



**MARINE PARK JUNIOR HIGH SCHOOL**

**2008-09**

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

**SCHOOL:** **22K278**

**ADDRESS:** 1925 Stuart Street, Brooklyn, NY 11229

**TELEPHONE:** 718-375-3523

**FAX:** 718-998-7324

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** Is 278      **SCHOOL NAME:** Marine Park Junior High School

**DISTRICT:** 22      **SSO NAME/NETWORK #:** ICI 13

**SCHOOL ADDRESS:** 1925 Stuart Street

**SCHOOL TELEPHONE:** 718- 375-3523      **FAX:** 718-998-7324

**SCHOOL CONTACT PERSON:** Jodi DeGrotta      **EMAIL ADDRESS:** jdegrotta@schools.nyc.gov

**POSITION/TITLE AP**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**

\_\_\_\_\_

Emanda Heyman

**PRINCIPAL**

\_\_\_\_\_

Debra Garofalo

**UFT CHAPTER LEADER**

\_\_\_\_\_

Evan Lewis

**PARENTS' ASSOCIATION  
PRESIDENT**

\_\_\_\_\_

Chris O'Neill

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*

\_\_\_\_\_

Maryann Ferrara

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**

\_\_\_\_\_

## 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
<b>D. Garofalo</b>	*Principal or Designee	
<b>E. Lewis</b>	*UFT Chapter Chairperson or Designee	
<b>Chris O'Neill</b>	*PA/PTA President or Designated Co-President	
<b>Pauline Siringo</b>	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Emanda Heyman</b>	DC 37 Representative, if applicable	
	Student Representative, if applicable	

\* Core (mandatory) SLT members.

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

## SECTION III: SCHOOL PROFILE

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

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

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Our school is a community where all students, staff, and parents support each other in meeting the individual needs of all students through a positive learning environment. Our goals are to have a community of life-long learners who will become active participants in society. Students will develop decision-making skills, critical-thinking skills, and effective communication skills.

We are a school where all students, staff, and parents work cooperatively to achieve academic excellence. Our collaborative community fosters an atmosphere that embraces all learning styles and abilities. We understand the power of working as a team and the great achievements that can be attained through the school/home partnership. We have adopted the balanced approach to literacy and math. Students at all levels of ability are provided numerous opportunities to succeed. We show respect for others and ourselves. Students are prompted to be responsible for their actions. They are able to build civic and social skills and are productive in the classroom and communities beyond.

Marine Park Intermediate School – I.S. 278 opened in 1957. The school is located on Stuart Street adjacent to Marine Park. We are located in a middle-income community serving children from many diverse populations, which include children from both middle and low-income groups. This area is composed of many one-family houses and multiple dwellings. Our school building has three stories currently housing approximately 1100 students in grades six through eight. The uniqueness of the park setting allows our school family to use the park for academic and recreational enrichment. This reinforces the concept of sound minds and sound bodies for our students. The park is used for our annual field day, marching band and physical education classes. In addition, our beautification projects involve both students and teachers such as working on our school garden.

Our team is driven to provide a safe and orderly learning environment for every student. Our Staff, Teachers and the Parent Coordinator regularly communicate with parents. We encourage parents to participate in all components of their children’s educational and social experiences at Marine Park Intermediate School 278. This includes being an active member of our School Leadership Team and Parents Association. Our committed, dedicated and professional leadership and faculty are the strength of our school.

### SECTION III – Cont’d

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	IS 278 Marine Park			
<b>District:</b>	22	<b>DBN #:</b>	22k278	<b>School BEDS Code #:</b> 332200010278

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
<b>Enrollment: CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)</b>					<b>Attendance:</b>				
<b>School Name:</b> <b>District: 22 DBN: 22K278 School BEDS Code:</b>									

DEMOGRAPHICS							
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008
Pre-K					92.2	92.8	91.6
Kindergarten							
Grade 1				<b>Student Mobility:</b>			
Grade 2				(% of Enrollment as of June 30)	2006	2007	2008
Grade 3							
Grade 4							
Grade 5				<b>Eligible for Free Lunch:</b>			
Grade 6	399	372	279	(% of Enrollment as of October 31)	2005	2006	2007
Grade 7	381	397	386		54.5	54.3	57.7
Grade 8	407	398	395				
Grade 9				<b>Students in Temporary Housing:</b>			
Grade 10				(Total Number as of June 30)	2006	2007	2008
Grade 11					9	5	
Grade 12							
Ungraded Elementary				<b>Recent Immigrants:</b>			
Ungraded Secondary				(Total Number as of October 31)	2006	2007	2008
Total	1189	1171	1068		19	15	7
<b>Special Education Enrollment:</b>				<b>Suspensions:</b>			
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008
Number in Self-Contained Classes	28	26	35				
No. in Collaborative Team Teaching (CTT) Classes	60	60	65	Principal Suspensions	36	71	
Number all others				Superintendent Suspensions	20	44	
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs:</b>			
(October 31)	2006	2007	2008	(Total Number)	2006	2007	2008
# in Trans. Bilingual Classes				CTE Program Participants			
# in Dual Lang. Programs				Early College HS Participants			
# receiving ESL services only	48	38	37				
# ELLs with IEPs	2	2	7	<b>Number of Staff:</b>			
				(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	66	71	79
<b>Overage Students:</b>				Number of Administrators and Other Professionals	18	13	17
(# entering students overage)	2006	2007	2008	Number of Educational	2		10

UPDATED – OCTOBER 2008

DEMOGRAPHICS							
for grade as of October 31)				Paraprofessionals			
	1	5	7				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(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	98.6	100.0
American Indian or Alaska Native	.2	.8	.5	Percent more than two years teaching in this school	72.7	73.2	68.4
Black or African American	52.1	55.8	55.4	Percent more than five years teaching anywhere	68.2	66.2	65.8
Hispanic or Latino	11.9	12.3	13.5				
Asian or Native Hawaiian/Other Pacific Isl.	4.6	4.8	4.7	Percent Masters Degree or higher	88.0	86.0	80.0
White	31.0	26.2	25.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.7	90.9	98.9
Multi-racial							
Male	49.8	47.7	47.3				
Female	50.2	52.3	52.7				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
<b>SURR School:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:				
<b>Overall NCLB/SED Accountability Status (2007-08):</b>		<input 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)		
<input type="checkbox"/>	NCLB Restructured – Year ____	<input checked="" type="checkbox"/>	School Requiring Academic Progress (SRAP) – Year 6__			
<b>Individual Subject/Area Ratings</b>	Elementary/Middle Level			Secondary Level		
	ELA:	SRAP 6		ELA:		
	Math:	igs		Math:		
	Science:	igs		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	√	√	√			
Ethnicity						
American Indian or Alaska Native	√	√	√			
Black or African American	√	√	√			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific	√	√	√			

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Islander					
White	√	√	√		
Multiracial					
<b>Other Groups</b>					
Students with Disabilities	√ <sup>SH</sup>	√	X		
Limited English Proficient	√	√			
Economically Disadvantaged	√	√	√		
Student groups making AYP in each subject	8	8	5		

#### Key: AYP Status

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

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

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	C	Overall Evaluation:	Well developed
Overall Score	49.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	7.7	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 30% of the Overall Score)	12.3	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)	25.6	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	3	Quality Statement 5: Monitor and Revise	W
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## 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?
- 

An analysis of the findings from the data reported, resulted in a determination of the following priorities:

- To increase the use of data so that differentiated instruction in all classrooms including those containing students with disabilities and English Language Learning matches that of best practices
- Improvement of student performance in English Language Arts and Mathematics including, but not limited to, students with disabilities
- To increase the use of technology into daily student learning in all classrooms including students with disabilities and English Language Learning
- To continue to analyze data that monitors the progress of our sub groups

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State standards in ELA, Mathematics, Science, and Social Studies. This also helps to achieve AYP target and intervention for SRAP. Intensive guidance and support services are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided vary, based on the individual needs of students, all students performing in Levels 1 and 2, and students deemed to be at-risk, including students in special education and English Language Learners will receive appropriately targeted services. The school has developed the following Academic Intervention Service Programs: remediation programs before school, after-school and during the school day, Wilson Reading Training, Read 180, Rewards, Great Leaps, and AMP through small groups, pull-out, push-in, lunchtime peer tutoring and Saturday Academy.

In the area of mathematics we will focus on student achievement by the infusion of academic rigor in a thinking curriculum. Our Mathematics Department is involved in ongoing professional development that allows us to fold innovative mathematics directly into our classroom instruction. Our students are engaged in the love of mathematics via connections to their real life experiences. We allow our students to take ownership of their mathematics through special programs. We encourage current mathematics curriculum research as a means of establishing an environment where teachers and students can (teach) learn mathematics while analyzing best techniques to assure achievement. Our Mathematics classrooms are hubs of mathematics information. Resources used during each mathematics lesson promote students self management of attainment of concepts. We direct most new incoming additional mathematics resources and materials to our ELL and Special Education students, promoting their mastery of concepts.

In the area of ELA we will focus on student achievement by the infusion of academic rigor in a thinking curriculum. Our English-Language Arts Department is involved in ongoing professional development that allows us to fold innovative Language Arts philosophy directly into our classroom instruction. Our students are engaged in the love of reading, writing, speaking, listening and viewing via connections to their real life experiences and to the world beyond. We allow our students to take ownership of their learning through special programs. We encourage current English Language Arts curriculum research as a means of establishing an environment where teachers and students can teach and learn while analyzing best techniques to assure achievement. Our classrooms are hubs of information. Resources used during each lesson promote students self management of attainment of knowledge. We direct most new incoming additional resources and materials to our ELL and Special Education students, promoting their mastery of concepts.

We need to improve upon writing across the curriculum including a set of approaches that supports student writing in all curriculum areas. As students write in Mathematics, Science, Reading, and Social Studies, they are able to solidify the knowledge they gain and support the analysis of new concepts. Writing in various subject areas can be used as an assessment of learning and documentation of student growth. As students write in these curriculum areas, they gain experience as writers, mathematicians, readers, scientists, and historians. As content area writing increases in value in the technological age, students who are writing across the curriculum are better prepared to handle changes with the issues of communicating ideas to others.

### **Overview of Instructional Programs and Special Initiatives**

We provide a rigorous academic curriculum as a means of developing life-long learners. All students are engaged in a school environment that fosters social and emotional growth.

Our CIG Program consists of students who have successfully completed an accelerated comprehensive district exam. This program offers students participation in Foreign Language (Spanish), Earth Science, Integrated Algebra and Living Environment Regents classes, and the John Hopkins Math Program, in addition to an Accelerated curriculum. According to the guidelines of the program, children learn to address essay questions and they focus on formulating quality responses to literature. They learn about the art of debate, and they use the communication arts to create original presentations that relate to their Social Studies curriculum. They use the computer as a tool for writing, and they see it as a source of information for research papers. Language Arts and Social Studies skills are taught simultaneously.

Our greatest accomplishment continues to be our Park Prep Academy which is comprised of students who have successfully met and exceeded the performance level standards in both literacy and math district exam. The Park Prep Academy is for intellectually gifted students. These students have the opportunity to engage in instruction that is accelerated beyond grade level in all major subject areas. Students in the Academy participate in the John Hopkins Center for Talented Youth (CTY). This self-paced program offers students an opportunity to excel in Mathematics, and to gain a comprehensive education in the sciences including advanced placement Science Regents including Living Environment Sciences and Earth Sciences. This academy program focuses on an interdisciplinary approach to Social Studies and literature. Students in the Park Prep Academy have the opportunity to accumulate high school credit upon successful completion of courses in Regents for Earth Science, Living Environment, Integrated Algebra and Foreign Language Proficiency exam.

Another accomplishment is our Comprehensive Approach to Balanced Literacy and Math as well as the performance standards across the content areas. Higher order thinking skills are emphasized in all subject classes. Mastering and understanding mathematical concepts are taught using multi-sensory student centered learning. 90-minute blocks of time have been strategically programmed. The use of arithmetic manipulatives during concept application sustains student learning. Core curriculum mathematics, which includes Impact Math and a progressive graded series, is based in algebraic theory.

Literacy instruction encompasses reading, writing, listening, speaking and viewing skills. The workshop model in the classroom is designed for all students to develop these communication skills everyday. Critical thinking skills are emphasized in all components of literacy. Students will compare genre and evaluate reading selections utilizing the classroom libraries. Literacy classes are conducted in double period blocks. The students' classroom experience consists of read alouds, independent reading, accountable talk, shared and guided reading, the writing process, vocabulary development, viewing instructional charts and using graphic organizers. During the workshop model, students work both individually and in groups. All students are required to read 25 books or book equivalents. Students make oral presentations, in which predictions, inferences and interpretive judgments are supported. Students are required to locate, evaluate and organize information using computers, Internet sites and the school library. Listening skills and interpretation of orally presented material is emphasized in classroom instruction throughout the year. Each student keeps a work folder of his/her written work. These student portfolios are assessed through the use of rubrics and student-teacher conferences. Students reading at levels 1 and 2 will benefit from the NCEE and Ramp-Up curriculum.

The John Hopkins Math program is an individually paced math class for gifted students. Over the last 3 years we have achieved much success with the John Hopkins Math program. The class size is small and designed for students to work independently using the teacher as a resource when help is needed. The teacher monitors each student's progress and individual needs. As well as working independently, students work cooperatively in groups and in teacher-directed lessons.

The Core science curriculum in our school covers the scientific method, laboratory skills, use of microscopes, cell theory, study of the human body and related health issues. Accelerated students are offered the opportunity to take Living Environment regents for high school credit.

The sixth grade science curriculum follows the “spiral” format – selected topics in Living Environment Science, Earth Science and Physical Science. The scientific method is emphasized with the requisite laboratory skills such as the use of the microscope and triple-beam balance. Accelerated students are offered the full physical science curriculum.

The seventh grade science curriculum follows the established format – a full year of Physical Science. Topics presented include the study of matter, atomic theory, the periodic table and forms of energy such as electricity, magnetism, sound and light. Accelerated students are given the opportunity to take the high school course, Living Environment, and earn regents credit.

All eighth graders study Earth Science, which encompasses such topics as energy sources, environmental issues, astronomy, geology and meteorology. Accelerated students can earn regents credit in Earth Science. In Physical Science, the scientific method is revisited. The curriculum includes the study of matter, the atomic theory, the use of the periodic table, energy, magnetism, light and sound theories.

All students, each year, will be required to complete a science fair project and an exit research project

Earth Science covers a wide range of topics such as natural and solar energy, environment issues, astronomy, and geology. The study of geology includes the description of the components of the earth’s atmosphere, lithosphere, and hydrosphere, which the students discuss and relate to daily living. Each student keeps a work folder. All students are required to complete science fair and exit research projects.

The sixth grade Social Studies instruction includes, map study and identification of geographical forms. Different periods of world history, from ancient civilizations to the 20th Century, are studied and compared and contrasted. Reports on various topics include written and oral presentations.

The seventh grade Social Studies curriculum describes the explorers of the New World in detail. Our students study the origins, creation and the development of the United States as a new nation. This includes European exploration and settlements, and establishment of political systems of government in the United States. Life in the United States from 1790 to 1860 is discussed in detail. The students research this period in American History and in-depth reports are written and presented to the class. Our students participate in Teaching Matters- Voices and Choices which allows the students to become proactive and civil minded for life. It also extends into the other grades with programs, “*The Constitution Today*” in 7th grade and “*Civil Rights*” 8th grade to teach students that they have a voice and how they can project that voice into the community. There is a computer based research component.

In eighth Social Studies, students continue the study of the history of the United States using an array of primary sources, including documents, diaries, journals and political cartoons. The emphasis is on the development of the United States as an industrial society. The events discussed begin with the Civil War period and Reconstruction era through the 20<sup>th</sup> Century. This includes the study of WWI, WWII and modern government practices. Students using computer technology and library facilities conduct research. All students maintain work portfolios showing evidence of the writing process. Students are required to complete an exit research project.

Our school’s Instrumental Music Program follows the Blue Print for the Arts and consists of a concert, jazz and marching band, which flourish under the direction of licensed instrumental music teachers. Interested 7<sup>th</sup> and 8<sup>th</sup> grade students meet every day for additional instruction in music. During this time, they have the opportunity to explore the music of the American culture known as jazz. Approximately 30-60 students participate in each of the two jazz ensembles. Any interested is eligible to participate in band program at Marine Park Intermediate School 278 and practice after school to work on their marching and maneuvering skills. Approximately 80 students have committed to this special project, which includes presentations and performances at local parade, special events and competitions.

The members of our school’s marching band and our bands are routinely adjudicated at NYSSMA receiving the highest scored of Gold and Gold with Distinction for their performances.

Technology infusion into the instructional program is evident through individual or group projects. Computer study and the use of the Library Media Center are ongoing. The School Library is a member of both the New York State Library Systems and the New York City School Library System. The New York State Education department designated the school library an Electronic Doorway Library, (EDL). This status is achieved by obtaining technology resources that provide an automated catalog to the library collection, and access to extensive information databases, and other resources. Interlibrary loans of library materials are available through the support systems. Students create new work based on the data they received from these available technological resources in the classroom via the Internet and Nycboe.net homepage. Authors visit the school to promote reading and literacy every year. Our library program participates in “New York Book Country,” State Summer Reading Program, American Library Association (ALA) Read Aloud, Storytelling Festival, ALA’s Classroom Connect initiatives, and NYC Library Council.

Project Arts funding gives students continued experiences and opportunities to observe and participate in fine arts projects and performing arts. Activities for the involvement of faculty and parents are included. Previous funding has provided risers for the chorus, replacement instruments for the school band, repair of existing instruments, supplies for Ezra Jack Keats project. The Project Arts funding allows for community outreach.

In addition, Marine Park Intermediate School 278 provides after school and before-school and Saturday programs in Reading, Math, Social Studies, and Science. Homework help programs are provided for all students in need of such services. Academic Intervention Services are given in an after-school and morning program in reading, math and content areas to foster improvement and support in meeting city and state standards.

### **Performance Trends**

Marine Park Intermediate School 278 continues to foster the important qualities of scholarship, leadership, service, character and citizenship in all students as noted by recognition and certificates awarded to our school yearly.

## **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.

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### **STUDENT PERFORMANCE IN ELA**

By June 2009 there will be a 2% improvement of student performance in English Language Arts including, but not limited to, Students with disabilities as measured by Interim assessments, Midterms and NYS ELA exam.

### **STUDENT PERFORMANCE IN MATHEMATICS**

By June 2009 there will be a 2% improvement of student performance in Mathematics including, but not limited to, Students with disabilities as measured by Interim assessments, Midterms and NYS Mathematic exam.

### **DATA DRIVEN INSTRUCTION**

From September 2008 to June 2009 we will increase the use of data by 10% so that differentiated instruction in all classrooms including those containing students with disabilities and English Language Learning matches that of best practices as measured by review of ACUITY, lesson plans, observations and walk throughs.

### **PROGRESS AMONGST TARGETED POPULATION STUDENTS**

By June 2009 all teachers will utilize and analyze data that monitors the progress of our sub groups: including lowest third; ELL's, SWD's, Blacks and Hispanics as measured by ACUITY, lesson plans, observations and walk throughs.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009 there will be a 2% improvement of student performance in English Language Arts including, but not limited to, Students with disabilities as measured by Interim assessments, Midterms and NYS ELA exam.</p>											
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>To increase differentiated instruction across all content area subjects, specifically for our special needs and sub groups. To increased Professional Development</p>											
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>To decrease class size this will allow for more individualized instruction. To implement small group instruction using licensed Language Arts teachers.</p> <p>To use research based academic intervention materials:</p> <table border="1" data-bbox="739 959 1104 1273"> <tr><td><b>LITERACY</b></td></tr> <tr><td>Read 180</td></tr> <tr><td>AMP</td></tr> <tr><td>Wilson</td></tr> <tr><td>REWARDS</td></tr> <tr><td>CAB – Core Curriculum</td></tr> <tr><td>Summer Leaps</td></tr> <tr><td>Great Leaps</td></tr> <tr><td>Ramp Up</td></tr> <tr><td>Reading Upgrade</td></tr> <tr><td>Comprehension Upgrade</td></tr> </table> <p>The Contract for Excellence allocations will be used for the instructional coaches to support teachers’ instruction thus helping to improve student outcomes. There will also be support of teachers in Academic Intervention Services, allowing teachers to help students achieve learning standards in English Language Arts, Mathematics, Social</p>	<b>LITERACY</b>	Read 180	AMP	Wilson	REWARDS	CAB – Core Curriculum	Summer Leaps	Great Leaps	Ramp Up	Reading Upgrade	Comprehension Upgrade
<b>LITERACY</b>												
Read 180												
AMP												
Wilson												
REWARDS												
CAB – Core Curriculum												
Summer Leaps												
Great Leaps												
Ramp Up												
Reading Upgrade												
Comprehension Upgrade												





**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**  
*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

To decrease class size this will allow for more individualized instruction.  
 To implement small group instruction using licensed Math, Language Arts, Science and Social Studies teachers.

To use research based academic intervention materials:

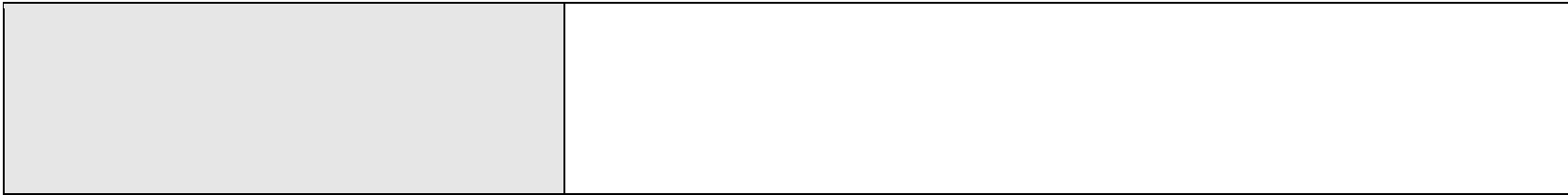
<u>LITERACY</u>	<u>MATH</u>	<u>SCIENCE</u>	<u>SOCIAL STUDIES</u>
Read 180	Math UP Grade	Foss	Timed Reading is Social Studies
AMP	Math-In-Minutes	Timed Reading in Science	Core Curriculum
Wilson	Breakaway Math	Core Curriculum	
REWARDS	Kaplan		
Read About	Mastering NYS Mathematics		
Summer Leaps	IMPACT Skills Intervention		
Great Leaps	Summer Leaps		
Ramp Up	Core Curriculum		
CAB			

The Contract for Excellence allocations will be used for the instructional coaches to support teachers' instruction thus helping to improve student outcomes. There will also be support of teachers in Academic Intervention Services, allowing teachers to help students achieve learning standards in English Language Arts, Mathematics, Social Studies, and Science.

**Indicators of Interim Progress and/or Accomplishment**  
*Include: interval of periodic review; instrument(s) of measure; projected gains*

We will continually evaluate using the following:  
 Observation of lessons, teacher plan books, grade books, student portfolios.  
 Use of LAB/NYSESLAT scores, quality review, progress reports and exit projects.  
 Data Folios which include ACUITY, state assessments, item skill analysis, and teacher made exams, and the analysis of Academic Intervention Toolkits. Analyze ATS, NYSTART, BEDS, and Galaxy data.

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009 all teachers will utilize and analyze data that monitors the progress of our sub groups: including lowest third; ELL’s, SWD’s, Blacks &amp; Hispanics as measured by lesson plans, observations and walk throughs.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>To increase the number of assessments both formative and summative to improve school wide achievement.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> <li>1. To organize classes based on the previous year’s assessment data and the needs of the individual students.</li> <li>2. To continue the ongoing collection and analysis of data.</li> <li>3. To utilize data to enrich and challenge all students including the gifted and talented.</li> <li>4. To provide ongoing professional development on the use of data as a tool for planning and assessing student needs. The Contract for Excellence allocations will be used for the instructional coaches to support teachers instruction thus help to improve student outcomes</li> <li>5. To disseminate data through Faculty, Departmental, Grade Conferences and Lunch and Learns using the following assessment tools: <ul style="list-style-type: none"> <li>• ARIS</li> <li>• ACUITY</li> <li>• ATS</li> </ul> </li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Using data as an ongoing assessment throughout the year as seen by:</p> <ol style="list-style-type: none"> <li>1. Teacher programs</li> <li>2. Teacher Conference logs</li> <li>3. Observation of lessons, review of plan books</li> <li>4. Teacher made item skill analysis</li> <li>5. Student and data portfolios</li> <li>6. Ongoing conferences with Assistant Principals and Principal to review data</li> <li>7. Small group/differentiated instruction</li> <li>8. Acuity management</li> <li>9. ATS</li> <li>10. ARIS</li> <li>11. Scantron</li> </ol> <p>Agendas, materials, sign in sheets from professional development workshops</p>



## **REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

**Directions:** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

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

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS**

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

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS**

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	51	31	41	50	20	10	10	5
7	125	101	91	80	25	10	15	7
8	136	152	120	120	20	10	20	9
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><b>Before, after and during the school day Great Leaps will be presented to the student one-to-one.</b></p> <p><b>Before, after and during the school day REWARDS Reading will be implemented during small group instruction daily</b></p> <p><b>Before, after and during the school day REWARDS Writing will be implemented during small group instruction daily.</b></p> <p><b>During the school day READ 180 will be implemented during small group instruction daily</b></p> <p><b>Before, after and during the school day READ XL will be implemented during small group instruction daily</b></p> <p><b>Before, after and during the school day READ ABOUT will be implemented during small group instruction daily</b></p> <p><b>During the school day RAMP-UP TO READING will be implemented during small group instruction daily</b></p> <p><b>During the school day AMP will be implemented during small group instruction daily</b></p>
<b>Mathematics:</b>	<p><b>Before, after and during the school day SUMMER LEAPS will be implemented during peer to peer instruction daily</b></p> <p><b>During the school day BREAKAWAY MATH will be implemented during small group instruction daily</b></p> <p><b>Before, after and during the school day Math in Minutes will be implemented during small group instruction daily</b></p>
<b>Science:</b>	<p><b>During the school day Jamestown Timed Reading in Science will be implemented during small group instruction daily</b></p> <p><b>Before, after and during the school day REWARDS PLUS Science</b></p> <p><b>During the school day Vocabulary Advantage Science</b></p>
<b>Social Studies:</b>	<p><b>During the school day Jamestown Timed Reading in Social Studies</b></p> <p><b>During the school day REWARDS PLUS Social Studies</b></p> <p><b>During the school day Vocabulary Advantage Social Studies</b></p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p><b>Before, after and during the school day the following will be discussed:</b></p> <p><b>Understanding self and developing a positive self-image.</b></p> <p><b>Showing respect for the feelings of others.</b></p> <p><b>Understanding the decision-making process.</b></p> <p><b>Maintaining effective relationships with peers and adults.</b></p>

	<b>Developing effective study skills.</b> <b>Dealing with the transition to the intermediate school.</b> <b>Gaining an understanding of the world of High School and college.</b> <b>Improve attendance and decrease lateness</b> <b>This will be presented to the student one-to-one and small group.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>Before, after and during the school day working with testing at risk students and making suggestions for academic improvement</b> <b>This will be presented to the student one-to-one and small group.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Before, after and during the school day there will be:</b> <b>Classroom evaluation and recommendations for academic improvement</b> <b>Social background to encourage family and to assist student to improve achievement</b> <b>will be presented to the student one-to-one and small group.</b>
<b>At-risk Health-related Services:</b>	<b>Before, after and during the school day students will be:</b> <b>Encouraged to maintain healthy habits, including eating nutritiously and being physically active, to help the student do their best in school.</b> <b>will be presented to the student one-to-one and small group.</b>

**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.**

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The mission of Marine Park Junior High School is to provide an instructional program that addresses students’ individual needs and interests and holds them accountable to high standards. We will do so by providing them with academic and enrichment opportunities as well as windows of access to all content areas through a balanced literacy approach and an emphasis on numeracy. Through rigorous standards-based curricula, we will develop a community of academically and socially prepared lifelong learners. Currently at Marine Park Junior High School we serve 46 English Language Learners from 37 countries speaking 30 languages. Our major languages are Creole, Russian, Spanish, and Urdu. The Language Acquisition Policy of Marine Park, I.S. 278 is to provide instruction 100% of the time in English by two licensed ESL teachers in which ESL methodologies and techniques are incorporated in all subjects. Our ELL students represent all levels of proficiency and come from a variety of linguistic and cultural backgrounds. Our English Language Learners speak the following languages: Albanian, Arabic, Armenian, Azerbaijani (AKA Azeri), Bengali, Bulgarian, Burmese, Cantonese, other Chinese dialects, French, French-Haitian-Creole, Fulani, Garifuna, Georgian, Haitian-Creole, Hebrew, Hindi, Korean, Mandarin, Polish, Punjabi (AKA Punjab), Russian, Serbo-Croatian, Spanish, Turkish, Twi, Ukrainian, Urdu, Uzbek, Vietnamese-Chinese, and Yoruba. English Language Learners constitute 5.66% of the total school population of 1150. In accordance with the school mission, our primary instructional goal is to infuse academic rigor into the free-standing ESL program so that our English Language Learners can achieve high standards. To this end the primary instructional goals of the ESL Department are to improve English as a Second Language and Native Language Arts instruction. A multicultural curriculum is used and all ELL students receive a balanced literacy and math approach. State certified ESL teachers use the Natural Approach, CALLA and TPR to ensure that ELL students meet the standards and pass required state and city assessments when not exempt. Materials and curriculum are aligned with state and city ESL standards. The ELL students are offered supplemental programs during extended day in literacy and content area subjects to ensure that they can be actively engaged in standards based academic instruction.

In order to increase the passing percentages of ELLs on the NYSESLAT and ELA exam, teachers have implemented differentiated instructional methodologies in their classroom instruction in order to accommodate the learning styles and learning rates of our English Language Learners.

**UPDATED – OCTOBER 2008**

Departmentalized programming allows ELL self-contained teachers to level students according to beginner, intermediate and advanced proficiency. Differentiated instruction maximizes the learning time by working with groups of children with similar ability levels. Students who speak the same language act as buddies for the less proficient students. Children move to more advanced groups when ready. Block programming gives students the opportunity to work on developing reading and writing skills for more time daily. This is accomplished by giving ELL teachers the same scheduled work periods and preparation periods.

Our Language Allocation Policy team is committed to the implementation of a policy that ensures the access of all English Language Learners to rigorous instructional programs that adhere to federal, state, and city mandates. Through ongoing school wide collaboration, we shall implement a policy which promotes the continuity of language development of all English Language Learners, both in the mainstream and in special education. The LAP team includes the principal, assistant principals, ESL teachers and the literacy and math coaches. The LAP team creates and supports a plan of daily activities which fosters growth in reading and writing. Independent reading and writing is conducted daily. Computer technology, ESL work books, texts and libraries are utilized and the weakest modalities are addressed.

Our Language Allocation Policy team is composed of the following:

#### Team Members

Debra Garofalo, Principal  
Andrea Gallis, Assistant Principal  
Charlotte Malamed, ESL Teacher  
Carrie Fullard, Math Coach  
JoAnn Kelly, Literacy Coach

In the free-standing ESL Program, students' placement at each level of instruction is determined by the LAB-R. In accordance with CR Part 154, beginning-level students are enrolled in three periods daily of ESL instruction, one ESL class, one ESL Workshop class with a focus on listening and speaking, and one ESL class with an emphasis on reading and writing. This is well above the CR Part 154 mandate of 540 minutes per week. Intermediate-level English Language Learners are enrolled in at least two periods daily of ESL instruction. This is well above the CR Part 154 mandate of 360 minutes per week. Advanced-level English Language Learners are enrolled in one period daily of ESL instruction and one period daily of ELA instruction on their grade level

English Language Learners identified as "Special Education" on their IEP are programmed for ESL instruction as per their IEP. Currently 1 English Language Learner is designated as "Special Education." He is receiving mandated ESL services as indicated on IEP and extra support through Title III programs, speech and individualized counseling. All goals on the IEP are taught using ESL methodologies. Our SIFE students will be provided with instructional support in the four modalities, both within the school day and in the Title III programs. They are offered counseling based upon individual needs through Title III funding. They are referred to outside agencies when in need of further interventions—individual or family. Parents of students with interrupted formal education would be provided with lists of local community agencies. English Language Learners in U.S. schools less than three years have a Title I counselor. They are offered Title III after-school instruction in English, Mathematics, Science, and Social Studies. Conferences among concerned staff would be conducted to review student records and make recommendations for instruction.

For our long-term English Language Learners (students in U.S. schools 4 to 6 years), we offer targeted instruction in the four language modalities, counseling based upon individual needs, Title III after-school instruction, and intensive tutoring in all subject areas. In addition, we offer meetings informing parents of testing, class requirements and program requirements. Parents of long-term English Language Learners are provided with lists of community agencies. Conferences among concerned staff are conducted to review student records and make recommendations for instruction. With regard to transitional support for students reaching proficiency on the NYSESLAT, we offer peer tutoring and after-school tutoring programs. In the content areas, students use ancillary materials, graphic organizers, glossaries, and thesauruses.

A review of the May 2006 NYSESLAT results indicates that a significant number of English Language Learners exited the program. The chart below represents the current breakdown of level for each grade:

**UPDATED – OCTOBER 2008**

Level	All grades	6 <sup>th</sup> grade	Grades 7/8
Beginner	13%	18%	11%
Intermediate	31%	18%	37%
Advanced	27%	41%	21%
Proficient	29%	24%	32%

An analysis of the combined scores of the modalities—listening/speaking and reading/writing— reveals that listening/speaking were the stronger modalities, especially at the 7<sup>th</sup>-grade level. Reading and writing continue to be the weaker modalities across the grades. On all levels of ESL instruction, it is necessary to enhance English Language Learners’ reading and writing proficiency. In addition to reading and writing, ELLs need an academic vocabulary, academic command of language—academic competence—so that they are able to discuss, reason and think about complex problems and findings.

The **LAB-R**, the revised **LAB** was administered to 53 incoming English Language Learners new to the New York City Public School System. Based on those test results 28 students were determined eligible to enter an all-English program; those who did not test out were placed on the following levels: 2 were placed on the beginner level, 7 on the intermediate level and 16 on the advanced level. There seems to be a large discrepancy between the results of *NYSESLAT* testing and **LAB-R** testing. The majority of the students who test out of the latter have difficulty in the mainstream classes and are in need of extra support. This is also true of those who test on the advanced level of **LAB-R**. We consistently provide instructional support to these students. This situation, however, continues to be problematic and it seems that it should be addressed on a system wide level. We reviewed current data in light of the fact that the Language Allocation Policy provides a framework for programmatic and curricular decisions for English Language Learners on their way to acquiring academic English proficiency. The continued implementation of the Title III After-School program in ESL/ELA and the content-areas will provide additional support to English Language Learners to improve their English and language learning skills while simultaneously empowering them to access the necessary content skills required for the New York State assessments. Title III funding supplied students with *NYSESLAT* preparation books, ELA review books, materials, and resources. Students are also supplied with bilingual glossaries, dictionaries, English dictionaries, and thesauruses. We have purchased review books and resources. Statistics bear out, that intensive collaborative efforts in terms of parental outreach (regarding attendance, information about testing requirements and dates, flagging students at scanning, offering comprehensive tutoring programs, etc.) have resulted in increased participation rate of students and increased passing percentages.

We continue to program English Language Learners to address students’ strengths and weaknesses. Teachers also establish an open communication with the parents and the guidance counselors and ESL Coordinator concerning attendance, behavior, and needed assistance. During the Title III intensive tutoring modules, teachers provide the necessary supports.

After reviewing all relevant testing data, we anticipate the continued need for the implementation of the following instructional initiatives to ensure that ELLs have access to rigorous content and achieve success on state assessments:

1. Differentiated instructional methodologies to enhance the development of the four language modalities of listening, speaking, reading, and writing, with special emphasis on reading and writing, taking into account NYSESLAT results.
2. *Principles of Learning*, with special emphasis on *Clear Expectations*, *Accountable Talk*, and the infusion of *Academic Rigor* into all ESL, and ESL content-area classes.
3. Scaffolded instruction, with special emphasis on the following: *modeling*, *bridging*, *contextualization*, *schema building*, *metacognitive development*, and *text representation*.
4. Balanced literacy and numeracy methodologies
5. Development of cognitive/academic vocabulary in contextual situations.

After determining instructional needs based on testing data, we anticipate the continued need to foster collaboration among staff and supervisors and to train interdisciplinary professional development teams to drive best practices into the classrooms of English Language Learners by addressing the following:

1. Implementation of differentiated instructional methodologies.
2. Development of questioning techniques to engage students in the learning process; to promote Accountable Talk and the implementation of structured group work methodologies, and to facilitate the development of higher-order thinking skills.
3. Use of data to drive instruction
4. Alignment of curricula with assessments
5. Use and design of rubrics.

Our plan for the academic language development for English Language Learners coincides with the current school wide initiative of the development of strategies for the development of cognitive/academic vocabulary in context. Our Language Allocation Policy is clearly aligned with this school wide initiative. The focus of staff development this year has been on training staff to lead students to increase their cognitive/academic vocabulary base through acquiring and learning vocabulary in context. From the first faculty conference, both the Principal and the Assistant Principal, ESL/Foreign Language Department, have led staff development sessions focused on this topic. Professional development efforts have also been focused on the development of training packets for English Language Learners to familiarize them with the terminology of the ELA Tasks so that they can be better equipped to tackle tasks. Another related initiative has been the implementation academic vocabulary for English Language Learners in Living Environment, Physical Science, and Earth Science. As indicated earlier, the purpose of these manuals is to familiarize English Language Learners with the terminology and methodologies specific to each subject area to meet state requirements.

We continue to offer outreach to parents of our English Language Learners through multilingual letters, flyers, announcements, and Title III letters in the four major languages: Haitian-Creole, Russian, Spanish, and Urdu. We offer a Title III Parent Education Program on a continual basis. In accordance with CR Part 154 and Title III, parent orientation sessions are conducted in English and in the languages of our major populations so that parents can be provided with appropriate information to make informed decisions and choices regarding the placement of their children in the appropriate programs. Parents are informed about state standards, assessments, school expectations, the discipline code, programming, and class requirements for all classes and English as a Second Language Programs. We encourage parents of English Language Learners to participate in school events, especially PA conferences and Parent Orientations. We will continue to host multicultural events to celebrate and validate the cultures represented by our English Language Learners and school community. Our Parent Survey and Program Selection forms reflect the intention of the parents of English Language Learners to have their children placed in ESL over Bilingual programs. We review them periodically to continue to determine parent choice.

### **Instructional Materials**

In the English as a Second Language program, teachers continue to lead English Language Learners to acquire competency in English by aligning instruction with the learning and performance standards that serve as the foundations of ELA instruction culminating in the ELA State Examination. We continue to use authentic, high-interest texts to strengthen English language skills in listening, reading and writing for understanding and information, note-taking, analyzing, interpreting and evaluating a wide range of texts from different literary genres, and producing extended writing pieces in a variety of formats. Students are familiarized with ELA tasks from the beginning

The LAP team purchased materials that meet the learning needs of the ELL population and fosters proficiency in ELA, Math and content areas. Test preparation materials were purchased to prepare for the NYSESLAT and standardized tests. Materials such as Goodman's Five Star Activity Books by Jamestown Publishers, books on tape, libraries and dictionaries provide practice in reading, writing and higher order thinking skills. The materials used for instruction are aligned with state and city standards.

They are also trained in the function and use of rubrics for evaluation. The list includes support texts and resources in an effort to familiarize English Language Learners with the ELA tasks. Additionally, Title III Professional Development focuses on the development of curriculum addressing the ELA tasks. Teachers are trained in the use of the curriculum for intensive review.

### **ESL TEXTBOOK LIST**

**UPDATED – OCTOBER 2008**

**Instructional Materials  
Science/Social Studies/Math**

The students also use glossaries and thesauruses to assist them throughout the school year. Primary and secondary sources are adapted depending on the proficiency level with in-text definitions and glosses. Graphic organizers such as T-charts, semantic maps, cause/effect charts, Venn Diagrams, time lines, etc help students organize information as pre-writing activities. Vocabulary lists are distributed prior to the study of each unit. Teachers also identify linguistic items and cultural vocabulary in addition to core vocabulary.

Graphic organizers are used for pre-writing organizational activities. Vocabulary lists are also distributed. *The text book* is an ancillary source. Throughout the year teachers use *Post-It* charts to create word walls of vocabulary for students to refer to on a daily basis in order to enhance their academic vocabulary bank. In the Title III intensive tutoring modules and the after school program, students are provided with ELA preparation books and resources.

Each student is encouraged to use the vocabulary sheets to aid them in their studying. In addition, all of the terms on the vocabulary sheets are defined/described in the classroom so they are not left without any guidance. Not to mention that they are able to ask any teachers/adult or use their textbook for help with the terms as well. In class, when terms are defined/described, we focus on the roots, prefixes and suffixes of the words to promote understanding. Finally, in the class, many demonstrations, pictures, visuals, scenarios, and body language are used in order to help the students better understand terms that have really no other better synonyms. An example of a word like this is steep or gradual slope. A visual of a hill/mountain is much easier way to explain the steep/gradual than the other methods that have been mentioned above.

We will continue to review and update our Language Allocation policy on a yearly basis to ensure that our English Language Learners are afforded every opportunity to develop communicative and academic proficiency in English so that they will continue to have access to the challenging content of the core academic subjects. We will continue our commitment to providing English Language Learners with quality, standards-based instruction. We will continue to infuse literacy and numeracy strategies across the curriculum.

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

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Type of Program: \_\_\_ Bilingual \_\_\_ **X** ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2008-09: 45  
(No more than 2 pages)

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

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

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

Differentiated instruction maximizes the learning time by working with groups of children with similar ability levels. Students who speak the same language act as buddies for the less proficient students. Children move to more advanced groups when ready. Block programming gives students the opportunity to work on developing reading and writing skills for more time daily. This is accomplished by giving ELL teachers the same scheduled work periods and preparation periods.

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.

Marine Park has a comprehensive parental involvement plan for parents of English Language Learners. Links are maintained with the school's PTA, and the Parent Coordinator who articulates on a regular basis with the Assistant Principal, ESL, the ESL Coordinator and Guidance personnel serving English Language Learners. We also coordinate programs with local community-based organizations that serve immigrants, feeder schools and local institutions of higher learning and local private schools. We offer a Parent Education Program continually through Title III funding. Parents are given orientation (and on an ongoing basis for over-the-counter students) in the native languages to the fullest extent possible, on topics such as school procedures, rights and responsibilities of parents and students, school grading policy, procedures for parent-teacher conferences and seminars on immigrant services to the community.

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

IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

In our English Language Learners are better able to teach to the higher standards, and that these students are better able to pass Examinations effort to build strong professional IS 278 has developed an ongoing and comprehensive professional development plan for staff serving English Language Learners. Teachers are involved in a variety of activities that ensure the successful implementation of the instructional scaffolding techniques outlined in the Seven ELL Recommendations of the Children First Reform Initiative: modeling, bridging, contextualization, schema building, text representation and metacognitive development. Intervisitation of classes is encouraged. In addition ESL teachers participate in staff development offered by the Department of Education. Other activities that assist with staff development include: demo lessons, observations, pre and post-observation conferences, additional individual conferences, meetings with on-site coaches, and attendance at off-site professional development where staff members become familiar with

programs and instructional strategies. Through the integration of local, state and federal funds over the past years the department has made significant strides to ensure that teachers of English Language Learners are better able to teach to the higher standards, and that these students are better able to pass Examinations.

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

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

School Building: \_\_\_\_\_ IS 278 \_\_\_\_\_ District \_\_\_\_\_ 22 \_\_\_\_\_

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			
	2					2

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

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

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

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

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





# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District:     22

School Building:     IS 278

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:16 To: 8:55	Subject (Specify) Language Arts	Subject (Specify) Language Arts	Subject (Specify) Science	Subject (Specify) Language Arts	Subject (Specify) Language Arts
<b>2</b>	From: 8:59 To: 9:38	Subject (Specify) Math	Subject (Specify) Reading	Subject (Specify) Language Arts	Subject (Specify) Science	Subject (Specify) Science
<b>3</b>	From: 9:42 To: 10:21	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL
<b>4</b>	From: 10:25 To: 11:04	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL
<b>5</b>	From: 11:08 To: 11:47	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
<b>6</b>	From: 11:51 To: 12:30	Subject (Specify) Gym	Subject (Specify) Drama	Subject (Specify) Gym	Subject (Specify) Gym	Subject (Specify) Math
<b>7</b>	From: 12:34 To: 1:13	Subject (Specify) Science	Subject (Specify) Math	Subject (Specify) Social Studies	Subject (Specify) Math	Subject (Specify) Drama
<b>8</b>	From: 1:17 To: 1:56	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Math	Subject (Specify) Social Studies	Subject (Specify) Social Studies
<b>9</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

<b>10</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

# SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

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

School District: \_\_\_\_\_ School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:16 To: 8:55	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL
<b>2</b>	From: 8:59 To: 9:38	Subject (Specify) Social Studies	Subject (Specify) Art	Subject (Specify) Science	Subject (Specify) Social Studies	Subject (Specify) Art
<b>3</b>	From: 9:42 To: 10:21	Subject (Specify) Science	Subject (Specify) Social Studies	Subject (Specify) Math	Subject (Specify) Science	Subject (Specify) Social Studies
<b>4</b>	From: 10:25 To: 11:04	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Gym	Subject (Specify) Math	Subject (Specify) Science
<b>5</b>	From: 11:08 To: 11:47	Subject (Specify) Gym	Subject (Specify) Science	Subject (Specify) Art	Subject (Specify) Gym	Subject (Specify) Math
<b>6</b>	From: 11:51 To: 12:30	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
<b>7</b>	From: 12:34 To: 1:13	Subject (Specify) Language Arts	Subject (Specify) Language Arts	Subject (Specify) Language Arts	Subject (Specify) Language Arts	Subject (Specify) Language Arts
<b>8</b>	From: 1:17 To: 1:56	Subject (Specify) Reading	Subject (Specify) Reading	Subject (Specify) Reading	Subject (Specify) Reading	Subject (Specify) Reading
<b>9</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

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

**Form TIII – A (1)(a)**

**Grade Level(s)**    6-8            **Number of Students to be Served:**    45    **LEP**    \_\_\_\_\_    **Non-LEP**

**Number of Teachers**    2                            **Other Staff (Specify)**    \_\_\_\_\_

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

**Title III, Part A LEP Program**

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

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Marine Park I.S. 278 developed and implemented a plan for providing direct supplemental language instruction and educational services to all English Language Learners. WE continue to offer before and after school and Saturday intensive ELL , ELA and ESL content area tutoring programs. Through their participation in this program, English Language Learners will continue to develop cognitive academic vocabulary skills and higher order thinking skills in English. At the same time they will be empowered to access the necessary content skills required by the New York State. In accordance with our continued commitment to raising standards we shall offer additional exam preparation courses and intensive tutoring sessions in the following areas: ELA, Mathematics, Science and Social Studies. Assistant Principals and Guidance Personnel will work collaborative to monitor the programs, maintain records, gather data, facilitate outreach and plan professional development. In this program teachers use ELL methodologies focusing on listening, speaking, reading and writing.

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

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In accordance with our continued commitment to raising standards we shall include intensive professional development such as; demo lessons, observations, pre and post-observation conferences, additional individual conferences, meetings with on-site coaches, and attendance at off-site professional development where staff members become familiar with programs and instructional strategies.

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We offer a strong professional development program for staff serving English Language Learners. It is an ongoing and comprehensive plan consisting of interdisciplinary teacher academies. Teachers, Guidance Counselors and Assistant Principals share research-based ESL methodologies and practices in order to enhance English Language Learners' performance in ESL, ELA and ESL/Content-Area classes (as mandated by Federal Legislation) and their performance on the NYSESLAT and Regents Examinations. In accordance with the New York City Department of Education's *Children First* guidelines, the interdisciplinary teams of teachers collaborate to incorporate six main types of scaffolding. They ensure that ELLs benefit from strong instruction in English a rigorous core academic curriculum. Among the topics that we shall continue to discuss are: instructional scaffolding methodologies, sensitivity training, ELA Regents sharing of best practices (the focus this year being on the teaching of poetry and short stories), development of study packets for the ELA Regents Examination; strategies for the development of cognitive/academic vocabulary.

**Form TIII – A (1)(b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$1,605 \$2,053 \$11,140	Before and After-school and Saturday instructional support for English Language Learners in the content areas. The students will be provided with access to the technology and research capabilities of the library
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
<b>TOTAL</b>	<b>\$14,798</b>	

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

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

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

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

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

At Marine Park Junior High School, we have a large population of immigrant parents. Past practice has indicated to us that we need to maximize our potential to prepare, translate and disseminate materials and information in as many as the parents' native languages as possible. During the instructional day, our staff volunteers its time to assist with the needed oral translations. We need to reach out to homes of English Language Learners before and after the school day to inform parents of upcoming assessments, meetings, conferences, etc.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The Assistant Principal of ESL along with the Guidance personnel and the Parent Coordinator have articulated our oral and written translation needs to the LAP committee and faculty. We have prioritized our oral and written translations needs as follows:

- a. Written translations of parent letters, communiqués, bulletins, etc.
- b. Written translations of documents describing the school's programs, class requirements, Regents requirements, etc., AIS programs, tutoring sessions, etc.
- c. Written translations of letters disseminated from the Central Office with modifications for Marine Park's programs
- d. Phone outreach to parents advising them of important events, meetings, testing dates, tutoring sessions, AIS programs, etc.

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

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

The school has provided and will continue to provide the following written translations to parents of ELLs in the four major languages:

- a. Title III letters with modifications to describe Schools Program
  - b. Generic letters with modifications sent from outside sources
  - c. Letters to parents from all departments school wide to inform them of attendance problems, homework and class work issues, etc.
  - d. Letters to parents to inform them of upcoming dates:
    - PTA Conferences
    - PTA Meetings
    - Testing Dates (NYSESLAT, ELA, Math and all state Exams, etc.)
    - Orientation Sessions
    - Tutoring Sessions—After-school and Lunch-Time
    - Intensive Test taking Tutoring Dates
- Letters from the Guidance Office:
    - class Requirements
    - Testing Modifications
    - AIS
    - Eligibility Requirements to receive services including free and reduced rate lunch, etc
  - Letters from the Parent Coordinator regarding meetings, City conferences, fairs and inviting parents to become involved in student activities

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.

The school has provided and will continue to provide the following oral translation services to parents of ELLs in the four major languages:

- Oral translations during Orientation meetings and Title III Parent Meetings
- Oral translations during conferences with teachers to enable parents to become informed of attendance, lateness and classroom issues.
- Oral translations during guidance conferences on sensitive life issues of mental and physical well-being, and to inform parents of graduate requirements, testing modifications, AIS, etc.
- Oral translations during conferences with other school personnel to keep parents informed of the day-to-day needs of children.
- School Staff, parent volunteers and the Global Translator, Franklin are offered to parents who require oral interpretation.

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/docshare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services in the following ways:

- Parents will be provided written notification of their rights regarding these services and will be given instructions on how to obtain such services.
- There will be signs posted at the main entrances in the covered languages indicating the offices where notification can be obtained.
- The school safety plan will be modified to reflect procedures for ensuring that parents in need of language assistance services will receive such services.

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

*All Title I schools must complete this appendix.*

### **Directions:**

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

### **Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

1. Enter the anticipated Title I allocation for the school for 2008-2009 \_\_\_\_\_ \$820,670 \_\_\_\_\_
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \_\_\_ \$8,207 \_\_\_\_\_
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \_\_\_\_\_ \$41,034 \_\_\_\_\_
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year \_\_\_\_\_ 100% \_\_\_\_\_
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

#### **2. School-Parent Compact - Attach a copy of the school’s Parent Involvement Policy.**

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

### **School-Parent Compact**

IS 278 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-2009.

IS 278 will:

**Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

- Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held November 17, 2008 (Evening), November 18, 2008 (afternoon) and February 26, 2009 (afternoon and evening)
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - There are 4 report cards per year. Progress reports are given out before report cards if a child drops 10 points or more in a subject area or is failing or not meeting the standards academically or for attendance. In addition, conduct sheets are used in specific instances for academic or behavioral intervention for daily communication between teachers and parents
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - The staff is available daily for phone conversations with parents

- The staff is available for face to face meetings by appointment same day or next day
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
  - Parents may volunteer through the various committees of the Parent's Association; observations can be arranged at any time through the Grade Assistant Principal
  - Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way
  - Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way
  - Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend
  - Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand
  - Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet
  - On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible
  - Provide to each parent an individual student report about the performance of their child on the State assessment in ELA and Math
  - Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title

I (i.e. as per NCLB.)

### **Parent Responsibilities**

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

- Supporting my child's Learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;
  - monitoring attendance;
  - talking with my child about his/her activities every day;
  - scheduling daily homework time;
  - providing an environment conducive for study;
  - making sure that home is completed;
  - monitoring the amount of television my children watch;
  - Promoting positive use of my child's extracurricular time
  - Reading together with my child every day
  - Communicating positive values and character traits, such as respect, hard work and responsibility
  - Respecting the cultural differences of others;
  - Providing my child with a library card
  - Express high expectation and offer praise and encouragement for achievement.)
  - Helping my child accept consequences for negative behavior
  
- Volunteering in my child's classroom
  
- Participating, as appropriate, in decisions relating to my children's education
  
- Participating in school activities on a regular basis
  
- Staying informed about my child's education
  
- Promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate
  
- Serving, to the extent possible, on policy advisory groups, such as being the Title I/ Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
  
- Being aware of and following the rules and regulations of the school and district
  
- Supporting the school's discipline policy

## **Student Responsibilities**

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

Students will support their academic achievement by:

- Completing homework every day and ask for help when I needed
- Reading at least 30 minutes every day outside of school time
- Giving to parents and guardians all notices and information received from the school
- Supporting the school's discipline policy

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.  
The analysis of internal standardized tests allows our departments to plan and implement additional educational services. Quizzes, unit tests, standardized mock exams, and lab skills are frequently analyzed to reinforce students' academic performance. We need to share the information in a formative database
2. Ensure that planning for students served under this program is incorporated into existing school planning.  
The Academic Intervention Team meets regularly to make sure that all students have the opportunity to succeed. Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State standards in ELA, Mathematics, Science, and Social Studies. Intensive guidance and support services are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided vary, based on the individual needs of students, all students performing in Levels 1 and 2, and students deemed to be at-risk, including students in special education and English Language Learners will receive appropriately targeted services. The school has developed the following Academic Intervention Service Programs: remediation programs before school, after-school and during the school day, Wilson Reading Training, Read 180, Rewards, Great Leaps, and AMP through small groups, pull-out, push-in, and lunchtime peer tutoring, Saturdays, before and after school.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

Marine Park Intermediate School 278 provides after school and before-school programs in Reading, Math, Social Studies, and Science. Homework help programs are provided for all students in need of such services. Academic Intervention Services are given in an after-school and morning program in reading, math and content areas to foster improvement and support in meeting city and state standards.

4. Coordinate with and support the regular educational program;

Interdisciplinary Teams of Teachers serving Title I will work together to develop differentiated instructional strategies and methodologies for teaching Academic Intervention and will develop specialized curricula

5. Provide instruction by highly qualified teachers;

We offer a strong professional development program for staff serving Title I Learners. It is an ongoing and comprehensive plan consisting of interdisciplinary teacher academies. Teachers, Guidance Counselors and Assistant Principals share research-based methodologies and practices in order to enhance education.

Recommendations of the Children First Reform Initiative: modeling, bridging, contextualization, schema building, text representation and metacognitive development. Intervisitation of classes is encouraged. Other activities include: demo lessons, observations, pre and post-observation conferences, additional individual conferences, meetings with on-site coaches, and attendance at off-site professional development where staff members become familiar with programs and instructional strategies. Through the integration of local, state and federal funds over the past years the department has made significant strides to ensure that teachers of English Language Learners are better able to teach to the higher standards, and that these students are better able to pass Examinations.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Recommendations of the Children First Reform Initiative: modeling, bridging, contextualization, schema building, text representation and metacognitive development. Intervisitation of classes is encouraged. Other activities include: demo lessons, observations, pre and post-observation conferences, additional individual conferences, meetings with on-site coaches, and attendance at off-site professional development where staff members become familiar with programs and instructional strategies. Through the integration of local, state and federal funds over the past years the department has made significant strides to ensure that teachers are better able to teach to the higher standards, and that these students are better able to pass Examinations.

7. Provide strategies to increase parental involvement; and

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

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8. Coordinate and integrate Federal, State and local services and programs.

Through the integration of local, state and federal funds over the past years the department has made significant strides to ensure that teachers are better able to teach to the higher standards, and that these students are better able to pass Examinations

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

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

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

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

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

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State standards in ELA, Mathematics, Science, and Social Studies. This also helps to achieve AYP target and intervention for SRAP. Intensive guidance and support services are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided vary, based on the individual needs of students, all students performing in Levels 1 and 2, and students deemed to be at-risk, including students in special education and English Language Learners will receive appropriately targeted services. The school has developed the following Academic Intervention Service Programs: remediation programs before school, after-school and during the school day, Wilson Reading Training, Read 180, Rewards, Great Leaps, and AMP through small groups, pull-out, push-in, and lunchtime peer tutoring, Saturdays, before and after school.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Recommendations of the Children First Reform Initiative: modeling, bridging, contextualization, schema building, text representation and metacognitive development. Intervisitation of classes is encouraged. Other activities include: demo lessons, observations, pre and post-observation conferences, additional individual conferences, meetings with on-site coaches, and attendance at off-site professional development where staff members become familiar with programs and instructional strategies. Through the integration of local, state and federal funds over the past years the department has made significant strides to ensure that teachers are better able to teach to the higher standards, and that these students are better able to pass Examinations.

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

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information: 2008-09 anticipated Title I allocation = \$\_827, 670\_\_\_\_\_; 10% of Title I allocation = \$\_\_82,767\_\_\_\_\_.

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Our commitment to Academic Intervention will be reinforced by Professional Development opportunities such as; Anita Archer REWARDS Reading and Writing. Other activities include: demo lessons, observations, pre and post-observation conferences, additional individual conferences, meetings with on-site coaches, and attendance at off-site professional development where staff members become familiar with programs and instructional strategies.

Intervisitation of classes is encouraged. Other activities include: demo lessons, observations, pre and post-observation conferences, additional individual conferences, meetings with on-site coaches, and attendance at off-site professional development where staff members become familiar with programs and instructional strategies

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

Buddy teachers so that a new teacher always has a tenured teacher to rely on.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school will host Orientation meeting, PTA meetings, and SLT meeting to discuss our SINI status. Letters sent to all parents regarding SINI status and plans to make AYP.

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

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

Our instructional team has found a clear mission and vision based on high academic standards. In alignment with this mission and vision, we are continually inquiry based to ensure that specific tasks lead students to master both the content and the process strands.

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?

- Classroom observation reports
- Professional development feedback and products
- Teacher lesson plans that are infused with academic rigor
- Textbooks and readings that are challenging and age-appropriate
- Focus of ESL instruction on the four skills approach—listening, speaking, reading and writing
- Student performance on NYSED assessments
- Dissemination of standards-based ELA and ESL curricula to teachers
- Examination of student work and assessments, including both traditional and non-traditional

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

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**1B. Mathematics**

UPDATED – OCTOBER 2008

## Background

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

### Specific Math Alignment Issues:

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

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

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

Our instructional team has found a clear mission and vision based on high academic standards. In alignment with this mission and vision, we are continually inquiry based to ensure that specific tasks lead students to master both the content and the process strands.

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?

- Every mathematics teacher has the new standards in his/her possession
- Mathematics teachers have been trained through professional development
- Teachers were trained on the content and process strands and were given state and locally prepared documents that address the new standards including specific tasks that demonstrate students have mastered both the content and process strands.

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

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

Our instructional team has found a clear mission and vision based on high academic standards. In alignment with this mission and vision, we are continually inquiry based to ensure that specific tasks lead students to master both the content and the process strands.

**UPDATED – OCTOBER 2008**

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

Applicable  Not Applicable

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

Through ongoing professional development on the delivery of differentiated instruction, we have made significant strides in moving from direct instruction to student-centered learning.

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

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### **2B – Mathematics Instruction**

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

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

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

Our instructional team has found a clear mission and vision based on high academic standards. In alignment with this mission and vision, we are continually inquiry based to ensure that specific tasks lead students to master both the content and the process strands.

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

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

Applicable  Not Applicable

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

The majority of our level I and level II students, high level of student engagement is encouraged through the use of group work and hands-on activities, we follow the workshop model. Through professional development, teachers have been trained to implement the use of best practices in their classrooms; materials have been provided to facilitate this, including: workbooks that accompany textbooks, dedicated classrooms for mathematics instruction, increased use of calculators, Smartboards and software applications to enhance mathematics instruction.

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

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

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

Our instructional team has found a clear mission and vision based on high academic standards. In alignment with this mission and vision, we are continually inquiry based to ensure that specific tasks lead students to master both the content and the process strands.

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

Applicable  Not Applicable

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

**UPDATED – OCTOBER 2008**

Through an ongoing evaluation our school does not have a high turnover.

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

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

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

Please respond to the following questions for Key Finding 4:

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

Our instructional team has found a clear mission and vision based on high academic standards. In alignment with this mission and vision, we are continually inquiry based to ensure that specific tasks lead students to master both the content and the process strands.

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

Applicable  Not Applicable

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

We engage in ongoing professional development both in school and off site. ESL teachers are members of the Language Allocation Policy Team and therefore are knowledgeable of the school policies and professional development opportunities.

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.

Our instructional team has found a clear mission and vision based on high academic standards. In alignment with this mission and vision, we are continually inquiry based to ensure that specific tasks lead students to master both the content and the process strands.

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

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

All faculty members have access to ELL data.

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

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

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

**UPDATED – OCTOBER 2008**

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.

Our instructional team has found a clear mission and vision based on high academic standards. In alignment with this mission and vision, we are continually inquiry based to ensure that specific tasks lead students to master both the content and the process strands.

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?

Teachers were trained on how to understand an Individualized Education Plan and then use the information to adapt a lesson plan to meet the needs of the individual student. Teachers were also trained on how to use an IEP to differentiate instruction. Lastly, teachers were taught how to create short-term goals to evaluate student progress and collect objective data.

The professional development is ongoing and will be focusing on the increase of individualized instructional techniques and longitudinal evaluation of student progress. The school wide focus is on collecting data and the use of rubrics that are aligned with New York State Standards

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

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

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

Please respond to the following questions for Key Finding 7:

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

**UPDATED – OCTOBER 2008**

Our instructional team has found a clear mission and vision based on high academic standards. In alignment with this mission and vision, we are continually inquiry based to ensure that specific tasks lead students to master both the content and the process strands.

We used the finding from the State Education Review, assessment of IEP's, classroom observations, feedback from professional development and professional conversations to determine whether or not these findings are relevant to our Special Education population.

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?

All Special Education teachers write accommodations and modifications for the classroom environment on page 3 of the IEP and write goals and objects that align with present level of performance and state assessments Promotional Criteria is modified for students needing this accommodation. In addition, all students with behavioral issues are given a Behavior Intervention Plan which is added to the IEP including behavioral goals and objectives.

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 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 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 G
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

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

Submit date: **Jul 24, 2008**      Email address: **dgarofa@schools.nyc.gov**

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

School DBN	22k278
School Name	Marine Park JHS 278
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 258,290
Principal Name	Debra Garofalo
Principal Email	dgarofala@schools.nyc.gov
Principal Phone	7183753523

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	
Summer School Programs	
Dedicated Instructional Time	\$ 102,900
Individualized Tutoring	

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

- Yes
- No

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 instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Please describe the program.

**Providing increased response to intervention and intensive individual intervention**

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

Please indicate how the program/strategy will be expanded for school year 2008-09.

**Adding more resources via increased availability of staff to provide increased intervention services**

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by 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 \$ 155,389

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 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 and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years teacher/principal assignment)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
- No

Please describe the program.

PD for teachers focusing on instructional strategies geared towards increasing student achievement in core subject areas

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

Please indicate how the program/strategy will be expanded for school year 2008-09.

Coach positions are fully dedicated to PD initiatives as opposed to supporting other initiatives within the school

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 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 a 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 Learners (ELLs)?

- Yes
  - No
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