examinations – April 2011</li> <li>• Improved test scores on the NYSESLAT, as evidenced by one level increase in proficiency (April - May 2011)</li> <li>• Increased percentage of students at 75<sup>th</sup> percentile or higher as indicated on the NYC Progress Report 2010-11 (64.9% to 70%)</li> <li>• Report card growth – 4 times yearly (November 2010, February 2010, April 2011 and June 2011)</li> <li>• Student folder/portfolio assessments, Writing Projects, Exit Projects, teacher-made tests, Unit Tests --- ongoing from 9/10 to 6/11</li> <li>• Improvement as indicated on the annual NYS Report Card 2010-11 (meeting AYP in ELA)</li> <li>• Increased parental involvement</li> <li>• Outcomes of Inquiry Team action research</li> <li>• Agendas, sign-in-sheets, logs of assistance, classroom visit documentation and observation reports for evidence of ongoing, systemic professional development</li> </ul>

**Subject/Area (where relevant):** All Content Areas: Data Analysis and Interpretation

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All teachers will receive increased professional development in data analysis and interpretation so that these can form the basis in planning their lessons and designing learning activities more effectively.</p> <p>By June 2011 100% of the teachers will be able to show evidence of deeper understanding and analyzing of data to track student progress.</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>• Conduct a comprehensive review, analysis and interpretation of students' literacy achievement data using the Acuity Report (ARIS), and disaggregate data by major student subgroup --- Self-Contained Special Education Students. Use quantitative and qualitative data to monitor and evaluate the effectiveness of literacy instruction delivery. Responsible Staff: Principal, Literacy A.P., Lead Teacher, Data Specialist, AIS Teacher, all staff --- <i>ongoing from 9/10 to 6/11.</i></li> <li>• Mastering the Essentials (Teaching Matters) will be used to identify the needs of individual students, as well as groups of students with disabilities, and employ strategies that meet their academic needs. Responsible Staff: Principal, Literacy A.P., Lead Teacher, TM Consultant /Specialist, AIS Teacher, all staff --- <i>ongoing from 9/10 to 6/11.</i></li> <li>• LeAp (Learning through an Expanded Arts Program), DOE grant that is based on the Embedded Embodied Cognitive Theory of Learning, will implement arts integration with instructional ELA and social studies using varied intervention strategies. Responsible Staff: Principal, Assistant Principals, LeAp Consultant, selected staff --- <i>ongoing from 11/10 to 5/11.</i></li> <li>• Inquiry Team will provide support by examining the performance trends of low performing students in all grade levels. The goal is to implement instructional strategies that will raise the performance bar and close the achievement gap of students with disabilities. Responsible Staff: Principal, Literacy A.P., Lead Teacher, Data Specialist, all staff --- <i>ongoing from 9/10 to 6/11.</i></li> <li>• Needs assessment will be generated to examine 3-year performance trends and patterns in Literacy, disaggregated by grade for students with disabilities. Specific areas of strengths and weaknesses will be identified, using item skills analysis. We will</li> </ul>

	<p>assess the impact of other areas related to student achievement, such as attendance, health, parent involvement, support services, school climate/structure/organization/facilities, and develop resolutions to causal/contributing factors that hinder success in the learning process. Responsible Staff: Principal, SBST providers, Parent Coordinator, Guidance Counselors, Attendance Teacher, AIS providers, all staff --- <i>ongoing from 9/10-6/11.</i></p> <ul style="list-style-type: none"> <li>• The staff will be provided with ongoing training and data-informed professional development in order to ensure the effective implementation of 'best practices'. Responsible Staff: Principal, Assistant Principals, Coaches, Lead Teachers, Consultants (AUSSIE, Network ELL Consultant), all staff --- <i>ongoing from 9/10-6/11.</i></li> <li>• After School Programs will support the students' learning, such as SASF and Edison Learning. Both programs will provide activities for skills reinforcement and/or enrichment 3 times a week-3hours each day through SES funding. Both will be monitored and supervised by the Principal and an Assistant Principal --- <i>ongoing from 9/10 to 6/11</i></li> <li>• IEPs will be reviewed and restructured in accordance with SED mandated format/procedures, as well as done in a timely fashion, to ensure that they are written in a cohesive and comprehensible manner in order to maximize learning. Responsible Staff: Principal, Asst. Principal (in-charge of Sp. Ed.), IEP Teacher, Related Services, SBST, all staff --- <i>ongoing from 9/10-6/11.</i></li> <li>• Saturday Academy will be offered to all students in ELA, Mathematics, Science and Social Studies in an integrated curriculum in order to prepare them for the NYS tests. Responsible Staff: Principal, Assistant Principal, Selected Staff --- <i>ongoing from 10/10 to 5/11 (9:00 A.M. – 1:00 P.M.)</i></li> <li>• Academic Intervention Services implementation, in which small group pull-out/push-in model will be used for instruction based on data and needs assessments. Responsible Staff: Assistant Principal (in-charge of AIS), AIS teachers, AIS providers---<i>ongoing from 9/10 to 6/11.</i></li> <li>• Continue to develop home-school connection (specifically pertaining to student goals) in order for parents to become increasingly involved in their children's education. Responsible Staff: Principal, Assistant Principals, Parent Coordinator, SBST providers, all staff --- <i>ongoing from 9/10 to 6/11.</i></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>• DINI Grant</li> <li>• C4E funding (for AIS)</li> <li>• Title 1, Tax Levy</li> <li>• Title I PD</li> <li>• Tax Levy – Lead Teachers, Data Specialist, Asst. Principal</li> <li>• 21<sup>st</sup> Century Grant Funding</li> </ul>

	<ul style="list-style-type: none"> <li>• Title I AARA – Asst. Principal</li> <li>• Title I - Consultant</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>• Acuity Reports – ITA and Predictive that are administered 3 times during the year (November 2010-June 2011)</li> <li>• Improved test scores on the NYS ELA Examinations – April 2011</li> <li>• Additional credit evident on the NYC Progress Report 2010-11 for exemplary gains among high need students (from 0.0% to 3%)</li> <li>• Report card growth – 4 times yearly (November 2010, February 2010, April 2011 and June 2011)</li> <li>• Student folder/portfolio assessments, Exit Projects, teacher-made tests, Unit Tests --- <i>ongoing from 9/10 to 6/11</i></li> <li>• Improvement as indicated on the annual NYS Report Card 2010-11</li> <li>• Increased parental involvement</li> <li>• Outcomes of Inquiry Team action research</li> <li>• Alignment between the academic &amp; behavioral performance in the IEPs and the instructional &amp; related services goals, as thus meeting SED certification mandates</li> </ul>

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the performance of students on the proficiency level in Math through a highly structured standards-based curriculum.</p> <p>By June 2011 the number of students who achieve a minimum of one year progress in mathematics on the 2010-2011 Progress Report will increase by 10%.</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>• Conduct a comprehensive review, analysis and interpretation of students' literacy achievement data using the Acuity Report (ARIS), and disaggregate data by major student subgroup --- Self-Contained Special Education Students. Use quantitative and qualitative data to monitor and evaluate the effectiveness of literacy instruction delivery. Responsible Staff: Principal, Literacy A.P., Lead Teacher, Data Specialist, AIS Teacher, all staff --- <i>ongoing from 9/10 to 6/11.</i></li> <li>• Mastering the Essentials (Teaching Matters) will be used to identify the needs of individual students, as well as groups of students with disabilities, and employ strategies that meet their academic needs. Responsible Staff: Principal, Literacy A.P., Lead Teacher, TM Consultant /Specialist, AIS Teacher, all staff --- <i>ongoing from 9/10 to 6/11.</i></li> <li>• LeAp (Learning through an Expanded Arts Program), DOE grant that is based on the Embedded Embodied Cognitive Theory of Learning, will implement arts integration with instructional ELA and social studies using varied intervention strategies. Responsible Staff: Principal, Assistant Principals, LeAp Consultant, selected staff --- <i>ongoing from 11/10 to 5/11.</i></li> <li>• Inquiry Team will provide support by examining the performance trends of low performing students in all grade levels. The goal is to implement instructional strategies that will raise the performance bar and close the achievement gap of students with disabilities. Responsible Staff: Principal, Literacy A.P., Lead Teacher, Data Specialist, all staff --- <i>ongoing from 9/10 to 6/11.</i></li> <li>• Needs assessment will be generated to examine 3-year performance trends and patterns in Literacy, disaggregated by grade for students with disabilities. Specific areas of strengths and weaknesses will be identified, using item skills analysis. We will assess the impact of other areas related to student achievement, such as attendance, health, parent involvement, support services, school</li> </ul>

	<p>climate/structure/organization/facilities, and develop resolutions to causal/contributing factors that hinder success in the learning process. Responsible Staff: Principal, SBST providers, Parent Coordinator, Guidance Counselors, Attendance Teacher, AIS providers, all staff --- <i>ongoing from 9/10-6/11.</i></p> <ul style="list-style-type: none"> <li>• The staff will be provided with ongoing training and data-informed professional development in order to ensure the effective implementation of 'best practices'. Responsible Staff: Principal, Assistant Principals, Coaches, Lead Teachers, Consultants (AUSSIE, Network ELL Consultant), all staff --- <i>ongoing from 9/10-6/11.</i></li> <li>• After School Programs will support the students' learning, such as SASF and Edison Learning. Both programs will provide activities for skills reinforcement and/or enrichment 3 times a week-3hours each day through SES funding. Both will be monitored and supervised by the Principal and an Assistant Principal --- <i>ongoing from 9/10 to 6/11</i></li> <li>• IEPs will be reviewed and restructured in accordance with SED mandated format/procedures, as well as done in a timely fashion, to ensure that they are written in a cohesive and comprehensible manner in order to maximize learning. Responsible Staff: Principal, Asst. Principal (in-charge of Sp. Ed.), IEP Teacher, Related Services, SBST, all staff --- <i>ongoing from 9/10-6/11.</i></li> <li>• Saturday Academy will be offered to all students in ELA, Mathematics, Science and Social Studies in an integrated curriculum in order to prepare them for the NYS tests. Responsible Staff: Principal, Assistant Principal, Selected Staff --- <i>ongoing from 10/10 to 5/11 (9:00 A.M. – 1:00 P.M.)</i></li> <li>• Academic Intervention Services implementation, in which small group pull-out/push-in model will be used for instruction based on data and needs assessments. Responsible Staff: Assistant Principal (in-charge of AIS), AIS teachers, AIS providers---<i>ongoing from 9/10 to 6/11.</i></li> <li>• Continue to develop home-school connection (specifically pertaining to student goals) in order for parents to become increasingly involved in their children's education. Responsible Staff: Principal, Assistant Principals, Parent Coordinator, SBST providers, all staff --- <i>ongoing from 9/10 to 6/11.</i></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>• DINI Grant</li> <li>• C4E funding (for AIS)</li> <li>• Title 1, Tax Levy</li> <li>• Title I PD</li> <li>• Tax Levy – Lead Teachers, Data Specialist, Asst. Principal</li> <li>• 21<sup>st</sup> Century Grant Funding</li> <li>• Title I AARA – Asst. Principal</li> <li>• Title I - Consultant</li> </ul>

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

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

- Acuity Reports – ITA and Predictive that are administered 3 times during the year (November 2010-June 2011)
- Improved test scores on the NYS ELA Examinations – April 2011
- Additional credit evident on the NYC Progress Report 2010-11 for exemplary gains among high need students (from 0.0% to 3%)
- Report card growth – 4 times yearly (November 2010, February 2010, April 2011 and June 2011)
- Student folder/portfolio assessments, Exit Projects, teacher-made tests, Unit Tests --- *ongoing from 9/10 to 6/11*
- Improvement as indicated on the annual NYS Report Card 2010-11
- Increased parental involvement
- Outcomes of Inquiry Team action research
- Alignment between the academic & behavioral performance in the IEPs and the instructional & related services goals, as thus meeting SED certification mandates



## **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	63	47	60	58	22	2	0	1
7	28	19			47	2	0	0
8	54	41			4	2	0	2
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.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>-Level 1,2, and low 3 students receive small group instruction in literacy during the extended day period.</li> <li>-Reduced class size</li> <li>-Teen Biz (Achieve 3000)</li> <li>-Wilson program for students needing phonics reinforcement.</li> <li>-Individual conferencing during guided and independent reading</li> <li>-Four running record administration</li> <li>-After school Extended Period program provides small group instruction in test sophistication skills and strategies</li> <li>-Small group instruction during Saturday Academy focusing on applying test sophistication strategies to specific reading skills</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>-Level 1, 2, and low 3 students receive small group instruction in math during the extended day period.</li> <li>-Reduced class size</li> <li>-Aha Math!, a technology based program</li> <li>-Math Journals and individual conferencing</li> <li>-Peer partner pairs based on levels: highs paired with lows</li> <li>-Saturday Academy program provides small group instruction in test sophistication skills and strategies</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>-AIS intervention is a Tier 1 intervention conducted by the teacher in class during the day.</li> <li>-During literacy, teachers reinforce science content by using reading strategies taught during the literacy block.</li> <li>-science related trade novels in various levels</li> <li>-differentiated, hands on instruction to reinforce learning objectives</li> <li>-Reduced Class Size</li> </ul>

<b>Social Studies:</b>	<p>-AIS intervention is a Tier 1 intervention conducted by the teacher in class during the day.</p> <p>-Social studies teachers use literacy block components such as read aloud for text that may be at frustration level for some.</p> <p>-Social Studies based trade books in varied levels.</p> <p>-extensive usage of maps, easy leveled text, videos, and audio cds</p> <p><b>Reduced Class Size</b></p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>At-risk service is provided by our Guidance Counselors on a regular basis to students identified as at-risk. Periodic assessment of their performance is conducted and counseling service is adjusted accordingly. This service is provided during the day.</p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p>At-risk service is provided by our school Psychologist on a regular basis to students identified as at-risk. Periodic assessment of their performance is conducted and counseling service is adjusted accordingly. This service is provided during the day.</p>
<b>At-risk Services Provided by the Social Worker:</b>	<p>At-risk service is provided by our Social Worker on a regular basis to students identified as at-risk. Periodic assessment of their performance is conducted and counseling service is adjusted accordingly. This service is provided during the day.</p>
<b>At-risk Health-related Services:</b>	<p>Nurse provides information to students with diabetes and severe asthma.</p>

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

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

**Form TIII – A (1)(a)**

**Grade Level(s)** \_\_\_\_\_ **Number of Students to be Served:** \_\_\_\_\_ **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** \_\_\_\_\_ **Other Staff (Specify)** \_\_\_\_\_

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

**Title III, Part A LEP Program**

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

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**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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**Form TIII – A (1)(b)**

School: 07X151 BEDS Code: 320700010151

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$5,987	60 hours of per session for ESL and Bilingual teachers to support ELLs: 60 hours x \$49.89 (current teacher per session rate with fringe) = \$5,987.00
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$6,872	Consultant, Mr. Shane Purse, working with teachers and administrators 2 days a week on curriculum development
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2,141	Leveled books and test-prep materials
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$15,000	

### **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.

Intermediate School 151 has a population of mostly English and Spanish speaking students and parents. Majority of the school's staff members are fluent in Spanish: the secretary, the Parent Coordinator, two guidance counselors, one Assistant Principal, and several teachers, paraprofessionals and school aides. Written translations have been completed by our secretary, guidance counselor, Assistant Principal and/or the Native Language Arts teachers.

A few students and their parents speak and write only in Wolof or Arabic, and when the need arises for translation services, identified students who are fluent in both Wolof/Arabic and English will be requested to do the translation for I.S. 151.

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 translation services of the school for Spanish are sufficient and the results will be provided to the school community, especially the parents, through the school web site, letters and the Parent Handbook.

#### **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.

As noted above, all translation services have been provided by school personnel. All letters sent home will be translated into Spanish, Wolof (Google translator) and Arabic (Google translator). I.S. 151 has sufficient staff capable to provide all translation services in Spanish. If there is a need for additional language services, accommodations by a NYCDOE approved vendor will be contracted.

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.

Oral Spanish translation services will be available to parents who need them either in person or via the telephone. I.S. 151 has sufficient staff capable to provide all translation services in Spanish. If there is a need for additional services, accommodations by a NYCDOE approved vendor will be contracted.

A few students and their parents speak and write only in Wolof or Arabic, and when the need arises for translation services, identified students who are fluent in both Wolof/Arabic and English will be requested to do the translation for I.S. 151.

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>.

The school will remain in compliance with Section VII of Chancellor's Regulations A-663 as follows:

- a. The school will post a sign in the Main Office informing parents that translation services are available.
- b. The safety plan will note that parents in need of translation services will not be prevented from reaching the school's administrative offices.
- c. The school will obtain from the translation unit a sign in the translated language of the items detailed in this Regulation.

**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 2010-11:	\$402,919	\$19,029	\$421,948
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,704		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$190	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$19,500		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$951.50	
6. Enter the anticipated 10% set-aside for Professional Development:	\$40,291		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$1,903	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:   100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

## Parent Involvement Policy 2010-11

### **I. General Expectations**

I.S. 151 agrees to implement the following statutory requirements:

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

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

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

1. I.S. 151 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - a. From the school’s Leadership Team
  - b. Through the school’s website
  - c. Through communication with the school’s Parent Coordinator
2. I.S. 151 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - a. From the school’s Leadership team
  - b. Through the school’s website
  - c. Through communication with the school’s Parent Coordinator
3. I.S. 151 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:
  - a. From the school’s Leadership team
  - b. Through the school’s website
  - c. Through communication with the school’s Parent Coordinator
4. I.S. 151 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
  - a. Learning Leaders
  - b. IS 151 Parent Book Club
  - c. School Leadership Team
5. I.S. 151 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
6. I.S. 151 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State’s academic content standards

- ii. the State’s student academic achievement standards
- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - i. Before and after school programs
  - ii. Saturday Academy
  - iii. In school lunch time tutoring
  - iv. Monthly website letter updates
  - v. Weekly school wide parent telephone calls.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
  - i. Parent meetings
  - ii. Parent communication with the Parent Coordinator
  - iii. School Leadership communication
  - iv. Email communication
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
  - i. Learning Leaders
  - ii. Our school’s Parent Book Club
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - i. Monthly translated letters updating school information
  - ii. Weekly translated school wide telephone calls
  - iii. Updated website information

### **III. Discretionary School Parental Involvement Policy Components**

I.S. 151’s Parental Involvement Policy includes activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Leadership Team. This policy was adopted by I.S. 151 on December 1, 2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 5, 2010.\

I.S. 151, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010- 11.

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

##### School Responsibilities

I.S 151 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: **IS 151 will continue to enhance and enrich the skills of its teaching staff through continued differentiated professional development. Instructional materials will continue to be updated in order to remain aligned with the State standards.**
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: **in November and February.**

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: **Report cards will be distributed in November, February and April.**
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: **Staff will be available by appointment during the teachers' preparation periods.**
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: **Parents will contact the Parent Coordinator in order to volunteer or observe their child's class.**
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. 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.
10. 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.
11. 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.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Participating, as appropriate, in decisions relating to my children's education.

- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

- Come to class on time and prepared to fully participate in the instructional process
- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

**SIGNATURES:**

\_\_\_\_\_  
SCHOOL

\_\_\_\_\_  
PARENT(S)

\_\_\_\_\_  
STUDENT

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

**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.

## **I.S. 151X COMPACT**

### THE SCHOOL WILL:

- RESPECT THE STUDENTS AND PARENTS/ CARETAKERS.
- PROVIDE AN ACADEMIC PROGRAM GEARED TO STUDENT'S NEEDS AND ABILITIES, THIS WILL BE STRENGTHENED THROUGH THE DEVELOPMENT OF HIGH-QUALITY CURRICULUM.
- INVOLVE PARENTS/ CARE GIVERS IN ALL ASPECTS OF THE SCHOOL LIFE.
- PROVIDE POSITIVE ROLE MODELS FOR OUR STUDENTS.
- COMMUNICATE WITH FAMILIES ON AN ONGOING BASIS REGARDING STUDENTS' PROGRESS.

### THE HOME WILL:

- SEND THE CHILDREN TO SCHOOL APPROPRIATELY DRESSED IN THEIR UNIFORMS AND PREPARED TO LEARN.
- MAKE CERTAIN CHILDREN READ OR ARE READ TO FOR AT LEAST 15 MINUTES EACH NIGHT.
- ATTEND THE PARENT-TEACHERS CONFERENCE EACH FALL AND SPRING.
- ASSIST CHILDREN WITH HOMEWORK ASSIGNMENTS AND SIGN EACH COMPLETED ASSIGNMENT.

### **To be more specific:**

- 1. You must be in your assigned seat ready to work as soon as the instructional period starts.**
- 2. You must attend your classes. Good attendance is essential for success. Failure to attend any class is considered a cut. Cutting will result in a failing grade on your report card.**
- 3. You must come to school prepared to work. You need a separate black & white notebook for each subject class. You must maintain this book, with a section for homework. A well-maintained book is a key to a good grade. Failure to bring and use this notebook will result in a failing grade on your report card.**

4. You are expected to participate in each subject class. Get involved- respond when called upon and volunteer.
5. You must complete all of your homework assignments on time. Doing homework is necessary in order to fully understand the subject matter. Absence is not an excuse for not doing homework. Failure to do homework will result in a failing grade on your report card.
6. You must earn a passing grade on your exams, including quizzes, tests, mid terms, finals and standardized exams. Exams evaluate whether you have learned the subject matter. Failure to earn passing grades on exams will result in a failing grade on your report card.
7. You must complete all assigned projects (including exit projects). Projects are an integral part of the class. Failure to complete projects will result in a failing grade on your report card.
8. You must wear your uniform daily. The uniform consists of the khaki shirt, detailing your academy- blue for law; maroon for science; dark blue pants, (Blue jeans are acceptable), blue skirts. Boys have to wear ties with their shirts- navy blue for law; maroon for science.
9. You must adhere to all of IS 151X's rules regarding discipline and behavior when you are anywhere in the 151 building.

Your grade will be based on homework, class work, tests, projects, notebook and attendance. You must perform satisfactorily in all of these areas. You must strive for the highest possible grade. A 65% means that you have learned less than half of what you should have learned.

### ***I.S.151X Student-Teacher- Parent Contract 2008- 2009***

***Each student should be helped to reach his/her highest potential for intellectual, emotional and physical growth. To achieve this, the home and school must work together by recognizing and agreeing upon the responsibilities of each party in the learning process.***

As a student, I will be responsible for:

- Showing respect and cooperating with all adults at the school.
- Respecting the rights of others to learn without disruption.
- Showing respect for people and property by not using profanity, stealing or vandalizing.
- Coming to class on time, prepared to learn with all necessary materials everyday, no excuses allowed. You must be in your assigned seat ready to work as soon as the instructional period starts. You must attend your classes. Good attendance is essential for success. Failure to attend any class is considered a cut. Cutting will result in a failing grade on your report card.
- Completing all assignments to the best of my ability everyday. You are expected to participate in each subject class. Get involve -- respond when called upon and volunteer. You must earn a passing grade on your exams, including quizzes, tests, mid terms, finals and standardized exams. Exams evaluate whether you have learned the subject matter. Failure to earn passing grades on exams will result in a failing grade on your report card. You must complete all assigned projects (including exit projects). Projects are an integral part of the class. Failure to complete projects will result in a failing grade on your report card.
- You must wear your uniform daily. The uniform consists of the light gray shirt, detailing your school's name/logo.
- Practicing the rules in the Code of Student Conduct, hereby called The Twelve Non-Negotiables, as well as all other school policies which includes no cell phones, no game boys or other electronic hand held devices.
- Spending time at home on doing homework, daily studying and reading at least 15 minutes a day. Complete all of your homework assignments on time. Doing homework is necessary in order to fully understand the subject matter. Absence is not an excuse for not doing homework. Failure to do homework will result in a failing grade on your report card.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**As a teacher, I will be responsible for:**

- Providing instruction that will motivate and encourage my students.
- Providing a safe and positive atmosphere for learning.
- Explaining assignments so that my students have a clear understanding.
- Supplying clear evaluations of student progress to students and parents.
- Providing an instructional environment, which includes a variety of strategies that demonstrates growth for each individual student.

Homeroom Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's advisor's signature \_\_\_\_\_ Date \_\_\_\_\_

E.L.A. Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Math Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Social Studies Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Science Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Foreign Language Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Music/Art Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Health/Phys. Ed.'s Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a School wide 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.

In March a needs assessment survey was distributed to staff, parents, and some students. The survey asked the participants to provide input as to the status of the instructional program. It also requested suggestions on how improvements could be implemented. Parents were also asked to assess the current parent involvement program at the school and to provide suggestions and strategies for improvement. Selected students were asked to provide feedback involving their perceptions of positive and negative aspects of the school. Finally, a team of teachers and administrators reviewed and analyzed the available student test data and work samples to assess needs in order to develop new strategies.

2. School-wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

I.S. 151 has continued to increase the number of leveled libraries in all literacy classrooms to provide our students with the opportunity to increase reading and writing volume, fluency and comprehension. We have provided students with ongoing assessments in all major subject areas. Periodic re-evaluation of assessment is performed by teachers, coaches, instructional cabinet and Inquiry Team members. The evaluation of the assessments allows the staff to conduct research, establish and implement new and innovative instructional methodologies and utilize effective instructional tools and strategies. By doing so, we are able to meet the different learning styles of our students, and align our curriculum and instruction to the standards. A vigorous test sophistication component has been fully established in the subject areas, particularly in literacy and math. The staff is also provided with the opportunity to plan the units collaboratively with the facilitation of expert coaches, lead teachers and consultants. This collaboration provides the staff with the opportunity to share their expertise and create a curriculum that would differentiate instruction, as thus meet the needs of all students, especially those in the ELL and SWD population. The staff is in the process of aligning the curricula to the Common Core State Standards.

The school implements a reduced class size model. Reducing the teacher-student ratio provides opportunities for more personalized instruction and reduces classroom management issues. Teachers are able to create a more student-centered instructional environment that is conducive to learning.

Grade advisors are assigned to provide support to at-risk students who are experiencing academic and/or behavioral issues.

- 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 School wide 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.

In order to increase the amount and quality time spent on learning we have provided our students with programs during, before and after school, targeting the students with deficiencies in learning math and reading skills. Teachers and students are also provided with time on task during school with 10 periods of math and literacy. Targeted at-risk students are provided with a pull out small

group instruction especially in mathematics. We have re-grouped our bilingual classes according to their English Language proficiency levels to help differentiate instruction and meet their immediate needs.

In order to provide our students with an enriched and accelerated curriculum, we have established a balanced structure in the classrooms where learning, either through direct or indirect instruction, and creative problem solving becomes an integral part of teaching and learning. We have established separate curriculum teams in literacy and math. Each team is able to assess, monitor and plan units of studies that encompass all learning process to include the special needs of the ELL and Special Education population. Consultants are also part of our academic team so as to provide teachers with targeted professional development in their subject areas. The curriculum is presently being aligned to the Common Core State Standards. In addition, increased hands-on lab work opportunities are provided in all subject areas. The Assistant Principal and Lead Teachers perform ongoing model lessons, and teachers are given the opportunity to visit the lead teacher's model classroom to learn best practice. Math teachers are also provided with expert coaching and given the opportunity to see how to use and involve students in the use of manipulative, higher-order thinking questioning and small group instruction in the classrooms. In science and social studies, educational research field trips have increased the opportunity for students to gain new understanding of how applied science and social studies works. The staff is also provided with rigorous staff development in house and out of school to help meet the academic challenges that the students face. We provide them with the tools necessary to connect the work they do in school with the world in which they live in. Consultants provide teachers with intensive professional development on curriculum development, implementation of the workshop model for instruction, use of various forms of assessment, as well as rubric development, comprehension and implementation. An in-house data specialist provides all teachers with intensive training on ARIS, Acuity, Predictive, ITA collection, evaluation, analysis and application. We have expanded our Inquiry Team practice into the multiple IT model, in which all teachers are placed in teams to get involved in the process.

To meet the educational needs of historically underserved population, we have implemented differentiated instruction to meet the needs of all students, especially those who are low performers and/or are part of the ELL and Special Education population. Intensive training in all subject areas is provided to the staff in the form of workshop/training sessions, curriculum planning teams, peer coaching and individual coaching. Using the Title III LEP grant, an after-school program has been established to provide extra instruction to students who are non-speakers of English.

The 37 ½ minutes has also been utilized to target at-risk students and provide them with small group instruction. At-risk counseling and resource instruction is also provided to targeted low level achievers. There are a number of after school programs that provide supplemental help in literacy and math, and priority is given to low academic students. Moreover, Extended Period on Thursdays is scheduled for teacher team meetings, with the purpose of conducting interdisciplinary planning. Added to the school's curriculum is Art in Literacy, which offers the students the opportunity to express themselves artistically through literature.

### 3. Instruction by highly qualified staff.

The teaching credentials of staff working at I.S. 151 will meet the requirements established by the NCLB legislation to ensure that they are “highly qualified”. The resources of the NYCDOE will be utilized to fill all vacancies so that all newly hired staff will be processed by the Human Resources Office to ensure that all staff members satisfy NCLB mandates.

Staff from I.S. 151 has been selected from DOE Job Fair candidates. In addition, outreach is made to Teach for America and the Teaching Fellows in order to find certified staff. Current staff members have received intensive professional development, and the new staff members also receive mentoring. In addition to in-house staff development/ training offerings, teachers receive support from AUSSIE and other consultants (Teaching Matters, Aha Math!, Rosetta Stone, Successful Learning Group, etc.), NYCDOE coaches in Literacy, Mathematics and other content areas, and Network Instructional Support.

As required by the NCLB, I.S. 151 will ensure that high qualified teachers possess a deep knowledge of the subjects they teach, demonstrate the teaching skills necessary to help all students achieve high standards, create a positive learning environment, use a variety of assessment strategies to diagnose and respond to individual learning needs, integrate technology into curriculum to support student learning, collaborate with colleagues, parents, and community members and other educators, reflect on their practices in order to improve future teaching and student learning, pursue professional growth into both content and pedagogy, and instill a passion for learning in students. Every teacher will exhibit evidence of firm understanding of how students learn through the implementation of diverse strategies in classroom instruction. Data-driven instruction will be implemented so that a comprehensive analysis of various forms of assessment is conducted so as to effect improvement in student performance, as evidenced by increased student motivation and achievement.

### 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 School wide Program to meet the State’s student academic standards.

Our staff is provided with intensive in-house differentiated staff development, in which the staff is given training and professional development in their areas of need. Staff members are sent to outside staff development workshops/conferences and other schools for intervisitations, or are trained/coached by contracted consultants. The focus of our staff development is to maintain curriculum & instruction alignment with the standards (CCSS), improve our teaching methodologies and develop a thorough understanding on how to use effectively Acuity and ARIS data system management as tools for planning & instruction.

To improve teacher knowledge in one or more subjects they teach, increase skills in methods for improving student behavior, or learn how to teach students with disabilities, and coping with their students' language learning barriers, I.S. 151 will ensure the implementation of the following key elements in effective professional development:

- Various learning activities are referenced to student learning;
- Use of data to make decisions about the content and type of activities that constitute professional development;
- Tasks and activities that are based on research-validated practices;
- Placing subject matter mastery a top priority;
- Provision of a long-term plan that enhances a focused and ongoing professional development with time well allocated;
- Evaluation of any forms of professional development, focusing on activities that address the State and City standards, assessment, and the curriculum.

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

I.S. 151 attends all borough-wide recruitment events. In addition, the Human Resources Office of Recruitment identifies vacancies at the school and refers potential candidates for interview. As part of the Teachers for Tomorrow program, candidates are informed of bonus payments for further graduate study that are made available to I.S. 151 staff.

I.S. 151 will focus on these areas to attract and retain highly qualified teachers: certification reform, professional development, compensation strategies, and recruitment ideas. Our goal is to reduce barriers and increase standards, which means that teachers will be directed to diverse routes to being licensed, such as the idea of considering alternative certification for people entering the field of teaching. Ongoing, meaningful, systemic, and sustained professional development will be provided so as to give teachers the opportunities to grow personally and professionally. Highly qualified teachers will receive recommendations to pursue higher education through programs that support their efforts with financial assistance, as well as the availability of resources to furthering their advancement in their chosen fields of specialization.

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

I.S. 151 continues to strive in increasing parental involvement in the school. For the 2010-11 school year, the PA has an elected president and other officials who are also district executive board members. Under the leadership of the Parent Coordinator, the PA has begun to develop a yearlong calendar of events that will promote increased parental involvement. Some strategies are, as follows:

- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
  - Provide parents with frequent reports on their children's progress.
  - Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as often as possible.
  - Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
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.

I.S. 151 has established an Academic Intervention Team (AIT) and an Inquiry Team to ensure that at-risk students are identified and an academic plan is created and implemented for these students. Classroom teachers are invited to speak at these meetings during the evaluation process. Teachers comprise a majority of members of the committee and our Chairperson is a teacher. In addition, the results of the Predictive, ITA or School Related Assessments are provided to the staff and the teachers use the data to inform their instructional practices accordingly.

Other measures to include teachers in the above activities are: increased communication with parents; workshops of diverse topics; progress reports issued periodically; time allocated for collaborative planning; participation of content area leaders in cabinet meetings and other conferences involving decision-making processes.

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.

Student scores are distributed to all staff before the first day of school. This provides staff with an overview of student abilities and the opportunity to meet with the administration, coaches and consultants to discuss the data and develop an action plan. A reading assessment is made of all students in order to assign leveled books utilizing the Fountas and Pinnell system, and WRAP. A mathematics inventory is also administered. Students identified as needing support are programmed to attend the extended period program. The AIT screens students and assigns a regular day AIS support. This included a pull out program or a mathematics support staff. Extended day programs are made available to these students as well as after SES programs.

- CAPS Program to improve attendance rate
- After-school activities geared towards academic improvement (Extended Day)
- Saturday Academy
- Peer coaching
- Tutorial programs (one-to-one or small group instruction) using varied resources, e.g. Wilson, REWARDS, SRA, and Great Leaps, among others.

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.

I.S. 151 offers a comprehensive support system to its students and their families. Students receive academic and counseling support. Among the students support services offered to students are violence prevention and drug awareness. Parents are provided with information regarding adult education, housing and nutrition program through the Parent Coordinator.

The following resources will be consolidated in the School-wide Program, namely: budget allocations for the school, participation in the CEI-PEA (PSO), DINI grant, school-based fundraising campaigns, and other grants from various Federal, State and local funding agencies, such as Learning and Leadership Grants and Innovation Grants. Sponsors from the private sectors, such as PENCIL, will also be sought. The aforementioned resources will be used to support the different areas in the implementation of I.S. 151's various programs for 2010-11 so that goals and objectives are achieved successfully. Funds needed to support or supplement these programs involving all constituencies will come from the above named resources to make them feasibly operational.

**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**

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

**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.

Intermediate school 151 along with its Network Leader and CFN Staff have met and evaluated the school’s Progress Report and found that many of the original casual factors that caused us to be identified have substantially decreased.

In the 2008-2009 school year, we met AYP in English Language Arts school-wide and in all subgroup with the exception of Students with Disabilities where we made Safe Harbor. In Mathematics we met AYP school-wide and in all other subgroups.

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.

**We have copied all relevant information to question #2 from Part C: Title I School-Wide Program and attached it below)**

In March a needs assessment survey was distributed to staff, parents, and some students. The survey asked the receivers to provide their impressions of the status of the instructional program. It also requested suggestions on how improvements could be implemented. Parents were also asked to assess the current parent involvement program at the school and to provide suggestions for improvement. Selected students were asked to provide feedback involving their perceptions of positive and negative aspects of the school. Finally, a team of teachers and administrators reviewed and analyzed the available student test data and work to assess needs and to develop new strategies.

I.S. 151 has continued to increase the number of leveled libraries in all literacy classrooms to provide our students with the opportunity to increase reading and writing volume, fluency and comprehension. We provide students with on-going assessments in all major subject areas. Periodic re-evaluation of assessment is performed by teachers, coaches, and instructional cabinet. The evaluation of the assessments allows the staff to conduct research, establish and implement new and innovative instructional methodologies and utilize effective instructional tools and strategies to help meet the different learning styles of our students' population and the standards. A vigorous test sophistication curriculum has been fully established in the subject areas especially in literacy and math. The staff is also provided with the opportunity to plan the units collaboratively with the guide of expert coaches, lead teaches and consultant. This collaboration provides the staff with the opportunity to share their expertise and create a curriculum that would differentiate instruction and thus meet the needs of all students especially those in the ELL and SWD population. The curriculum is also strictly aligned to the N.Y.S standards and performance indicators.

The school implements a reduced class size model. Reducing the teacher-student ratio provides opportunities for more personalized instruction and reduces classroom management issues. Teachers are able to create a more student-centered instructional environment conducive to learning.

Grade advisors are funded to provide personnel support to at-risk students who are experiencing academic and/or behavioral issues.

In order to increase the amount and quality time spent on learning we provided our students with programs during and after school targeting the math and reading skills. Teachers and students are also provided with time on task during school with 10 periods of math and literacy. Targeted at risk students are provided with a pull out small group instruction especially in mathematics. We re-grouped our bilingual classes according to their English Language proficiency to help differentiate instruction in order to meet their needs.

In order to provide our students with an enriched and accelerated curriculum we have established a balance structured in the classroom where learning, direct and indirect instruction, and creative problem solving becomes an integral part of teaching and learning. We have established a curriculum team in literacy and math. This team is able to assess, monitor and plan units of studies that encompass all learning process to include the special needs of the ELL and Special Education population. An E.S.L, and Science, consultants join our academic team to provide teachers with targeted professional development in their subject

areas. The curriculum is effectively aligned to the curriculum. In addition, increase hands-on lab work opportunities are provided in all subject areas. The Literacy Coach and two newly hired Lead Teachers perform on-going model lessons and teachers have the opportunity to visit the lead teachers' model classrooms to learn best practice. Math teachers are also provided with expert coaching and given the opportunity to see how to use and involve students in the use of manipulative, high order thinking questioning and small group instruction in the classrooms. In science and social studies educational research field trips have increased the opportunity for students to gain new understanding of how applied science and social studies works. The staff is also provided with vigorous staff development in house and out of school to help meet the challenges students face and provide them with the tools necessary to connect the work they do in school with the world in which they live in. A science consultant provides teachers with intensive professional development on curriculum development; implementing an effective lab site; and rubric development, comprehension and implementation. An in-house data specialist provides all teachers with intensive training on Acuity, Predictive, ITA collection, evaluation, analysis and application. We have expanded our Inquiry Team practice into the math, general and special education classes.

To meet the educational needs of historically underserved population we have differentiated instruction to meet the needs of all students especially those who are low performers and/or are part of the ELL and Special Education population. Intensive training in all subject areas is provided to staff in the form of staff development, curriculum planning teams, and coaching.

The 37 ½ minutes has also been utilized to target at-risk students and provide them with small group instruction. At-risk counseling and resource instruction is also provided to targeted low level achievers. There are a number of after school programs that provided help in literacy and math and priority is given to low academic students.

The teaching credentials of staff working at I.S. 151 will meet the requirements established by the NCLB legislation to ensure that they are "highly qualified". The resources of the NYCDOE will be utilized to fill all vacancies so that all newly hired staff will be processed by the Regional Office ensuring that all staff satisfy NCLB mandates.

Staff from I.S. 151 attended all city Job Fairs. In addition, outreach is made to Teach For America and the Teaching Fellows in order to find certified staff. Current staff received intensive professional development and new staff members receive mentoring. In addition to the district and network training offerings, teachers receive support from Teacher's College, NYCDOE coaches in Literacy and Mathematics, and Instructional Support.

Our staff is provided with intensive in-house differentiated staff development where the staff is gathered in small groups by subject areas. Staff development for non-major subject teacher is provided by sending them to outside staff development workshops or contracted consultants. The focus of our staff development is to maintain alignment with the standards, improve our teaching methodologies and develop comprehension and understanding of the Acuity and ARIS data systems management.

I.S. 151 attends all district and borough-wide recruitment events. In addition, the Network and District Office identifies vacancies at the school and refers potential candidates for interview. As part of the Teachers for Tomorrow program candidates are informed of bonus payments for further graduate study that are made available to I.S. 151 staff.

I.S. 151 continues to strive to increase parental involvement in the school. For the 2009 - 2010 school year, the PA has an elected president and two executive board members. In past year, there has been a lack of consistency in the PA's Officers. In particular, the PA has begun to develop a year long calendar of events that will be presented to the PA membership at the September meeting.

I.S. 151 has established an Academic Intervention Team (AIT) and an Inquiry Team to ensure that at-risk students are identified and an academic plan is created and implemented for these students. Classroom teachers are invited to speak at these meetings during the evaluation process. Teachers comprise a majority of members of the committee and our Chairperson is a teacher. In addition, the results of the Predictive, ITA or School Related Assessments are provided to the staff and the teachers use the data to inform their instructional practices accordingly.

Student scores are distributed to all staff before the first day of school. This provides staff with an overview of student abilities and the opportunity to meet with the administration, coaches and consultants to discuss the data and develop an action plan. A reading assessment is made of all students in order to assign leveled books utilizing the Fountas and Pinnell system, and WRAP. A mathematics inventory is also administered. Students identified as needing support are programmed to attend the extended period program. The AIT screens students and assigns a regular day AIS support. This included a pull out program or a mathematics support staff. Extended day program are made available to these students as well as after SES programs.

I.S. 151 offers a comprehensive support system to its students and their families. Students receive academic and counseling support. Among the students support services offered to students are violence prevention and drug awareness. Parents are provided with information regarding adult education, housing and nutrition program through the Parent Coordinator.

## **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.

2010-2011 anticipated Title I allocation = \$ 402,919; 10% of Title I allocation = \$ 40,291.

The 10% Title I funds for professional development will be used to partially fund (75% - \$60,000) a Literacy consultant for the implementation of Balanced Literacy approach into our classes. The Coach/Lead Teacher will provide support with planning units of study, modeling lesson strategies, utilizing data to inform instruction, and providing on-going assessment of the literacy program to school supervisors.

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

The school's mentoring program is designed to match each new teacher with the Lead Teachers or Coaches within the same content area. A minimum of two periods per week will involve the pair in shared classroom experiences and individual conferences. Topics to be covered include classroom management, lesson planning, higher order questioning skills, and student vocabulary 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.

The school will inform parent of a meeting during which the school's identification for school improvement will be discussed. Translation services will be available. Minutes of the meeting will be distributed to parents who are unable to attend the meeting.

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

*All SURR schools must complete this appendix.*

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

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

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

<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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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.

Our school has an established Instructional Team. The team includes the Principal, Assistant Principal, Literacy and Mathematics Coach, two Lead Teachers, a Data Specialist, and an ESL Consultant. We held several meetings to discuss the findings identified in the Curriculum Audit Report and its relevance to our school's instructional program. Each component of the Key findings was addressed. The team analyzed our school's data, assessed our current curriculum maps, the taught curriculum in ELA with a focus in our ELL population and the materials. It was determined that the curriculum audit findings were not relevant to our school educational program in the area of the taught curriculum and materials for ELLs.

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?

Gaps in the Written Curriculum:

Our ELA instructional program follows the Teacher's College Workshop Model. Our curriculum in reading and writing is differentiated by grade. Each grade has specific identifiable skills and strategies that are targeted during the instructional lessons. In addition, each grade focuses on a specific genre. Teachers plan around data in order to differentiate instruction and target a student's deficiency and/or strength during conferring and center related activities. There is a 'Writing on Demand' assessment that is administered at the start of a new unit of study to determine a student's ability to write and knowledge of the specific features of that particular genre. Students in our ELA and ESL classrooms are assessed regularly in reading using the W.R.A.P to determine reading fluency and comprehension. The results of both the W.R.A.P and 'Writing on Demand' are used

to help the teachers determine a plan of action and instructional focus. In reading the W.R.A.P helps us to match students to leveled books. Our classroom libraries are leveled and contain books in bins in all genres. Both curricula are strictly aligned to the N.Y.S standards.

#### Curriculum Map:

Our curriculum map in reading and writing is differentiated by grade. Each grade has specific identifiable skills and strategies that are targeted during the instructional lessons. In addition, each grade focuses on a specific genre. Teachers plan around data in order to differentiate instruction and target a student's deficiency and/or strength during conferring and center related activities. The curriculum map follows the State Standard order of operation by grade level. Each sub-skill of the standards are targeted at different interval throughout the mapping period to ensure that students are afforded the opportunity to engage in lesson rich in speaking, listening, writing and reading.

#### Taught Curriculum:

Our ELA instructional program follows the Teacher's College Workshop Model. The program is well balanced and provides our students with the opportunity to engage in lessons that involve turn and talk sessions, guided and shared practice – including center related activities and technology. During the writing workshop, students work extensively to produce written products – publishing piece- in genre specific assignments that are assigned by grade. Students' self- monitor their work using standardize rubrics that are introduced with each writing genre they are engaged in. At the end of the writing unit each class engages in a 'writing celebration' where the staff is encouraged to visit each classroom and partake in the celebration. Specific rubrics are created for the audience to provide constructive critiques and praise. The Teacher's College model lessons are strictly aligned to the N.Y.S. standards and each sub-skill of the standards is targeted throughout the year. The lessons are not dominated by 'direct instruction' instead they allow the teacher to be able to scaffold and differentiate their instruction accordingly and deliver the lessons through read aloud, small group instruction, center related activities, smart board interaction and conferring sessions. Data drives our instruction and affords the ELA and ESL staff to analyze, evaluate and interpret the information learned in order to plan strategic and effective lessons that would meet the needs of all our students.

#### ELA Materials:

Our school has invested a large amount of funding into the ELA and ESL classrooms to purchase grade leveled materials that targets specific areas of the ELA curriculum. The instructional team met to review a list of materials before purchasing them. This ensured that only the best materials that would meet the needs of our students are purchased. Our ESL consultant – who is a member of our Instructional Team – provided us with her knowledge and expertise on the types of materials that would be able to enrich language development and enhance the learning process of our ELL students. As a result, the school purchased listening center materials as well as intervention programs. In addition, professional reading materials were also purchase for our staff members in order to expand their knowledge on ELA and ESL instructional methodologies and theories. Leveled classroom libraries have been established in all our ELA and ESL classrooms and will continue to be our focus. We have and extensive array of library books in bins across all genres, level of reading and comprehension, focus books, language and high

interest books that appeal to our student body community. We will continue to purchase books in order to keep our libraries up-to-date.

*English Language Learners:*

Our ESL curriculum was re-designed with a focus on language development. The school continues to employ an ESL consultant. She continues to assess and evaluate our ESL program and provide support in the area of lesson planning, instructional focus and materials. The consultant has since been working closely with all ESL teachers including our general education ELA teachers in order to foster reading fluency and comprehension as well as developing our student's writing skills. Currently our ESL classes are regrouped according to their language acquisition. We have developed a beginner and low intermediate and a high intermediate and advance group. We noted that during the regrouping the ESL teachers are better equipped to scaffold the language and address the N.Y.S standards in speaking and listening especially in targeted areas of deficiencies as outlined in the NYSESLAT report. It also afforded them the opportunity to provide their specific group with targeted strategy lessons needed to contextualize the language. Furthermore, the regrouping by language acquisition created an environment that fosters speaking and listening in order to improve upon their language development. Our ESL consultant provides our teachers with targeted professional development sessions. These sessions allow our staff to share best practice. In addition it helps our ELA and ESL teachers to adapt their teaching methodologies in order to differentiate instruction and ensure that the content area materials are effectively utilized and understood. These sessions also provide our staff including our administrative members with valuable up-to-date information and clarity of the N.Y.S. ESL standards. The inquiry team continues to focus on the ELL population and all ESL teachers participate.

Building Fluency and comprehension in addition to fostering effective writing skills and strategies remains our focus and we will continue to provide our teachers with the best tools to facilitate this process.

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

Our school will not require additional support from central. We have been working closely with our Network Leader and Network Support Specialist for ELLs. Our ESL consultant was hired through our School Support Organization. Our Instructional Team will continue to meet regularly to assess our ELA, ESL and Mathematics program. We will also continue to focus on our current ESL program and look for ways to improve upon the practices we have established in order to ensure that our program is completely aligned to the N.Y.S. standards. In addition, we will continue to seek opportunities to improve speaking and listening skills in our ELA and specifically in our ESL instructional program.

## **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.

Our school has created an Instructional Team. The team includes the Principal, Assistant Principal, Literacy and Mathematics Coach, two Lead Teachers, a Data Specialist, and an ESL Consultant. We held several meetings to discuss the findings identified in the Curriculum Audit Report and its relevance to our school's instructional program. Each component of the Key findings was addressed. The team analyzed our school's data, assessed our current curriculum maps, and the taught curriculum.

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?

The school has identified the gaps between the Impact Program and the NYSED curriculum. The school's pacing calendar included the missing NYS Performance Indicators in the school's pacing calendar. The school is aware of the weak alignment between the Impact curriculum and the process strands. However, the school contends that this task should be resolved by the Office of Instruction at the central NYCDOE offices.

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.

The school has created a curriculum map directly aligned to the NYS standards in math. It ensures that all teachers are implementing focused and targeted lessons on the performance indicators and that the Mathematics Coach in collaboration with the Principal and Assistant Principal are monitoring implementation of the instruction and effectiveness.

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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.

Our school has created an Instructional Team. The team includes the Principal, Assistant Principal, Literacy and Mathematics Coach, two Lead Teachers, a Data Specialist, and an ESL Consultant. We held several meetings to discuss the findings identified in the Curriculum Audit Report and its relevance to our school’s instructional program. The team analyzed Key Finding 2 and determined that the curriculum audit findings were not applicable to the school’s educational program.

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

Applicable   X 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?

Our ELA instructional program follows the Teacher’s College Workshop Model. Direct instruction is implemented primarily during the mini-lesson portion of our instructional program which is mainly a 10 minute session. Explicit instruction guides our mini-lesson and students are explicitly introduced to the strategy/skill of the day. Therefore, it is not the dominant instructional orientation in our ELA program. Instead, it is a vehicle that sets the purpose of the lesson and drives the instruction. It is during this time that the teacher can focus on modeling the strategy and guide the student through the application process. During the application process, students are actively engaged in the lesson to ensure that they have gained the necessary

knowledge in order to be able to apply the strategy during their independent reading and writing time. During independent reading and writing students work on the taught strategy and apply it to their leveled reading book and writing assignment. A combination of implicit and explicit instruction continuous to take place throughout the shared, guided or center related activities. It is during this time that teachers work closely with a single or group of students to provide them with targeted strategy or guided lessons. Turn and talk sessions, as well as, read aloud opportunities are regularly applied to deepen literary comprehension and build upon their writing skills.

We have a data driven program. Our ELA and ESL teachers continuously use data from Predictive, ITA, NYSESLAT and in-house assessments to evaluate and assess their student's performance. The data is internalized and used to plan the center's activities including the instruction that takes place during guided and shared practice. The assistant principal has created a program entitle 'Decoding the Test Unit of Study' which adapts the teaching methodologies used in a Teacher's College workshop model. This unit provides the teacher with extensive in-house data and research on their students reading and writing abilities. The results are evaluated by students and teachers working together to asses their strengths and weaknesses and in turn derive at a solution to the problem with identifiable strategies that both the teacher and student apply during teaching and learning sessions. In addition, student and teacher's goals are formulated using the information from data and other observations.

The ELA teachers receive on-going professional development via our literacy coach, lead teachers and ESL consultant. During professional development our staff is introduced to research-based work and we have established a community of professional readers. The ELA teachers are introduced to professional reading and literary discussions pursue. Strategies and best practices introduced are turn-key in the classroom and evaluated for its effectiveness by the Instructional Team and Inquiry Team. In addition, we have common planning periods where our staff meets regularly to share best practice.

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

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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

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.

Our school has created an Instructional Team. The team includes the Principal, Assistant Principal, Literacy and Mathematics Coach, two Lead Teachers, a Data Specialist, and an ESL Consultant. We held several meetings to discuss the findings identified in the Curriculum Audit Report and its relevance to our school’s instructional program. The team analyzed Key Finding 2 and determined that the curriculum audit finding is applicable to the school’s educational program. Direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the Time in Grades K-8.

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

X 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?

Observations of Mathematics classes indicate that there is high academic focused instruction in all classrooms, with needed improvement in the rooms of the newer teachers and the self-contained special education classes. The vast majority of these are highly engaged. The school is evaluating its use of technology in the mathematics classrooms. Rooms are equipped with Smart boards and LCD projectors. Most math teachers have begun to utilize these tools. Laptop computers are also used sparingly in most classrooms.

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.

The school has the capacity to continue to train its staff by its Math and Technology Coach.

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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.

A review of the teacher turn-over rate for the past five years was conducted. The percentage has decreased steadily over this time.

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

X 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 school continues to have a turn-over due to teachers transferring to suburban schools, TFA teachers leaving after their commitment to move on to other careers, and new staff who decide this is the profession for them. However, the rate has become more manageable and the hiring of new staff each year brings with it new enthusiasm and is beneficial to the organization.

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.

A large part of the turnover rate will continue in the future as a large part of the staff is moving on to other areas in their life. The school's work force has stabilized over the past several years. Preference in the hiring process should be given.

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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.

Our school has created an Instructional Team. The team includes the Principal, Assistant Principal, Literacy and Mathematics Coach, two Lead Teachers, a Data Specialist, and an ESL Consultant. We held several meetings to discuss the findings identified in the Curriculum Audit Report and its relevance to our school's instructional program. The team analyzed Key Finding 4 and determined that the curriculum audit findings were not applicable to the school's educational program.

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

Applicable  X 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?

Our school has afforded the staff numerous opportunities to participate in various professional development sessions. These conferences have taken place in house and through the invitation of outside agencies. E.S.L. teachers have had the opportunity to attend conferences held by the QTEL and BETAC center for E.S.L. Instructional Orientation. Furthermore, an E.S.L. Consultant works collaboratively with all E.S.L. and Literacy teachers and conducts informative in house professional development sessions. In addition, the Literacy Coach has provided many opportunities for professional development during and after school as well as during common planning sessions.

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.

At the present time our school does not need additional support from central to address this issue. The school will be making an effort to send specific staff members to professional development sessions provided to us by the district or central office.

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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.

The school has created an Inquiry Team that currently targets our ELL population of students. This team includes a principal, assistant principal, literacy coach, a lead teacher, a data specialist and ESL consultant and SAF representative. In addition, we have a functioning Instructional Team that meets regularly to discuss data, monitor the ESL and ELA program and provide feedback to the staff on a timely manner. Results of the Predictive Assessments and the ITAs are distributed to teachers and the resulting data closely evaluated.

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 teachers of ELLs receive a report compiled by the principal in the beginning of every school year that identifies the results from all applicable ELL evaluation. These assessments include the NYSESLAT, LAB-R, Predictive and ITA reports. All testing is disaggregated by proficiency level of ELL student, student's time in the United States and the type of program the student is enrolled in.

The Inquiry Team's focus group is ESL. The team continuously gathers, analyzes, evaluates and reports the finding to all teachers of ELLs in a timely fashion. The results of the data determine our course of action. Feedback and monitoring of the program is on-going by the instructional team. The monitoring of the program provides the Instructional Team and especially the Inquiry Team with valuable information of the effectiveness of the curriculum and taught strategy. The information gathered through the monitoring process provides the team with the opportunity to re-assess our goals and plan our next steps. In addition, regular meetings are held during common planning time by our literacy coach, data specialist and ESL consultant to discuss the data and support planning.

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.

Our school has an established Pupil Personnel and Academic Intervention Team in addition to an Instructional Team. The Pupil Personnel and Academic Intervention Team includes 2 guidance counselor, 1 mandated counselor, 1 SAPIS worker, 1 social worker, 1 school psychologist, 1 IEP teacher and 1 assistant principal. The Instructional Team includes the Principal, Assistant Principal, Literacy and Mathematics Coach, two Lead Teachers, a Data Specialist, and an ESL Consultant. These teams meet regularly to assess, evaluate and re-evaluate information on student reports on a case by case basis.

Key members of all three teams met to discuss the findings identified in the Curriculum Audit Report and its relevance to our school's instructional program. It was determined that the audited report is partially relevant.

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

X 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?

Upon careful review of the report we determined that our general and special education teachers need further support to provide more differentiated instruction to meet the needs of our special education students and improve their performance. All general education teachers have received copies of their student's IEPs. The school has begun to re-structure the way IEPs are written and are in the process of training teachers on how to effectively use their students' IEPs to address concerns in all subject areas and differentiate instruction accordingly. We are receiving training via our Network Leader.

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.

At the present time our school is seeking support from our Network Leader who has reached out to us and provided our members with support. The Assistant Principal is spearheading this task and as a result we are currently re-structuring the way IEPs are written and interpreted. Professional development sessions has focused on interpreting IEP, scaffolding the instruction to meet the individual student's IEP and identifying effective strategies such as guided and shared reading and writing to support the taught strategy. In addition, our IEP teachers along with the Pupil Personnel and Academic Intervention Team will continue to provide us with additional support in re-evaluating our IEPs and determining its effectiveness. Moreover, the re-evaluation will have a specific focus on the types of instructional approaches that will help our general education teacher in developing instructional lesson plans to target their student's IEP mandates. The team will be looking at developing a productive behavioral plan that will provide the general and special education teachers with the opportunity to also address behavior issues and provide intervention strategies as needed. The school has an established pull out SETTS program. Our school will continue to evaluate our current program to ensure that we continue to provide our staff with best practice especially in the area of IEP evaluation, interpretation and application and the development of an effective behavioral plan.

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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.

Our school has a Pupil Personnel and an Academic Intervention Team that meets on a regular basis. This team along with the Instructional Team - meets to assess and re-assess our educational programs. Upon careful evaluation of Key Finding 7 it was determined that the finding is relevant to our schools educational program in the area of our IEP process and evaluation.

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

X 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?

There is a need to re-visit our IEP accommodations and modifications in terms of classroom environment, alignment between goals and objectives - modified promotion criteria and addressing behavioral issues and concerns. The Pupil Personnel Committee collaborates with participating teachers and related service providers to help in the development of IEPs relating to general and special education students based on a series of testing and interviews performed with the student, parent and school. Although the context of our IEP is generally aligned to some extent to all the conditions mentioned above, there are still some areas of ambiguity that needs to be addressed – areas such as the behavioral plan, academic performance and alignment to the goals.

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.

The Assistant Principal is spearheading the re-structuring of the IEPs. The IEP teacher along with the Assistant Principal has developed a plan that organizes the process of how information is gathered from teachers and related service providers and how the IEP is written. The IEP teacher continues to view the CAP program to ensure that we are in compliance with annuals and tri-annual reviews. A schedule is created that includes names of all students whose annual and tri-annual is due and the teacher or related service providers responsible for gathering the information needed for the completion of the IEP. This schedule includes the conference date to alert staff of all upcoming meetings. All teachers and related service providers sign

for the schedule to acknowledge receipt and are held accountable for gathering all information and meeting with all related personnel, parent and student when the conference date arrives. Parents, whose child has an annual or tri annual review due are sent via the mail a conference date letter alerting them of the event. Follow up letters are mailed out if they are unable to make the original date. The Parent Coordinator periodically follows up with the parent via the phone and a phone log is maintained in order to remind them of the upcoming conference date. During the conference date, all participating personnel are contacted and meet in the Assistant Principal's office. The Assistant Principal ensures that all components of the IEP are effectively written and information is disseminated to all parties involved. Careful attention is given to the classroom environment and instruction and alignment to goals. Furthermore, the Assistant Principal ensures that all teachers and related services personnel provide the IEP teacher with their goals and progress report. Before the IEP is finalized and mailed out to the parents, it must be provided to the Assistant Principal who reviews the information before it is sent to the parents. In addition, the BIP (Behavior Intervention Plan) is a work in progress and the Assistant Principal is receiving training via the school PSO Network Leader and a consultant on how to effectively use the BIP. Professional development will also be provided to all participating staff on the evaluation, assessment and effective application of the IEP. The Assistant Principal is training other staff members who will continue to manage and sustain the process. However, she will continue to monitor the process.

At this time the school has the sufficient staff available to address the issues in this report and does not need to seek additional support from central.

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

### **Part B: FOR NON-TITLE I SCHOOLS**

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	J.H.S. 151 Lou Gehrig					
<b>District:</b>	7	<b>DBN:</b>	07X151	<b>School</b>		320700010151

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		87.6	90.0	90.8
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		85.3	89.7	91.4
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	69	108	91	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	103	69	105		88.2	97.3	99.3
Grade 8	85	101	78				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		20	37	32
Grade 12	0	0	0				
Ungraded	1	2	5	<b>Recent Immigrants - Total Number:</b>			
Total	258	280	279	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					18	18	12

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	25	40	35	Principal Suspensions	21	27	34
# in Collaborative Team Teaching (CTT) Classes	7	3	3	Superintendent Suspensions	12	17	26
Number all others	23	26	27				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	42	47	TBD	Number of Teachers	29	26	26
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	7	6
# receiving ESL services only	4	37	TBD				
# ELLs with IEPs	2	26	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	0	4	7

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	4	25	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	58.6	53.8	76.9
				% more than 5 years teaching anywhere	55.2	61.5	69.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	66.0	69.0	73.1
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	74.5	100.0	100.0
Black or African American	28.3	24.3	24.0				
Hispanic or Latino	70.5	75.0	73.5				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.4				
White	0.4	0.4	2.2				
<b>Male</b>	51.9	50.4	48.0				
<b>Female</b>	48.1	49.6	52.0				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced				v	

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:
		-

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v			-	
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v	-			-	
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial	-	-					
Students with Disabilities	vsh	v	-			-	
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>			<b>0</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	63.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	40.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	8.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**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 (2010-2011) LAP narrative to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Form TIII – A (1)(a)**

**Grade Level(s)** 6-8      **Number of Students to be Served:** 83 LEP 53 Non-LEP 30

**Number of Teachers** 27      **Other Staff (Specify)** 3 Counselors, 5 Related Services, 1 SAPIS Worker, 7 Paraprofessionals

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

**Title III, Part A LEP Program**

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

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**The Bilingual/ESL Program at I.S. 151 services 3 bilingual classes, one in each grade level, and ESL programs for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. It adopts the regular programs used in different content areas (e.g. balanced literacy approach, IMPACT Math, Urban Advantage for science, etc.), using the ELA curriculum for instructional planning. Students also participate in Saturday Academy. All ELLs in the bilingual classes receive a daily 90-minute ESL/ESL or ESL/ELA English literacy block. There is a wide range of materials and resources that are available in the classrooms, including a well equipped library that contains varied genres in different levels of readability, textbooks, workbooks, and computers/laptops to aid the students in the learning process.**

**In an effort to determine the instructional strategies/activities that are most likely to prove effective in working with a particular LEP student, it is highly recommended that an Individualized Language Development Plan (ILDLP) for that student be developed. The ILDP, adapted from an individualized education plan developed by Clark and Starr (1996), should serve as the basis for the content, the instructional activities, and the teaching activities that are to be selected for that particular student. In addition, the ILDP should serve as the basis from which to measure the student's progress. The ILDP should include the following:**

- **an assessment of the student's present level of academic performance (reading/writing in all content areas)**
- **an assessment of the student's English language proficiency**
- **a diagnosis of the student's strengths and weaknesses**
- **a statement of the long-term goals**
- **an allocation of the time the student will spend in the selected program (an after school program, a self-contained classroom, a school within a school, a language development center, etc.)**
- **the person (teacher, parent, specialist, etc.) responsible for each aspect of the instructional service being provided**
- **a statement of the short-term instructional goals necessary to attain long-term goals**
- **specific recommendations concerning materials of instruction and teaching strategies**

**and**

- **appropriate assessments to measure student's progress (portfolios, performance, anecdotal records, teacher observations, etc.).**

**Teachers adapt their strategies and differentiate instruction to ensure that the content area material is understood while strengthening Fluency and Comprehension and ensuring that the English language is learned. The bilingual classes continue to fully take advantage of our Technology Program. Each classroom is equipped with a smart board and projector. This year all students have their own laptops, and teachers are integrating technology into their**

**instructional program. Students are engaged on technology programs such as Achieve 3000, Teen Biz and Aha Math!. Furthermore, bilingual and ESL teachers are receiving extensive professional development training in best practice. An ESL consultant continues to work with us in preparing our teachers in the area of instructional focus and differentiated practice. It has also established consistency and assured continuity of the curriculum objectives. In addition, all bilingual and ESL teachers continue to participate in our Inquiry Team Research, and the Inquiry Team members provides guidance in the direction of the Inquiry Team focus.**

**In Science the Glencoe New York program continues to be implemented in all bilingual classes. We have added a test sophistication program to improve our test scores and introduce our students to more hands-on science lab activities that complement the Glencoe's program objective. Impact Mathematics continues to be the program implemented in all bilingual classes. We use other support materials for the ELLs to help them with the understanding and application of the math, but the impact curriculum is the dominating instructional tool used. The Social Studies curriculum builds on vocabulary development, and the teachers implement many of the ESL strategies used during the ESL literacy periods to re-enforce reading and fluency during social studies.**

**The school has established a Saturday program for all ELL students that run from 9am – 1pm. The program's objective is to help ELL students improve upon their mathematical and English skills. Materials that reinforce ESL strategies were purchased in order to solidify the program and meet the needs of the ELL population. Our Saturday Academy program uses the Sheltered Instructional model both in Math and ELA, in order to improve our students' English in all language modalities by meeting clear language objectives. For the ELA block each group is divided by English language ability: Beginner, Intermediate, and Advance. The homogeneous grouping allows for tailored English instruction. For the Math block, students receive instruction in English with native language support and with Sheltered Instructional strategies. In addition, every Saturday students receive 30 minutes of Enrichment by choosing one of the following activities: basketball, football, crafts, or TeenBiz, an online program. During this our ELLs and proficient English language speakers work together in which ever enrichment program chosen.**

**I.S. 151 offers an after-school program for students who are in their first year of receiving education in the United States. An ESL teacher is placed in charge of this program that is funded through Title III LEP monies. Our program runs two days a week for a total of four hours. During our afterschool program students work one hour with the technology based Rosetta Stone program. The next hour is used to work on building language acquisition with sheltered instructional strategies. Students are also working on building fluency and confidence through the use of Reader's Theater. This year they are working on reading and performing William Shakespeare's Romeo and Juliet. Parents have been invited to help the production by making costumes and building a set. In May, students are expected to perform for the entire school with their parents as special guests.**

To further support and involve our ELL parents, we invite them to all and any school activities. This year we hosted two special events, Woman I Admire Night and Man I Admire Night. Parents were invited in their native language and strongly encouraged to attend. At the events, we had a guest speaker who discussed the importance of good parenting for academic success. The entire event was translated in Spanish for to support and thoroughly involve our Spanish speaking parents. Our guest speaker, Mr. Carl Landegger is also teaching workshops about starting one's own business. These workshops are also conducted in Spanish. Currently we have 10 ELL parents who are attending. In addition, on February 8<sup>th</sup> we will begin an ESL course for parents to gain proficiency in English which will lead to a certificate of completion. We are currently in the process of bringing a GED program for parents as well, both for our ELL parents and our non-ELL parents.

The 2010/2011 ELL program will not change greatly in the bilingual program. The design of the free-standing ESL program continues to adopt the pull out/push-in model. This model ensures that our ELL students continue to practice the strategies within their classroom environment while receiving ESL support while affording them the opportunity to partake in the active involvement of the teacher's instructional practice. In addition, we continue to expand our Spanish language classroom libraries and the implementation of an adaptation of the Balanced Literacy approach into the Native Language Arts.

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

Our school continues to partner with Sports and Arts. Sports and Arts is an after school organization that offers our students the opportunity to become involve in various activities: sports, arts and crafts, dance, and trips. In addition, it provides our students with academic support in the area of reading and writing. Our ELL population has always been strongly involved in sports and arts and they continue to do so. In addition they participate in SES support, Saturday and Vacation programs, and the Out of School Time (OST) program.

Edison Learning, an SES Program that focuses on the students' academic improvement in ELA and math, is introduced this year. Core values, such as respect, responsibility, courage, etc., are incorporated into the instructional framework, and the curriculum used is merged with what the school uses for daily instruction.

Most of our ELLs participate in the Saturday Baseball Program that is funded through the donation given by our Principal for a Day (PENCIL, Inc.). In this program, not only are the students trained on how to play sports but it also incorporates journaling and reflective writing into the program.

**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 will be provided via the school's current model. The school continues to employ an ESL consultant who provides our school with excellent professional development. In addition, the school also hired a lead teacher who provides Common Planning sessions to all literacy teachers.

Our consultant has worked closely with all ESL teachers in establishing a classroom environment that supports language development in both English and Spanish, promotes fluency, comprehension and vocabulary development. Teachers have received extensive training on scaffolding and differentiating instruction.

Advanced and intermediate ESL instruction will continue to be modeled after the Balanced Literacy approach. However, there will continue to be an emphasis on vocabulary development, fluency and comprehension through specific ESL strategies as presented by our ESL consultant. We will continue to utilize the W.R.A.P assessment to monitor fluency, comprehension and reading rate. During the common planning time, the A.P. and Lead Teacher will emphasize the identification and application of specific ESL strategies that builds upon fluency and comprehension. Teachers will also have an opportunity to receive immediate feedback on their instruction and share best practice.

We will continue to seek outside support to help us build a solid and effective ESL curriculum that meets the need of all our students. The strategies of the SIOP model will be incorporated into all content areas in addition to ESL. Content area professional development will mirror the support provided in the general education program with an emphasis on the way language allocation is used in the content area classes, especially the academic vocabulary development.

Our Literacy A.P./Coach, ESL consultant and Lead Teachers will continue to attend specific ESL workshops provided by the NYCDOE educational agencies and organizations. Areas of focus have been on vocabulary development, building fluency and learning effective ESL strategies that would support comprehension.

Our ELL teachers have implemented the integration of technology into the content area classroom. Each bilingual class has a projector and Smart Board. The students from sixth through eighth grade have their individual lap tops, as provided by the iteach/ilearn program. Professional development in incorporating technology and ELL instruction will continue to be provided in-house by our technology coach and Teaching Matters consultants .

Form TIII – A (1)(b)

School: 07X151 BEDS Code: 320700010151

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$5,987	<b>60 hours of per session for ESL and Bilingual teachers to support ELLs: 60 hours x \$49.89 (current teacher per session rate with fringe) = \$5,987.00</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$6,872	<b>Consultant, Mr. Shane Purse, working with teachers and administrators 2 days a week on curriculum development</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2,141	<b>Leveled books and test-prep materials</b>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$15,000	

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

**School DBN: 7X151**

*All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$320,121	\$18,839	\$338,960
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,770	\$190	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,852	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$37,704	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
\_\_\_100%\_\_\_

6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **Parent Involvement Policy 2010-11**

#### **I. General Expectations**

I.S. 151 agrees to implement the following statutory requirements:

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

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

1. I.S. 151 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- a. From the school’s Leadership Team
  - b. Through the school’s website
  - c. Through communication with the school’s Parent Coordinator
- 2. I.S. 151 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - a. From the school’s Leadership team
  - b. Through the school’s website
  - c. Through communication with the school’s Parent Coordinator
- 3. I.S. 151 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:
  - a. From the school’s Leadership team
  - b. Through the school’s website
  - c. Through communication with the school’s Parent Coordinator
- 4. I.S. 151 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
  - a. Learning Leaders
  - b. IS 151 Parent Book Club
  - c. School Leadership Team
- 5. I.S. 151 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
- 6. I.S. 151 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State’s academic content standards
    - ii. the State’s student academic achievement standards

- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - i. Before and after school programs
  - ii. Saturday Academy
  - iii. In school lunch time tutoring
  - iv. Monthly website letter updates
  - v. Weekly school wide parent telephone calls.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
  - i. Parent meetings
  - ii. Parent communication with the Parent Coordinator
  - iii. School Leadership communication
  - iv. Email communication
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
  - i. Learning Leaders
  - ii. Our school's Parent Book Club
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - i. Monthly translated letters updating school information
  - ii. Weekly translated school wide telephone calls
  - iii. Updated website information

### **III. Discretionary School Parental Involvement Policy Components**

I.S. 151's Parental Involvement Policy includes activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Leadership Team. This policy was adopted by I.S. 151 on December 1, 2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 5, 2010.\

I.S. 151, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

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

#### School Responsibilities

I.S 151 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: **IS 151 will continue to enhance and enrich the skills of its teaching staff through continued differentiated professional development. Instructional materials will continue to be updated in order to remain aligned with the State standards.**
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: **in November and February.**
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: **Report cards will be distributed in November, February and April.**
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: **Staff will be available by appointment during the teachers' preparation periods.**
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: **Parents will contact the Parent Coordinator in order to volunteer or observe their child's class.**
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. 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.
10. 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.
11. 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.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

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

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

Student Responsibilities

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

- Come to class on time and prepared to fully participate in the instructional process
- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

**SIGNATURES:**

\_\_\_\_\_  
**SCHOOL**

\_\_\_\_\_  
**PARENT(s)**

\_\_\_\_\_  
**STUDENT**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**DATE**

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **I.S. 151X COMPACT**

### **THE SCHOOL WILL:**

- RESPECT THE STUDENTS AND PARENTS/ CARETAKERS.
- PROVIDE AN ACADEMIC PROGRAM GEARED TO STUDENT'S NEEDS AND ABILITIES, THIS WILL BE STRENGTHENED THROUGH THE DEVELOPMENT OF HIGH-QUALITY CURRICULUM.
- INVOLVE PARENTS/ CARE GIVERS IN ALL ASPECTS OF THE SCHOOL LIFE.
- PROVIDE POSITIVE ROLE MODELS FOR OUR STUDENTS.
- COMMUNICATE WITH FAMILIES ON AN ONGOING BASIS REGARDING STUDENTS' PROGRESS.

### **THE HOME WILL:**

- SEND THE CHILDREN TO SCHOOL APPROPRIATELY DRESSED IN THEIR UNIFORMS AND PREPARED TO LEARN.
- MAKE CERTAIN CHILDREN READ OR ARE READ TO FOR AT LEAST 15 MINUTES EACH NIGHT.
- ATTEND THE PARENT-TEACHERS CONFERENCE EACH FALL AND SPRING.
- ASSIST CHILDREN WITH HOMEWORK ASSIGNMENTS AND SIGN EACH COMPLETED ASSIGNMENT.

**To be more specific:**

- 1. You must be in your assigned seat ready to work as soon as the instructional period starts.**
- 2. You must attend your classes. Good attendance is essential for success. Failure to attend any class is considered a cut. Cutting will result in a failing grade on your report card.**
- 3. You must come to school prepared to work. You need a separate black & white notebook for each subject class. You must maintain this book, with a section for homework. A well-maintained book is a key to a good grade. Failure to bring and use this notebook will result in a failing grade on your report card.**
- 4. You are expected to participate in each subject class. Get involved- respond when called upon and volunteer.**
- 5. You must complete all of your homework assignments on time. Doing homework is necessary in order to fully understand the subject matter. Absence is not an excuse for not doing homework. Failure to do homework will result in a failing grade on your report card.**
- 6. You must earn a passing grade on your exams, including quizzes, tests, mid terms, finals and standardized exams. Exams evaluate whether you have learned the subject matter. Failure to earn passing grades on exams will result in a failing grade on your report card.**
- 7. You must complete all assigned projects (including exit projects). Projects are an integral part of the class. Failure to complete projects will result in a failing grade on your report card.**
- 8. You must wear your uniform daily. The uniform consists of the khaki shirt, detailing your academy- blue for law; maroon for science; dark blue pants, (Blue jeans are acceptable), blue skirts. Boys have to wear ties with their shirts- navy blue for law; maroon for science.**

9. You must adhere to all of IS 151X's rules regarding discipline and behavior when you are anywhere in the 129 building.

Your grade will be based on homework, class work, tests, projects, notebook and attendance. You must perform satisfactorily in all of these areas. You must strive for the highest possible grade. A 65% means that you have learned less than half of what you should have learned.

### *I.S.151X Student-Teacher- Parent Contract 2008- 2009*

*Each student should be helped to reach his/her highest potential for intellectual, emotional and physical growth. To achieve this, the home and school must work together by recognizing and agreeing upon the responsibilities of each party in the learning process.*

**As a student, I will be responsible for:**

- Showing respect and cooperating with all adults at the school.
- Respecting the rights of others to learn without disruption.
- Showing respect for people and property by not using profanity, stealing or vandalizing.
- Coming to class on time, prepared to learn with all necessary materials everyday, no excuses allowed. You must be in your assigned seat ready to work as soon as the instructional period starts. You must attend your classes. Good attendance is essential for success. Failure to attend any class is considered a cut. Cutting will result in a failing grade on your report card.
- Completing all assignments to the best of my ability everyday. You are expected to participate in each subject class. Get involve -- respond when called upon and volunteer. You must earn a passing grade on your exams, including quizzes, tests, mid terms, finals and standardized exams. Exams evaluate whether you have learned the subject matter. Failure to earn passing grades on exams will result in a failing grade on your report card. You must complete all assigned projects (including exit projects). Projects are an integral part of the class. Failure to complete projects will result in a failing grade on your report card.
- You must wear your uniform daily. The uniform consists of the light gray shirt, detailing your school's name/logo.

- Practicing the rules in the Code of Student Conduct, hereby called The Twelve Non-Negotiables, as well as all other school policies which includes no cell phones, no game boys or other electronic hand held devices.
- Spending time at home on doing homework, daily studying and reading at least 15 minutes a day. Complete all of your homework assignments on time. Doing homework is necessary in order to fully understand the subject matter. Absence is not an excuse for not doing homework. Failure to do homework will result in a failing grade on your report card.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**As a teacher, I will be responsible for:**

- Providing instruction that will motivate and encourage my students.
- Providing a safe and positive atmosphere for learning.
- Explaining assignments so that my students have a clear understanding.
- Supplying clear evaluations of student progress to students and parents.
- Providing an instructional environment, which includes a variety of strategies that demonstrates growth for each individual student.

Homeroom Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's advisor's signature \_\_\_\_\_ Date \_\_\_\_\_

ELA Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Math Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Social Studies Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Science Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Foreign Language Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Music/Art Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Health Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**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.

During March a needs assessment survey was distributed to staff, parents, and some students. The survey asked the receivers to provide their impressions of the status of the instructional program. It also requested suggestions on how improvements could be implemented. Parents were also asked to assess the current parent involvement program at the school and to provide suggestions for improvement. Selected students were asked to provide feedback involving their perceptions of positive and negative aspects of the school. Finally, a team of teachers and administrators reviewed and analyzed the available student test data and work to assess needs and to develop new strategies.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. I.S. 151 has continued to increase the number of leveled libraries in all literacy classrooms to provide our students with the opportunity to increase reading and writing volume, fluency and comprehension. We provide students with on-

going assessments in all major subject areas. Periodic re-evaluation of assessment is performed by teachers, coaches, and instructional cabinet. The evaluation of the assessments allows the staff to conduct research, establish and implement new and innovative instructional methodologies and utilize effective instructional tools and strategies to help meet the different learning styles of our students' population and the standards. A vigorous test sophistication curriculum has been fully established in the subject areas especially in literacy and math. The staff is also provided with the opportunity to plan the units collaboratively with the guide of expert coaches, lead teaches and consultant. This collaboration provides the staff with the opportunity to share their expertise and create a curriculum that would differentiate instruction and thus meet the needs of all students especially those in the ELL and SWD population. The curriculum is also strictly aligned to the N.Y.S standards and performance indicators. The school implements a reduced class size model. Reducing the teacher-student ratio provides opportunities for more personalized instruction and reduces classroom management issues. Teachers are able to create a more student-centered instructional environment conducive to learning.

Grade advisors are funded to provide personnel support to at-risk students who are experiencing academic and/or behavioral issues.

- 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.

In order to increase the amount and quality time spent on learning we provided our students with programs during and after school targeting the math and reading skills. Teachers and students are also provided with time on task during school with 10 periods of math and literacy. Targeted at risk students are provided with a pull out small group instruction especially in mathematics. We re-grouped our bilingual classes according to their English Language proficiency to help differentiate instruction in order to meet their needs.

In order to provide our students with an enriched and accelerated curriculum we have established a balance structured in the classroom where learning, direct and indirect instruction, and creative problem solving becomes and integral part of teaching and learning. We have established a curriculum team in literacy and math. This team is able to assess, monitor and plan units of studies that encompass all learning process to include the special needs of the ELL and Special Education population. An E.S.L, and Science, consultants join our academic team to provide teachers with targeted professional development in their subject areas. The curriculum is effectively aligned to the curriculum. In addition, increase hands-on lab work opportunities are provided in all subject areas. The Literacy Coach and two newly hired Lead Teachers perform on-going model lessons and teachers have the opportunity to visit the lead teachers' model classrooms to learn best practice. Math teachers are also provided with expert coaching and given the opportunity to see how to use and involve students in the use of manipulative, high order thinking questioning and small group instruction in the classrooms. In science and social studies educational research field trips have increased the opportunity for students to gain new understanding of how applied science and social studies works. The staff is also provided with vigorous staff development in house and out of school to help meet the challenges students face and provide them with the tools necessary to connect the work they do in school with the world in which they live in. A science consultant provides teachers with intensive professional development on curriculum development; implementing an effective lab site; and rubric development, comprehension and implementation. An in-house data specialist provides all teachers with intensive training on Acuity, Predictive, ITA collection, evaluation, analysis and application. We have expanded our Inquiry Team practice into the math, general and special education classes.

To meet the educational needs of historically undeserved population we have differentiated instruction to meet the needs of all students especially those who are low performers and/or are part of the ELL and Special Education population. Intensive training in all subject areas is provided to staff in the form of staff development, curriculum planning teams, and coaching.

The 37 ½ minutes has also been utilized to target at-risk students and provide them with small group instruction. At-risk counseling and resource instruction is also provided to targeted low level achievers. There are a number of after school programs that provided help in literacy and math and priority is given to low academic students.

### 3. Instruction by highly qualified staff.

The teaching credentials of staff working at I.S. 151 will meet the requirements established by the NCLB legislation to ensure that they are "highly qualified". The resources of the NYCDOE will be utilized to fill all vacancies so that all newly hired staff will be processed by the Regional Office ensuring that all staff satisfy NCLB mandates.

Staff from I.S. 151 attended all regional Job Fairs. In addition, outreach is made to Teach For America and the Teaching Fellows in order to find certified staff. Current staff received intensive professional development and new staff members receive mentoring. In addition to the Regional training offerings, teachers receive support from Teacher's College, NYCDOE coaches in Literacy and Mathematics, and Instructional Support.

As required by the NCLB, I.S. 151 will ensure that high qualified teachers possess a deep knowledge of the subjects they teach, demonstrate the teaching skills necessary to help all students achieve high standards, create a positive learning environment, use a variety of assessment strategies to diagnose and respond to individual learning needs, integrate technology into curriculum to support student learning, collaborate with colleagues, parents, and community members and other educators, reflect on their practices in order to improve future teaching and student learning, pursue professional growth into both content and pedagogy, and instill a passion for learning in students. Every teacher will exhibit evidence of firm understanding of how students learn through the implementation of diverse strategies in classroom instruction. Data-driven instruction will be implemented so that a comprehensive analysis of various forms of assessment is conducted so as to effect improvement in student performance, evidenced in increased motivation and achievement.

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.

Our staff is provided with intensive in-house differentiated staff development where the staff is gathered in small groups by subject areas. Staff development for non-major subject teacher is provided by sending them to outside staff development workshops or contracted consultants. The focus of our staff development is to maintain alignment with the standards, improve our teaching methodologies and develop comprehension and understanding of the Acuity and ARIS data system management: Predictive, ITA.

To improve teacher knowledge in one or more subjects they teach, increase skills in methods for improving student behavior, or learn how to teach students with disabilities, or coping with their students' language learning barriers, I.S. 129 will ensure the implementation of the following key elements in effective professional development:

- Various learning activities are referenced to student learning;
- Use of data to make decisions about the content and type of activities that constitute professional development;
- Tasks and activities that are based on research-validated practices;
- Placing subject matter mastery a top priority;

- Provision of a long-term plan that enhances a focused and ongoing professional development with time well allocated;
- Evaluation of any forms of professional development, focusing on activities that address the State and City standards, assessment, and the regional/school curriculum.

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

I.S. 151 attends all regional and borough-wide recruitment events. In addition, the Regional Office identifies vacancies at the school and refers potential candidates for interview. As part of the Teachers for Tomorrow program candidates are informed of bonus payments for further graduate study that are made available to I.S. 151 staff.

I.S. 151 will focus on these areas to attract and retain highly qualified teachers: certification reform, professional development, compensation strategies, and recruitment ideas. Our goal is to reduce barriers and increase standards, which means that teachers will be directed to diverse routes to being licensed, such as the idea of considering alternative certification for people entering the field of teaching. Ongoing, meaningful, systemic, and sustained professional development will be provided so as to give teachers the opportunities to grow personally and professionally. Highly qualified teachers will receive recommendations to pursue higher education through programs that support their efforts with financial assistance, as well as the availability of resources to furthering their advancement in their chosen fields of specialization.

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

- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their children's progress.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as often as possible.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

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

N/A

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

I.S. 151 has established an Academic Intervention Team (AIT) and an Inquiry Team to ensure that at-risk students are identified and an academic plan is created and implemented for these students. Classroom teachers are invited to speak at these meetings during the evaluation process. Teachers comprise a majority of members of the committee and our Chairperson is a teacher. In addition, the results of the Predictive, ITA or School Related Assessments are provided to the staff and the teachers use the data to inform their instructional practices accordingly.

Other measures to include teachers in the above activities are: increased communication with parents; workshops of diverse topics; progress reports issued periodically; time allocated for collaborative planning; participation of content area leaders in cabinet meetings and other conferences involving decision-making processes.

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.

Student scores are distributed to all staff before the first day of school. This provides staff with an overview of student abilities and the opportunity to meet with the administration, coaches and consultants to discuss the data and develop an action plan. A reading assessment is made of all students in order to assign leveled books utilizing the Fountas and Pinnell system, and WRAP. A mathematics inventory is also administered. Students identified as needing support are programmed to attend the extended period program. The AIT screens students and assigns a regular day AIS support. This included a pull out program or a mathematics support staff. Extended day program are made available to these students as well as after SES programs.

- CAPS Program to improve attendance rate
- After-school activities geared towards academic improvement (Extended Day)
- Saturday Academy
- Peer coaching
- Tutorial programs (one-to-one or small group instruction) using varied resources, e.g. Wilson, REWARDS, SRA, and Great Leaps, among others.

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.

I.S. 151 offers a comprehensive support system to its students and their families. Students receive academic and counseling support. Among the students support services offered to students are violence prevention and drug awareness.

Parents are provided with information regarding adult education, housing and nutrition program through the Parent Coordinator.

The following resources will be consolidated in the School-wide Program, namely: budget allocations for the school, participation in the CEI-PEA (PSO), DINI grant, school-based fundraising campaigns, and other grants from various Federal, State and local funding agencies, such as Learning and Leadership Grants and Innovation Grants. Sponsors from the private sectors, such as PENCIL, will also be sought. The aforementioned resources will be used to support the different areas in the implementation of I.S. 151's various programs for 2010-11 so that goals and objectives are achieved successfully. Funds needed to support or supplement these programs involving all constituencies will come from the above named resources to make them feasibly operational.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A			Check (✓)
Title I, Part A (Basic)	Federal	√				√	Pages 59 - 81, 102
Title I, Part A (ARRA)	Federal	√				√	Pages 47 - 50
Title II, Part A	Federal	N/A				N/A	
Title III, Part A	Federal	√ \$9,856				√	Pages 51 - 57
Title IV	Federal	√ \$88,317				√	Pages 47, 53, 80, 97, 102

<sup>1</sup> **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

IDEA	Federal	\$213,355					
Tax Levy	Local	\$1,760,497					