



**THE CHRISTA MCAULIFFE
INTERMEDIATE SCHOOL 187**

**2008-09
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 20K187
ADDRESS: 1171 65TH STREET, BROOKLYN, NY 11219
TELEPHONE: 718 236-3394
FAX: 718 236-3638

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: I S 187 **SCHOOL NAME:** The Christa McAuliffe School

DISTRICT: 20 **SSO NAME/NETWORK #:** LSO-ICI/Team D

SCHOOL ADDRESS: 1171 65th Street, Brooklyn, NY 11219

SCHOOL TELEPHONE: 718 236-3394 **FAX:** 718 236-3638

SCHOOL CONTACT PERSON: Justin Berman **EMAIL ADDRESS:** JBerman3@schools.nyc.gov

POSITION/TITLE PRINCIPAL

PRINT/TYPE NAME JUSTIN BERMAN

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Jeffrey Feil

PRINCIPAL

Justin Berman

UFT CHAPTER LEADER

Jeffrey Feil

**PARENTS' ASSOCIATION
PRESIDENT**

Christine Boyle

STUDENT REPRESENTATIVE
(Required for high schools)

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

Karina Costantino

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
Justin Berman	*Principal or Designee	
Rosemarie McGarr	CSA Representative	
Jeffrey Feil	*UFT Chapter Chairperson or Designee	
Betty Bonura	DC 37 Representative	
Eileen Cullen	Staff	
Lynne Ferrier	Staff	
Joanne Haase	Staff	
Christine Boyle	*PA/PTA President	
Teresa Amato	Parent	
Maryann Anderson	Parent	
Diane Bruno	Parent	
Theresa Cartusiello	Parent	
Peter Shu	Parent	
Susan Tirota	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 Christa McAuliffe Intermediate School is a center for educational innovation and accomplishment. It is a school with a reputation for drawing the best from all its students. The mission of this school is quite simple. It is the responsibility of all the stakeholders in our school to encourage and foster high standards of excellence in the areas of academic and social growth.

In order to achieve this mission, we have forged new and exciting strategies. Our school is a three-theme-based school that fosters the middle school philosophy. We believe that this model provides all of our students with an environment which is nurturing and supportive. It is our intention and goal to welcome students of all achievement levels into the academy of their choice.

The school mission can become a reality only if all members of the school community – parents, teachers, administrators, and others at all levels of the organization – focus their efforts relentlessly and effectively on enabling all students to meet high standards. Parents are crucial in shaping student attitude toward education and in improving teaching and learning in our school.

NARRATIVE DESCRIPTION OF THE SCHOOL – The narrative description should provide a “snapshot” of the school and contain an accurate overview of the school's current educational program and the significant changes that will be implemented for the 2008-2009 school year. It must contain the following:

The Christa McAuliffe Intermediate School (I.S. 187) is located in Bensonhurst, Brooklyn. Our school serves a student population who reside throughout Region 7 in the western area of Brooklyn. The majority of our students live in the Bensonhurst, Bay Ridge and Sunset Park sections of Brooklyn.

Our student body for the school year 2008-2009 will be largely talented and gifted student populations. Thirty of the thirty three homerooms will be comprised of students who have been accepted into our school for our gifted program. Three classes of self-contained special education students will be an active part of our school community.

Special Education services are provided to thirty-six students in our innovative special education program and approximately 5 students receive supplemental mandated support services including counseling, speech, hearing, occupational and physical therapy services, and students receiving these services on an “at risk” basis” are yet to be determined since this is based on student need.

THE SCHOOL FOR CHOICE

Thematic Academies, to address students' individual needs, were developed and are fully implemented at the Christa McAuliffe Intermediate School.

The staff, parents and students of the Christa McAuliffe School are pleased with the successful implementation of our three academies. The three academies of the school are:

- *Academy For Scientific Research
- *Academy For Global Communication
- *Academy For The Arts And Humanities

Known as the school for choice, students are given an opportunity to choose the academy that they are interested in being affiliated with for their three-year stay on the intermediate level.

Each academy has a cross section of the student population including honored classes, curriculum mapping, thematic and special education classes.

The subject disciplines in each of the academies is based on the required state and city curriculum, however, the manner of instructional delivery is different within each of the academies. Each academy has its own thematic approach to the delivery of instruction to the students within its structure. The teachers work on a weekly basis to deliver units of instruction that are multidisciplinary in nature. The teachers within the academies are given the instructional charge of selecting textbooks, instructional materials and equipment needed to provide this instruction to their classes.

Flexible scheduling will be implemented to provide the teachers with an opportunity to create 90-minute blocks of instruction as their curriculum demands require it to occur throughout the school year.

For the school year 2008-9, our school community continues to have a waiver from the Comprehensive Mathematics Program and the Comprehensive Literacy Program.

We will provide some “90-minute” blocks of LA instruction. Our literacy coach will work closely with the students in our school.

We have been offering the following accelerated courses in our school: Mathematics Integrated Algebra and Spanish Proficiency Exams.

Our ELL Program will only service 18 special ed students and 1 general ed students for the upcoming school year.

Our English Language Learners have received the benefit of 10 45-minute periods of ESL during the six-day cycle and their course work will be provided by teachers who have been instructed in ESL methodology.

Our after-school programs have included literacy, mathematics, science, social studies and curriculum exploration for students not meeting the standards in these areas or for students who have shown a decrease in their performance on the Statewide Assessments. During our 50 minutes, a mandated program, as well as an enrichment program, program will be in place.

We will provide opportunities for our gifted student population to participate in the test-taking strategies courses for high school entrance, city and statewide test preparation.

Our school is involved with the following organizations who have aided our school to develop the attached comprehensive educational plan. The list outlines those collaborations that are directly linked with our educational plan:

1. Ben-Bay Kiwanis Organization has aided our school to develop The Christa McAuliffe Builders Club. Through this collaboration, our school has become active members in helping the members in the community who would need the help. In May, our Builder's Club sponsored a Fashion Show that raised funds for Relay for Life.
2. NY Academy of Medicine – Junior Fellows Program – N.Y. Academy of Medicine – The Junior Fellows Program is collaboration between the NY Academy of Medicine, Maimonides Hospital and students from our school. Students choose science/medical project topics and are able to use the doctors at the hospital and the Academy as resources in completion of their projects.
3. Young Dancers In Repertory –Through Project Arts funding, three groups of students were able to develop their own dance representations that culminated in a performance in mid June.

Each member of our school community is aware of the need for outside links to the community in which our school is located. The following organizations have been involved in community-based activities with our students: Mercy First.

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:	The Christa McAuliffe Intermediate School 187				
District:	20	DBN #:	20K187	School BEDS Code #:	332000010187

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	X <input type="checkbox"/> 6	X <input type="checkbox"/> 7
	X <input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	X <input type="checkbox"/> Ungrad. Ele.	X <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					97.2	97.4	97.4		
Kindergarten				Student Mobility:					
Grade 1				(% of Enrollment as of June 30)	2006	2007	2008		
Grade 2					99.7	99.6	99.7		
Grade 3				Eligible for Free Lunch:					
Grade 4				(% of Enrollment as of October 31)	2005	2006	2007		
Grade 5					41.5	47.3	51.5		
Grade 6	362	323	312	Students in Temporary Housing:					
Grade 7	311	348	309	(Total Number as of June 30)	2006	2007	2008		
Grade 8	272	305	342		1	0	1		
Grade 9				Recent Immigrants:					
Grade 10				(Total Number as of October 31)	2006	2007	2008		
Grade 11					2	4	0		
Grade 12				Special Education Enrollment:					
Ungraded Elementary				Suspensions:					
Ungraded Secondary	27	31	31	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Total	974	1007	994		42	75	46		
				Principal Suspensions	2	9	7		
				Superintendent Suspensions					
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	30	35	35						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	42	75	46		
Number all others	6	5	4	Superintendent Suspensions	2	9	7		

UPDATED – OCTOBER 2008

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
				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	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	4	14	12	Number of Staff:			
# ELLs with IEPs	4	12	2	(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	52	56	60
				Number of Administrators and Other Professionals	18	8	13
Overage Students:				Number of Educational Paraprofessionals	5	Tbd	6
(# entering students overage for grade as of October 31)	2006	2007	2008				
	0	0	0				
				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	100.0
American Indian or Alaska Native	0.1	0.1	0.1	Percent more than two years teaching in this school	88.5	87.5	81.7
Black or African American	1.0	1.5	0.9	Percent more than five years teaching anywhere	78.8	82.1	83.3
Hispanic or Latino	9.0	8.0	6.7				
Asian or Native Hawaiian/Other Pacific Isl.	49.9	53.1	60.9	Percent Masters Degree or higher	5288.0	88.0	85.0
White	39.9	37.2	31.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.4	92.2	94.4
Multi-racial	NA	0					
Male	46.7	48.5	49.9				
Female	53.3	51.5	50.1				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input checked="" type="checkbox"/> Non-Title I		
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 checked="" type="checkbox"/>	If yes, area(s) of SURR identification:			
Overall NCLB/SED Accountability Status (2007-08):	<input checked="" type="checkbox"/> In Good Standing	<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)		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____					
Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	Good Standing		ELA:		
	Math:	Good Standing		Math:		
	Science:	Good Standing		Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	X	X	X			
Ethnicity						
American Indian or Alaska Native	-	-				
Black or African American	-	-				
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	X	X	4			
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			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	73.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Outstanding
School Environment (Comprises 15% of the Overall Score)	12.4	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	23.2	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	38.0	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	0	Quality Statement 5: Monitor and Revise	Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

UPDATED – OCTOBER 2008

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?
-

In conducting our needs assessment, we utilized all available data from the Department of Education website and NYSTART.

Language Arts

Upon review of the 2008 ELA exam we can clearly see that our students in each grade have made progress in the preceding year.

2008 ELA Exam (Students achieving Level 3 and 4

Grade 6	99.7	+1.3
Grade 7	99.4	+0.8
Grade 8	97.7	+2.0
Total	98.9	+1.3

Upon further analysis we see a movement of students from Level 4 into Level 3 on each grade level. We notice the following hotspots of our students in each of the grade levels:

Grade 6

- recognizing the author's use of literary devices (ex. simile, metaphor, personification)
- identify different perspectives presented in one or more texts
- identify ways in which character change and develop throughout a story
- compare and contrast information on a topic from multiple sources
- writing mechanics

Grade 7

- use of knowledge of structure, content and vocabulary in understanding informational text
- interpret characters, plot, setting and theme using evidence from the text
- condense, combine or categorize new information from one or more sources
- draw conclusions and making inferences based on explicit or implied information
- recognize the author's use of language creating images and feelings
- evaluate the validity and accuracy of information, themes, ideas, opinions and experiences in text to evaluate examples, details and reasons used in support of ideas
- writing mechanics

Grade 8

- evaluate the validity and accuracy of information, themes, ideas, opinions and experiences in text to evaluate examples, details and reasons used in support of ideas
- interpret characters, plot, setting and theme using evidence from the text
- determine the use and meaning of literary devices to convey author's message or intent (examples, symbolism, metaphor and simile, alliteration, personification, flashback and foreshadowing)
- identify poetic elements in order to interpret poetry
- writing mechanics

In addition to the analysis of the 2008 ELA exam, we have utilized the **INSTRUCTIONALLY TARGETED ASSESSMENTS** and the ELA predictives to assist in the development of instructional units to target weakness areas.

We have also identified vocabulary, writing mechanics and public speaking of areas of school-wide need. We are currently utilizing "Get A Clue," a web-based computer program to enhance the oral, written and expressive vocabulary of our students. In the area of public speaking, we are closely monitoring our student's participation in class to ensure that all students are audible and share their knowledge with their teachers and peers. In the area of writing mechanics, we have developed a school-wide writing mechanics rubric that closely mirrors the ELA exam.

Mathematics

Upon review of the 2008 NYS Math Test Analysis, we can clearly see that the students in each grade have made improvements in the preceding year or maintain their level of success.

In June of 2008, our eighth grade students who participated in the integrated algebra regents program passed with a 100% rate. This was our first year teaching this course and we are happy with these results.

2008 NYS Mathematics Test

Grade 6	100%	+0.3
Grade 7	100%	0
Grade 8	100%	0
Total	100%	+0.1

We also recognize a major increase of our grade 8 students that moved into Level 4 by 31.9%. In Grade 7 we saw a similar trend of an increase of students moving into Level 4 by 13.6%. In Grade 6, 15.8% of our students moved from a Level 3 to a Level 4.

Using the item skills analysis of the Spring 2008 NYS Math Exam, we have recognized the following hotspots in each grade:

Grade 6

- define and determine absolute value of rational numbers
- estimate a percentage of quantity
- solve simple one-step equations using basic whole number facts
- plot points to form basic geometric shapes
- record experiment results using fractions/ratios
- solve percentage problem involving percentage rate or base
- justify predictions made from data
- estimate volume area and circumference

Grade 7

- recognizing the difference between rational and irrational numbers
- find the common factors and the greatest common factors of two or more numbers
- read and interpret data represented on a graph
- determine the probability of dependent events
- determine the validity of sample methods to predict outcomes
- add and subtract two integers
- construct Venn diagrams
- calculate the volume of prisms and cylinders
- draw central angles of a given circle

Grade 8

- solve multi-step equations
- find a step of ordered pairs to satisfy a given linear numeric pattern
- multiply and divide monomials
- apply algebra to determine measurement of angles
- describe and identify transformations in a plane
- draw the graphic representation of a pattern from an equation or table of data
- add and subtract polynomials
- use the Pythagorean theorem to determine the unknown length of a right triangle
- convert money from different currencies
- describe a situation involving relationships that match a given graph
- apply percents to
- calculate unit price using proportion
- draw the image of a figure under a dilation

We have also recognized the need for school-wide focuses in the answering of constructive responses, the understanding of the language of mathematics and the need for our students to show thorough and complete work. Keeping these areas in mind, we have developed a school-wide rubrics to be used for extended responses. This allows our students to self-assess their responses and recognize how they can make their responses more thorough and comprehensive. Each teacher has a list of grade-appropriate math language that is focused on daily in their classroom. We utilize the INSTRUCTIONALLY TARGETED ASSESSMENTS AND MATH PREDICTIVES to focus on student's individual areas of need.

In focusing in assisting our students in the bottom third in the Math 2008 Exam, we have provided additional in-class support for the following classes:

6C, 6D, 7C, 7Q, 7K,7M, 8ACE, 8BD, 8RS, 8LM, 8KQ

In these classes, we have two teachers who team teach various lessons to target all students and in particular the students in our bottom third.

Laptops, smartboards and promethean boards are widely used to incorporate internet activities into the mathematics classroom. We currently have three groups of students working on a web-based program, entitled, "Tabula Digita."

Science

As indicated on our 2008 Grade 8 science assessment, our students made adequate yearly progress. Of our grade 8 students, 100% performed in Levels 3 and 4 in this assessment. We

also witnessed an increase of 38% of our students moving from Level 3 into Level 4 on this state-wide assessment.

We have recognized that our hands-on approach to the teaching and learning in the area of science has proven effective as witnessed in our student's scores. The creativity of our staff and the dedication to presenting science in a concrete manner has been seen in our test results.

We have a fully functioning science lab which provides our students with an opportunity for hands-on laboratory experiences. The students are asked to develop a lab report for each lab done in class. The students are asked to express their observations in a written format that aids them in preparation of their assessment.

The use of science-based novels has increased from one novel to three novels read annually. This provides a great connection between literacy and science. Students have access to a web-based data base for research conducted in our school. All students will be required to write a report of information using IIM method of research this coming April. This research project will be an extension of the social studies research project completed in December.

Magazines, books and computers are available to students during the school day and during designated homerooms and lunch periods. Classes are scheduled to visit the library to learn about the technology available to assist them in compiling information for their research projects.

Last year, we were involved in the spiral science curriculum for grade 6. For this school year, we have received an exemption for this spiral curriculum. The department members along with the assistant principal have looked and compared topics that grade 6 was missing. These topics are now being taught in grade 7 to insure that all students have received all topics required on the grade 6 level.

Social Studies

Upon review of the 2007-2008 grade 8 NYS social studies assessment, we are pleased to announce that 96% of our students have received Levels 3 and 4 on this assessment. Upon analyzing the data, we recognize that our students need extensive work on the extended responses in which they must incorporate outside information into their completed responses. This year, our grade 7 students are using the CORE CURRICULUM and support materials provided by the DOE.

Through internet capabilities, our students are able to perform analysis and interpretation of primary source documents within their classroom setting. The students are asked to share their findings with their peers during class sessions.

The students have access to a web-based data base for research within our school. Each student would develop a report of information using the IIM method. Newspapers, magazines and books are also available to our students from our school library during class visits, homeroom and designated lunch periods.

Foreign Language: Spanish

The students are challenged daily to utilize Spanish in their classroom. Their classes are conducted in the target language with a focus on the components of checkpoint A.

Students who have successfully completed checkpoint A take the Spanish Proficiency Exam given by NYS. Of the 278 students taking the 2008 Spanish Proficiency Exam, we had only one student who did not pass this exam.

Through the use of the internet, classes explore different cultures, arts and crafts and historical data pertaining to the Spanish culture. Students use desktop publishing tools to create a recipe booklet as well as travel brochures to the country of their focus.

Newspapers, magazines and books are also available to our students from our school library during class visits, homeroom and designated lunch periods.

Parent Involvement

The Christa McAuliffe School is fortunate to have a well-informed parent-teacher association. Monthly PTA meetings are held that focus on themes that are relevant and timely based on school events. In September, the PTA organizes a survey of parent interests and topics that they would like to discuss throughout the year. Our parent coordinator creates a monthly newsletter with pertinent information for parents on upcoming events, assessments, calendar, minutes from PTA meetings and other topics discussed at school leadership meetings and executive board meetings.

During the 2008-2009 school year, the PTA has requested that all parents submit their email address so that communication between the PTA organization and all parents are timely and allow for parents' feedback. The PTA has also sponsored a book fair in November to develop the love of reading for all students.

During the 2007-2008 school year, 44% of our parents participated in the Learning Environment Survey. During the 2008-2009 school year, we are enhancing our method of delivery of the Parent Learning Environment Surveys by attaching them to the 3rd marking period report card. By doing this, we are hoping to increase the number of parents responding to the survey.

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.

For the 2008-2009 school year, the school leadership team, the parent-teacher association and the staff of The Christa McAuliffe School have determined that we will focus on the three annual goals listed below.

Goal 1 Mathematics – By June 2009, 5% of our students in the bottom third of the NYS 2008 Mathematics Exam will move out of that range and move into the upper two-thirds of our school population.

Goal 2 English Language Arts – By June 2009, students will improve the quality of their writing by moving from Level 1 or 2 on the ELA state exam to Level 3 on the ELA state exam and the school-wide writing mechanics rubrics.

Goal 3 Parent Involvement – By June 2009, we will increase parent involvement by 5% as measured by attendance at school functions, workshops, open school events and responses to the Parent Learning Environment Surveys.

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009 students will improve the quality of their writing by moving from Level 1 or 2 on the ELA state exam to a Level 3 on the ELA state exam and the school-wide writing mechanics rubrics</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>-development of the school-wide writing mechanics rubrics to identify specific needs and areas of improvement -this writing mechanics rubric has been shared with the entire staff to be used in each content area as a school-wide focus and area of improvement -teachers are provided with strategies, lessons and interventions to develop the writing skills of each student -direct instruction is provided in the use of capitalization, punctuation, spelling and usage -weekly spelling tests are given in language arts classes -proof-reading and editing are stressed and highlighted as ways to improve written language</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>-1 teacher after-school 3 hrs weekly for 26 weeks – Contract For Excellence -1 teacher to be used as pull-out or blended model of instruction support personnel – Contract For Excellence -1 Literacy Coach to be used as resource for all teachers in working with students on this particular goal</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>-collecting student writing sample and evaluation of these samples by using the school-wide writing mechanics rubrics -ELA predictive, extended responses will be critically evaluated and strategies for improvement will be developed by the classroom teacher -all written responses throughout the school program will utilize the school-wide writing mechanics rubrics to evaluate student progress</p>

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.

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009 we will increase parent involvement by 5% as measured by attendance at school functions, workshops, open school events and responses to the PARENT LEARNING ENVIRONMENT SURVEY</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>	<ul style="list-style-type: none"> -monthly parent workshops addressing academic and social needs of the adolescent students -translation of all parent communications in the high incident language of Chinese -recruitment of community leaders to assist in parent workshops -parent and relatives are welcome to school assemblies, trips and other school-related functions -monthly PTA newsletter with school activities outlined and an invitation for all parents to participate -weekly phone messenger sent by principal and Chinese translator informing of upcoming week events -parents are encouraged to view the school website at www.is187.com for school-wide posting and upcoming events -PTA has established an email list of parents, to inform them of upcoming events. Parents are also able to email the PTA using PTA187@aol.com
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>-translation is done by part-time school aide through tax levy school funding</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> -parent coordinator monthly activity logs in which she logs number of parent walk-ins and emails -translator log of all services provided written and verbal -phone master tracking of messages delivers and number of incomplete calls -general sign-in sheets will be monitored to show parental participation -Parents Learning Environment Surveys will be attached to the 2/2009 report card and parents will be encouraged to return it to school 2/26/09 parent-teacher-conferences

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	44	24	21	15	38	5	5	33
7	52	32	37	25	23	5	10	20
8	69	48	47	36	35	5	15	25
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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:	<p>-50-minute small group instruction for students at risk as part of their school day</p> <p>-after-school program 2 days for 3 hrs total. Small group instruction to meet individual student needs</p> <p>-at-risk services provided for students during the school day by a pull-out program to address specific student needs</p>
Mathematics:	<p>50-minute small group instruction for students at risk as part of their school day</p> <p>-after-school program 2 days for 3 hrs total. Small group instruction to meet individual student needs</p> <p>-at-risk services provided for students during the school day by a blended model of instruction in which 2 teachers team teach students who are at risk</p>
Science:	50-minute small group instruction for students at risk as part of their school day
Social Studies:	50-minute small group instruction for students at risk as part of their school day
At-risk Services Provided by the Guidance Counselor:	Services are provided during the school day and during the 50 minutes for at-risk students. These services include social and emotional goals development, conversations about academic issues and strategies are discussed to improve students' academic standing
At-risk Services Provided by the School Psychologist:	Services are provided during the school day for students who are experiencing social and emotional issues. These services include one on one counseling, small group counseling and meeting with parents regarding students' emotional state
At-risk Services Provided by the Social Worker:	Services are provided during the school day for students and family regarding academic and social development. These services include counseling, referral to outside agencies and assistance in navigating in-community agency services
At-risk Health-related Services:	Services are provided during the school day to meet the physical and medical conditions of all students. These services include conversations with students and their family about the services available regarding their particular medical conditions

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 X ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: 17
(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).

Literacy-Balanced Literacy w/EMC services; Math-Hold Middle School Math. We currently have 1 student in general education receiving ESL services. We are employing a blended model of instruction in his content area classes. We are also providing transitional services for 5 students.

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

We have an after school Literacy and Mathematics program for general education students. Curriculum Exploration/Language Development is an after school program for special education students and their peers to develop language skills.

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.

Student's individual goals for each marking period are shared with parents so they become familiar with the goals their child is working toward.

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

N/A

- 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.

Our ESL teacher will attend conferences on the ISC and ICI level for relevant topics of ELL instruction throughout the school year.

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

In the areas of LA and Mathematics, we have developed an in-class program of support to help to develop the student's learning outcomes. Strategies are discussed at Academy Preparation Periods for individual students and methods to meet their needs.

Our inquiry team has selected 15 students who are having difficulty with English Language Arts writing mechanisms. Many of these students are former ELL students who are struggling with the mechanics of Writing the English Language. We have developed our goals and time frame to aide these students in the learning of the mechanics of writing in English.

- 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. NA

CHRISTA McAULIFFE INTERMEDIATE SCHOOL LANGUAGE ALLOCATION POLICY 2008-2009

This Language Allocation Policy was developed by the following members of the Language Allocation Policy (LAP) team:

- Justin Berman, Principal
- Mary Lane-Citlak, Assistant Principal
- Rose McGarr, Assistant Principal
- William Nicoll, Assistant Principal
- Diane Zizak, Literacy Coach
- Albert Catusus, Academy Facilitator, Teacher
- Lucy Lopez, ELL teacher

The Christa McAuliffe Intermediate School (IS187) is located in Bensonhurst, Brooklyn. Our school serves a student population that resides throughout District 20 in the western area of Brooklyn.

Our school's student population is as diverse as Brooklyn itself. There are sixteen different languages spoken in their homes. This does not include the different dialects of the Chinese language. These languages are Albanian, Arabic, Bengali, Georgian, Greek, Haitian Creole, Italian, Korean, Polish, Russian, Spanish, Turkish, Ukrainian, Urdu, Vietnamese, Chinese, and of

course, English. The dialects of Chinese include Cantonese, Mandarin and others. Nearly seventy-five percent of our student population speaks a language other than English in the home.

The ethnic census for our school indicates the following data:

White 30.76
Asian/Pacific Islander 62.59
Hispanic 5.69
Black 0.84

Our population of former English Language Learners has seen an increase in recent years due to the fact that our student population is admitted through a gifted testing procedure.

Our student population will consist of thirty-three classes of gifted and talented students and three classes of students with developmental delays. For the school year 2008-2009, we will have only eighteen English Language Learners in our special education program. We also have one general education student who is receiving English as a Second Language Services. Five general education students are receiving transitional ESL services since they have tested out of the program within the last two years.

While it is true that the numbers of our general education students coming from homes in which a language other than English is spoken is great, the vast majority of these students have achieved proficiency and are currently not receiving English as a Second Language Services. Through the analysis of the data from our students, we are observing that the students who speak Chinese in their homes are experiencing difficulty developing the necessary vocabulary, reading and writing skills. This is an area in which we intend to provide Academic Intervention Services.

The students who are currently eligible for services as an ELL are eighteen special education students. The languages spoken in their homes include Chinese, Spanish, Korean, Greek, Arabic and Bengali. These students have IEPs and are receiving special education services within their classrooms. Many of these students also benefit from the use of paraprofessionals who speak their native language. The students participate in an English as a Second Language program. One student is in a general education class and receives ESL services in a blended model, a pull-out form of instruction. This blended model of instruction provides for support within the general education setting by having two teachers team teaching the class. One teacher is a content area specialist in Language Arts or Social Studies and the other teacher is an English as a Second Language specialist. This collaboration not only provides support to the eligible ELL student but also to his/her peers within the class who have recently reached proficiency and students at risk.

During the past several years, the parent survey trends were for the selection of ESL programs opposed to bilingual programs. This trend has occurred due to the fact that we are not a home-zoned school. We do not receive student enrollment utilizing a neighborhood zoning pattern.

During the parent orientation meetings, we have seen all of the parents select an ESL program for their children.

As you can see from the data, our students' ability to speak, listen and understand the English language is much more advanced than their ability to write and read English. In terms of language development, this is the normal development pattern of language acquisition for individuals learning a new language.

During the school year 2008-2009, we had one general/ fourteen special education students receiving ESL services. On the Spring 2008 NYSESLAT, this general education student received an advanced level on this exam.

Upon analysis of the four different modalities, this student's raw scores were 22 in the Listening, 29 in the Speaking, 23 for the Reading and 17 for the writing portion of the exam. This young man achieved an "Advanced" score on this assessment. He received one period of ESL services within his content area instructional class daily. This student was in a NYCDOE Public School for the past six years.

Fourteen special education students were classified as requiring the NYSAA. They received a beginner rating on the NYSESLAT Spring of 2008 assessment. They are at various stages of language development. As indicated in their educational evaluations, each student had a deficit in receptive and/or expressive language from moderate to the severe range. Each student's IEP indicates that they require bilingual or ESL instruction.

Since we do not have a 12:1:1 bilingual program in Arabic, Bengali, Greek, Spanish or Cantonese Chinese that met the functional academic and social needs of these children, alternate placement paraprofessionals were used to facilitate the daily instruction within the classroom. In the spring of 2008, they attempted each portion of the exam. Their ability to accurately show their language development in an evaluative manner was limited. Their scores will not reflect their language ability, but rather their frustration level. Speech and language deficits were well documented throughout their educational careers. Since these students are designated as NYSAA students, it was appropriate to add a section to their NYSAA portfolio that showed the improvement in the development of their English language abilities. This suggestion was made in an effort to better assess our students and provide appropriate instruction to meet their individual needs.

We have attempted to address the needs of these students by providing Academic Intervention Services (AIS) which included the following:

After School Programs

Curriculum Exploration and Vocabulary Development – students met twice weekly for a total of three hours to focus on current subject specific material discussed in class. This program addressed the development of content specific vocabulary needed to reach higher levels of understanding.

Literacy Program - students met twice weekly for a total of three hours to develop their literacy skills which focused on guided reading, independent reading, the writing process and exploration of the wonderful world of words.

Mathematics Program – students met twice weekly for a total of three hours to further their ability in mathematics with a focus on the key ideas and their problem solving abilities.

High School Test Preparation – students were provided the opportunity to attend a program that focuses on the Specialized High School Exam that eighth grade students take in the fall. This program runs for six weeks in the spring for seventh graders and is followed up by a six week refresher course for the grade 8 students in the fall prior to the actual administration of the exam each year. Both components of the exam were addressed by one two hour session each week.

Homework/Study skills – All students are offered the opportunity to participate in this program which helps them in organizational and study skills. They also complete their homework in the sessions. Many of these children do not have any one at home to help them with their homework. This program allows for them to have assistance three days weekly.

As you can see, our Academic Intervention Services are well rounded and content specific in nature. All students are invited to participate in these programs. Parents are sent letters detailing the program and the possible impact it will have on their child's academic success. Attendance to these programs is monitored on a daily basis. The parents are kept informed regarding their child's progress. The teachers working in these programs are involved in the development and implementation of the skills to be addressed.

The planning of our academic language development is the responsibility of our entire school community. Literacy and language development is not only the responsibility of the language arts teacher but the science, social studies, mathematics, art, technology, music, debate, law, physical education, health, and Spanish teachers. Each content area leads to the well rounded diverse language background that all children need in order to become active members of our community. The development of multidisciplinary units of study lends itself to the idea that learning does not occur in a bubble but occurs when we are fully involved in learning a topic at hand. We use a modified balanced literacy approach that draws on many strategies. These strategies include but are not

limited to: scaffolding, visuals, workshop model of instruction, differentiated instruction, anthologies, etc.

For the students who receive services on a long term basis, it is critical to see exactly where the child is still in deficit. Those areas should be worked on throughout the school year in an attempt to address the student's difficulty in that area. Currently, many of our ELL students have IEP's. It is important to review the children's IEP's to determine that the language difficulty experienced by the child is language based and not disability based. Professional development is afforded to all teachers within our school building. The following professional development topics were provided to all teachers throughout this school year:

- Rubric Writing – Teachers were provided with the framework to develop rubrics that would be created by the class in order to evaluate their own work. Rubrics were developed for Listening/Writing, Reading/Writing and Writing Mechanics. These rubrics would also be used for group evaluation of activities done during a ninety-minute block of literacy. Students were able to look at their work and be better able to generate pieces that could receive a better grade.

- Looking at Student Work – Teachers would bring their students' work samples to be discussed with their peers. This study group was facilitated by a colleague. The facilitator utilized a protocol to evaluate the samples of students' work. Teachers evaluated the work in terms of quality of work, students' understanding, intent, and growth. This gave teachers the opportunity to reflect

on their own teaching practices. Teachers were able to share with their peers their best practices and receive feedback regarding the effectiveness of the activity and the ability of their students to master the concept at hand.

The issue of alternate placement within special education classes is an on-going procedure. Students who require bilingual services are granted an ISP for the use of alternate placement paraprofessionals. These paraprofessionals assist the students in the educational process by providing these students with the necessary translation from their native language to English. As students articulate to our school, all IEP's are reviewed regarding the educational needs of the students. If an alternate placement paraprofessional is needed, the regional office is notified. Placement of a paraprofessional is done based on the school's needs for a specific language. These paraprofessionals receive training given by the ESL teacher specialist and special education teacher specialists to enhance and reinforce the learning of the English language using ESL methodology. The paraprofessionals will provide the students with the support they need to meet their individual needs. The students are monitored to determine that the services granted under the ISP are needed. If it is determined that the services are no longer needed, the services can be removed from the child's IEP.

Due to the current shift in our student population, the number of newcomers to our English language school is non-existent during the last several years. If a newcomer comes to our school, the parents are invited to attend a parent

meeting in which they view a video about the NYCDOE programs for ELL students. Parents are asked to complete a parent survey regarding their child's placement. A LAB-R is administered to determine the child's eligibility in an ELL program. Placement is made for the student within our school. If the parent wishes their child to attend a program not available in our school, the ELIS would be notified to see the availability of programs in other local schools. It would be at the regional level in which this movement would occur. As I have stated before, this situation have not occurred due to our changing student enrollment over the past two years.

FREESTANDING ENGLISH AS A SECOND LANGUAGE (ESL)

Our ESL program for our self-contained special education students will be a pull out program to address their educational needs. The students will participate in ten 45 minute period during our six day cycle in which they will receive intensive instruction using ESL methodology. During the course of their day, they will be working with teachers who have received the necessary ESL training to work effectively with these children. During the ESL session, the ESL teacher specialist will work with the students and their paraprofessionals utilizing the materials listed below:

-Spelling Connections – Grades K/1 – This book focuses on phonemic awareness from the sounds of the letters to the thinking, spelling, reading and writing of the English language.

-Phonics Build Better Readers Activity Book – Grade K/1 – This book continues to develop the phonemic awareness of the students that strengthens their reading and comprehension ability. The book series contains short stories that focus on the sounds that were introduced.

-Handwriting by Zaner-Bloser – These books focuses on the writing of the letters in the English language.

-Starfall.com Level I and II Reading and Writing Journal – This book assists the students in organizing their thoughts into the written word in a journal format.

-Sight Word Journal by Lakeshore – This is a workbook series that focuses on developing the sight word vocabulary for new readers to the English language.

The ESL teacher specialist works with the special education teacher specialists to develop programs that will meet the needs of their students. Curriculum mapping and interdisciplinary units of study are discussed with the ESL teacher specialist so that a connection can be made in the ESL class. Vocabulary is reinforced in all subject area disciplines. The art and technology teachers work

closely with the teachers to facilitate the implementation of the study units with projects in their subject discipline to tie it all together.

We currently have one ESL teacher who provides the ESL instruction to the students who are eligible. This teacher has an ESL K-12 license from New York State and New York City. She provides the daily instruction to the children as well as acts as a bridge between content area specialists and the special education teachers. All teachers who work with ELL students are required to have the necessary mandated training by NYS. All teachers utilize ESL methodology during their classroom sessions.

Respectfully submitted by the Language Allocation Policy Team of the Christa McAuliffe Intermediate School (IS 187).

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: 187 **District** _____ **20** _____

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			
	1				7(AP)	8

* 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 2008-2009 ESL
 ESL Program Type: Pull-Out
 Indicate Proficiency Level: Beginning (NYSAA Students Only)

I.S. 187
 District 20

CLASS PROGRAM									
8V									
LOPEZ-FLORES									
Arts & Humanities									
306									
HR	1	2	3	4	5	6	7	8	HR
I	Food Prep 306	FP 306	ESL	ART 310	HAC 308	L	M	MAINT 306	
II	WKSH 310	HAC 308	ESL	APE GYM 310	CE 308	L	ESL	FUN M 310	
III	FP 306	FP 306	ESL	HAC 308	HAC 308	L	M	REC 306	
IV	DIG PHOT 308	COMP 308	ESL	APE GYM 310	WKSH 310	L	ESL	HE 310	
V	FP LRE 7S 306	FP 306	ESL	ART 308	HE 308	L	M	ESL	
VI	FP 306	FP 306	ESL	COMP 308	APE GYM 310	L	ESL	MUS AUD	

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) 6-7-8 Number of Students to be Served: 17 LEP 0 Non-LEP

Number of Teachers 1 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.

We currently have sixteen ELLs students who are also NYSAA students. We recognize that the language development of these students is significantly delayed due to their disability. These students receive ten 45-minute periods of ESL instruction in a pull-out situation during our six-day cycle. The remainder of their instructional day is spent with teachers who have received training in using ESL methodology. We have one general ed student in grade 6 who receives ESL instruction one period daily. This instruction is a combination of a blended model of instruction and a pull-out program.

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

The ESL content area specialist will attend all ESL regional/citywide/ISC/ICI meetings that are relevant to our population.

Form TIII – A (1)(b)

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

Allocation: Title III Translation \$7,544 TL Translation \$1,480		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$2,544 <u>1,480</u> \$4,024	School Aide providing translation services both oral and written
Purchased services such as curriculum and staff development contracts	\$5,000	Paper to photocopy all translated materials
Supplies and materials		
Travel		
Other		
TOTAL	\$9,024	

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.

In September a review of the ATS language indicators is done. Survey letters are sent out to parents to ask what language they would prefer to receive written communication in throughout the school year. This results from this annual parental survey is entered in a data base.

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 found that Chinese is a largely requested language by our parents. Therefore, we translate all material into Chinese. We have a smaller need for Spanish. We translate document into Spanish as well.

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.

On staff are a Chinese school aide and a Spanish-speaking teacher who provides translation of all written material for our parents.

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

We have additional Chinese-speaking staff members available for oral translation and several teachers who speak Spanish, available for translation. The weekly phone master message is sent to all families in English and Chinese at this time. Parents can also call the school number to hear the pre-recorded messages as they see fit.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The copy of the Regulation is available in Room 205 (Main Office) and copies are available in Room 115 (Parent Coordinator's office). When a parent who requires translation comes to the school, the assistant principal asks for a translator to report to the main office to assist the parent in obtaining the assistance that they require.

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)¹ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

¹ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **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.

Our school curriculum is aligned with the New York State Standards in terms of the range of topics covered and the depth of understanding required. We have selected a program of language arts instruction that is designed to reflect these standards: *EMC Series: Literature and the Language Arts*, which is used on all three grade levels (6th, 7th, 8th). The anthologies used this series include authentic texts representing a complete range of genres, including but not limited to: folktales, poetry, science fiction, memoir, informational texts, drama, informational and visual media. The selections may be readily adapted to meet the needs of our range of students. Texts and supplemental materials teach and reinforce key skills such as writing, grammar, spelling, punctuation, listening skills, vocabulary, etc. Periodic evaluations of student work portfolios reflect the high expectations our curriculum holds for all of our students. Student work includes extensive written projects developed via the Writing Process, and evaluated using rubrics designed to align specifically with the New York State Standards in writing. Each of the required writing genres are taught in depth with the expectation of mastery at each grade level. The administration conducts frequent interviews and classroom observations, in addition to reviewing lesson plans and the curriculum maps.

Our school curriculum maps are designed and developed collaboratively among the teachers within each grade, ensuring horizontal alignment in the implementation of our instruction. Additionally, our academy structure (small mini-schools within a school) enables us to be even more effective in extending instruction across grades, thereby resulting in effective vertical alignment within academies. Interdisciplinary articulations among teachers of different content areas help coordinate our curriculum efforts not only in the language arts classes, but in the social studies and science classes as well. For example, all students are expected to complete two in depth research papers (social studies, science) at each grade level. Content area teachers help develop the focus of the material being researched, while language arts teachers supplement instruction relevant to the task. Our curriculum maps therefore not only address content topics, they target specific skills and strategies, with clear expectations of high student performance. Moreover, our language arts curriculum maps include the precise Performance Indicators prescribed by the New York State Standards in Language Arts, embedded within appropriate lessons and units of instruction.

Since our language arts teachers design their own curriculum maps, our language arts teachers teach what they have included in their program. Our teachers are expected to challenge our students with high level, in-depth analyses of a variety of texts and genres. Project-based learning is

an essential component of our school culture, and students routinely work collaboratively to develop both individual and group assignments that are critically evaluated using standards-based rubrics. Students engage in creative written and spoken presentations, and are expected to develop their full range of communication skills. Classroom portfolios of student work including writing assignments, assessments and various reading logs are maintained for all students. The inter-grade transfer of these portfolios facilitates the scaffolding of skills and development of mastery across the three grade levels of our school.

All classrooms are equipped with the full *EMC Series: Literature and the Language Arts* program, which includes anthologies, extensive supplemental visual and auditory libraries, skill specific instructional pieces, assessments and a whole host of other materials which support the series. In addition, all students receive copies of the anthologies to keep at home. As mentioned above, this series allows instruction to be adapted to meet the needs of students across a range of educational levels, including English language learners, students with disabilities, struggling readers, and, most importantly for our school, gifted readers. Moreover, our language arts program is very heavily literature-based, and our teachers typically use high level texts to advance our students' critical reading skills. In addition, our school library is a major source of our students' individualized reading selections, where circulation rates have grown tremendously over that last couple of years. Classrooms have all been equipped with sets of college level dictionaries to help develop a more sophisticated understanding and appreciation of vocabulary, spelling and word awareness

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?

We have ample evidence to prove that your general finding is not applicable to our school:

Curriculum maps are collected and evaluated using the New York State Standards as an anchor against which to develop our program. Specific Performance Indicators are included within the designed curriculum of all of the language arts teachers.

Classroom work is maintained at all grade levels by means of portfolios which are routinely updated and expanded. Student writing is included which demonstrates the Writing Process as it is used to address each of the genres outlined in the writing standards.

Written research projects produced in science and social studies are included as evidence that all students are working towards mastery of the report of information writing. Our school has adopted the IIM (Independent Investigation Method) of researching and writing high quality, in-depth informational reports.

Teachers annually supplement and replenish their reading selections for classroom instruction to keep the material fresh, relevant and culturally appropriate for our students.

Specific courses in public speaking have been developed as a means to further our students' communication skills.

UPDATED – OCTOBER 2008

Common preparatory time among teachers allows for the articulation and vertical alignment of curricula and for the development of collaborative projects.

Classroom observations support evidence of standards-based instruction.

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

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

UPDATED – OCTOBER 2008

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.

Our staff has reviewed and revised our curriculum map to incorporate the NYS Content and Process Strands established in 2005. We are exempt from the CORE CURRICULUM. We utilize the Holt Middle School Mathematics Series. The teachers have used the 2005 curriculum strands to develop their curriculum maps. An evaluation of our curriculum by mathematics teachers allows us to assess our educational program.

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

Applicable Not Applicable

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

- classroom visits and observations demonstrate the classes pacing and curriculum being covered in class
- portfolios of student work demonstrate the students working on different content areas
- departmental conferences are held monthly in which curriculum maps and pacing are discussed to make certain that all students are working to the best of their abilities
- teacher conferencing and establishing of individual student goals insure student's understanding of the concepts taught in class
- curriculum maps are evaluated annually and changes are made as needed
- instructional class sizes have been reduced in order to focus on individual student needs

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

UPDATED – OCTOBER 2008

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.

Our teachers are committed to using best practices in all of our classes. The materials we have selected are research-based (see EMC series above), and teachers pride themselves in fostering student engagement by being creative in their instructional practices. Language arts classes employ a modified workshop model, wherein students often work collaboratively in different configurations, depending on the demands of the task. Our program of independent reading is supported by student book clubs, literature circles and group projects. Students have a choice in their selection of materials, which allows for a more highly motivated atmosphere. Project-based learning is another method whereby teachers are able to differentiate instruction, and allows for the creative expression of student work. Our school prides itself in our use of technology to support and enhance classroom instruction, including the use of Smartboards, United Streaming, laptop carts, videos, etc. A subscription to a research-based online program of vocabulary development, “Get-A-Clue.com” has been obtained for our school, and 100% of our students are currently using it regularly. This program not only provides highly motivating instruction in a web-based format, but also supplies our teachers with immediate data with which to differentiate instruction. Students can be directed to work at different levels of the program depending on their competency ratings. This is especially important in a gifted school like ours where many of our students are form English language learners.

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

Applicable XX 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?

Classroom visits and observations readily demonstrate that our students are engaged and involved in their learning. Clear evidence of literature circles, books clubs and student work is readily available and on display.

Students work collaboratively on a many project-based inquiries. In addition, students routinely engage in peer-revision and reciprocal teaching practices.

UPDATED – OCTOBER 2008

Student portfolios reflect and include ample evidence of the types of differentiated instruction that is of high caliber, creative and standards-based.

Frequent individual conference and the setting and sharing of individual student goals ensure student understanding of expectations and aid engagement.

Student choice-based enrichment program offering numerous creative endeavors (e.g., creative writing, journalism, vocabulary, drama) are always filled to capacity demonstrating a high level of engagement.

-Teachers' curriculum maps and lesson plans are collected and evaluated.

-Surveys are given to teachers to determine their instructional beliefs. –

-Instructional class sizes have been reduced to foster higher student engagement.

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM²) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

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

Technology is utilized in any of our classrooms. Smartboards and promethean boards are used in graphing, charting, math drill through games, web-based programs, such as “Tabular Digita,” United Streaming videos, notes, calculator usage, problem solving, worksheets from our math series.

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

Applicable XX 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?

- informal and formal observations of teachers working in their classrooms
- intervisitation of teachers working with technology will be encouraged in order to expand this program
- training will be provided through smartboard or promethean companies to ensure that all teachers have the knowledge to successfully use this technology in the classroom
- review of teacher lesson plans will indicate the type of lesson being given on any given day
- differentiation within the classroom is stressed since we all know that children learn in different manners

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.

We do not have a high teacher turnover. We currently have 3 teachers on sabbatical and 3 new teachers hired to cover their programs this year. These teachers have mentors to assist them in the implementation of the curriculum.

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

Applicable XX Not Applicable

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

The three teachers on sabbatical will return to our school next year. Mentors are working with the newly hired staff.

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

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.

The professional development opportunities are shared with the ESL teacher as they become available.

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

Applicable XXX Not Applicable

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

The professional is largely not relevant to our NYSAA students. These students are developmentally delayed and their instructional needs are vastly different from their general education counterparts.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

NYSESLAT data is shared by the ESL teacher to the general education teachers working with our one general education ELL student. The NYSESLAT data for NYSAA students does not indicate their language ability but their frustration level.

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?

-our general education ELL population is limited to one student.

-this information is easily disseminated to the teachers who teach this child. ESL content area specialist works closely with this child's teachers to meet his unique language needs

-we share information at the academy prep with the teachers of ELL students

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

-all teachers who have a student with an IEP have received a copy of the IEP to familiarize themselves with the student's information and academic needs.

-encrypted CDs are given to teachers who prefer to have IEPs on CDs for their review

-IEP conferences are always held with 1 general ed teacher and 1 special ed teacher when developing goals and possibly mainstreaming opportunities

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?

Each teacher signs a Chapter 408 IEP form that states that he or she has received a paper or CD copy of the student's IEP. This Chapter 408 form is then placed in the child's confidential folder located in Room 318.

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.

- the IEP teacher will review each IEP to determine that the material is current and correctly done before it is data entered by the family worker.
- any student with a crisis management paraprofessional will have a functional behavioral assessment and behavioral goals established for that IEP period
- students experiencing social or emotional issues will have behavioral goals and objectives completed for this IEP period
- counseling will be an important component in developing behavioral goals that will meet the individual student's needs.

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?

- the three-tier review of the IEPs allows for the accuracy of IEPs
- any IEPs that are incomplete will be referred to the assistant principal for a meeting with the teacher or service provider of that student

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.

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts for Excellence spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Contracts for Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated funds, as per SED requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jul 15, 2008** Email address: **jberman3@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	20K187
School Name	The Christa McAuliffe School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 120,310
Principal Name	Justin Berman
Principal Email	jberman3@schools.nyc.gov
Principal Phone	7182363394

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs	\$ 70,005
Summer School Programs	
Dedicated Instructional Time	
Individualized Tutoring	

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
 No

Please describe the program.

Providing targeted afterschool tutoring services to primarily struggling students and ELL's

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

How much do you plan to allocate for each of the following program strategies?

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers **\$ 50,305**

School leadership coaches for principals

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Highly Qualified Teachers (HQT) (e.g., Lead Teacher program)?

- Yes
- No

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning teachers and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years of teacher/principal assignment)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for teachers(e.g., appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning

standards)?

- Yes
- No

Please describe the program.

Literacy coach will work with teachers on instructional strategies to improve student literacy using data-driven techniques

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (e.g., appropriately certified school leadership coaches, with records of demonstrated success, providing instructional leadership development across all curriculum areas)?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No