



**GATEWAY INTERMEDIATE SCHOOL 364**

**2008-09**

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

**SCHOOL: 19K364**

**ADDRESS: 1426 FREEPORT LOOP, BROOKLYN NY 11239**

**TELEPHONE: (718) 642-3007**

**FAX: (718) 642-8516**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 364      **SCHOOL NAME:** Gateway Intermediate School

**DISTRICT:** 19      **SSO NAME/NETWORK #:** Knowledge Network

**SCHOOL ADDRESS:** 1426 Freeport Loop, Brooklyn, NY 11239

**SCHOOL TELEPHONE:** (718) 642-3007      **FAX:** (718) 642-8516

**SCHOOL CONTACT PERSON:** Mr. Dale Kelly      **EMAIL ADDRESS:** [Dkelly12@schools.nyc.gov](mailto:Dkelly12@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**      Ms. Monica McKain-Brown

**PRINCIPAL**      Mr. Dale Kelly

**UFT CHAPTER LEADER**      Mr. Stephen Burd

**PARENTS' ASSOCIATION  
PRESIDENT**      Ms. Katherine Soverall

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

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**      Mr. Martin Weinstein

## 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
Mr. Dale Kelly	*Principal or Designee	
Mr. Stephen Burd	*UFT Chapter Chairperson or Designee	
Ms. Katherine Soverall	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Christine Robertson	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Mr. Harold Small	Teacher	
Ms. Monica McKain-Brown	Assistant Principal	
Ms. Nicole Fraser-Edmund	Assistant Principal	
Ms. Vilma Barnett	Parent	
Ms. Renee Smith	Parent	
Ms. Arnetha Jones	Parent	
Ms. Chantal Grandchamps	Teacher	
Ms. Ann Marie Colbert	Parent	
Ms. Carolyn Williams	Parent	
Ms. Collette Williams	Parent	

- Core (mandatory) SLT members.

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

## SECTION III: SCHOOL PROFILE

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

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

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Our school philosophy is to develop educational programs based on the unique characteristics and needs of young adolescents.

Our school mission is three-dimensional:

- 1) *To strive for* academic excellence by maintaining high expectation for our students, parents, and staff. Every child can and will succeed academically.
- 2) *To develop* a strong personal sense of discipline and social responsibility in our students.
- 3) *To create* within our school, a community of learners: where teachers, students, staff, parents, that learn to work collaboratively in order to enhance the quality of education. Our two academies are focused on standards-based curriculum in preparation for admission to the top city high schools. Our community shares one fundamental goal; to prepare our children for life-long learning and to attend institutions of higher learning.

Gateway Intermediate School is a unique middle school located on the bottom level of two parking garages. For over thirty years, the two facilities have housed students from the Starrett City Community. Presently, the garages house two separate Grades 6-8 academies in the Spring Creek Towers Inc. (Starrett City). They are located approximately two blocks away from each other in the East New York section of Brooklyn in District 19. Since the school does not have a gymnasium, the physical education program is conducted at a third location at the local, privately owned, Sports Club. The school is a central part of the Spring Creek community for many students and their families. The school provides multiple types of services for children, parents and community members every day after school, Saturday, evenings, and during the summer. The following organizations make our school a multi-service community school that is open all the time: Spring Creek Youth Orchestra, Spring Creek Judo Club, Girls Scouts of America, Spring Creek Teen Center for technology and sports, Touro College, and Spring Creek Summer Day Camp. In addition, the school offers literacy, math and other academic programs after school, Saturday, during the Spring break and during the summer to help students enhance their academic performance and achievement levels. Our custodial staff members in each building take immaculate care of our facilities and support our academic efforts to create a literate-rich environment in all our rooms and hallways. Everyone in our school demonstrates pride in our students' accomplishments as evidenced by the prominently displayed student work in all curriculum areas.

**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>	Gateway Intermediate School 364				
<b>District:</b>	19	<b>DBN #:</b>	19K364	<b>School BEDS Code #:</b>	331900010364

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 checked="" type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
<b>Enrollment:</b>					<b>Attendance:</b>				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	0	0	0		91.4	91.7	91.7		
Kindergarten	0	0	0						
Grade 1	0	0	0						
Grade 2	0	0	0	<b>Student Mobility:</b> (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	0	0	0		96.3	95.4	95.4		
Grade 4	0	0	0						
Grade 5	0	0	0						
<b>Eligible for Free Lunch:</b>									
Grade 6	75	99	111	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	161	174	112						
Grade 8	153	162	187						
Grade 9	0	0	0						
<b>Students in Temporary Housing:</b>									
Grade 10	0	0	0	(Total Number as of June 30)	2006	2007	2008		
Grade 11	0	0	0		2	4	3		
Grade 12	0	0	0						
Ungraded Elementary	0	0	0						
<b>Recent Immigrants:</b>									
Ungraded Secondary	0	1	1	(Total Number as of October 31)	2006	2007	2008		
Total	389	436	411		0	0	1		
<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	0	12	22						
No. in Collaborative Team Teaching (CTT) Classes	21	11	0	Principal Suspensions	11	35	31		
Number all others	4	14	24	Superintendent Suspensions	7	17	18		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				<b>Special High School Programs:</b>			
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	6	3	4	<b>Number of Staff:</b>			
# ELLs with IEPs	0	0	1	(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	23	30	31
				Number of Administrators and Other Professionals	8	5	8
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	1	TBD	0
	1	0	1				
				<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	100	100
American Indian or Alaska Native	0.5	0.2	0.2	Percent more than two years teaching in this school	56.5	43.3	58.1
Black or African American	73.0	72.2	71.3	Percent more than five years teaching anywhere	56.5	50.0	54.8
Hispanic or Latino	19.8	20.9	22.1				
Asian or Native Hawaiian/Other Pacific Isl.	1.5	1.8	2.0	Percent Masters Degree or higher	83.0	80.0	71.0
White	5.1	4.8	4.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	78.6	91.8	86.0
Multi-racial							
Male	50.1	49.3	48.7				
Female	49.9	50.7	51.3				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input checked="" type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" 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 checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2007-08):</b>		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

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

<b>Individual Subject/Area Ratings</b>	Elementary/Middle Level			Secondary Level		
	ELA:	IGS		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	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-				
Black or African American	√	√	√			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	√SH	√	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	5	5	4			

**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**

<b>Progress Report Results – 2007-08</b>		<b>Quality Review Results – 2007-08</b>	
Overall Letter Grade	A	Overall Evaluation:	W
Overall Score	71.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	8.3	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 30% of the Overall Score)	18.4	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)	39.5	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	W

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

#### SECTION IV: NEEDS ASSESSMENT

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

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

Gateway Intermediate school received an A on the 2007 – 2008 Progress Report and a well developed on the 2007 -2008 Quality Review Report. As a community, we have seen an increase in the overall performance of students in English Language Arts and Mathematics on state standardized instructions; however we still have less than 10 percent of students scoring above grade level in both areas with the exception of 7<sup>th</sup> grade mathematics.

Gateway Intermediate School 364 is a Title I school presently in good standing in English Language Arts (ELA), Mathematics and Science. The school has developed a system of collecting and utilizing data to best meet the needs of each individual student. Students are responsible and form positive relationships with their teachers and with their peers. Students are well supported by the adults who continue to provide academic support in a small safe learning community.

When looking at the school's performance during the 2006-2007 year 54% of 6<sup>th</sup> graders, 55% of 7<sup>th</sup> graders and 35% of eighth graders are at or above grade level. In mathematics 66% of 6<sup>th</sup> graders, 69% of 7<sup>th</sup> graders and 48% of 8<sup>th</sup> graders are at or above grade level. In science, 31% of eighth graders are at or above grade level.

Overall results for the 6<sup>th</sup> grade students show a decrease in the number of students scoring at or above grade level in both mathematics and English Language Arts. The 7th grade students show an increase in the number of students scoring at or above grade level in both English Language Arts and Mathematics. There was a slight decline in the number of students scoring at or above grade level in 8<sup>th</sup> grade English Language Arts and an increase in the number of students scoring at or above grade level in Mathematics. There was a 1% increase in the number of students scoring at or above grade level in 8<sup>th</sup> grade Science.

Despite the continued challenge of being one school housed in two buildings, faculty, staff administration and parents have worked cohesively and collaboratively to assist our students in not only meeting but also in surpassing their social and academic needs. Teachers have access to both on-site and off-site professional development provided by either school personnel or members of the Learning Support Organization.

Through the use of workshops provided for parents by math and literacy coaches, counselors, administrators and parent coordinators, there has been a heightened sense of parental involvement. Through collaboration with the PTA president and the executive board, there has been increased volunteerism and parent involvement.

In an effort to increase communication through technology the use of mobile laptops has been increased in all classrooms. Also, in an attempt to foster greater communication between home and school the I.S. 364 web link provides parents with increased access to school information.

In our desire to move special needs students from the most restrictive environment to the least restrictive environment; collaboration with the Office of Special Education Initiative will be a significant factor in the school's continuous effort towards improvement.

## 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 received a 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.

**Goal 1 – Utilize data to plan and set up goals for each students learning in English Language Arts and Mathematics**

**Description:** By June 2009, I.S. 364 will analyze data from numerous sources in order to set individual learning goals for students. The school will utilize student work to group students appropriately for strategic or intensive instruction. The school will facilitate grade level or subject area group discussions of data. The ongoing use of data will become part of the school's culture. Classroom-based interim assessments as well as formative assessments will be designed to inform teaching and to improve student learning. Data will be used to help teachers target instruction for whole class, small group, and/or individual learning. Students will be assessed through the use of periodic assessments. Classroom assessments will be administered as well as midterm and final examination. Student folders, writing journals and writing portfolios will be reviewed quarterly. Monthly math portfolio pieces will be assigned as part of the assessment. Agendas and attendance sheets will be created for professional development and evaluation forms will be created when appropriate. Teachers will create conference notes and will track benchmark data, Instructional Targeted Assessment data and In-House assessment results. Our goal is that all teachers will be able to differentiate instruction for each student in the classroom based upon the analysis of each individual student's data. Additionally, all students will be able to demonstrate growth of two rubric levels from their baseline score on their September practice ELA essay.

**Goal 2 – Increase parent participation within the school community**

**Description:** I.S. 364 will work with the parent coordinator as well as with the Parent Association to improve parent participation in the school. A parents' survey will be utilized to assess the needs, concerns and availability of parents for involvement in school and student activities. Parent Workshops will be created based upon a needs assessment survey. The school will actively encourage the involvement of parents in the educational process of their child or children. The school will offer activities and opportunities to provide parents with the necessary tools to understand ways in which they can improve their child's progress. The school will improve communication between the home and school. Parents will be notified of activities through the utilization of a monthly calendar and through phone calls. Additionally, the monthly calendar as well as school-wide events will be posted on the K364 website. Progress will be monitored through monthly PTA attendance records. Agendas will be created for each scheduled event. Monthly School Leadership Team minutes, and attendance sheets will be created. The parent coordinator will create weekly logs and keep records of all parent communication. Our goal is that parent participation within the school community will increase by 10% during the September 2008 – June 2009 school year.

**Goal 3 – Introduce more technology to enhance teaching and learning**

**Description:** By June 2008, I.S. 364 will survey the staff to learn how instructional technology is used currently and to delineate the classroom technology needs of the teaching staff. Mobile laptops will be utilized and will travel from classroom to classroom on an as-needed basis. Students in all grades will use the internet to conduct research for school related work. Students will produce word-processed

documents and will create computer assisted presentations. Students will produce projects using technological tools. Students will use Internet access to obtain global information to produce research projects. Students will use technological software, digital photography and Power Point presentation to make oral and visual presentations and develop portfolios for subjects across the curriculum. The enhancement of teaching and learning will be measured by the technology projects across curriculum areas, periodic and on-going assessments, midterms, finals, and oral and visual presentations and exit projects. Our goal is that students will utilize technology for their exit projects in social studies and science. Additionally, all students will utilize technology to complete their portfolio assignments in English Language Arts.

Goal 4 – Engage in a collaborative process to identify students in need and develop strategies for improvement

Description: During the 2008-2009 school year, I.S. 364 will utilize the Inquiry Team to monitor the progress of various sub-groups within the population based upon ethnicity and gender. The team will examine student work, achievement data, and classroom practices to understand what the school needs to enhance student success. The Inquiry Team will work with a targeted population of 6<sup>th</sup> and 8<sup>th</sup> grade students in the content area of English Language Arts specifically reading comprehension. The Inquiry Team will develop and will implement differentiated instruction, and targeted instructional practices in response to research and to the analysis of data. The Inquiry Team will share ongoing research, analysis and suggestions for instructional changes with the entire school community in order to improve outcomes for all students. The Inquiry Team will continuously monitor target populations, to ensure consistent implementation of revised instructional practices for all students. Progress of the team will be monitored through the use of agendas. Students will create a portfolio of work and teachers will use data binders and assessment notebooks. Student achievement will be monitored through the use of interim assessments, benchmarks and Inquiry Team created assessments. Our goal is that 80% of students in our target population will show an increase in their reading comprehension skills as measured by an increase of three Fountas levels by June 2009.

Goal 5 – Utilize the Office of Special Education Initiatives (OSEI) to assist in building capacity to provide quality special education programming and instruction.

Description: During the 2008-2009 school year, I.S. 364 will work with OSEI to achieve positive educational outcomes for students with disabilities and will establish an effective operation of special education programs and services. This collaboration will lead to the implementation of short-term actions and participation in the development of long-term special education school improvement plans. Teachers will receive ongoing professional development in the areas of collaborative team teaching (CTT) and differentiated instruction. In addition teachers will receive training in the Wilson reading program. The goal of this program is to close the achievement gap between those students in special education and those students in general education. Success will be monitored as students move from special education into a least restrictive educational setting. This can be achieved as students are mainstreamed into general education. Additional success will be monitored through the analysis of data from standardized test scores, classroom assessments and portfolio pieces. Our goal is that as students go through their annual review their IEP can be modified to reflect a least reflective environment.

## 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 received a 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.*

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, I.S. 364 will utilize data to plan and set up goals for each student’s learning in English Language Arts and Mathematics. Data from numerous sources will be analyzed in order to set individual learning goals for students. The school will utilize student work to group students appropriately for strategic or intensive instruction. The school will facilitate grade level or subject area group discussions of data. The ongoing use of data will become part of the school’s culture. Classroom-based interim assessments as well as formative assessments will be designed to inform teaching and to improve student learning. Data will be used to help teachers target instruction for whole class, small group, and/or individual learning. Students will be assessed through the use of periodic assessments. Classroom assessments will be administered as well as midterm and examinations. Student folders, writing journals and writing portfolios will be reviewed quarterly. Monthly math portfolio pieces will be assigned as part of the assessment. Agendas and attendance sheets will be created for professional development and evaluation forms will be created when appropriate. Teachers will create conference notes and will track benchmark data, Instructional Targeted Assessment data and In-House assessment results. Our goal is that all teachers will be able to differentiate the instruction for each student in the classroom based upon the analysis of each individual student data. Additionally, all students will be able to demonstrate growth of two rubric levels from their baseline score on their September practice ELA essay.</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>During the 2008-2009 school year, literacy and math coaches, F-Status employees and administrative staff will meet to analyze data and to establish individual goals for students. Leveled classroom libraries will include novels, trade books of fiction, poetry and non-fiction books. Students will produce research papers, persuasive essays, narrative accounts and poetic writings. Students will focus on editing, note-taking and listening skills. An After School program will take place on Tuesdays and Thursdays for one and a half hours as well as on Saturdays there will be a three hour program. Teachers will use data from Acuity assessments to create lesson plans and individual activities for students. Interactive word walls will help students develop vocabulary in all subject areas. Professional development will focus on data analysis and rubric-based tasks. Training in lesson studies will be conducted for each teacher. From</p>

	<p>Monday through Thursday the school day will be extended by 37 ½ minutes to provide small group instruction to students based on their assessed needs.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funds available from Contract for Excellence will be utilized for After-School and Saturday Academy programs which will be to provide individual and targeted instruction to at-risk students who are not meeting New York State Learning Standards. Also, funds will be provided through the Department of Education as well as through School funds. Professional development will be on-going and will take place during lunch, common preps for teachers, after-school and on Saturdays.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students will be assessed through the use of periodic assessments. Classroom assessments will be administered as well as midterm and final examinations. Student folders, writing journals and writing portfolios will be reviewed quarterly. Monthly math portfolio pieces will be assigned as part of the assessment. Agendas and attendance sheets will be created for professional development and evaluation forms will be created when appropriate. Teachers will create conference notes and will track benchmark data, Instructional Targeted Assessment data and In-House assessment results.</p>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Description: By, June 2009, I.S. 364 will work with the parent coordinator as well as with the parent association to improve parent participation in the school. A parents’ survey will be utilized to assess the needs, concerns and availability of parents for involvement in school and student activities. Parent Workshops will be created based upon a needs assessment survey. The school will actively encourage the involvement of parents in the educational process of their child or children. The school will offer activities and opportunities to provide parents with the necessary tools to understand ways in which they can improve their child’s progress. The school will improve communication between the home and school. Parents will be notified of activities through the utilization of a monthly calendar and through phone calls. Additionally, the monthly calendar as well as school-wide events will be posted on the k364 website. Progress will be monitored through monthly PTA attendance records. Agendas will be created for each scheduled event. Monthly School Leadership Team minutes, and attendance sheets will be created. The parent coordinator will create weekly logs and keep records of all parent communication. Our goal is that parent participation within the school community will increase by 10% during the September 2008 – June 2009 school year.</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>During the 2008-2009 school year, I.S. 364 in conjunction with the PTA President, and the executive board, and the parent coordinator will increase parent participation within the school community. A survey will be given to parents to determine their availability and their interests. The PTA will collaborate with the school staff to host and plan workshops, open houses, forums, and awards programs. Parents will be informed about monthly events through the use of a calendar. The parent coordinator will be utilized in an effort to increase the level of communication with the parents. During monthly School Leadership team meetings student achievement, educational initiatives and school plans will be discussed. Celebratory ceremonies will coincide with monthly PTA meetings and parents will be provided with training for dealing with academic and social issues. Technology training will be provided to parents so they can utilize classroom data and Acuity data. Parent-student themed events will occur on a monthly basis. A parent library will be created in the parent coordinator’s office.</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>One percent of Title 1 funds will be utilized to support a series of workshops for parents conducted by our staff and consultants. Additional funds will be used to enhance the parent library. Funds will also be raised through fundraising.</p>

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	Progress will be monitored through monthly PTA attendance records. Agendas will be created for each scheduled event. Monthly School Leadership Team minutes, and attendance sheets will be created. The parent coordinator will create weekly logs and keep records of all parent communication.
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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Description: By June 2008, I.S. 364 will introduce more technology to enhance teaching and learning. A parent will survey the staff to learn how instructional technology is used currently and to delineate the classroom technology needs of the teaching staff. Mobile laptops will be utilized and will travel from classroom to classroom on an as-needed basis. Students in all grades will use the internet to conduct research for school related work. Students will produce word-processed documents and will create computer assisted presentations. Students will produce projects using technological tools. Students will use the Internet access to obtain global information to produce research projects. Students will use technological software, digital photography and Power Point presentation to make oral and visual presentations and develop portfolios for subjects across the curriculum. The enhancement of teaching and learning will be measured by the technology projects across curriculum areas, periodic and on-going assessments, midterms, finals, and oral and visual presentations and exit projects. Our goal is that students will utilize technology for their exit projects in social studies and science. Additionally, all students will utilize technology to complete their portfolio assignments in English Language Arts.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>During the 2008-2009 school year mobile laptops will be utilized and will travel from classroom to classroom. Classroom teachers will attend professional development that demonstrates how to integrate technology into teaching, learning and assessments. Students in all grades will use the internet to conduct research for school related work and students will produce word-processed documents which include poems, short stores, etc. Students will create computer assisted presentations using power point, movies and slide shows.</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>Funds will be made available through New York State Tax Levy.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Programs will be measured by the technology projects across curriculum areas, periodic and on-going assessments, midterms, finals, and oral and visual presentations and exit projects. Students will be required to create monthly portfolio pieces in ELA utilizing technology. By April of 2009, students in all grades will utilize technology to create their science exit projects. By June 2009, students in the 8<sup>th</sup> grade will utilize technology to create exit projects in social studies. Student progress will be monitored on a monthly basis.</p>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Description: During the 2008-2009 school year, I.S. 364 will engage in a collaborative process to identify students in need and to develop strategies for improvement. An Inquiry Team will be created to monitor the progress of various sub-groups within the population based upon ethnicity and gender. The team will examine student work, achievement data, and classroom practices to understand what the school needs to enhance student success. The Inquiry Team will work with a targeted population of 6<sup>th</sup> and 8<sup>th</sup> grade students in the content area of English Language Arts specifically reading comprehension. The Inquiry Team will develop and will implement differentiated instruction, and targeted instructional practices in response to research and to the analysis of data. The Inquiry Team will share ongoing research, analysis and suggestions for instructional changes with the entire school community in order to improve outcomes for all students. The Inquiry Team will monitor continuously target populations, ensuring consistent implementation of revised instructional practices for all students. Progress of the team will be monitored through the use of agendas. Students will create a portfolio of work and teachers will use data binders and assessment notebooks. Student achievement will be monitored through the use of interim assessments, benchmarks and Inquiry Team created assessments. Our goal is that 80% of students in our target population will show an increase in their reading comprehension skills as measured by an increase of three Fountas levels by June 2009.</p>
<p><b>Action Plan</b> <b>Include:</b> actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>During the 2008-2009 school year the principal will select an Inquiry Team that will meet to identify a group of 15 students in the sixth grade and 15 students in the eighth grade who require academic intervention services. The team will consist of teachers in each content area, including special needs, as well as math and literacy coaches, F-status employees and administration. The team will develop strategies for each student and monitor the progress of each student. Staff will meet during common periods as well as during after school sessions. The team will focus on strategies based upon each individual student needs and will address a targeted sub-skill.</p>
<p><b>Aligning Resources:</b> Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staff will be paid to meet as a team after school through budgeted funds that are provided by both the DOE and school funds. Funds provided through the Contract for Excellence will be utilized for F-Status employees to work with targeted students who are at risk for not meeting New York State Learning Standards.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <b>Include:</b> interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Progress will be monitored through the use of agendas and minutes from each Inquiry Team meeting. Each student will create a portfolio of work and teachers will use data binders and assessment notebooks. Student achievement will be monitored through the use of interim assessments, and benchmarks and Inquiry Team created assessments.</p>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Description: During the 2008-2009 school year, I.S. 364 will work with OSEI to achieve positive educational outcomes for students with disabilities and will establish an effective operation of special education programs and services. This collaboration will lead to the implementation of short-term actions and participation in the development of long-term special education school improvement plans. Teachers will receive ongoing professional development in the areas of collaborative team teaching (CTT) and differentiated instruction. In addition teachers will receive training in the Wilson Reading program. The goal of this program is to close the achievement gap between those students in special education and those students in general education. Success will be monitored as students move from special education into a least restrictive educational setting. This can be achieved as students are mainstreamed into general education. Additional success will be monitored through the analysis of data from standardized test scores, classroom assessments and portfolio pieces. Our goal is that as students go through annual reviews their IEPs can be modified to reflect a least reflective environment.</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>During the 2008-2009 school year the administrative staff, the teaching staff, and support staff in conjunction with the Office of Special Education Initiative will implement a plan for creating a full range of services to allow students with disabilities to have increased access to standards-based curriculum. OSEI will Collaborate with support staff to plan professional development opportunities for general and special education staff regarding best teaching practices and instructional strategies. Assist in establishing ongoing collaboration between support staff and teams of teachers to address differentiated instruction, sharing of effective teaching practices, instructional strategies and model lessons. Collaborate with support staff to plan professional development opportunities for special education staff regarding how to determine when a student may be ready for a less restrictive environment. Improved literacy instruction for special needs students will be achieved through the implementation of best educational practices and the Wilson Reading Program. Classes will be grouped according to need, and lessons will be modified to meet student learning modalities.</p>
<p><b>Aligning Resources:</b> Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funds will be allocated from the Office of Special Education Initiatives.</p>

<b>Indicators of Interim Progress and/or Accomplishment</b> <b>Include: interval of periodic review; instrument(s) of measure; projected gains</b>	Progress will be monitored through the analysis of student data on the state assessment. Students will be assessed on a monthly basis through the use of portfolio pieces and classroom data. Student will be moved into least restrictive settings based on their data. Additionally success will be monitored based on the percent of time students with disabilities serve in the least restrictive environment settings.
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## **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: CONTRACT 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	38	22	19	0	6	0	1	15
7	59	31	30	15	9	0	0	7
8	40	41	30	20	4	0	2	4
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>90 Minute Extended ELA Block Programming (General Ed., Special Ed. ) – During School Day</b></p> <ul style="list-style-type: none"> <li>• <b>Small Group Instruction Based on Needs (Levels 1 and 2)</b></li> <li>• <b>Extended Time on Task</b></li> </ul> <p><b>Push-In/Pull-Out AIS Teacher – During School Day</b></p> <ul style="list-style-type: none"> <li>• <b>Utilization of F-status personnel</b></li> <li>• <b>Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.</b></li> </ul> <p><b>ELA Extended Day Program –After School</b></p> <ul style="list-style-type: none"> <li>• <b>Tuesdays &amp; Thursdays from 3:00 – 4:30 p.m. (Beginning in October)</b></li> <li>• <b>Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.</b></li> <li>• <b>Skill Driven</b></li> <li>• <b>Student Progress Monitored</b></li> </ul> <p><b>Saturday Academy for ELA</b></p> <ul style="list-style-type: none"> <li>• <b>3 hour sessions from 9:00 a.m. – 12:00 p.m. starting in October</b></li> <li>• <b>Additional Time Devoted to Content Instruction</b></li> <li>• <b>Reduced Student-Teacher Ratio enabling small group and individualized instruction</b></li> <li>• <b>Based on Teacher Assessed Needs</b></li> </ul> <p><b>In-Class AIS Materials (EMC, NYS Coach, Spotlight, Test Ready, etc.) – In School</b></p> <ul style="list-style-type: none"> <li>• <b>(Grades 6-8) (including ELLs, and Sp. Ed.)</b></li> <li>• <b>Skills Driven</b></li> <li>• <b>Frequency Based on Student’s Identified Needs</b></li> </ul> <p><b>Circular 6 Tutoring – Regular School Day</b></p>

	<ul style="list-style-type: none"> <li>• <b>Small Group Instruction</b></li> </ul> <p><b>SETSS support model that utilizes indirect services / SETSS</b></p> <ul style="list-style-type: none"> <li>• <b>Supporting At Risk Students</b></li> <li>• <b>Small Group Instruction</b></li> </ul> <p><b>Summer School</b></p> <ul style="list-style-type: none"> <li>• <b>Identified by failure to meet course standards</b></li> <li>• <b>Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.</b></li> <li>• <b>Opportunity for students to make up coursework</b></li> </ul>
<b>Mathematics:</b>	<p><b>90 Minute Extended Mathematics Block Programming (General Ed., Special Ed.)</b></p> <ul style="list-style-type: none"> <li>• <b>Small Group Instruction Based on Needs (Levels 1 and 2)</b></li> <li>• <b>Extended Time on Task</b></li> </ul> <p><b>Push-In/Pull-Out AIS Teacher</b></p> <ul style="list-style-type: none"> <li>• <b>Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.</b></li> <li>• <b>Small Group Instruction based on needs (Levels 1 and 2)</b></li> </ul> <p><b>Mathematics Extended Day Program –After School</b></p> <ul style="list-style-type: none"> <li>• <b>Tuesday &amp; Thursday from 3:00 – 4:30 p.m. (beginning in January)</b></li> <li>• <b>Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.</b></li> <li>• <b>Skill Driven</b></li> <li>• <b>Student Progress Monitored</b></li> </ul> <p><b>Saturday Academy for Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>3 hour sessions from 9:00 a.m. – 12:00 p.m. starting in January</b></li> <li>• <b>Additional Time Devoted to Content Instruction</b></li> <li>• <b>Reduced Student-Teacher Ratio enabling small group and individualized instruction</b></li> <li>• <b>Based on Teacher Assessed Needs</b></li> </ul> <p><b>In-Class AIS Materials (, NYS Coach, Finish Line, Amsco, Test Ready, etc.) – In School</b></p> <ul style="list-style-type: none"> <li>• <b>(Grades 6-8) (including ELLs, and Sp. Ed.)</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Skills Driven</b></li> <li>• <b>Frequency Based on Student’s Identified Needs</b></li> </ul> <p><b>Circular 6 Tutoring – Regular School Day</b></p> <ul style="list-style-type: none"> <li>• <b>Small Group Instruction</b></li> </ul> <p><b>SETSS support model that utilizes indirect services / SETSS</b></p> <ul style="list-style-type: none"> <li>• <b>Supporting At Risk Students Small Group Instruction</b></li> </ul> <p><b>Summer School</b></p> <ul style="list-style-type: none"> <li>• <b>Identified by failure to meet course standards</b></li> <li>• <b>Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.</b></li> <li>• <b>Opportunity for students to make up coursework</b></li> </ul>
<b>Science:</b>	<p><b>Circular 6 Tutoring - Regular School Day</b></p> <ul style="list-style-type: none"> <li>• <b>Small Group Instruction</b></li> </ul> <p><b>SETSS support model that utilizes indirect services / SETSS</b></p> <ul style="list-style-type: none"> <li>• <b>Supporting At Risk Students</b></li> <li>• <b>Small Group Instruction</b></li> </ul> <p><b>Teacher Supervised Peer Tutoring</b></p> <ul style="list-style-type: none"> <li>• <b>Students at risk of failing required courses</b></li> <li>• <b>Student’s Progress Monitored</b></li> <li>• <b>Before School, After School, and/or During Lunch Period</b></li> </ul> <p><b>Summer School</b></p> <ul style="list-style-type: none"> <li>• <b>Identified by failure to meet course standards</b></li> <li>• <b>Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.</b></li> <li>• <b>Opportunity for students to make up coursework</b></li> </ul>

<p><b>Social Studies:</b></p>	<p><b>Circular 6 Tutoring – Regular School Day</b></p> <ul style="list-style-type: none"> <li>• <b>Small Group Instruction</b></li> </ul> <p><b>SETSS support model that utilizes indirect services / SETSS</b></p> <ul style="list-style-type: none"> <li>• <b>Supporting At Risk Students</b></li> <li>• <b>Small Group Instruction</b></li> </ul> <p><b>Teacher Supervised Peer Tutoring</b></p> <ul style="list-style-type: none"> <li>• <b>Students at risk of failing required courses</b></li> <li>• <b>Student’s Progress Monitored</b></li> <li>• <b>Before School, After School, and/or During Lunch Period</b></li> </ul> <p><b>Summer School</b></p> <ul style="list-style-type: none"> <li>• <b>Identified by failure to meet course standards</b></li> <li>• <b>Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.</b></li> <li>• <b>Opportunity for students to make up coursework</b></li> </ul>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><b>Guidance Counselor Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>Group and Individual Counseling</b></li> <li>• <b>Needs Based</b></li> <li>• <b>Students not Meeting Promotional / Performance Standards</b></li> <li>• <b>Students Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning</b></li> <li>• <b>Referrals to Supportive Agencies</b></li> </ul> <p><b>Attendance Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>Monitor Attendance of At Risk Students (Less than 90% attendance)</b></li> <li>• <b>Conducts Needed Outreach Services</b></li> <li>• <b>Family Counseling</b></li> <li>• <b>Coordination with Attendance Teacher</b></li> </ul>
<p><b>At-risk Health-related Services:</b></p>	<p><b>Conflict Resolution Program</b></p> <ul style="list-style-type: none"> <li>• <b>Various Program Designs and Trained Personnel</b></li> <li>• <b>Supported by Professional Development</b></li> </ul>

- **CBOs Involved Wherever Relationship Exists**

**Drug and Violence Prevention Program**

- **Emotional, Health and Social Counseling**
- **Trained SAPIS Worker**
- **Referrals to Supportive Agencies**

**Social Skills Building Group**

- **Delivered by Trained SAPIS Worker**
- **Students Identified by Staff According to Need**
- **Students Displaying Deficit Social Skills**
- **Violence, Conflict Resolution and Decision Making**

## 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 to this CEP.

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**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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### I. Language Allocation Policy Team Composition:

<i>Principal:</i>	Mr. Dale Nelly	<i>ESL Teacher:</i>	Ms. Rena Rubin
<i>Assistant Principals:</i>	Ms. Monica McKain-Brown	Ms. Nicole Fraser-Edmund	
<i>Guidance Counselor:</i>	Ms. Gloria Thomas-Cole	<i>Literacy Coach:</i>	Ms. Alison Cerami
<i>Content Area Teacher:</i>		<i>Math Coach:</i>	Ms. Chantal Grandchamps
<i>Content Area Teacher:</i>		<i>Parent Coordinator:</i>	Ms. Dollene Adams

### II. Teacher Qualifications

Gateway Intermediate School 364 has an eager staff servicing the ELL population consisting of permanently licensed content area teachers (Math, ELA, Social Studies, ELA, Science, Foreign Language).

### III. ELL Demographics and School Description:

I.S.364 is located in the Spring Creek section of Brooklyn, New York. At present, the school is housed in two separate academies in the Spring Creek Towers. The buildings are approximately two blocks away from each other. Since the school does not have a gymnasium, the physical education program is located in a third location at the local, privately owned, Sports Club. IS 364 has as a student population of 395 students from culturally diverse backgrounds. Our English Language Learner population is about 2% of the total population. We offer ESL services to entitled general education students. Our ELL population consists of four Spanish speaking students (2 in the sixth grade and 2 in grade seven) and one Russian student (grade 7).

### IV. Parent Choice

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an *orientation* that describes various programs for ELL and visit classrooms with the various programs. Parents also *view a parent information CD* where program placement options are presented with clarity and objectivity. This *parent orientation CD* is available in nine languages. *Parent brochures* are disseminated in their native language to enrich the understanding each available program. I.S. 364 is proudly to offer Freestanding ESL program which uses a pull-out model to conform to the parental choice selections. In our pull out model, our ELL students are pulled out of their regular classes and provided individualized instruction by our ESL teacher to meet proficiency in the targeted language.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, I.S. 364 provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. Other parents are involved in our Saturday Academy and related programs. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home.

## **V. Current English Language Learners Instructional Programs**

I.S. 364 implements a Freestanding English as a Second Language (ESL) Program. The primary goal of both programs is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in program
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

### **English Program**

#### **Freestanding English as a Second Language Program**

In the Freestanding ESL component we have 5 students, from 3 grades. They range from upper Intermediate to Advanced Proficiency levels. Our ELL intermediate students receive 360 minutes of ESL instruction per week, while our advanced students receive 180 minutes of ESL instruction per week. Our ESL teacher is fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

**UPDATED – SEPTEMBER 2008**

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

### **Instructional Materials:**

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the Balanced Literacy prototype. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments.

### **Supplementary Programs**

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- **Saturday Academy:** Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, NLA, and ESL. Additionally, activity clubs in art, and dance are offered. Attendance rates are at over 90% for this outreach program.
- **Family Celebrations:** Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, and Family Day. At these events, the school and community can come together to recognize student achievements in arts and academics.
- **Translation and Interpretation Services:** Additional funding is available to translate important policy documents, mainly in Spanish. Additionally, interpretation services are a daily help in communication between school staff and parents

## **VI. Assessment Analysis**

### **NYSESLAT**

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers.

After review the NYSESLAT data, the patterns reveal were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that our holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.
- After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level.

### **Implications for Instruction**

**UPDATED – SEPTEMBER 2008**

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services those students performing below grade level during the school day as well as extended hours.
- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

### ***Implications for LAP in English Language Arts Area***

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA, and ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

### ***Implications for LAP in Mathematics Content Area***

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.

**UPDATED – SEPTEMBER 2008**

- Ensure that Math coach works closely with teachers to support rigorous instruction

## **VII. Plan for Newcomers**

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the Saturday Program and After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

## **VIII. Plan for Long Term ELLs**

Long term ELLs are the largest number of ELLs across the grades . An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs

## **IX. Professional Development:**

Professional development is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
  - The literacy needs of our ELL population within the prescription of the Balanced Literacy Prototype.
  - Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
  - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our ESL staff have included:
  - Scaffolding in the content areas
  - Native Language Literacy Development
  - Differentiation in the ESL classroom
  - ESL in the Mathematics classroom
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
  - Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last two years.
  - Social Studies and Technology workshop
  - Wilson Program for Special Education teachers.

o

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

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**Type of Program:**  Bilingual  ESL  Both      **Number of LEP (ELL) Students Served in 2007-08:** \_\_\_\_\_  
(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.:

**Gateway Intermediate School offers a freestanding ESL program which uses a pull-out model. In the pull out model, our ELL students are pulled out of their regular classes and provided individualized instruction by our certified ESL teacher to meet proficiency in the targeted language. Our ELL intermediate students receive 360 minutes of ESL instruction per week, while our advanced students receive 180 minutes of ESL instruction a week. ESL instruction is conducted in the English language with references made in Spanish and French, as needed, when differentiating word meanings and the utilization of context clues.**

**When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.**

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).

**The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the Balanced Literacy prototype. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments. ELL students are given the opportunity to practice mathematics language and incorporate writing through the use of interactive word walls and journals. Students are given the opportunity to explain their answers. Data analysis gives teachers the opportunity to analyze students strengths and differentiate the instruction. Saturday academy programs provide remediation and enrichment in science, mathematics, English and social studies. Additionally AIS services are provided through the utilization of F-status teachers.**

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

**In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:**

**Family Days: Throughout the year, parents come to the school to take part in celebrations, including Family Day and awards night. At these events, the school and community can come together to recognize student achievements in arts and academics.**

**Sports and Arts:** The program gives students the opportunity to participate in a variety of sports and arts activities. These include chorus, football, basketball, dance, cheerleading and drama.

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. Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, I.S. 364 provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. Other parents are involved in our Saturday Academy and related programs. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home.

We continually work with our parent coordinator to conduct workshops for parents of English Language Learners to further inform them of issues pertaining to the instruction of their children. Furthermore, through frequent communication, both written and oral, in the language (s) and or level of parents understanding both the parent and community are given the necessary information to make informed decisions about their child's education and when necessary, arrangements for an interpreter is present to translate information about their child's academic progress and school concerns and events.

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

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

Our ESL teacher will continue participation in the monthly regional professional development meetings and will turn-key instructional initiatives for our teachers of ELL students during our monthly study groups. We will conduct professional development workshops for teachers of ELL students to increase their knowledge of best practices for sustaining and accelerating the achievement of all ELL students. Common planning time will be programmed to allow the ESL teacher, language arts teacher and addition subjects to meet and plan instructional strategies to assist the ELL students in the regular educational setting. To further develop and execute the LAP, the LAP team will meet to discuss and prepare next steps for the ELL population. In addition, we look to incorporate the utilization of guest speakers and volunteer programs to further involve parents and caregivers to further bridge the gap between school, parent and community.

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

Support services are available to LEP students through the utilization of a guidance counselor and a SAPIS worker.

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

N/A

## Number of Teachers and Support Personnel for 2007-08

School Building: Gateway Intermediate School 364 District 19

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

School Building	Number of Teachers 2007-2008				Number of Teaching Assistant Paraprofessionals*		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program			Bilingual Program
364	0	1	0	0	0	0	1
<b>TOTALS</b>	0	1	0	0	0	0	Grand Total

\* 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

Include schedules for three different students 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 NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.





**Part C: For schools that will receive Title III ELL Supplemental Services for 2008-09:**

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students**

**Form TIII – A (1)(a)**

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

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

**Title III, Part A LEP Program**

*Language Instruction Program* – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe

- |   |  |
|---|--|
| ✓ <b>school's language instruction program for limited English proficient (LEP) students</b>        | ✓ <b>language(s) of instruction</b>                        |
| ✓ <b>type of program/activities to improve mathematics, native and/or English language learning</b> | ✓ <b>rationale for the selection of program/activities</b> |
| ✓ <b>number of students to be served</b>  | ✓ <b>times per day/week</b>                                |
| ✓ <b>grade level(s)</b>   | ✓ <b>program duration</b>                                  |
|   | ✓ <b>service provider and qualifications</b>               |

*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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

*Description of Parent and Community Participation*–Explain how the school will use Title III funds to increase parent and community participation ELLs

**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, (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
<b>TOTAL</b>		

**This entire section must be completed for each budget submitted.**

**SECTION XVII**  
**BUDGET NARRATIVE**

School District \_\_\_\_\_ For Title **III**

BEDS Code \_\_\_\_\_

**\* MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2008-2009, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

**Instructional Component**

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</b>
<i>Code 15 Professional Salaries</i>	
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	

**This entire section must be completed for each budget submitted.**

School District \_\_\_\_\_

For Title III

BEDS Code \_\_\_\_\_

<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	
<i>Code 49</i> <i>BOCES Services</i>	
<i>Code 20</i> <i>Equipment</i>	

# BUDGET NARRATIVE

School District \_\_\_\_\_ For Title III

BEDS Code \_\_\_\_\_

**\* MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2008-2009, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

*Professional Development Component*

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	

**This entire section must be completed for each budget submitted.**

School District \_\_\_\_\_

For Title III

BEDS Code \_\_\_\_\_

<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	
<i>Code 49</i> <i>BOCES Services</i>	
<i>Code 20</i> <i>Equipment</i>	

# BUDGET NARRATIVE

School District \_\_\_\_\_ For Title III

BEDS Code \_\_\_\_\_

**\* MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2008-2009, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

*Parent Involvement Component*

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	

**This entire section must be completed for each budget submitted.**

School District \_\_\_\_\_

For Title III

BEDS Code \_\_\_\_\_

<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	
<i>Code 49</i> <i>BOCES Services</i>	
<i>Code 20</i> <i>Equipment</i>	

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

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

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

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

---

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
  - ❖ **Parent surveys**
  - ❖ **School calendar**
  - ❖ **Provide parents with notifications in their home language from the DOE website**
  - ❖ **In-house translation services**
  - ❖ **Utilization of ATS information**
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.

**While much improvement has been noted on improving our written translation and oral interpretation needs of our parents, based on the findings more improvement is needed to ensure that all parents receive timely notifications of school events, academics intervention programs and programs aimed at improving the development of all English Language Learners.**

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

---

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

**The school will provide written translation services to parents whose primary language is a covered language with translation of any document that contains individual, student-specific information regarding health, safety, disciplinary matters and academic issues as well as meetings and events. We will utilize both in-house methods as well as the DOE translation unit to ensure the timeliness of written translation services.**

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

**The school will provide in-house oral translation services by school staff and when necessary, parents will be referred to the Department regarding critical information about their child's education.**

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

**The school will maintain an appropriate and current record of the primary language of each parent and will ensure that this information is also reflective on ATS and on the student emergency card. We will continue to ensure that parents and or guardians receive timely provisions of translated documents through our in-house translation services and through the DOE on-line switchboard service. Furthermore, we will provide timely provisions of interpretation services at group and one-to one meetings upon request when such services are necessary for parents to communicate with Department regarding critical information about their child's education. Additionally, the school will continue to provide parents whose primary language is a covered language with translation of any document that contains individual, student-specific information regarding health, safety, disciplinary matters and academic issues.**

## **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 \$318,584
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$3,186
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$15,930
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 86%
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.

To ensure high quality teaching, intensive professional development is given to all staff in order to build and deepen capacity. Professional development is on-site, consistently evaluated, rich in comprehensible feedback, and aligned with multiple delivery models that are appropriately suited to the topic and to adult learning styles.

### **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 at <http://schools.nyc.gov/Parents/NewsInformation/TitlePIG.htm>. 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 at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

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

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.  
**Gateway Intermediate School will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.**

**Gateway Intermediate School will use disaggregated student results on State and City assessments Grades 3-8, District benchmark assessments, the NYSTART system, Acuity, Language Arts System (ECLAS), and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development,**

**parent involvement, and student satisfaction. These data will help schools to determine which educational programs need to be improved.**

2. Schoolwide reform strategies that:

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

**As a School Wide Program school, our CEP described effective methods and instructional strategies that are based on scientifically based research, which will be incorporated to strengthen the core academic program of the school. Key strategies include:**

- **Emphasis on “quality first teaching” to ensure that all students, including students with special needs and English language learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.**
- **Implementation of the new citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.**
- **Use of all available data, including disaggregated State and City assessments grades 3-8, the Grow Report, the Early Childhood Language Arts System (ECLAS), and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards.**
- **The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.**
- **Implementation of the New Continuum.**
- **Opportunities for applied learning.**
- **The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.**
- **The use of culturally balanced instructional programs and materials.**
- **Effective use of technology to support instruction and student learning.**

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- **Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.**

3. Instruction by highly qualified staff.

**All teachers hired in Gateway Intermediate School, for the 2007-2008 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America corps members,; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.**

**Teachers in Gateway Intermediate that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor’s degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.**

**Gateway Intermediate School, and the District provide extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building and district level.**

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.

**Gateway Intermediate School, will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators.**

**Professional development for staff will be coordinated in Gateway Intermediate by a Professional Development Team, which includes the Local Instructional Superintendent, Regional Instructional Specialists, Principal, Assistant Principals, Literacy and Math Coaches. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.**

**In addition, an extensive teacher mentoring program, which is a critical component of the support and professional development for new teachers, will be in place for Gateway Intermediate School. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.**

- **Instructional leadership**
- **Clinical supervision of instruction**
- **Time management**
- **Launching instructional initiatives**
- **Uses of technology in carrying out administrative duties – e-mail, excel, etc.**
- **Data analysis and using data**
- **Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.**

**Training for parents and community members will include:**

- **Support for parents' understanding of, and participation in instructional initiatives**
- **Parent Coordinator workshops**
- **Learning Leaders Parent Volunteer Program**
- **Support for increased parent participation on the School Leadership Team and subcommittees**
- **Workshops to increase knowledge of NYS assessments**

**Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.**

**All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.**

5. **Strategies to attract high-quality highly qualified teachers to high-need schools. The District has assisted all schools in the placement of 100% certified staff. Beginning in the spring of 2006 and continuing throughout the summer, the Principal and/or designee will continue to attend Job Fairs conducted centrally and throughout the Region. The District also advertised in local papers, recruited through universities, and worked closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows. Additionally, ongoing recruitment strategies by the District included advertising and recruiting on college campuses in various states and internationally.**

**Gateway Intermediate School will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms**

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

**Gateway Intermediate, will describe in their CEPs the implementation of strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, each school will hire a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Additionally, Gateway Intermediate, will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically.**

**The Parent Support Offices, located in the Learning Support Center will provide parents with an additional point of entry into the schools system beyond their children's schools. The Office will handle parent concerns and issues that can not be resolved at the school level. In order to accommodate parents' schedules, the Office will be open five days a week during business hours, as well as one weekend day and two evenings per week. The Parent Support Officer in the Learning Support Centers will also help coordinate the activities of the Parent Coordinator for Gateway Intermediate School.**

**Additional support for Gateway Intermediate School, will be provided by the District and by the Central Office, through the Executive Director for Parent and Community Engagement, who will promote engagement, provide customer service center support and work on special projects to develop and enhance parent involvement. In addition, the Senior Instructional Manager for Parent Engagement and her team will work closely with the Executive Director and his team to design and deliver training programs for the Parent Coordinator, staff and parents.**

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.

**Teachers will be engaged in ongoing discussions and decision-making processes with Gateway Intermediate School and district administrators regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.**

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.

**Gateway Intermediate School will use disaggregated State and City assessments Grades 3-8, District benchmark assessments, the Early Childhood Language Arts System (ECLAS), and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.**

**Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. AIS will include additional instruction, Portfolio maintenance as well as intensive guidance and support services 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 will vary, based on the individual needs of students, all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State standards, will receive appropriately targeted services.**

**Strategies for promoting learning for at-risk students will be enhanced by ongoing professional development and parental involvement activities.**

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.

**The District will work closely with each SWP school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I Schoolwide Program**

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

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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

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

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

**NCLB/SED Status:** \_\_\_\_\_ **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 Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$\_\_\_\_\_ ; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)  
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**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.
- **English Language Learners**

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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.

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.

Gateway Intermediate School 364 will form a "curriculum committee" to review the curriculum and instructional materials in order to assess the extent to which each finding applicable and to determine the implications for the school's instructional program.

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?

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

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## **1B. Mathematics**

### **Background**

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

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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.

Gateway Intermediate School 364 will form a "curriculum committee" to review the curriculum and instructional materials in order to assess the extent to which each finding applicable and to determine the implications for the school's instructional program.

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

Applicable    Not Applicable

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

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**

**UPDATED – SEPTEMBER 2008**

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.

Gateway Intermediate School 364 will form a "curriculum committee" to review the curriculum and instructional materials in order to assess the extent to which each finding applicable and to determine the implications for the school's instructional program.

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?

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

## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (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.

Gateway Intermediate School 364 will form a “curriculum committee” to review the curriculum and instructional materials in order to assess the extent to which each finding applicable and to determine the implications for the school's instructional program.

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?

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.

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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.

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.

Gateway Intermediate School 364 will form a "curriculum committee" to review the curriculum and instructional materials in order to assess the extent to which each finding applicable and to determine the implications for the school's instructional program.

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?

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.

Gateway Intermediate School 364 will form a "curriculum committee" to review the curriculum and instructional materials in order to assess the extent to which each finding applicable and to determine the implications for the school's instructional program.

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

Applicable  Not Applicable

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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?

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

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

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

Please respond to the following questions for Key Finding 5:

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

Gateway Intermediate School 364 will form a "curriculum committee" to review the curriculum and instructional materials in order to assess the extent to which each finding is applicable and to determine the implications for the school's instructional program.

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?

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**

UPDATED – SEPTEMBER 2008

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

Please respond to the following questions for Key Finding 6:

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

Gateway Intermediate School 364 will form a "curriculum committee" to review the curriculum and instructional materials in order to assess the extent to which each finding applicable and to determine the implications for the school's instructional program.

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?

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.

Gateway Intermediate School 364 will form a “curriculum committee” to review the curriculum and instructional materials in order to assess the extent to which each finding applicable and to determine the implications for the school’s instructional program.

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

Applicable  Not Applicable

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

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 10, 2008**      Email address: **dkelly12@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	19k364
School Name	Gateway Intermediate School 364
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 54,295
Principal Name	Dale Kelly
Principal Email	dkelly12@schools.nyc.gov
Principal Phone	7186423007

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	\$ 25,308
Summer School Programs	
Dedicated Instructional Time	
Individualized Tutoring	\$ 28,987

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

- Yes  
 No

Please describe the program.

Through our after-school and Saturday Academy programs, I.S. 364 will provide individualized and differentiated instruction to targeted students at risk of not meeting New York State Learning Standards.

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 (e.g., increase in the number of programs, increase in the number of students served, etc.)

For the 2008-2009 school year, I.S. 364 will provide educational assistance to individual students in order to assist them in meeting New York State Learning Standards. The instruction will be data driven and needs specific to each individual child's academic profile. Students will be targeted based on assessment data, including their raw scores on New York State assessments, in-house assessments, and faculty recommendations. Also, teachers will use the periodic Acuity assessments in Mathematics and English. Teachers will create lesson plans and individualized activities through the Acuity database. The Acuity database will provide assignments specific to the areas in which the students have shown to need additional support. These after-school programs will supplement the regular curriculum and will be aligned with the core instructional program for specific grade levels. There will be differentiated instruction based on students' individual needs and learning styles. In-house professional development as well as conferences will be differentiated and provided for teachers through the use of coaches, assistant principals, and lead teachers. I.S. 364's Tuesday/Thursday after-school program and Saturday Academy programs will be expanded to start earlier in the school year. This expansion will allow both programs to begin implementation the first week of October. The after-school program will run twice a week for a total of three hours and our Saturday Academy program will run once a week for a total of three hours.

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, additional 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

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

Please describe the program.

Through a pull-out model I.S. 364 will utilize F-status teachers to work with targeted students who are at risk of not meeting New York State Standards.

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.

For the 2008-2009 school year, F-status teachers will provide educational assistance to individual students in order to assist them in meeting Learning Standards. The instruction will be data driven and needs specific to each individual child's academic profile. Students will be targeted based on their raw scores on New York State assessments, in-house assessments, and school staff recommendations. Also, teachers will acquire data through periodic acuity assessments in mathematics and English. Teachers will create lesson plans and individualized activities through the acuity database. The acuity database will provide assignments specific to the areas that the students in which the students have shown to need additional support. Individualized tutoring will supplement the regular curriculum and will be aligned with the core instructional program for specific grade level. There will be an emphasis on differentiated instruction based on students' individual needs and learning styles. In-house professional development as well as conferencing will be provided for subject teachers and F-Status teachers through the use of coaches, assistant principals and lead teacher based upon the specific needs of each subject teacher.

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
  - No
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