



EDWARD BLEEKER JHS 185Q

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: **EDWARD BLEEKER JHS 185Q**
ADDRESS: **147-26 25TH DRIVE, FLUSHING, N.Y. 11354**
TELEPHONE: **718-445-3232**
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: JHS 185 **SCHOOL NAME:** EDWARD BLEEKER JHS

DISTRICT: 25 **SSO NAME/NETWORK #:** ICI/Network 18

SCHOOL ADDRESS: 147-26-25 DRIVE, FLUSHING, N.Y. 11354

SCHOOL TELEPHONE: 718-445-3232 **FAX:** 718-359-5353

SCHOOL CONTACT PERSON: Valerie Sawinski **EMAIL ADDRESS:** vsawins@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Valerie Sawinski

PRINCIPAL Valerie Sawinski

UFT CHAPTER LEADER James Hammer

**PARENTS' ASSOCIATION
PRESIDENT** Mrs. Jean Auricchio

STUDENT REPRESENTATIVE
(Required for high schools) _____

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Diane Kay

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
Valerie Sawinski	*Principal or Designee	
James Hammer	*UFT Chapter Chairperson or Designee	
Mrs. Jean Auricchio	*PA/PTA President or Designated Co-President	
Ms. Diann Chan	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Mr. G. Volkommer	A.P.	
Mr. M. Badillo	Teacher	
Ms. C. Cameron	Teacher	
Mrs. M. Faraci	Parent	
Mrs. K. Hurtubise	Parent	
Mrs. Radcliffe	Parent	
Mrs. Urena	Parent	
Mrs. Koo	Parent	
Ms. Abenda	Teacher	
Mr. Goro	Teacher	

* 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.

Narrative Description:

Located on the northern-most end of Flushing, NY, JHS 185Q is a magnet school and has as its zoned enrollment students from the Flushing, Whitestone, and College Point sections of Queens. While our school building recently commemorated its 50th anniversary, the building itself is in pristine condition and the schoolyard is slated for a major refurbishment. Our school is easily accessible by public transportation as major bus routes stop one block from the school and we are a short bus ride from the subway.

Our school encompasses grades 6, 7, and 8, and we presently have an enrollment 1,050 students. This is our second year under the 6/7/8 format after 50 years of having a ninth grade but no 6th grade. The vast majority of our students come from within walking distance of the school and from our "feeder" schools. A small percentage of our students come from neighborhoods outside our school zone and take public transportation to school.

We boast a young though experienced faculty. Many of our teachers are in their 20's and 30's and most of these teachers are tenured in their subject area. In addition to our teaching staff, we have coaches in Math and in English Language Arts who work in instructional conjunction with our school's Principal and our three assistant principals, all of whom supervise their respective subject areas.

Our school uses a programming format whereby each grade retains the same assistant principal, guidance counselor, and dean for its career in our school. The grade and its administrative team move up from one grade to the next together, so that every incoming grade is graduated by the same team and that supervised them on their first day of school.

Schoolwide initiatives, partnerships and special programs are described below.

VISION

Our vision embraces all members of our school community in supportive relationships that address, accept, and meet the needs of individuals while creating an environment that is conducive to learning, creativity, and participation. The members of our school community will obtain the tools to effectively communicate and comprehend the process of learning to become life-long learners, who can adapt to change and apply learned knowledge as responsible and accountable participants in our school and our society.

MISSION

Bleeker Junior High School develops students into life-long learners. Through the partnership of the school community and parents, students have a solid foundation of scholastic excellence that enables them to grow academically and socially in our diverse school community and in our society.

STRATEGIC COLLABORATIONS/PARTNERSHIPS

Our school received grants from The After School Corporation (TASC) and JP Morgan Chase to develop after school programs that support and align with our academic programs and standards. Our school is open until 5:30 each day and supports approximately 325 students in the after school program. Through these grants we have fostered partnerships with Flushing's Theater in the Park, Great Neck Arts Center, New York Hall of Science, and Puppetry in Practice.

SPECIAL INIATIVES BEING IMPLEMENTED

Academic Intervention Services are offered to students who are academically and/or socially struggling. These services include ERSS resource room and counseling, mandated guidance counseling; pull out programs, and tutoring through Circular 6, teacher menu items. The Chancellor's mandated extended day (37 ½ minutes) was modified through an SBO vote to extend to 50 minute sessions on Tuesdays, Wednesdays, and Thursdays. A SINI grant provides our SWD and ELL students with extended time on Mondays and Fridays with their ESL teachers where the students and teachers work with a resident artist from the LEAP program.

Programs in the performing arts include dance, band, strings, guitar, chorus, and art. Talent Art classes are provided for youngsters who express a desire to pursue art in high school. Our physical education program offers youngsters opportunities to become involved in golf, tennis, volleyball, physical fitness, and track. The Parent Coordinator has implemented programs that enhance our school community by fostering family team activities in the Fine Arts, outreach to parents by using translators to communicate verbally with parents and by having written documents translated into multiple languages, supporting school-wide literacy initiatives by arranging and organizing book fairs, and participating in our Parent/Teen Book Club sessions.

Best Buddy Program began in the Spring of 2007 and will continue during the 2007-08 school year is a collaboration between The Shield Institute and our students. Each of our participating students buddy up with one autistic student from the Shield Institute. These experiences will build self-esteem for everyone, provide literacy opportunities through journal writing and reflection, as well as develop tolerance in our students for people with disabling conditions.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	J.H.S. 185 Edward Bleeker				
District:	25	DBN #:	25Q185	School BEDS Code #:	342500010185

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	X 6	x 7
	X 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:					Attendance:				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)			2006	2007	2008
Pre-K							93.3	94.2/89	94.2
Kindergarten									
Grade 1				Student Mobility:					
Grade 2				(% of Enrollment as of June 30)			2006	2007	2008
Grade 3							94.7	93.4	94.3
Grade 4									
Grade 5				Eligible for Free Lunch:					
Grade 6			335	(% of Enrollment as of October 31)			2005	2006	2007
Grade 7	394	321	341				59.8	60.4	60.6
Grade 8	315	405	333						
Grade 9	147	78		Students in Temporary Housing:					
Grade 10				(Total Number as of June 30)			2006	2007	2008
Grade 11							2	0	5
Grade 12									
Ungraded Elementary				Recent Immigrants:					
Ungraded Secondary				(Total Number as of October 31)			2006	2007	2008
Total	856	804	1009				47	42	64
Special Education Enrollment:					Suspensions:				
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)			2006	2007	2008
Number in Self-Contained Classes	34	23	10						
No. in Collaborative Team Teaching (CTT) Classes	8	30	57	Principal Suspensions			71	99	83
Number all others	49	47	72	Superintendent Suspensions			36	42	47
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	123	96	141	Number of Staff:			
# ELLs with IEPs	6	3	5	(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	54	55	65
				Number of Administrators and Other Professionals	10	10	11
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	1	TBD	1
	2	4	2				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	63.0	70.9	70.8
Black or African American	7.9	5.4	4.3	Percent more than five years teaching anywhere	42.6	50.9	50.8
Hispanic or Latino	31.5	32.1	32.9				
Asian or Native Hawaiian/Other Pacific Isl.	46.0	45.0	44.0	Percent Masters Degree or higher	85.0	89.0	88.0
White	14.5	17.5	18.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.8	93.2	93.4
Multi-racial							
Male	51.6	50.0	49.3				
Female	48.4	50.0	50.7				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	SINI 1		ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native						
Black or African American	√	√	-			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	√	√	√			
White	√	√	√			
Multiracial						
Other Groups						
Students with Disabilities	X	√	x			
Limited English Proficient	X	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	6	8	6			

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	B	Overall Evaluation:	W
Overall Score	60.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	5.4	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 30% of the Overall Score)	18.6	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)	33.2	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	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?
-

PERFORMANCE TRENDS

After conducting a comprehensive review of our school's educational program, we found the following performance trends:

- The amount of suspensions and serious incidents decreased by 11 as compared to the previous year. However, of the 130 suspensions, 47 of these were superintendent suspensions.
- ELL students did meet their AYP in ELA for the 2007-2008 school year as determined by their scores, provided they were eligible to take the exam, on the ELA assessment exams. These ELL students are students who, by virtue of their length of residency in the United States, were mandated to take the ELA assessment exam.
- Students with Disabilities did meet their AYP in ELA for the 2007-2008 school year as determined by their scores on the ELA assessment exam.
- All student cohorts met their AYP in math for the 2007-2008 school year, with 88% of our students attaining levels 3 & 4 on the New York State Math Assessment.

Accomplishments

ASPIRES (Academy of Special Programs Intergrating Rehabilitative Medicine, Engineering, and Social Justice)

ASPIRES, our magnet program provides our students with opportunities to learn about a variety of careers in these fields as well as enriching their academic subject areas. Our 6th grade students will spend the year learning about architecture and engineering as it is integrated across all content subjects, with an emphasis in math. Our 7th grade students will spend a year learning about medicine with an emphasis in science. Our 8th grade students will spend a year learning about social justice and its impact on history, current events, and the future with an emphasis on social studies. Literacy is embedded throughout this magnet program.

Differentiated Instruction

Over the last couple of years of school's ability to use data to inform and drive instruction has been one of our greatest accomplishments. As a result, teachers with guidance from the administration and the Inquiry Team members learned how to access and analyze standardized data to inform and drive instruction. Beginning in September 2006 we implemented a School Wide Project for students, including gifted students, which enabled us to appropriately place the students according to the needs as measured by standardized test scores and teacher recommendations. Implementing the triad strategies for non-gifted students in language arts

and in math addresses the needs reflected in the 2004-05 school report card. Continuing in September 2008 we will initiate core (ELA and social studies) for non-gifted 6th grade students and continue to implement triads for all ELL students in their ESL classes. Gifted students are provided with enrichment opportunities.

An Inquiry Team (IQ) was formed to target and monitor the progress of students who attained levels 1 and 2 on the ELA and Math state exams in 2007. This team, headed by an assistant principal, coordinated by ELA and Math teachers, meets regularly to assess, modify, and/or provide interventions for these targeted students. The IQ team will continue to evaluate and monitor students during the 2008-09 school year as well as collaborate during common preparation periods with their colleagues.

Additionally, the school's Pupil Personnel Committee, which is represented by administration, guidance counselors, special education teachers, school based support team members, and general education teachers, meets once a week to discuss students encountering academic, social, and/or emotional difficulties. Attempting to comply with the mandate of LRE, the team recommends AIS services, such as ERSS counseling, ERSS resource room, parental conference, or interclass transfer, depending on the needs of the student.

Summer Program for ELL:

Literacy infusion, tours of local and city landmarks and museums with technological and digital presentations of different modalities. Designed specifically for ELL students.

School-wide rituals and routines

Administrators along with all staff will continue to consistently implement and improve on school-wide policies, routines and rituals as well as consistently enforcing the Department of Education's discipline code. Students and their families will be given clear expectations as the school supplies, homework policies, classroom and school-wide behavior, appropriate attire, class and individual programs, and the bell and time schedules. These routines and rituals will be constant throughout our building.

In September of 2008, we will continue to implement our school-wide Positive Behavior Intervention Support (PBIS), which reinforces our established rituals and routines by acknowledging and rewarding appropriate behavior. All teachers and staff implement these policies consistently throughout the building.

Academic Intervention Programs

Read 180, Benchmarks, and Wilson are reading programs implemented with SWD and ELL students. Each student is tested and assessed to see which program is appropriate for that student.

Access Writing is a software based writing program that enables the student to write his/her assignment on the computer, the computer corrects it (in their native language), and almost immediately informs the students as to his/her strengths and weaknesses as appropriate for that specific assignment. The teacher is able to generate individual student reports to inform him/her of their students' writing progress. This data is then used to modify and differentiate writing assignments.

Expanded and enriched after school programs

Through an SBO, the Chancellor's mandated 37 ½ minutes will continue to be 50 minutes three times a week for all SWD and ELL students as well as students who achieved level 1 and low level 2 on standardized assessments during the 2008-2009 school year. These students along with their peers are invited to enroll in an expanded after school program that includes:

- Mandated homework help for all students in small class setting, supervised by a teacher
- A plethora of activities for students to choose (i.e. chorus, band, strings, drama, chess, mouse squad, fencing, dancing, comic book making, yoga, Science Olympiad, Lego League/robotics, ThinkQuest, digital media, etc.)
- Academic Enrichment through SWP and Title I, including academic enrichment, academic remediation, and instruction geared to specific cohorts (Wilson reading, Read 180 etc.)

Significant aids to our continuous improvement include:

- Access to standardized data to inform and drive instruction enables our teachers to differentiate instruction appropriately.
- A school community that is constantly learning and growing professionally by attending internal and external professional development sessions and visiting colleagues classrooms.
- Common preparation periods for teachers to collaborate together and work with IQ members to better differentiate instruction .
- The expanded after school program provides opportunities for our youngsters to improve academic and social skills while building their self-esteem.
- ASPIRES, our school's magnet program provides our staff with opportunities for professional growth by enriching their content area through architecture, engineering, medicine, and social justice.

Significant barriers to continuous improvement include:

- The need for more computers for teachers to have easy access to data reports for informing and driving instruction.
- The need for more computers for students to have more frequent access to Read 180, Access Writing, and lessons from the interim assessments and Acuity to improve their literacy and math skills.
- More time for professional development to enable teachers to learn and implement pedagogical strategies to improve instruction.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Based on the findings and implications from the comprehensive needs assessment, our school's goals for 2008-209 school year are:

1. To increase the reading and writing achievement levels of all students at JHS 185Q by a 1 % gain; by providing a Balanced Literacy program, academic intervention programs to students who did not previously meet the standard performance level for ELA and ESL that will enable all students, including SWD and ELLs, to improve their performance levels on the New York State ELA and NYSESLAT exams.
2. To increase the math achievement levels of all students at JHS 185Q by providing a comprehensive math program that will enable all students, including SWD and ELLs to improve their performance levels on the New York State Math assessment.
- 3.. To improve the school environment by proactively supporting students through active guidance and reducing the amount of suspensions and serious incidents occurring during the 2008-2009 school year by consistently implementing PBIS strategies school-wide and increasing parent involvement. Our school's goal is to reduce our suspension rate by 5 %.
4. To increase the performance levels of eighth grade students on the State Social Studies assessment by a 1 % gain; by providing teachers with strategies acquired from professional development sessions on how to differentiate instruction.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ol style="list-style-type: none"> 1. To increase the reading and writing achievement levels of all students at JHS 185Q by 3% by Spring of 2009 as measured by the New York State ELA exams, the NYSESLAT exam, Interim assessments, Acuity, the Items Skills Analysis report, teacher observation, and student portfolios. 2. To provide a Balanced Literacy program that will enable all students to meet and exceed the New York State and City content and performance standards in ELA and ESL by 3% by Spring 2009 as measured by the data obtained from the N.Y.S ELA and NYSESLAT. 3. To provide Academic Intervention Programs to improve the performance levels of students who did not previously meet the standard performance level for ELA and ESL by 3% by Spring 2009 as measured by comparing 2008’s results with the results from Spring 2007. 4. To increase the performance and proficiency levels of ELL students by 3% by Spring 2009 as measured by comparing the percentiles from 2008’s results to the results from Spring 2008.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All strategies began in September 2008 and will continue through June 2009, and where appropriate into the summer of 2009.</p> <ul style="list-style-type: none"> ▪ Academic reading intervention programs: Wilson Reading Program, Read 180, Benchmarks, Writing Access, and Reading Rewards will be taught by teachers specifically trained to implement these strategies. ▪ Balanced Literacy based on Columbia’s Teachers’ College reading and writing workshop models with leveled libraries and leveled trade books to supplement and/or replace high leveled textbooks wherever possible ▪ All ELL students will receive a minimum of 4 supplemental ELA classes to foster their

	<p>acclamation to English.</p> <ul style="list-style-type: none"> ▪ Student friendly ESL dictionaries that contain definitions simply written and explained with visual graphics will be used for our ELL and learning disabled students ▪ 1 co-teaching 6th grade classes, 1 co-teaching 7th grade class, and 2 co-teaching 8th grade classes with a 60:40 ratio (60% general education and 40% special education) with a general education teacher at a special education teacher conducting the classes and differentiating instruction within these groups ▪ Mandated students will receive extended time after school focusing on improving their literacy skills. ▪ Higher leveled materials for the gifted students will be provided along with opportunities for the students to participate in literacy competitions and content are competitions that require a variety of critical thinking skills. ▪ Monthly parent/teen book club will be accessible to all 6th, 7th and 8th grade students to join. Parents and their teens read the same book and attend monthly evening meetings to discuss issues, characters, conflicts, etc. revolving around the book with our librarian. ▪ Providing teachers with ample opportunities to attend professional development workshops focusing on improving students' use the skills and turnkeying these strategies to the staff.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ▪ Tax levy, Title 1, and Title III resources will be used where appropriate for ELL, SWD, and general education students. ▪ C4E allocation of \$94,360 for the Literacy Coach ▪ Grants received for after-school ELL programs running from September until May of the school year. ▪ Outside funding sources used for ELL, SWD, and general education students in literacy and arts programs. ▪ After-school program funded and established through outside agencies such as JP Morgan-Chase, 21st Century, ELT, and others.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Acuity predictive and diagnostic assessments Scantron Student portfolios Running records Conference notes Teachers' conference notes Interim assessments New York State ELA and ESL standardized exams</p>

	<p>Wilson Reading Program assessment and teacher observation Reading Rewards Program assessment and teacher observation Read 180 SRI assessments Writing Access assessments</p> <p>Teacher generated assignments Standard periodic assessment devices Report cards Acuity and IT based assessment devices for all students. An overall 2% gain in test scores</p>
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Subject/Area (where relevant): Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ol style="list-style-type: none">1. To increase the math achievement levels of all students at JHS 185Q by 2% by Spring of 2009 as measured by the New York State Math exams, Acuity, Scantron, the Items Skills Analysis report, teacher observation, and student portfolios.2. To provide a comprehensive math program that will enable all students to meet and exceed the New York State and City content and performance standards in math by 2% by Spring 2009 as measured by the data obtained from the N.Y.S Math exam.3. To provide Academic Intervention Programs to improve the performance levels of students who did not previously meet the standard performance level for Math by 2% by Spring 2009 as measured by comparing 2008's results with the results from Spring 2008.4. To increase the performance and proficiency levels of SWD and ELL students by 2% by Spring 2009 as measured by comparing the percentiles from 2008's results to the results from Spring 2008.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Beginning in September 2008 and concluding in June 2009 and where appropriate the summer of 2009:</p> <ul style="list-style-type: none">• All students will receive 8-10 ninety minute blocks of Math.• 6th, 7th and 8th grade students who attained levels 1 and 2 will receive 4-5 ninety minute blocks of Math• 1 co-teaching 6th grade classes, 1 co-teaching 7th grade class, and 2 co-teaching 8th grade classes with a 60:40 ratio (60% general education and 40% special education) with a general education teacher at a special education teacher conducting the classes and differentiating instruction within these groups• Mandated students will receive extended time after school focusing on improving their math skills.• Higher leveled materials for the gifted students will be provided along with opportunities for the students to participate in math competitions that require a variety of critical thinking skills.• Providing teachers with ample opportunities to attend professional development workshops focusing on improving students' use the skills and turnkeying these strategies to the staff.• Accelerated 8th grade SP Math program which incorporated both seventh and eighth grade curricula

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax levy, Title 1, and Title III resources will be used where appropriate for ELL, SWD, and general education students</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Scantron interim assessments Student portfolios New York State Math standardized exams Teacher generated assignments</p>

Subject/Area (where relevant): Student Support Services

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ol style="list-style-type: none"> 1. To reduce by 2% the number of students in all cohorts who achieved in performance levels 1 and 2, with a corresponding increase in the number of students achieving in the Standard meeting levels of 3 or 4. and to decrease by 2% the number of students who are referred for an initial special ed evaluation and increase by 1% the number of students who are decertified. 2. To decrease by 2% the number of suspensions. 3. Improved parent involvement as measured by an increase of attendance at school-wide functions.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Beginning in September 2008 and continuing to June 2009</p> <ul style="list-style-type: none"> • Implementation of a 9th period AIS program for struggling students, utilization of a team teaching model in academic subjects for ELL students with supplemental ELA classes provided by an ELA teacher who will incorporate ESL strategies to reinforcing content vocabulary. • Weekly Pupil Personnel meetings evaluating and assessing the progress of students who are receiving AIS, and aligning the AIS with the classroom teacher’s instruction. • The development of a school wide culture that support positive student behavior through the school’s participation in PBIS. In addition, at risk counseling for students and their families will be provided by the counselors, SAPRIS counselor, the school psychologist and social worker. • PD sessions will be offered focusing on teaching strategies aligned with the core curriculum, best practices, in addition to demonstrating strategies to differentiate instruction and provide classroom AIS. • The Parent Coordinator will be in contact with the parents via phone messenger, a newsletter, documents translated into various languages, and the use of the DOE audio translations via telephone. Evening meetings will be scheduled to maintain the parents as our partners by informing them of academic issues, upcoming NYS assessments, periodic interim assessments, and social activities with an arts focus. • Parent and student access to our website featuring important dates for standardized tests, upcoming events, trips, parent workshops, report card distribution dates, and homework assignments. • The Period 9 extended day component is cycled to provide support by an instructional specialist aligned with the schedule of the NYS assessments.

	<ul style="list-style-type: none"> • The extended after school program with mandated homework help and recreational activities that align with our academic standards will support students' self esteem while learning new skills.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax levy, Title 1, and Title III resources will be used where appropriate for ELL, SWD, and general education students • 21 st Century grant • TASC grant • JP Morgan Chase
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • The number of general education students achieving in levels 1 and 2 will be reduced by 2% with a corresponding decrease of 2% of the number of students requiring AIS. • The number of general education students achieving a Standard meeting performance, levels 3 and 4, will increase by 2%. • Students with disabilities, SETSS, CTT, or placed in a self-contained class, will have a 2% reduction in the number of students achieving in level 1. • To increase by 2% the number of students who are moved to a less restrictive environment as measured by CSE data. • To increase by 1% the number of students who are decertified from special education as measured by CSE data. • To decrease by 2% the number of referrals to special education as measured by a corresponding decrease in the number of initial referrals for a special education evaluation. • To decrease by 2% the number of chronically late and absent students as measured by ATS inputted data. • To decrease by 2% the number of student suspensions as measured by ATS data through the implementation of the components of the PBIS program. • To increase by 5% the number of parents/guardians attending workshops and participating in family activities coordinated by the parent coordinator; and attending academic support workshops offered by the staff. • To increase by 5% the number of students who will maintain 90% attendance in the Period 9 AIS Extended Day program. • To decrease by 5% the number of students who receive daily conduct cards

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6					39	0	0	
7	83	60	34	19	37	0	0	12
8	144	108	49	16	36	0	0	6
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: Wilson Reading Program Read 180 Supplemental ELA classes for ELL students Extended mandated time</p>	<p>Wilson Reading Program is delivered in small group and/or one to one setting during and after school for 8 periods a week for students who do not have cannot decode words due to a lack of phonemic awareness. SWD, ELL, and students who achieved level 1 on ELA spring 2008 assessment are tested for Wilson and where appropriate are placed in Wilson classes. Read 180 is a computer program that differentiates instruction based on individual students' needs. Each student is given an SRI assessment and the software levels the work appropriately. Students must master one level before the program allows them to move to the next level. This program is delivered to classes with a maximum of 25 students during and after the school day. Supplemental ELA classes for ELL students is delivered by an ELA teacher in small groups of not more than 20 students, 4 times a week, during the school day. Extended mandated time is delivered in small groups of 10:1 for 50 minutes 3 times a week after school for SWD, ELLs, and students who achieved level 1 and low level 2 on the 2008 New York State ELA exam.</p>
<p>Mathematics: Extended mandated time</p>	<p>Extended mandated time is delivered in small groups of 10:1 for 50 minutes 3 times a week after school for SWD, ELLs, and students who achieved level 1 and low level 2 on the 2008 New York State math exam.</p>
<p>Science: Extended mandated time</p>	<p>Extended mandated time is delivered in small groups of 10:1 for 50 minutes 3 times a week after school for SWD, ELLs, and students who are struggling in this subject.</p>
<p>Social Studies: Extended mandated time</p>	<p>Extended mandated time is delivered in small groups of 10:1 for 50 minutes 3 times a week after school for SWD, ELLs, and students who are struggling in this subject.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>At-risk services provided by the counselor is delivered in small groups with a maximum of 5 students or one to one, during the school day as well as during the extended mandated time.</p>

At-risk Services Provided by the School Psychologist:	At risk services provided by the school psychologist is delivered one to one on an as need basis during the school day.
At-risk Services Provided by the Social Worker:	At risk services provided by the social worker is delivered on a one to one on an as need basis.
At-risk Health-related Services:	At risk Health related services are provided by the school nurse on an as needs basis during the school day on an one to one basis.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

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

Type of Program: ___ Bilingual ___x___ ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: 141
(No more than 2 pages)

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

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

There are two classes per grade level at our school, so there is a total of six ESL classes. The ELLs attend ESL classes and supplemental ELA classes. All classes are taught in English using the workshop model. On each grade level the classes are divided into triads: beginning, intermediate, and advanced, and are taught by 3 teachers This year we are continuing to implement Shining Star textbooks. These textbooks focus on the four skills of listening, speaking, reading and writing. Most reading selections in the book are from the content areas of Social Studies and Science, so students are able to learn content while improving their English language skills. Additionally Read 180 is implemented with the intermediate students to improve their fluency and vocabulary skills. Students who are longer than 2 years and are still encountering difficulty decoding words, are tested for Wilson, and where appropriate, placed in Wilson classes to improve their phonemic awareness and decoding skills. Content area teachers collaborate with ESL teachers and implement ESL strategies with these classes.

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

All ELL students are mandated to attend the Chancellor's extended day. These classes take place Tuesday through Thursday, 3 times a week for 50 minutes each. On Mondays and Fridays from 2:20 -4:10 P.M. , ELL students participate in our Horizon Academy with a resident artist from LEAP (Learning through an Expanded Arts Program), where literacy skills are infused. They are also invited to stay for our expanded after school programs.

- 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.

Parents of ELLs are included in our school community in various ways. First, translation services are provided in writing when school newsletters/letters are sent home, and orally when school meetings are held. We also hold an orientation several times a year for parents of new ELLs to introduce them to the ESL program at our school. Throughout the year, teachers of ELLs call parents to keep them updated on their child's progress, as well as to discuss ways in which parents can be involved in their child's continuing improvement in English by using the phone translation services.

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

Not applicable.

- 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.

ESL teachers, supervisors and the literacy coach consult with teachers of ELLs throughout the year to discuss ways in which they can support the ELLs in their content classes. Teachers who share ESL classes meet both formally and informally to discuss strategies they can use consistently throughout their programs to ensure that all ELLs are able to progress in all their content areas. ESL teachers also attend regular staff development meetings held by the Region.

ESL teachers attend internal and external professional development sessions focusing on implementing ESL strategies in literacy and content area subjects aligned with state standards. They use data from Acuity, Wilson, Read 180, and Scantron to assess their students' progress and differentiate instruction.

Our ESL teachers have attended and participated in the following professional development sessions:

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

The support services are in place and available to our ELLs include:

- Triad classes of a maximum of 20 students per teacher assigned by ability: beginner, intermediate, advanced
- Read 180
- Wilson reading program
- Benchmarks: a content area program with leveled readability trade and work books
- Mandated extended time of 50 minutes 3 times a week
- Horizon Academy 2 times a week from 2:20-4:10 P.M. with a visiting resident artist that infuses literacy skills through art.
- Parent coordinator outreaching to families

- Interpreters available at all PTA meetings
- Phone translation services available for phone conferences between teachers and parents
- Parent workshops specifically focused for the parents of our ELLs.

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.
Not applicable.

ADDITIONAL LANGUAGES

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

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

School Building: JHS 185 District 25

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

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

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

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

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

Part D: CR Part 154 – Sample Student Schedules

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

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:18 To:9:00	Subject (Specify) Music B49	Subject (Specify) Math 109	Subject (Specify) Science 313	Subject (Specify) Math 109	Subject (Specify) Social Studies 120
2	From: 9:03 To: 9:45	Subject (Specify) Math 109	Subject (Specify) Math 109	Subject (Specify) Math 109	Subject (Specify) Math 109	Subject (Specify) Phys. Ed (gym)
3	From: 9:48 To: 10:30	Subject (Specify) Math 109	Subject (Specify) Literacy G44	Subject (Specify) Phys. Ed (gym)	Subject (Specify) Music B49	Subject (Specify) Literacy G44
4	From: 10:33 To: 11:15	Subject (Specify) Social Studies 120	Subject (Specify) Science 313	Subject (Specify) Social Studies 120	Subject (Specify) Social Studies 120	Subject (Specify) Math 109
5	From: 11:18 To: 12:00	Subject (Specify) Science 313	Subject (Specify) Science 313	Subject (Specify) Literacy G44	Subject (Specify) Science 313	Subject (Specify) Science 313
6	From: 12:03 To: 12:45	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
7	From:12:48 To:1:30	Subject (Specify) ESL	Subject (Specify) Social Studies 120	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) Music B49
8	From: 1:33 To: 2:15	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL

<p style="text-align: center;">9</p>	<p>From: 2:20 To: 3:10</p>	<p>Subject (Specify) x</p>	<p>Subject (Specify) Lit./Math</p>	<p>Subject (Specify) Lit./Math</p>	<p>Subject (Specify) Lit./Math</p>	<p>Subject (Specify) x</p>
<p style="text-align: center;">10</p>	<p>From: To:</p>	<p>Subject (Specify)</p>	<p>Subject (Specify)</p>	<p>Subject (Specify)</p>	<p>Subject (Specify)</p>	<p>Subject (Specify)</p>

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual) N/A

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____ School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

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

Form TIII – A (1)(a)

Grade Level(s) 6, 7, 8 _____ Number of Students to be Served: _____ 141 _____ LEP _____ Non-LEP

Number of Teachers _____ 3 _____ Other Staff (Specify) (2 Supv. 1 instruction, 1 compliance) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

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

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$18, 313. 66	Salaries for after school program; fringe included.
Purchased services such as curriculum and staff development contracts	\$1, 999. 00	Professional development programs, conferences, etc. for ELL staff and for mainstream subject teachers of ELL students.
Supplies and materials	\$ 2, 189. 00	Classroom materials specifically for ELL students; textbooks, supplementary materials, etc.
Travel		
Other		
TOTAL	\$ 22, 052. 62	

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.

The data and methodologies used to assess our school's written translation and oral interpretation needs through ATS and BESIS.

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.

Of the school's 1009 students, 141, or 14%, receive ESL services. Within that cohort, the overwhelming number of families speak Spanish, Korean, or Chinese at home. School correspondence and announcements are marked that interpretation services are available as needed. At meeting, we have interpreters available and for telephone conferences we use translation services as needed.

This information is reported to the School Leadership Team and the Parent Co-ordinator.

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 majority of our interpreters and translation services are provided by in-school staff who are bilingual or multilingual. Standard DOE forms are provided for us in a variety of languages (Farsi, Greek, etc., in addition to the above) and that literature is distributed to parents as needed. Phone translation services are made available on an as-needed basis, by in-school staff.

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

Oral translation services are provided by in-school staff who are bilingual or multilingual, and are provided to parents on an as-needed basis.

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 fulfill all Chancellor's regulations regarding Section VII of the Chancellor's Regulations A-663 by posting the required information about the Translation and Interpretation Unit in the main lobby and adjacent areas. The posting will be made available in languages such as Korean, Spanish, Greek, Farsi, Arabic, and in Chinese dialects.

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 ___ \$ 544,062.00 _____
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program _____ \$ 5,440.00 _____
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified _____ \$ 27,031.00 _____
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year ___ 93.40 % _____
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.

The school is implementing the following strategies:

- **Teachers are required to attend internal and external professional development sessions.**
- **Collegial intervisitations to highly qualified teachers' classrooms.**
- **Common prepatory periods which teachers are encouraged to attend on a weekly basis.**
- **Ongoing conferences with school administrators.**

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement

policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Edward Bleeker JHS 185Q, agrees to implement the following statutory requirements:

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

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

UPDATED – OCTOBER 2008

1. Edward Bleeker JHS 185 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Meet with parents on the School Leadership Team to discuss, formulate, and approve plan.
2. Edward Bleeker JHS 185 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Form a sub-committee of SLT and PTA members to involve parents in the process of school review and improvement.
 - Formation of committee will be advertised in multi-lingual take-home flyers, school web site, phone calls, and at PTA meetings.
 - Translators will be available at meetings, if necessary, for non-English speaking parents.
3. Edward Bleeker JHS 185 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - PTA Executive Board, SLT members, Parent Coordinator, and school administration will work together to coordinate activities.
 - Technical assistance including photocopying, typing, phone calls, advertising, updating school website, etc. will be facilitated by Parent Coordinator and parent volunteers.
 - Other support for parents will include foreign language interpreters, babysitting, and meals.

List of Activities:

- Orientation/articulation for parents of 6th – 8th graders, to be held at beginning of school year.
 - Workshops for parents of 6th, 7th and 8th graders on standardized testing.
 - Workshops for parents of English Language Learners.
 - High School application workshops for parents of 7th and 8th grade students.
 - Parent/Teen Book Club to encourage literacy.
 - Extra-curricular trips, events, and workshops to encourage academic achievement, cultural enrichment, and career awareness may include: Math Games Night, Family Literacy programs, Career Day, family trips to cultural institutions, art workshops, and in-school performances.
4. Edward Bleeker JHS 185 will coordinate and integrate Title 1 parental involvement strategies with parental involvement strategies under the following other programs:
 - Parents as Arts Partners, Center for Arts Education

- Literacy Assistance Center
- Princeton Review

5. Edward Bleeker JHS 185 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

List actions:

- In March of next year, the Parent Coordinator will conduct a survey compiled by parent leaders, on the effectiveness of the Parent Involvement Policy. The survey will be translated into Spanish, Korean and Mandarin and will be distributed to all parents. The written survey will also be available on the school web site.
- Parents will also receive phone calls (using School Messenger) in their home languages, to attend a special PTA meeting to discuss and evaluate the Parent Involvement Policy. Interpreters and babysitting will be available at the meeting. Parents who are not able to attend the meeting will be encouraged to phone the Parent Coordinator to express their opinions. Interpreters will be available for on-phone translation. Parents will also be welcome to email the Parent Coordinator.
- Access to the school's website

6. Edward Bleeker School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A. how to monitor their child's progress, and how to work with educators:
 - Orientation/articulation meetings for parents of grades 7 – 9 students to become familiar with the curriculum as well as academic achievement standards. Meetings will be held at times convenient to parents, and interpreters will be present. Informational handouts will be distributed.
 - Workshops for parents on State and local academic assessments will be held at times convenient to parents. Interpreters will be present. Informational handouts will be distributed.

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Holding workshops for parents on 6th, 7th and 8th grade English, math, social studies, and science curriculum.
 - Distributing Information about free literacy, ESL, and GED classes. Parent Coordinator will list information in school's Parent Newsletter, and on school web site.
 - Offering family literacy workshops and other literacy initiatives including the Parent/Teen Book Club and annual Book Fair. Coordinator will lead twice-weekly ESL classes. (contingent upon demand.)
 - Providing links on school web site to other helpful educational web sites for parents and students. These could include homework help and test preparation.
 - Organizing workshops for parents with little or no computer experience on where to obtain free Internet access, and how to utilize the Internet for educational purposes;
 - Providing ongoing technology classes on Saturdays.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Maintaining active School Leadership Team and holding regular meetings at times convenient to parents.
 - Supporting activities of PTA, attending monthly PTA meetings, providing space and time for PTA events.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- Offering workshops and classes to clarify student expectations and address parental issues;
 - Parents as Arts Partners: Music, art, dance, and literacy workshops for parents and students;
 - Literacy Assistance Center: Literacy, and ESL classes for parents;
 - Princeton Review: Workshops in accessing and utilizing assessment and review services;
 - Others as needed.
- e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
School web site calendar will be updated to include all parent activities and meetings.

- Announcements of all meetings, programs, and activities, will be sent home to parents. Most of these announcements will be available in Korean, Spanish, and Mandarin, and other languages, if required.
- Announcements of upcoming events, meetings, trips, standardized test dates, homework assignments, and class announcements will be posted on the school's website.
- Monthly parent newsletter will be sent home with listings and updates of all parent activities and meetings.
- Announcements of upcoming events will be made at monthly PTA meetings.
- Phone calls regarding important meetings and events will be made via School Messenger.

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

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

Edward Bleeker JHS 185Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - following the mandated Math curriculum from the Department of Education;
 - implementing ELA balanced literacy curriculum;
 - implementing Science lab and core curriculum with hands-on inquiry based component which assists in preparation of 6th and 8th grade science assessments;
 - utilizing Internet for document based questions, political cartoons, data-display for graphs for Social Studies curriculum; lap tops and technology are available to facilitate access;

- providing Academic Intervention Services for students below level 3; includes pull-out program, Saturday Academy program; Period 9 classes reflect assessment calendar;
 - providing additional periods for Math and ELA (8 – 9 a week), and Science (6 per week).
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and February.
 3. Provide parents with frequent reports on their children's progress. Specifically the school will provide reports as follows:
Report cards;
 - Princeton Review assessments;
 - Period 9 updates to ensure good attendance;
 - Notices home to academically at risk students; mandatory meetings with parents and guidance counselors;
 - Guidance meetings for all parents prior to parent teacher conferences.
 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Teachers available during parent/teacher conferences, and with prior notice during prep periods, before and after school, and via letter and email;
 - Guidance counselors available by phone and in-school meetings during school hours, and before and after school with prior notice;
 - Administrators available during school hours, before and after school and evenings;
 - Parent Coordinator available during school hours, before and after school, and evenings and weekends via school cell phone.
 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities:
 - Classrooms available for observation with prior notice;
 - Parents attend school orientation and articulation events to meet teachers and school staff, see classrooms, and learn about curriculum;
 - Parents are welcome to volunteer during class and school trips, and school events including annual book fair, Lunar New Year festival, student performances, parent activities, PTA fundraisers and events.
 6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a

convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

SCHOOL

PARENT(S)

STUDENT

UPDATED – OCTOBER 2008

DATE

DATE

DATE

(Please note that signatures are not required)

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.

Please refer to pages, 10, 11, and 12 of this document.

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.

Please refer to pages 13 through 19 of this document.

3. Instruction by highly qualified staff.

UPDATED – OCTOBER 2008

93.4 % of our staff is highly qualified. Teachers who are yet to be designated as highly qualified are receiving steps toward that goal as described on page 36 of this document.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Not applicable

6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

PERFORMANCE TRENDS

After conducting a comprehensive review of our school's educational program, the school found the following academic issues that constituted performance trends in leading to our being identified:

- The amount of suspensions and serious incidents decreased by 11 as compared to the previous year. However, of the 130 suspensions, 47 of these were superintendent suspensions.
- ELL students did not meet their AYP in ELA for the 2007-2008 school year, based on New York State assessment exam scores. This is one additional year where we have to make our goal.
-

Students with Disabilities did not meet their AYP in ELA for the 2007-2008 school year., based on New York state assessment exam scores.

- All student cohorts met their AYP in math for the 2007-2008 school year, with 88% of our students attaining levels 3 & 4 on the New York State Math Assessment.

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.

Please see pages 10, 11, and 12 of this document.

¹ School Under Registration Review (SURR)

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 = \$__544, 062. 00_____; 10% of Title I allocation = \$__54, 406. 20_____.
 - (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.

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.

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. . Our school's SLT (School Leadership Committee) composed of parents, teachers, and administrators, along with Inquiry Team members (composed of an administrator and teachers) met on three occasions to assess whether this finding was relevant to our school's educational program

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

x 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?

The following evidence is applicable to our ESL and SWD cohorts:

- Gaps in written curriculum: Our written curriculum is aligned with New York State Standards. However, due to individualized teacher created units, gaps may occur in the instruction of genre writing.
- Curriculum maps are used. They are aligned with the state standards and created by the grade teachers in collaboration, and materials are acquired as funding allows. Curriculum maps are devised under the supervision of the ELA AP and the ELA coach and adhere to New York State guidelines.
- Taught curriculum is aligned with New York State standards and subject to funding allocations and restrictions.
- ELA Materials: Leveled libraries for differentiated instruction in ELA and ESL classrooms are provided to all ESL and ELA teachers. Content area teachers also receive trade books in their content area to complement their textbooks.
- English Language Learners: ELL students are divided into triads (beginner, intermediate, and advanced) by proficiency level and grade according to the data provided by the annual assessments and LAB scores.

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.

ELL students are, our group under consideration in this document, are given a minimum of eight periods per week of ELL instruction, plus ELA instruction, plus after-school instruction incorporating outside agencies (acquired through grants). The instruction in the ELL classrooms is differentiated by proficiency level and curricula range from preparing students for statewide assessments to genre studies to remediation as needed.

ELL teachers and core-subject teachers are immersed in extensive professional development dedicated specifically to the improvement of proficiency levels among ELL students.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Our school's SLT (School Leadership Committee) composed of parents, teachers, and administrators, along with Inquiry Team members (composed of an administrator and teachers) met on three occasions to assess whether this finding was relevant to our school's educational program

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

Applicable Not Applicable

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

We as a school do not find this relevant to our math program as , lead by our math coach, the department uniformly follow and adhere to a strict curriculum calendar allowing for the in depth instruction of all students across the mastery spectrum. As a result, student test scores in math have remained above expectations.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

Our schools' School Leadership Team - comprised of school administrators, teachers, and parents – along with our school Inquiry Team, met on several occasions to discuss as a group and to come to consensus the relevance of Key Finding 2A to our school's ELA program.

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

X 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?

Please see response to section 1

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)*³ 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.

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

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

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

Our school's School Leadership Team – comprised of administrators teachers, and parents – along with our Inquiry Team – met on several occasions to discuss the relevance of this finding to our school's math instruction.

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

Applicable Not Applicable

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

Our evidence, based on supervisor observations, conferences with the math coach and teachers, monthly department meetings, and professional development opportunities, would dispel these findings as our math department, under our math coach, emphasizes students working in heterogeneous groupings and employing all protocols related to said (accountable talk, etc.), differentiated instruction and its application to group-based learning. Such devices are employed by all members of our math department regardless of the mastery level of the assigned class.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

Our payroll statistics shows that this finding is not relevant for our school because the last past 8 years this school has had a stable administration which supports all teachers. Additions to our staff are made through retirements and increased enrollment.

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

Applicable x 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? Supportive evidence dispelling this finding can be seen on the hiring dates of new teachers corresponding to teachers who retired and/or increased enrollment.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Our school will assess this finding by checking attendance records of teachers participating in internal and external professional development sessions as well as expenditures spent on certain professional development sessions.

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

Applicable x Not Applicable

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

Evidence that dispels this finding include:

- ESL teachers collaborating with colleagues on how to implement ESL strategies in content areas subjects
- ESL and other teachers attending internal and external pd focused on improving performance levels of ELL students
- Administrative observation of ESL strategies being implemented in classrooms.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

Our school's Inquiry Team (composed of ELA, Math, and ESL teachers) along with our other 2 ESL and content area teachers meet continually during common preps to review and assess this data and determine next steps and goals for the ELL students.

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

Applicable x 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?

Evidence that dispels the relevance of this finding includes:

- Planned and scheduled meetings with IQ, ESL, and content area teachers
- Distribution of data by class to individual teachers for assessment and differentiation of instruction
- Student progress in improved performance levels on the NYSESLAT assessment

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

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.

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.

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 for Excellence spending within the six eligible program areas.

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

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

Submit date: **Jul 14, 2008**

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

School DBN	25Q185
School Name	Edward Bleeker JHS 185
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 235,308
Principal Name	Valerie E. Sawinski
Principal Email	vsawins@schools.nyc.gov
Principal Phone	7189617574

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

- Yes
 No

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

- Yes
- No

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

Before- and After-School Programs

Summer School Programs

Dedicated Instructional Time **\$ 140,948**

Individualized Tutoring

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

Please describe the program.

The counselors will work with SWD and ELL students to improve their organizational and study skills. They will work with the ELL students to acclimate them socially to American culture and work with the SWD students to improve their social behavior and their interaction with their teachers and peers. The 7th grade advisor will support and expand the PBIS initiative.

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.

The counselors and the grade advisor will work closely with the students and their families to develop a partnership that reinforces our schoolwide policies and academics.

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

- Yes
- No

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

- Yes
- No

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

Programs to recruit/retain Highly Qualified Teachers (HQT)	\$ 10,000
Professional mentoring for beginning teachers and principals	\$ 24,360
Instructional coaches for teachers	\$ 60,000
School leadership coaches for principals	

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

Yes

No

Please describe the program.

The present program provided the teachers will the opportunity to attend internal and external PD sessions.

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.

The literacy coach will provide resources and demonstration lessons to support teachers who are not deemed to be Highly Qualified or who are teaching out of license.

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

Yes

No

Please describe the program.

Funds were used to provide outside mentors, (retired teachers) for newly hired staff and an AUSSIE coach.

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.

New teachers will be supported by a two day orientation prior to the students beginning school. The literacy coach will co-teach and model effective teaching strategies and provide resources for the teachers.

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

- Yes
- No

Please describe the program.

The literacy supports the ELA teachers by providing demonstration lessons, PD and resources.

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.

The literacy coach will offer internal PD focused on ESL strategies to academic subject content teachers. In addition, she will offer lunch and learn PD sessions focused on the use of different teaching modalities for SWD to be utilized by subject content area teachers.

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No