



**I.S. 98 THE BAY ACADEMY FOR THE
ARTS & SCIENCES**

**2008-2009
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: DISTRICT 21K I.S. 98
THE BAY ACADEMY FOR THE ARTS & SCIENCES**

**ADDRESS: 1401 EMMONS AVENUE
BROOKLYN, N.Y. 11235**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: I.S. 98 **SCHOOL NAME:** The Bay Academy for Arts & Sciences

DISTRICT: 21 **SSO NAME/NETWORK #:** ESO 6 – Karen Ditolla

SCHOOL ADDRESS: 1401 Emmons Avenue Brooklyn, N.Y. 11235

SCHOOL TELEPHONE: 718 891-9005 **FAX:** 718 891-3865

SCHOOL CONTACT PERSON: Adam Ward **EMAIL ADDRESS:** Award2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Adam Ward

PRINCIPAL Marian Nagler

UFT CHAPTER LEADER Bridget Cuoco

**PARENTS' ASSOCIATION
PRESIDENT** Lissette Murray

STUDENT REPRESENTATIVE
(Required for high schools) _____

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Richard D'Auria

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor's Regulations A-655 on SLT's; 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 an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Marian Nagler	*Principal	
Bridget Cuoco	*UFT Chapter Chairperson	
Lisette Murray	*PA/PTA President or Designated Co-President	
Adam Ward	Chairperson / Staff	
Maria Timo	Staff	
Janice Dalton	Staff	
Mandi Bracho	Staff	
Tina Marie Schneider	Staff	
Theresa Halstead	Parent	
Carlton Richardson	Parent	
Madeline Rosensweet	Parent	
Deborah Julien	Parent	
Kanchan Katapadi	Parent	
Michael Montemurro	Parent	

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Bay Academy for the Arts & Sciences, I.S. 98 is located in Sheepshead Bay Brooklyn. Students are admitted through a testing procedure, which includes academics as well as talent areas. The school is for academically gifted students, providing acceleration and enrichment through the intermediate experience.

We are a Gifted and Talented school with an emphasis on the Arts, as well as on interdisciplinary instruction. Every student is enrolled in one of our special talent areas, which include Art, Music (both vocal and instrumental), Drama, Dance, Creative Writing, Athletics, Science and Math/Computer. We strive to have a predominantly student-centered learning environment. To work toward this goal teachers provide a great deal of hands-on instruction, including Science Labs, Computer Lab, Art and Music instruction. Teachers take educational field trips to help extend the classroom experience. Guest Speakers are invited into the classroom to give presentations and we have a varied auditorium program, which provides enrichment in all subject areas.

We offer extended day programs in Reading, Math, Science, Foreign Language, Music and Social Studies. Through a congressional grant we offered and after school art program through the Brooklyn Arts Council.

Our Computer/Math talent participates in the Stock Market Game; a ten week educational program which simulates learning about economics, finance and the American Economic System. It is accessed via the internet and is a real world simulation of what it is like to be actively involved in the stock market. This year one of our teams was a citywide winner.

In English Language Arts classes we use a combination of anthologies and novels. In keeping with our interdisciplinary plan, most of the novels our students read are in alignment with the Social Studies curriculum. The creative writing talent program focuses not only on conventional writing but introduces many different writing forms. The focus of creative writing is to show students that writing is vital in all careers and to life itself.

In social studies the NYS Core Curriculum is followed. Our school participates in the E-Con Bowl where local and economic issues are presented via multimedia. Through the social studies department we adopted a school in Zimbabwe. The entire Bay Academy school community donated books, school supplies, soap and other necessities which were shipped to Zimbabwe.

In the Science department, a "hands-on", mind-on" environment is stressed in all classes. Laboratory activities utilize an inquiry-based approach that incorporates scientific thinking processes. Research is an integral part of the science activities and there is a focus on writing. Students participate in a yearly Science Fair that showcases the many scientific and creative projects the students have created outside of the classroom with teacher consultation. Four science teachers are participating members of Urban Advantage. As members of Urban Advantage the students are involved in a year long field

study culminating in an exit project. All of our eighth graders are enrolled in Regents Level Earth Science.

Our Science talent program provides the students with the opportunity to explore, create and design robots and bridges. The students work in to build and program a robot to perform a variety of tasks. Students are given a thorough course in theory and programming prior to creating their robotics designs. The robotics team has participated in the Lego League competition.

In Bridge Building the students learn about the principles of bridge design and in groups of students, design and construct a scale model bridge. The culminating activity is a contest in which students test the bridge for durability. Forensics is the course of study for the grade six science talent. It is here that the students discover how to use clues to determine crime scene investigation, DNA, fingerprinting and hair samples are a few of the concepts taught.

Our new state-of-the-art science affords our students even more opportunities to learn and explore in a hands-on environment.

Our math program at I.S. 98 follows the City and State standards. All 8th grade students are enrolled in Integrated Algebra.

Our school offers three foreign languages: Italian, Spanish and French. Students in the sixth grade are exposed to all three languages. Students engage in conversations to provide and obtain information, to express feelings and exchange opinions. Students are exposed to the culture of the language and through listening activities, role playing activities, watching movies in the target language they are prepared to take the language proficiency exam in grade eight.

In addition to our two Computer Labs, we have mobile laptop carts. Technology is infused into all curricular areas through the use of desktop classroom computers and the mobile laptop labs. Every computer has Internet access. The Library is open during all lunch periods providing students with computer access. Many of our classrooms have SMART Boards installed, adding a new dimension to the educational experience.

Our school has various teams in addition to the one previously mentioned. We have a Builder's Club (the intermediate level of Kiwanis), and Arista/Archon Honors Society, a Tennis Team, a Library Squad, a Chorus and an Orchestra. We are part of the C.H.A.M.P.S. program, and we have both a boys' and a girls' basketball team. These organizations offer the students a wealth of experiences from the team's building to making new friends. Our E-Con Bowl team won the New York City finals.

I.S. 98 offers various forms of academic intervention services to meet the needs of all students who require additional assistance to meet the State Standards in ELA, Mathematics, Science and Social Studies. Our programs include: Extended School Day, Peer Tutoring, School Assessment Team and Pull-Out Program. These services are provided for students at risk of not meeting the State Standards as well as those who have not met the Standards.

The Pull-Out Program is for at risk students who have been identified for these services using City and State tests such as ELA as well as Teacher Assessment and recommendation. Students with proficiency levels of one and two are targeted. Item Skills analysis is used to identify areas of weakness.

The Attendance Coordinator works collaboratively with School Aides and targets students with excessive absence and lateness. Teachers call the homes of these students who are absent for more than two days. Our telephone calling system, "The School Messenger", is programmed to call the home of every student who is late or absent each day. The Attendance Coordinator follows up on all attendance problems.

UPDATED – OCTOBER 2008

At I.S. 98 we recognize that families and other community members are a vital part of all students' academic and social success and consider family involvement an essential ingredient for a successful education program. The School Leadership Team has hosted various workshops on interpreting reports and using the Internet as a research tool in the home.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	I.S. 98 – The Bay Academy for the Arts & Sciences				
District:	21	DBN #:	21K098	School BEDS Code #:	332100010098

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:					Attendance:				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	0	0	0		94.5	94.3	94.3		
Kindergarten	0	0	0						
Grade 1	0	0	0						
Grade 2	0	0	0	Student Mobility: (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	0	0	0		98.8	98.7	98.9		
Grade 4	0	0	0						
Grade 5	0	0	0	Eligible for Free Lunch:					
Grade 6	335	376	315	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	313	323	363		0	0	0		
Grade 8	371	301	323						
Grade 9	0	0	0	Students in Temporary Housing:					
Grade 10	0	0	0	(Total Number as of June 30)	2006	2007	2008		
Grade 11	0	0	0		2	0	1		
Grade 12	0	0	0						
Ungraded Elementary	0	0	0	Recent Immigrants:					
Ungraded Secondary	1	0	0	(Total Number as of October 31)	2006	2007	2008		
Total	1020	1000	1001		4	3	1		
Special Education Enrollment:					Suspensions:				
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	14	16	22						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	22	19	0		
Number all others	9	5	15	Superintendent Suspensions	3	0	4		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	1	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	11	0	0	Number of Staff:			
# ELLs with IEPs	1	2	4	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	55	51	54
				Number of Administrators and Other Professionals	8	9	9
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	1	TBD	2
	0	0	1				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	94.4
American Indian or Alaska Native	0.0	0.2	0.2	Percent more than two years teaching in this school	81.8	82.4	85.2
Black or African American	22.4	19.9	15.4	Percent more than five years teaching anywhere	65.5	72.5	72.2
Hispanic or Latino	7.9	8.9	8.4	Percent Masters Degree or higher	87.0	98.0	93.0
Asian or Native Hawaiian/Other Pacific Isl.	14.2	17.0	18.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	83.7	86.3	97.4
White	55.4	54.9	57.2				
Multi-racial	0	0	0				
Male	42.6	43.7	45.6				
Female	57.4	56.3	54.4				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> <u>Non-Title I</u>		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2005-06	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input type="checkbox"/> <u>In Good Standing</u>	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

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
All Students	X	X	X			
Ethnicity						
American Indian or Alaska Native	--	--	--			
Black or African American	X	X	X			
Hispanic or Latino	X	X	--			
Asian or Native Hawaiian/Other Pacific Islander	X	X	X			
White	X	X	X			
Multiracial	--	--	--			
Other Groups						
Students with Disabilities	--	--	--			
Limited English Proficient	--	--	--			
Economically Disadvantaged	X	X	X			
Student groups making AYP in each subject	6	6	5			

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	B	Overall Evaluation:	W
Overall Score	59.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	8.4	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 30% of the Overall Score)	20.1	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)	30.5	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	X

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

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) 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 highlights 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?
-

The Bay Academy is a special place. It's special both because of the students and the staff members that walk through its doors every morning. The Bay Academy accepts the brightest and most talented students New York City has to offer and as a result begins each day with a highly motivated student body, seeking to achieve. The teachers, staff members, and administration are equally motivated to bring out the best in each student. Every day teachers and administration can be found giving their own time freely to the betterment of the school, including meetings during non-teaching periods, after school activities, and individual conferences with students. There is no lack of enthusiasm or energy at the Bay Academy. The purpose of this needs assessment, however, is to reflect on the accomplishments but also on the deficits going into this school year, so that as a community we may better serve the children attending our school.

As an example of success, as noted in our 2007-2008 Quality Review:

The school collects a great deal of data about individual students' performance and progress. The principal and assistant principals maintain a clear overview of the achievements of individuals, classrooms and grades. This information is constantly updated when new assessment data becomes available. In this way, they can identify those students who are at risk of not meeting their long-term goals. Teachers are able to access Acuity data effectively to help them assess which students need individual

help in specific areas and which skills require further coverage with the whole class.

This finding by the Quality Review is the result of countless hours of preparation by teachers and administration. At the beginning of last year, we were able to rally the teachers to commit themselves to using data to shape instruction and began the process of educating the teachers about the various means and methods of data collection and interpretation. This involved countless hours of demonstrations using laptops, Smart Boards, overhead projectors and just plain old determination. By the end of the first quarter, we had accomplished a school wide revitalization and commitment to using data in the classroom. This resulted in a well developed assessment of this matrix on our Quality Review. This one item is proof positive of how dedicated our staff members are to achieving daily excellence.

Of course, with every positive there is often a correlating area of improvement and our Quality Reviewer found that although we are excellent at gathering data, we can improve our implementation of this data in the process of differentiating instruction, as well as adapting to results as the year goes on. The Quality Review states one of our needs areas as, *“Ensure that all teachers differentiate instruction to challenge the higher achieving students.”* Indeed, this does seem to be one of our school’s greatest needs, as evidenced by our yearly progress report. Last year, **89.1%** of our students achieved a 3 or 4 on the state ELA exam, while a whopping **95.7%** achieved a 3 or 4 on the state Math exam. Now to contextualize this finding, this puts us in the city wide **101.3 percentile** for the ELA and **95.3 percentile** for Math. In short, we are at the very very top of the high achieving schools in New York City. Now, with such results, one would perhaps expect our jobs as educators to be easy, simply keep the brightest students in the city achieving as they always have. Yet, when taking a look at our actual yearly progress with these students, we get an entirely different picture. By yearly progress, we mean that a student obtains a score that is the equivalent to making a full year's gain in knowledge acquisition. So, to put it in simplistic terms, a student scoring a high 4 on the ELA in 2007-2008,

would need to receive an equally high 4 (or above) on the ELA exam in 2008-2009 to be considered making a year's worth of progress.

However, when analyzing the data, we begin to see the school's largest need. Unfortunately, the number of students actually making a year's worth of progress is far below the number of students receiving a 3 or 4 on the state exams. Specifically, only **51.4%** of our students made a year's worth of progress on last year's ELA, while only **70.1%** made a year's progress in mathematics. This means that almost **40%** of our students scoring a 3 or higher on the ELA did not make a year's worth of progress, while **25%** did not do so in mathematics. Now to reflect on the implication for this finding, one must consider concurrently the findings of the Quality Review for the 2007-2008 school year. We need to improve the differentiation of instruction for our higher achieving students.

To understand the difficulties in such a task, one must realize that a vast majority of the resources provided by the NYCDOE and the NY State Department of Education are geared towards providing students with the basic skills they lack in both reading and mathematics. These resources include workbooks, instructional programs, on-line resources, etc. This makes sense as this really encompasses the vast majority of students in both the city and the state. However, as stated at the beginning of this assessment, The Bay Academy is a special place. The vast majority of our students enter the building already possessing most of the basic skills to receive a 3 or 4 on state exams. As such, it is our role as educators to augment and strengthen those skills, as well as work on the higher end of the appropriate skill sets. In a way this makes our task of achieving a year's progress more daunting because the support structures all in place across the city and the state largely address basic skill sets. In order to achieve our goals, the Bay Academy must become almost its own laboratory, testing, experimenting and evaluating data in order to find the appropriate methods, content matter, and instructional delivery to reach such gifted students. So, this finding really articulates two separate needs. One is to address this deficit in student achievement, and the other is a kind of culture of independence from traditional test preparation, as it seems that providing students with a core of basic

skills, with more practice of these basic skills is not achieving the ultimate goal of 100% student progress.

Last year, the Inquiry Team came to similar conclusions and instituted an enrichment program for its study group. This study group consisted originally of 25 students (although one declined to participate) who had dropped significantly from a 4 to a 3 on the state ELA exam. Students were chosen on the largest percentile drop from a 4 to a 3. These students were provided with various enrichment options that included a chess club, peer tutoring, a weekly news club, and various academic interventions in the classroom. Most of the students in the target group were students of Inquiry Team members. As a result of participation in this program, 15 out of the active 24 participants (**62.5%**) made a year's worth of progress. While this number is certainly not the ideal 100% result, it is **11.1%** higher than the statistical school average. If measured across the entire school body, such a program should then raise students' overall yearly progress by a full **10%**. If implemented with greater support structures and participation, perhaps that number would climb even higher. On a practical level 16 out of the active 24 participants (**66%**) achieved the top 2% citywide, leading to their ability to freely pick the high school of their choice.

It would seem at odds in a way with the gifted and talented model to note enrichment as a specific need for a high achieving population. However, an examination of the Learning Environment Survey suggests there is some agreement by both parents and students. When asked if they agree or disagree with the following statement - "My child's school offers a wide enough variety of courses and activities to keep my child interested in school." -only **30%** strongly agreed (**49%** agreed) and **11%** disagreed. Now of course these numbers are quite good, but in a school specifically designed to offer talent classes, one would expect a much higher number. After all, unlike most schools in the city our students receive 4 periods a week of talent instruction. When looking at the student numbers on the survey for the identical question, the numbers are even lower – **21%** strongly agree, while **41%** agree, leaving almost **40%** disagreeing or strongly disagreeing with this statement. A question for further

study is certainly to ascertain if it is the higher achieving students that largely comprise this **40%** response on the student survey. In addition, this finding is echoed in our yearly Progress Report that places us in the **59.4 percentile** across our peer horizon. This means that in a study of responses geared towards assessing the “engagement” of our students, we fall somewhere in the middle of the pack when compared to similar schools, some of which also provide a gifted and talented curriculum.

The Bay Academy has many goals for the upcoming school year, but they will all in various ways address the finding that our students must continue to achieve, despite already being in the top percentiles city-wide for reading and mathematics score. This goal, although similar to many schools across the city, ultimately requires a new approach. Our teachers, our administration and our parents, are equally dedicated to this goal, as seen in the countless hours given freely to achieve these results. However, as noted by our Quality Review, differentiation extends upwards to the highest achieving students and beyond the acquisition of basic skills. As such, we must recommit ourselves to finding ways to reach all of our students across the landscape of our school. This will take careful planning by all involved to schedule and implement activities and instruction that reaches students who we seem to be leaving behind. It has begun already with recent implementation of an honors English program, as well as an after school arts program. In order to achieve the needs articulated in this report, we have detailed a variety of goals, outlined in the following section.

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 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. Mathematics:

To implement an instructional program that is aligned with NYC and NYS standards in which students will make at least one year's progress in mathematical concepts and problem solving for all students in grades 6 – 8 in IS 98 as measured by various data streams, including the New York State Mathematics exam. As noted in the Needs Assessment, we will place a special emphasis on our higher achieving students.

2. English Language Arts:

Each year our students will make at least one year's progress, as measured by various data streams, including the ELA exams. As noted in the Needs Assessment, we will place a special emphasis on our higher achieving students.

3. Science:

Students in grades 6, 7 and 8 will be able to access, produce, process and transfer information using various technology by the end of June 2008 evidenced by results of assessments.

	<p>present to the class. Teams will be able to respond to questions from other classmates regarding the topic assigned and follow the basic workshop model. Group work will be an essential portion of the lessons.</p> <ul style="list-style-type: none"> • To prepare for the Math State exam we will challenge the higher achieving students to create sample test questions for the multiple choice section as well as the extended/constructed response section. Students can categorize the questions by three levels of difficulty. The approach can be used with all levels of students to allow them to understand the writing process. Students practice good test-taking strategies, time management, and are able to learn from one another. All students will answer the student-created questions after they have been approved by the classroom teacher.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Instructional materials include Impact Math and manipulatives. Teachers use SMART Boards to provide students with engaging lessons. Students are introduced to new forms of technology and are proficient in the use of math tools: scientific and graphing calculators. Math talent classes meet four periods a week and challenge students by exploring advanced areas of math through group projects. Teachers incorporate computer technology into lessons. All students receive eight periods of Math in grades six, seven and eight. In addition, an after school program has been created to further differentiate instruction.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students will be monitored on a daily basis to ensure that each child's needs are being met. This will occur through formal and informal assessments. Each student's progress will be evident in their journal assignments and portfolio work, and clearly shown in teacher-student conferencing. In addition, Acuity assessments will also be used to gauge student progress. We expect the projected gains to be at least 50% improvement of problem solving skills including fractions. Year end progress will be measured by our New York State exam results, as well as Predictive Assessments given in June 2009.</p>

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 2008-09 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 (SINI/SRAP/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: English

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>English Language Arts: Each year our students will make at least one year’s progress, as measured by various data streams, including the ELA exams. As noted in the Needs Assessment, we will place a special emphasis on our higher achieving students.</p>
<p>Action Plan Include: Actions/Strategies/Activities The School Will Implement To Accomplish The Goal; Target Population(S); Responsible Staff Members; And Implementation Timelines.</p>	<p>Beginning in September of 2008 and continuing through June 2009, five teachers in grade 6, four teachers in grade 7 and three teachers in grade 8 will be responsible for implementing the following:</p> <ul style="list-style-type: none"> ▪ Identify each child’s skills, strengths, and weaknesses using available data to drive instruction, such as Acuity, ARIS, Formative/Summative assessments, as well as teacher observations and interactions with students. ▪ ELL students will be provided instructional strategies and interventions (including AIS) to ensure that they are able to make at least one year’s progress, as measured by various data streams, including the ELA exams. ▪ Increase our student’s writing skills through daily engagement in the writing process, as measured by a yearly portfolio, and extended/constructed responses on the ELA exams. This will include listening, note taking, and editing skills. ▪ For our higher achieving students, we will offer honors level courses to those who qualify according to ELA score and/or class grades. Students must submit sample writing assignments and explain why they are a good candidate for the program to be considered and accepted into the honors program.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Instructional materials include classroom libraries, anthologies, and class sets of novels. Classroom libraries consist of children’s literature including fiction, poetry, and non-fiction that appeal to a variety of different interests to engage students in reading and writing. Students receive eight periods of ELA in grade six, six periods of ELA in grade seven, and five periods of ELA in grade eight. Honors program involves an independent study monitored by the classroom teacher. In addition, an after school program has been created to further differentiate instruction.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Each student’s progress will be monitored on a daily basis. This will occur through conferencing and portfolio work. In addition, student progress will be monitored by Acuity assessments. We expect the projected gains to be at least a 50% improvement of critical thinking skills such as drawing conclusions and making predictions. Overall ELA performance will be indicated by Acuity predictive and diagnostic assessments given throughout the school, as well as by teacher made assessments. Year end progress will be gauged by a predictive assessment given by June 2009.</p>

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), 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 SINI AND SRAP SCHOOLS

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 (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED 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	# 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	22	4			30	35	18	N/A
7	12	3			15	15	22	N/A
8	7	22			35	20	14	N/A
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Small group instruction utilizing Balanced Literacy and Modeling techniques. AIS teacher interfaces with student’s language arts teacher. Princeton Review and Portfolio examinations are used to identify AIS needs.
Mathematics:	Small group instruction utilizing Impact Math strategies. Visual Aids and manipulatives used during small group instruction. AIS teacher interfaces with student’s mathematics teacher. Princeton Review is used.
Science:	Hands on laboratory work is done in small groups. Teacher works with AIS students to develop their skills. AIS teacher meets with Science teacher.
Social Studies:	Small group instruction, differentiated lessons, and a variety of assessments are used in class. AIS teacher meets with Social Studies teacher.
At-risk Services Provided by the Guidance Counselor:	When necessary, Guidance Counselor works with students at risk.00
At-risk Services Provided by the School Psychologist:	One-to-one counseling or small group counseling as indicated on the student’s IEP. Services provided weekly during school hours.
At-risk Services Provided by the Social Worker:	1:1 counseling, parent consultation, teacher consultation, consultation with community-based agencies, liaison with community-based psychotherapists, all provided before, during and/or after school day.
At-risk Health-related Services:	Counseling (1:1 and small group). Consultation with parents, staff and community agencies; provided before and during school day.

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 (2008-2009) LAP narrative to this CEP.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___ ESL ___ Both Number of LEP (ELL) Students Served in 2007-2008: 13
(No more than 2 pages)

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

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

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

Instructional Program: I.S. 98 serves ELL students in grades 6-8. It is a Pull-Out ESL program. The program consists of one class being serviced by a fully certified ESL teacher. The class is conducted in English only. Beginning-Level students receive instruction eight periods per week totaling 360 minutes. Intermediate-Level and Advanced-Level students receive instruction four periods per week totaling 180 minutes. This ESL class addresses the four modalities: listening, reading, writing and speaking. Dictionaries, simplified lesson summaries and the buddy-system, are utilized in the ESL class. All content area teachers working with ELLs have received the mandated 7.5 hours of staff development on integrated ESL instruction. The ESL teacher is actively included in all English and Mathematics departmental meetings and interdisciplinary lesson planning in order to address the Chancellor's recommendations to the Comprehensive Core Curriculum in balanced Literacy and Impact Mathematics.

The ESL teacher also helps students at all levels with Science, Social Studies as well as other content area work. The ESL teacher provides ELL students with tutoring, assistance with homework assignments and projects.

ELL students are encouraged to attend after school tutoring which includes intensive Math and English Language Arts instruction. In addition, ELL students are enrolled in the AIS program currently in progress at our school.

All ELL students are invited to participate in all extra-curricular activities. These include, but are not limited to: Fall Costume Ball, Builder's Club, Arista/Archon Honor Societies, Music Concerts, Dance Shows and educational Field Trips. Finally, the use of technology (includes laptops and SMART Boards) is a crucial part of our ESL program.

- II. **Parent/Community:** Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.
The parents of ELLS attend a Parent Orientation meeting in September, two Parent-Teacher Conferences, a Multicultural Fair and a Parent Tea. At the Orientation meeting, parents receive brochures in their native language and are shown a video that explains the ESL program. They are given an opportunity to ask questions and receive information. The Parent Coordinator is in attendance at this meeting. In addition, ELL parents are invited to all PTA and Curriculum meetings.
- III. **Project Jump Start:** Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
Newcomers receive various materials to help them adjust to their new school/country. They are given a tour of the school, English/Native Language dictionaries and a same Language buddy. This is all done prior to the commencement of the school year. In addition, during the summer, all students receive letters and packets with detailed information about our school.
- IV. **Staff Development (2008-2009 activities—tentative dates and ELL-related topics):** Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
Staff Development plans for integration of ESL instruction into the content areas have been developed. Differentiation of instruction was a topic discussed by our Instructional Team to our staff on both August 30th and August 31st. Similar staff workshops are scheduled for Election Day and Chancellor's Conference Day (Brooklyn Day) as well.
- V. **Support Services provided to LEP students:** Describe other support structures that are in place in your school which are available to ELLs.
The Bay Academy does provide Support Services for our ELLS. Both the School Assessment Team and the Guidance Team are available to our ELLS should their services be needed.
- VI. **Name/type of native language assessments administered (Bilingual programs only):** Describe how you assess the level of native language development and proficiency of the ELLs who are in a Bilingual program. **N / A**

ADDITIONAL LANGUAGES

Acholi (ACH)	Finnish (FIN)	Malayalam (MAL)	Slovak (SLK)
Adangme (ADA)	Garifuna (CAB)	Maltese (MLT)	Slovenian (SLV)
Afrikaans (AFR)	Georgian (KAT)	Mandinka (MNK)	Somali (SOM)
Akan (AKA)	German (GER)	Marathi (MAR)	Sotho-Southern (SOT)
Algonquin (ALQ)	Guarani (GUG)	Mende (MEN)	Sukuma (SUK)
Amharic (AMH)	Gujarati (GUJ)	Mohawk (MOH)	Swahili (SWH)
Arabic (ARB)	Hausa (HAU)	Ndebele (NDE)	Swedish (SWE)
Arawak (ARW)	Hebrew (HEB)	Nyanja (NYA)	Tajiki (TGK)
Assamese (ASM)	Hindi (HIN)	Oneida (ONE)	Tamil (TAM)
Aymara (AYC)	Hungarian (HUN)	Papiamento (PAP)	Telugu (TEL)
Basque (BAQ)	Ibo (IBO)	Pashto (PST)	Thai (THA)
Bemba (BEM)	Icelandic (ISL)	Romanian (RON)	Tigre (TIG)
Bengali (BEN)	Ilocano (ILO)	Romansch (ROH)	Tonga (TNZ)
Bhili (BHB)	Indonesian (IND)	Rundi (RUN)	Turkish (TUR)
Brahui (BRH)	Kabyle (KAB)	Samoan (SMO)	Ukrainian (UKR)
Breton (BRE)	Kamba (KAM)	Sanskrit (SAN)	Urdu (URD)
Bulgarian (BUL)	Kashmiri (KAS)	Seneca (SEE)	Wolof (WOL)
Cebuan (CEB)	Konkani (KNN)	Seri (SEI)	Yoruba (YOR)
Cham (CHA)	Lao (LAO)	Shan (SHN)	Zulu (ZUL)
Czech (CES)	Latvian (LAV)	Shona (SNA)	
Danish (DAN)	Lithuanian (LIT)	Shina (SCL)	
Estonian (EST)	Macedonian (MKD)	Sidamo (SID)	
Ewe (EWE)	Malay (MLY)	Sindhi (SND)	

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

School Building: I.S. 98 District 21

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

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
N / A	1	N / A	N / A	N / A	1	1

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

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

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

Part D: CR Part 154 – Sample Student Schedules

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

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: 21

School Building: I.S. 98

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:07 am To: 8:52 am	Subject (Specify) Social Studies	Subject (Specify) Math	Subject (Specify) Social Studies	Subject (Specify) Social Studies	Subject (Specify) Math
2	From: 8:55 am To: 9:40 am	Subject (Specify) Math	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Math	Subject (Specify) English
3	From: 9:43 am To: 10:28 am	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) English	Subject (Specify) Foreign Language	Subject (Specify) Math
4	From: 10:31 am To: 11:16 am	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
5	From: 11:19 am To: 12:06 pm	Subject (Specify) English	Subject (Specify) English	Subject (Specify) English	Subject (Specify) Science	Subject (Specify) Foreign Language
6	From: 12:09 pm To: 12:54 pm	Subject (Specify) Math	Subject (Specify) English	Subject (Specify) Math	Subject (Specify) English	Subject (Specify) Science
7	From: 12:57 pm To: 1:42 pm	Subject (Specify) Gym	Subject (Specify) Talent	Subject (Specify) Foreign Language	Subject (Specify) Talent	Subject (Specify) Social Studies
8	From: 1:45 pm To: 2:30 pm	Subject (Specify) Gym	Subject (Specify) Talent	Subject (Specify) Math	Subject (Specify) Talent	Subject (Specify) English
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: TBE Dual Language **X Pull-Out**
 Indicate Proficiency Level: **X Beginning** **X Intermediate** **Advanced**

School District: 21

School Building: I.S. 98

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:07 am To: 8:52 am	Subject (Specify) Math	Subject (Specify) Art	Subject (Specify) Math	Subject (Specify) Social Studies	Subject (Specify) ESL
2	From: 8:55 am To: 9:40 am	Subject (Specify) Science Lab	Subject (Specify) ESL	Subject (Specify) Italian	Subject (Specify) Math	Subject (Specify) Gym
3	From: 9:43 am To: 10:28 am	Subject (Specify) ESL	Subject (Specify) Math	Subject (Specify) ESL	Subject (Specify) Science	Subject (Specify) Social Studies
4	From: 10:31 am To: 11:16 am	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
5	From: 11:19 pm To: 12:06 pm	Subject (Specify) ELA - ESL	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) ELA - ESL	Subject (Specify) Math
6	From: 12:09 pm To: 12:54 pm	Subject (Specify) ELA - ESL	Subject (Specify) ELA - ESL	Subject (Specify) Social Studies	Subject (Specify) ELA - ESL	Subject (Specify) Art
7	From: 12:57 pm To: 1:42 pm	Subject (Specify) Social Studies	Subject (Specify) ELA - ESL	Subject (Specify) ELA - ESL	Subject (Specify) ESL	Subject (Specify) ELA - ESL
8	From: 1:45 pm To: 2:30 pm	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) ELA - ESL	Subject (Specify) Science Lab	Subject (Specify) ELA - ESL
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

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.

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

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Childrens' Home Language Surveys, as well as informal student and parent questionnaires determine the interpretation and translation needs.

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.

We have a number of parents who speak Russian, Spanish, Italian and / or Chinese. We need to meet their translation needs.

Part B: Strategies and Activities

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

Parent volunteers will provide written translation services.

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 interpretation services will be provided by staff members.

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>.

Students will be informed of the availability of translation services, and written notices will be sent home.
School Messenger – provides attendance and lateness information in three languages – Spanish, English and Russian. For information related to school activities and functions translation is provided for all languages represented in school i.e., Chinese, Urdu, etc.
Documents and policies sent home are provided by New York City Department of Translation and Interpretation Unit. Staff members can fax or send class contracts in any language to be translated.

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

1. Enter the anticipated Title I allocation for the school for 2008-2009_____
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program_____
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified_____
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year_____
5. If the percentage of high quality teachers during 2007-2008 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 at the NYCDOE website link provided above.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

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 at the NYCDOE website link provided above.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

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

Part A: For All School Improvement Schools (SINI and SRAP)

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

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

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.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)
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**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

– **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 has or will engage in to assess whether this finding is relevant to your school's educational program.
We use Acuity State ELA exams, and teacher made materials to determine if our curriculum addresses the standards.

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?

89.1% of our students are at level 3 or 4 on State exam.

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

1B. Mathematics

Background

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

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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 has or will engage in to assess whether this finding is relevant to your school's educational program.
We use Acuity, State Math exams and teacher made materials to determine if our curriculum addresses the standards.

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?

95.7% of our students are level 3 or 4 on the State Math exams. The classroom teacher uses additional material to fill in the gaps. The teachers meet as a group to produce universal grade material.

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

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the

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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 has or will engage in to assess whether this finding is relevant to your school's educational program. During formal and informal observations supervisor focuses on instructional orientation and differentiation of instruction. We encourage teachers to engage the students in ways other than teacher directed lessons.

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

Applicable **Not Applicable**

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

Although some members of our staff still prefer teacher-directed, we have provided a tremendous amount of professional development to make them more comfortable with other instructional orientations.

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student

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engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
Use of Acuity including Predictive Assessments and ITA helps assess and draw instruction.

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

Applicable **Not Applicable**

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

Technology, i.e., computers, SMART BOARDS, calculators are used in the classroom. All classes are arranged for group work and hands-on learning.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

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

N / A

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

Applicable **Not Applicable**

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

N / A

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
This finding is not relevant. QTEL postings are available. In addition, Election Day Professional Development includes a QTEL address.

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

Applicable **Not Applicable**

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As mentioned above.

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.

N / A

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 has or will engage in to assess whether this finding is relevant to your school's educational program.
ELL academic progress is made available to all teachers of ELLs via the ESL teacher.

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?

As mentioned above.

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.

N / A

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 has or will engage in to assess whether this finding is relevant to your school's educational program. Every student in the school that has an IEP, their teachers are given a copy of the IEP. The IEP contains the students' goals for their education on page 6. Behavioral needs, if any, are also in the IEP page 4 and all testing modifications, if any, are on page 9.

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

Applicable **Not Applicable**

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

IEP teacher is available at any time to go over the IEPs with the teachers.

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

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
N / A

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

Applicable **Not Applicable**

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

As explained above – 6.1 and 6.3

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.

No support needed. Issues are addressed.

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