



**THE POLICE OFFICER ROCCO LAURIE SCHOOL
IS 72**

2008-09

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 31R072
ADDRESS: 33 FERNDALE AVE., STATEN ISLAND, NY 10314
TELEPHONE: 718-698-5757
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: IS 72 **SCHOOL NAME:** The Police Officer Rocco Laurie School

DISTRICT: 31 **SSO NAME/NETWORK #:** CEI/PEA

SCHOOL ADDRESS: 33 Ferndale Ave., Staten Island, NY 10314

SCHOOL TELEPHONE: 718-698-5757 **FAX:** 718-761-5928

SCHOOL CONTACT PERSON: Peter Macellari **EMAIL ADDRESS:** pmacell@schools.nyc.gov

POSITION/TITLE - PRINCIPAL

PRINT/TYPE NAME

Michelle Cheser

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Peter Macellari

PRINCIPAL

Jeanne Casanovas

UFT CHAPTER LEADER

Marie Elena Bernardo

**PARENTS' ASSOCIATION
PRESIDENT**

STUDENT REPRESENTATIVE
(Required for high schools)

Ms. Margaret Schultz

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Peter Macellari	*Principal or Designee	
Jeanne Casanovas	*UFT Chapter Chairperson or Designee	
Marie Elena Bernardo	*PA/PTA President or Designated Co-President	
Felicia Regina	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Lisa Cassano	Teacher	
Donna Bellmier	Parent	
Wendy Makrides	Teacher	
Michelle Cheser	Teacher/Chairperson	
Kathleen Rivera	Parent	
Cheryl Minew-Arrabito	Parent	

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

I.S. 72 is currently the largest Intermediate School in District 31 with approximately 1837 students. It is a microcosm of rich and diverse racial, ethnic and cultural backgrounds.

Following the suggestion of the Chancellor and in attempt to make our large school smaller, more personal, to reduce movement, and increase academic achievement, we restructured our entire school in 2002. Our large student population was dispersed into four unique schools or "Academies", each housed on separate floors. These individual mini schools are all under the umbrella of high academic standards that drives instruction at Rocco Laurie. These academies will each have an academic focus related to Language Arts, Mathematics, Science and Social Studies. These academies are:

ACADEMY OF ENVIRONMENTAL SCIENCES
ACADEMY OF AMERICAN STUDIES AND GOVERNMENT
ACADEMY OF MATHEMATICAL APPLICATIONS
ACADEMY OF COMMUNICATION ARTS AND HUMANITIES

Teachers and students are organized into these small learning communities which focus on developmentally appropriate instruction and are student-centered. Students are members of instructional teams that address their social, emotional, and academic needs. Teacher teams meet weekly to plan for the cognitive and effective needs of their students (e.g. thematic units, student and parent conferencing, team events, individual student recognition, spirit building, etc.).

Our Academy structure has allowed the principal to step back and allow the directors (assistant principals) to handle discipline and certain parental issues, this allows the principal time to visit classrooms, work with teachers, and to serve as a true educational leader – the role of the assistant principal has also changed – The number of student under his or her supervision has decreased from approximately 650 to 500 children. This decrease in numbers has allowed the assistant principal to focus upon instruction and curriculum. Serving as an academy director, the assistant principal is responsible for the supervision of all teachers in his or her academy, allowing him or her to become a true "curriculum expert" while forming a unique bond with the teachers within the academy.

All the above factors have contributed to the IS 72 Leadership Team's modifications to our school's mission statement which reads....

"The Rocco Laurie School is dedicated to the education of our students in a nurturing environment. Our Academy structure is conducive to teaching, learning and academic growth. These academies allow us the flexibility to recognize and promote individual differences and potential. Our teachers, administrators, parents, and students are committed to any and all matters concerning the future of our school. Within our diverse community we encourage student appreciation, awareness, and respect for our democratic traditions and the responsibilities associated with being a good citizen."

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:	IS 72 Rocco Laurie						
District:	31	DBN #:	31R072	School BEDS Code #:	353100010072		

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K					91.7	92.3	91.5		
Kindergarten				Student Mobility:					
Grade 1				(% of Enrollment as of June 30)	2006	2007	2008		
Grade 2									
Grade 3				Eligible for Free Lunch:					
Grade 4				(% of Enrollment as of October 31)	2005	2006	2007		
Grade 5					37.7	38.9	42.3		
Grade 6	588	563	665	Students in Temporary Housing:					
Grade 7	599	590	572	(Total Number as of June 30)	2006	2007	2008		
Grade 8	664	622	606		3	4	8		
Grade 9				Recent Immigrants:					
Grade 10				(Total Number as of October 31)	2006	2007	2008		
Grade 11					30	33	19		
Grade 12				Special Education Enrollment:					
Ungraded Elementary				Suspensions:					
Ungraded Secondary		1	4	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Total	1851	1775	1847	Principal Suspensions	119	151	221		
				Superintendent Suspensions	44	54	56		
				<i>These students are included in the enrollment information above.</i>					
				Special High School Programs:					

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	66	72	102	Number of Staff:			
# ELLs with IEPs	0	0	7	(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	106	99	114
				Number of Administrators and Other Professionals	27	15	27
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	8	TBD	8
	3	4	6				
				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	98.2
American Indian or Alaska Native	0.2	0.3	0.1	Percent more than two years teaching in this school	68.9	74.7	75.4
Black or African American	15.8	15.9	17.0	Percent more than five years teaching anywhere	55.7	58.6	60.5
Hispanic or Latino	19.6	19.8	20.6				
Asian or Native Hawaiian/Other Pacific Isl.	17.8	19.4	18.5	Percent Masters Degree or higher	92.0	93.0	90.0
White	46.7	44.6	43.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.6	86.4	93.5
Multi-racial							
Male	51.1	51.7	51.4				
Female	48.9	48.3	48.6				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
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 ____		
Elementary/Middle Level		Secondary Level	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	SINI 1		ELA:		
	Math:	SINI 1		Math:		
	Science:	IGS		Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students						
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities	X		X			
Limited English Proficient			-			
Economically Disadvantaged						
Student groups making AYP in each subject	7	8	6			
Key: AYP Status						
v	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
v ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	B	Overall Evaluation:	Well Developed
Overall Score	53	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	7.7	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 30% of the Overall Score)	15.5	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 55% of the Overall Score)	29	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

NEEDS ASSESSMENT

What student performance trends can you identify?

The members of the Instructional Team look at the available data in a different way. Traditionally, we utilized the data provided, by the Division of Assessment and Accountability, to examine student performance on a yearly basis. These findings compared the performance of our students in Language Arts and Mathematics from year to year. For example, it would compare the performance of the 6th grade in 2008 as opposed to the 6th grade in 2007. What these assessments don't take into account are the many different variables that exist when you compare two dissimilar groupings. Factors, such as the total number of students in the grade, the number of students with IEP's and the general make-up and composition of each specific grade never come into the picture. In order to actually track students' performance we decided to compare the statistics by graduating classes for the past three years. By organizing the data in this way we are able to closely examine the performance of specific grades as they move from the 6th through the 8th grades in our building. It also allowed us the capabilities to rate the overall performance and effectiveness of our instructors by team, academy and grade level. These results were charted and shared with the members of our instructional team, inquiry team and members of ISC's support personnel. All agreed the charts were extremely informative and provided valuable insight into student performance trends over the past 5 years of testing.

Student Trends and Accomplishments:

Mathematics

Based upon the data, the following findings were evident:

An analysis of grades 6-8 on the New York State Mathematics Exam results, over the three year period from 2006 to 2008, indicates the following:

The results for all tested students in the class of 2008 indicate a 5.4% decrease (from 11.7% in 2006 to 6.3% in 2008) of students performing at Level 1.

There was a 7.4% increase in students performing at or above Level 3 going from 57.8% to 65.2%.

An analysis of the class of 2009 on the New York State Mathematics Exam results, over a two year period from 2007 to 2008, indicates the following:

The results of the 7th grade Exam of last year had the greatest movement of all the statistics mentioned. The number of students achieving a level 2 dropped from 25.8% to 18.4% while the number of Level 3 students increased from 50.9% to 53.5%. Even the Level 4 students increased from 14.8% to 24.5%. On a whole, Level 3 and 4 students in that grade rose 12.3% from 65.7% to 78.0%.

The results for students with IEP's indicate a 12.5% decrease (from 33.3% in 2007 to 20.8% in 2008) of students performing at Level 1.

There was also a 13.6% increase in students performing at or above Level 3 going from 18.7% in 2007 to 32.3% in 2008

The number of students achieving Level 3 increased from 17.9% in 2007 to 30.0% in 2008

An analysis of the class of 2010 on the New York State Mathematics Exam indicate the following:

The scores of the 6th grade last year were very promising. Only 4.9% scored at a Level 1 while 18.9% scored at a Level 2. The highest % of our current 7th grade scored at a Level 3 with 52.4% while 23.9% scored a Level 4. That means more than three quarters of our current 7th grade class are performing at a Level 3 or better.

English Language Arts

Based upon the data, the following findings were evident:

An analysis of grades 6-8 on the New York State English Language Arts Exam results, over the three year period from 2006 to 2008, indicates the following:

The results for all tested students in the class of 2008 indicate a .5% decrease (from 5.6% in 2006 to 5.1% in 2008) of students performing at Level 1.

There was a 9.6% decrease in students performing at or above Level 3 going from 54.4% to 44.8%.

An analysis of the class of 2009 on the New York State English Language Arts Exam results, over a two year period from 2007 to 2008, indicates the following:

The results of the 7th grade Exam of last year had the greatest movement of all the statistics mentioned. The number of students achieving a level 2 dropped from 38.3% to 29.1% while the number of Level 3 students increased from 53.6% to 68%. There was a 10.2% increase of students performing at or above Level 3 going from 59.6% to 69.8%. However, Level 4 students decreased from 6.0% to 1.8%.

An analysis of students with IEP's and LEP's indicate the following:

The results for students with IEP's indicate over three fourths of the students scored at a level 2 on the 2008 NYS English Language Arts Exam with 75.5% of all tested students. Only 17.2% score at a Level 3 and no students with an IEP score a Level 4.

The results of LEP students indicate the same results with 75.9% scoring at a Level 2 on the 2008 NYS English Language Arts Exam. Only 6.3% score at a Level 3 and no LEP students score a Level 4.

An analysis of the School Accountability Status for the 2007-2008 school year indicates the following:

Results for **all student accountability groups** met their AYP in Mathematics. That includes students with IEP's with a performance index of 88 well above the targeted objective of 79.

Results for **all student accountability groups with the exception of students with IEP's** met their AYP in English Language Arts.

Student with IEP's did not make their AYP where the Performance objective was 115 and our Index was only 90. The Safe Harbor Target was 101.

Schools challenges:

While the overall results indicate a positive trend in the performance of all students tested in grade 6-8, the results for 8th grade students, special education and LEP students indicate their performance continues to decline in English Language Arts.

Ramp Up, Wilson and Balanced Literacy will continue to aid all students; however, these results indicate that a focus needs to be placed on those students who are scoring high Level 2. These students need individual instruction that will aid them in their specific needs to get them to move to Level 3. Careful review of the Progress Report, ITA's and Item Skills Analysis will assist teachers to focus on reinforcing specific skills in their lessons. Teachers will continue to incorporate writing and critical thinking problems in line with the curriculum within all disciplines. Differentiated instruction and data driven instruction will be further developed to create an interactive learning environment.

Specific needs for our instructional program:

Based on our analysis of the data and all relevant findings in the School Progress Report, School Accountability Report, Learning Environment Survey, Periodic and Interim Assessments, Statistics relating to the NYS Math and ELA exams the following are specific needs of our school:

- Our schools score on attendance is 91.5%. We are in the bottom half of our peer and city horizon groups. We need to increase our attendance 1.5% to show relative growth within those two groups.
- Based on the 2008 Progress Report looking specifically at student progress in ELA, we had a 28.6% change in student proficiency for Level 1 and Level 2 students. We need to increase the percent of students that would make a positive change in their proficiency rating as Level 1 and 2 students in English Language Arts by 1%.

- Based on the 2008 Progress Report looking specifically at student progress in Mathematics, 39.2% of our students in the schools lowest 1/3 made at least a years progress. We need to increase that percent by 1%.
- Based on the 2008 Learning Environment Survey looking specifically at the Parent Survey section regarding Communication (pg. 5-6), we received three scores under 6.0 pertaining to how well our school provides information to parents about its educational services and curriculums, and how well we provide feedback on students achievements and successes. We need to improve parent-school communications and better promote student success.

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.

Specific needs for our instructional program:

Based on our analysis of the data and all relevant findings in the School Progress Report, School Accountability Report, Learning Environment Survey, Periodic and Interim Assessments, Statistics relating to the NYS Math and ELA exams the following are specific needs of our school:

- Based on the 2007-2008 School Report Card, our schools score on attendance is 91.5%. After reviewing the data from this report, we have identified that our school falls in the bottom half of our peer and city horizon groups related to attendance. By the end of the 2008-2009 school year we will increase our overall student attendance by 1.5% to reach a target number of 93%. By targeting all 6th, 7th and 8th grade students we will show relative growth in both our peer and city horizon group. An increase in student attendance will provide a greater continuity of instruction and will provide students with a greater chance of success.
- Based on the 2008 Progress Report looking specifically at student progress in ELA, we had a 28.6% change in student proficiency for Level 1 and Level 2 students. We need to increase the percent of students that would make a positive change in their proficiency rating as Level 1 and 2 students in English Language Arts by 1%.
- Based on the 2008 Progress Report looking specifically at student progress in Mathematics, 39.2% of our students in the schools lowest 1/3 made at least a years progress. We need to increase that percent by 1%.
- Based on the 2008 Learning Environment Survey looking specifically at the Parent Survey section regarding Communication (pg. 5-6), we received three scores under 6.0 pertaining to how well our school provides information to parents about its educational services and curriculums, and how well we provide feedback on students achievements and successes. We need to improve parent-school communications and better promote student success by raising our results on the 2009 Parent Survey above the 6.0 mark by June of 2009.

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): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase our schools attendance by 1.5%. Our 2007-08 school attendance was 91.5%. We are in the bottom half of our peer and city horizon groups. We need to increase our attendance 1.5% to 93% to show relative growth within these two groups.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Following the schools 2008-2009 attendance plan and meeting with regional staff, the following strategies and actions have been implemented.</p> <ul style="list-style-type: none"> • Monthly meetings with the attendance committee and attendance teacher. • Parent conferences • To conduct periodic grade level assemblies honoring exceptional attendance with certificates, awards and prizes. • The purchasing of the School Messenger automated phone system notifying parents of student absence and lateness. • To work with regional staff and the attendance committee to address LTA's on register. • To conduct periodic assembly programs with School Safety regarding bullying, attendance, internet safety and career options. • To schedule our 8th grade graduation as close as possible to the last day school is in session. • To work closely with the PTA and Parent Coordinator to maximize parent and community involvement in school attendance. • Student of the month incentive programs.

<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"> • Title I money used to hire four guidance counselors. • Tax Levy money in the amount of \$2999.00 to purchase the School Messenger automated phone system, used to notify parents of student absence and lateness. • PTA donation of \$250. per academy to buy certificates, prizes and awards to honor student attendance and achievements. • Training for staff at faculty and academy conferences to recognize attendance patterns.
<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 schools attendance with be reviewed bi-weekly. Data will be gathered and organized to show performance. • Statistics will be discussed at monthly attendance meetings. Areas of weakness will be addressed at these meetings. • Projected gains and losses will also be targeted and reviewed within each of the schools four academies. • Comparisons between our peer and city horizon groups will be compared and studied throughout the school year. • The projected gain is an increase of 1.5% in student attendance. This will increase our overall attendance from 91.5% to 93%.

2008 Learning Environment Survey

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve communication with parents regarding educational services, curriculums and student achievement by obtaining above the 6.0 mark on the 2009 Parent Survey this June 2009.</p>
<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>	<ol style="list-style-type: none"> 1. To utilize the OneCalNow phone system to contact parents regarding upcoming events, and educational services during the 2008/09 school year. 2. To send out quarterly student progress reports to parents in order for them to see their child’s progress; which should be signed and returned. 3. Developed curriculum newsletters outlining the topics covered per quarter in all major subject areas. 4. Student individual daily sheet which tracks the students progress on a daily basis in all academic subject areas allowing parents to be extremely aware of the current standing of the child. 5. 4 quarterly report cards

	<ul style="list-style-type: none"> 6. Administrative open door policy whereas parents are always welcome and encouraged to come up to meet with teachers and administration regarding their child's academic. 7. Informational handouts regarding any after school and Saturday school programs. 8. Student Agendas used as a liaison between school and home. 9. Monthly PA meetings 10. Translation services readily available for use in parent meetings.
<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>Teachers, Administrator, Students, Parents, Parent Coordinator Chapter 57, NYS Title III.</p> <ul style="list-style-type: none"> 1. Tax Levy mony used to purchase the OneCallNow phone system. 2. Title I money used to purchase student agendas approved by Title 1 PAC.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Test results, observations, practice tests, student work folders.</p> <ul style="list-style-type: none"> 1. Using the One Call Now phone messaging system call log to confirm the calls sent home and messages received. 2. Collecting the Quarterly signed progress reports. 3. Parent Tecaher Conference attendance 4. Collection of Report Cards 5. Student Attendance in after-school and Saturday school academies. 6. Analyzing the results of the 2009 Parent Survey.

Subject/Area (where relevant): Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Raise the math proficiency ratings of all students below a 4.0 by at least 0.2 points by June 2009. More specifically, the lowest 1/3 of our student population in mathematics up to 40.5% making at least a year’s progress.</p>
<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>	<ul style="list-style-type: none"> • Teachers will identify the math proficiency rating of each student in each of their classes. • Implement the use of Performance Series Assessments to identify the learning needs students. <ul style="list-style-type: none"> - Train teachers in the use of the Performance Series Assessments • Provide professional development for the faculty to assist them with the implementation and management of differentiating math lessons. • Teachers will track student progress on a regular basis with the assistance of ARIS and Learning Directions <ul style="list-style-type: none"> - Teachers will be provided with additional training on the use of ARIS website and Learning Directions books. • Teachers will continue to utilize school technology (Smartboards, mobile computer labs. • Students identified as having difficulties with the math program and encourage them to attend extended day (37.5 minutes) and/or After School and/or Saturday academies • Honor students in the 7th and 8th grades will be taught the Integrated Algebra curriculum
<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"> • Teachers will receive professional development in the use and implementation of : Performance Series Assessments, ARIS, Learning Directions as well as the management and implementation of differentiation practices • Teachers will be assisted in developing lessons and material by the Math Coach • Students will receive either 8 or 9 periods of math instruction per week • Remedial and enrichment lessons will be provided during extended day, After School and Saturday Academies

<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"> • Performance Series Assessments reports • Interim Assessments • Predictive Exams • Quarterly Marking Period Exams • Math Portfolio Reviews • Progress Reports • Report cards • NY State Math Exam
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Subject/Area (where relevant): Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • Based on the 2008 Progress Report looking specifically at student progress in ELA, we had a 28.6% change in student proficiency for Level 1 and Level 2 students. We need to increase the percent of students that would make a positive change in their proficiency rating as Level 1 and 2 students in English Language Arts by 1%.
<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>	<ul style="list-style-type: none"> • Have teachers identify the reading/writing levels of each student in each of their classes by using uniform assessments by grade. • Implement the use of the Performance Series Assessment to identify the needs of our school’s targeted population as well as their Lexile score. <ul style="list-style-type: none"> - Train teachers in the use of the Scantron system - Train teachers to understand the Lexile score and how to implement the results into instruction so that students are reading independently at or above their appropriate level. • Teachers will track student progress on a regular basis with the assistance of ARIS : <ul style="list-style-type: none"> - Teachers will be provided with additional training on the use of ARIS and how to differentiate instruction as a result of this data. • Teachers will receive data on the 2008 ELA item-skills analysis and professional development regarding its incorporation into instruction. • Professional development will be provided to teachers in order to better understand and implement the New York State Standards and Core Curriculum. • By February 2009, a newly developed language arts curriculum map based on the

	<p>New York State standards will be implemented into instruction so that reading and writing targets are identified for each grade.</p> <ul style="list-style-type: none"> • Parental notification regarding the language arts pacing calendar so that parents are aware of students' academic responsibilities. • Additional support to classrooms with high Hispanic populations: <ul style="list-style-type: none"> - Teacher push-ins to reduce class size and to assist in preparation for the ELA - 4 classes will receive this support to increase the amount of students making a year's worth of progress. • Teachers will continue to utilize school technology (Smartboards, mobile computer labs). • Students identified as having difficulties with language arts will be encouraged to attend extended day (37.5 minutes) and/or After School and/or Saturday academies
<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"> • Title III funding will be used for push-in teachers so that needs of targeted groups are addressed. • Teachers will receive professional development in the use and implementation of : Scantron, ARIS, the new language arts curriculum, as well as the management and implementation of differentiation practices • Teachers will be assisted in developing lessons and material by the Literacy Coach • Students will receive either 8 or 9 periods of language arts instruction per week • Remedial and enrichment lessons will be provided during extended day, After School and Saturday Academies
<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"> • Scantron reports • Interim Assessments • Predictive Exams • Quarterly Marking Period Exams • Language Arts Portfolio Reviews • Progress Reports • Report cards • NY State ELA Exam

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	118	112	72	72	77	0	0	0
7	107	121	84	84	100	0	1	0
8	62	84	57	57	133	1	0	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	37 minutes one day per week, 6 1/2 hours of after school and Saturday Academy. Resource room during school day. Ladders to Success – reading program, Wilson during after school and Saturday Academy. Small group instruction for ELL students during after school and Saturday Academy. Push in teachers targeting at-risk students.
Mathematics:	37 minutes one day per week, 6 1/2 hours of after school and Saturday Academy. Small group instruction in Integrated Algebra and Impact Math for struggling students during after school program. New York State Ladders to success program as remediation in resource room and after school programs. Push in teachers targeting at-risk students.
Science:	37 minutes of small group instruction, 1 day per week. Small group instruction in the spiraling curriculum focusing on reviewing concepts learned in class. Science Project/ Exit Project support.
Social Studies:	37 minutes of small group instruction, 1 day per week. Small group instruction in 6th, 7th and 8th grades focusing on the reinforcement of the NYS Social Studies Curriculum. Small group instruction working on test prep, exit projects and writing in content area of Social Studies.
At-risk Services Provided by the Guidance Counselor:	Individual and small group discussion, parent outreach, parent workshop, referrals to outside agencies and coordinate services with them.
At-risk Services Provided by the School Psychologist:	One on one counseling 1 period one day a week.
At-risk Services Provided by the Social Worker:	One on one counseling 1 period one day a week.
At-risk Health-related Services:	N/A

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-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual X ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: 82
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
 - A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
 - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.
- 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.
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

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

School Building: IS 72 **District** 31

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			
	0		2		0	2

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

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

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

Part D: CR Part 154 – Sample Student Schedules

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

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: 31

School Building: IS 72

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:7:15 To:7:59	Subject (Specify) ESL	Subject (Specify) GYM	Subject (Specify) LANGUAGE ARTS	Subject (Specify) SCIENCE	Subject (Specify) HYGIENE
2	From:8:02 To:8:46	Subject (Specify) MATH	Subject (Specify) GYM	Subject (Specify) MATH	Subject (Specify) ESL	Subject (Specify) SCIENCE
3	From:8:49 To:9:33	Subject (Specify) ESL	Subject (Specify) MATH	Subject (Specify) MATH	Subject (Specify) ESL	Subject (Specify) ESL
4	From:9:36 To:10:20	Subject (Specify) SPANISH	Subject (Specify) HYGIENE	Subject (Specify) ESL	Subject (Specify) MATH	Subject (Specify) MATH
5	From:10:23 To:11:07	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
6	From:11:10 To:11:54	Subject (Specify) SOCIAL STUDIES	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) SOCIAL STUDIES	Subject (Specify) SOCIAL STUDIES
7	From:11:57 To:12:41	Subject (Specify) LANGUAGE ARTS	Subject (Specify) SCIENCE	Subject (Specify) SCIENCE	Subject (Specify) LANGUAGE ARTS	Subject (Specify) LANGUAGE ARTS
8	From:12:44 To:1:28	Subject (Specify) LANGUAGE ARTS	Subject (Specify) SPANISH	LANGUAGE ARTS	Subject (Specify) LANGUAGE ARTS	Subject (Specify) LANGUAGE ARTS
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: 31

School Building: IS 72

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:7:15 To:7:59	Subject (Specify) SCIENCE	Subject (Specify) SCIENCE	Subject (Specify) SCIENCE	Subject (Specify) SCIENCE	Subject (Specify) SCIENCE
2	From:8:02 To:8:46	Subject (Specify) ESL	Subject (Specify) LANGUAGE ARTS	Subject (Specify) LANGUAGE ARTS	Subject (Specify) LANGUAGE ARTS	Subject (Specify) ESL
3	From:8:49 To:9:33	Subject (Specify) MATH	Subject (Specify) MATH	Subject (Specify) MATH	Subject (Specify) ESL	Subject (Specify) MATH
4	From:9:36 To:10:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	From:10:23 To:11:07	Subject (Specify) COMPUTER	Subject (Specify) ESL	Subject GYM	Subject (Specify) COMPUTER	Subject (Specify) HYGIENE
6	From:11:10 To:11:54	Subject (Specify) HYGIENE	Subject (Specify) MATH	Subject (Specify) ESL	Subject (Specify) MATH	Subject (Specify) ESL
7	From:11:57 To:12:41	Subject (Specify) SOCIAL STUDIES	Subject (Specify) ESL	Subject (Specify) SOCIAL STUDIES	Subject (Specify) ESL	Subject (Specify) SOCIAL STUDIES
8	From:12:44 To:1:28	Subject (Specify) SPANISH	Subject (Specify) L.A.	Subject (Specify) MATH	Subject (Specify) L.A.	Subject (Specify) MATH
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: 31

School Building: IS 72

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:7:15 To:7:59	Subject (Specify) SCIENCE	Subject (Specify) LANGUAGE ARTS	Subject ESL	Subject (Specify) LANGUAGE ARTS	Subject (Specify) ESL
2	From:8:02 To:8:46	Subject (Specify) MATH	Subject (Specify) MATH	Subject (Specify) MATH	Subject (Specify) MATH	Subject (Specify) MATH
3	From:8:49 To:9:33	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
4	From:9:36 To:10:20	MATH	ITALIAN	ESL	HYGIENE	ESL
5	From:10:23 To:11:07	Subject (Specify) LANGUAGE ARTS	Subject (Specify) SOCIAL STUDIES	Subject LANGUAGE ARTS	Subject (Specify) SOCIAL STUDIES	Subject (Specify) SCIENCE
6	From:11:10 To:11:54	Subject (Specify) LANGUAGE ARTS	Subject (Specify) LANGUAGE ARTS	Subject (Specify) SOCIAL STUDIES	Subject (Specify) LANGUAGE ARTS	Subject (Specify) LANGUAGE ARTS
7	From:11:57 To:12:41	Subject (Specify) GYM	Subject (Specify) SCIENCE	Subject (Specify) SCIENCE	Subject (Specify) SCIENCE	Subject (Specify) SOCIAL STUDIES
8	From:12:44 To:1:28	Subject (Specify) GYM	Subject (Specify) MATH	Subject (Specify) SOCIAL STUDIES	Subject (Specify) MATH	Subject (Specify) MATH
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: ___ TBE ___ Dual Language
 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: 102 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) 2 F-Status Teachers

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.

There are 102 students being serviced in our pull out ESL program. The teacher teaches twenty five periods a week. Students are placed based on their HLS and then their LAB scores. We are currently servicing all three levels of students; beginner, intermediate and advance, with the beginners and intermediate receiving 90 minutes a day of small group instruction while the advanced are receiving 45 minutes a day. Students are invited to attend 37½ minutes, after school and Saturday Academies. The students are serviced by a certified bi-lingual teacher as well as two F-status teachers.

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.

ESL techniques are discussed in all professional development sessions by the Literacy Coach, the Math Coach, or the ESL teachers. Teachers will have the opportunity to attend sessions offered by the Department of Education.

School District 31R072
BEDS Code _____

For Title III Instructional Program

BUDGET NARRATIVE

** MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries</i>	Per session for teachers to translate at monthly PA meetings 4 hours a month * 9 months @\$47.00 a month = \$4,975 Per session for one teacher 2 hours a week for the Saturday Academy for 1 teacher * 21 weeks @\$47.00 an hour=\$2,310. Coverages for translations = \$1,135
<i>Code 16 Support Staff Salaries</i>	F status for 2 teachers for 20 days = \$6,446.00
<i>Code 40 Purchased Services</i>	

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 45 Supplies and Materials</i>	Instruction Supplies \$4, 493
<i>Code 46 Travel Expenses</i>	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

According to our HLS we have families whose Native Language are the following: Spanish, Chinese, Korean, Russian, Bengali, Urdu, Arabic, Polish, French, Albanian, Vietnamese, Slovakian, Krio, Yoruba, Hebrew, Tamil, Khmer, and Portuguese. When meeting our community's needs, letters will be translated; school representatives who speak these languages will be present at PA meetings. Monies will also be spent when conducted translation during parent meetings at school. All letters of information will be sent home as soon as they are translated in house or by outside vendors. This will be as timely as possible.

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

The findings were reported at the September and October PA meetings, as well as in letters home.

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.

When available, in house staff will conduct translations of letters. If in house staff members are not available then outside vendors will be contacted.

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.

In house staff will be used whenever possible. Staff members will act as interpreters when parent meetings are held to discuss student progress.

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>.

There will be reports at the September and October PA meetings, as well as in letters home.

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 \$748,088.
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$7481.
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$37,404.
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 93.5 up from 86.4
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.

Refer to Part B – Item 5 Highly Qualified

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
(See appendix 7 Curriculum Audit Findings 1A Language Arts and 1B Mathematics)
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

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

The professional development plan includes monthly faculty conferences, monthly department meetings that focus on teacher's needs, smartboard training, and training in meeting the needs of IEP students. Professional development in Read 180 will assist teachers with students who are struggling with reading. Urban Advantage offers year long training to science teachers. On going professional development will include in The Renzulli Learning System (will offer teachers support in differentiating instruction) as well as on writing in the content areas, working with ELLs and looking at our student's data, and developing strategies to meet our students needs.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

All staff members who are currently labeled as "not highly qualified" are encouraged to return to school to become highly qualified. Title 1 funds will reimburse them. We do not hire any new staff members who aren't highly qualified.
6. Strategies to increase parental involvement through means such as family literacy services. (See Parent Involvement Policy attachment A)
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. **N/A**
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers are encouraged to participate in the decision making process. They voice their concerns at Faculty conferences, Department meetings, Academy meetings, Grade Level meetings, PPT meetings and School Leadership meetings.
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.

Programs and events included during the school year include: Violence Prevention, Gang Awareness, Bullying, Cyber Bullying, and character development assemblies. We also have our Leadership Cadet Corp Program which focuses on leadership, community service academics, American History and Government.

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: SINI Year 1 **SURR¹ Phase/Group (If applicable):** Students with Disabilities

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.
See student trends and accomplishments pages 9, 10, 11 & 12
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.

See Action Plans pages 14-20

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 = \$748,088; 10% of Title I allocation = \$7481.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

See Action Plans pages 14-20

¹ School Under Registration Review (SURR)

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
As per the chancellor's regulation, each new teacher must have a mentor. Our plan allows for the mentor and new teacher to meet twice a week. The focus will be on curriculum, lesson plan development, classroom management, differentiating instruction and any other needs that arise.
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.

At our PTA meetings in September and October of each year we discuss and distribute the NCLB letter (Attachment E) to all parents. We also provide translators at the meetings should any parents require this service.

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

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification: _____

SURRE Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURRE 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 SURRE. 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.

To assess the relevance of these findings to our school we are currently doing the following:

- Annual formal observations of teachers
- Review of current pacing calendar for language arts
- Review of student portfolios and classwork

We propose the following additional assessments for our school to engage in:

- Ongoing informal walkthrough observations
- Checklists to include evidence of NYS standards based instruction appropriate to grade level
- Survey of teachers to reflect on their incorporation of the NYS standards into their daily instruction and expectations of students.

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

XX 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?

Please refer to our Needs Assessment of Language Arts on pages 9, 10 and 11.

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.

If the above findings are applicable we will address the issue with the following steps:

- Professional development sessions to familiarize teachers with the New York State standards for middle school
- Utilizing materials that are more culturally relevant to students' backgrounds as well as interest levels for struggling readers and ELL learners
- Development of a curriculum map based on the New York State standards that will include:
 - *grade level differentiation
 - *suggested timeframe for covering curriculum
 - *description of expectations of both teachers and students
 - *defined set of student outcomes (reading and writing strategies and skills)
 - *specific strategies to incorporate listening and speaking into the curriculum
- Department meetings and/or professional development where teachers can share best practices and activities regarding standards based lessons and units

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:

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.

To assess the relevance of these findings to our school we are currently doing the following:

- Annual formal observations of teachers
- Review of current pacing calendar for mathematics
- Review of student portfolios and classwork

We propose the following additional assessments for our school to engage in:

- Ongoing informal walkthrough observations
- Checklists to include evidence of NYS standards based instruction appropriate to grade level
- Survey of teachers to reflect on their incorporation of the NYS standards into their daily instruction and expectations of students.

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?

Please refer to our Needs Assessment of Mathematics on pages 9, 10 and 11

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. **N/A**

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
To assess the relevance of these findings to our school's educational program, we propose the following process:

- Annual formal observations of teachers**
- On-going informal walk-throughs.**
- Check-lists to assess the following:**
 - ***that teacher's are utilizing a workshop model format of instruction rather than direct "chalk and talk"**
 - ***evidence of differentiation of instruction**
 - ***level of student engagement and participation**
- Analysis from Learning Environment Survey to assess students' feedback on direct instruction/independent work time during classroom instruction**

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

Applicable Not Applicable

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

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

If the above is applicable to our school, we will address the issue with the following steps:

•Professional development regarding:

***the many facets of the workshop model for teaching literacy**

***using ARIS, ELA scores, and ongoing formative data to differentiate instruction**

***sharing of research-based and best practices for all levels of learners**

***compiling of successful lessons that are not teacher directed and which stem from the New York State standards**

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

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.
To assess the relevance of these findings to our school's educational program, we propose the following process:

- Annual formal observations of teachers
- On-going informal walk-throughs.
- Check-lists to assess the following:
 - *that teacher's are utilizing a workshop model format of instruction rather than direct "chalk and talk"
 - *evidence of differentiation of instruction
 - *level of student engagement and participation
- Analysis from Learning Environment Survey to assess students' feedback on direct instruction/independent work time during classroom 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?

If the above is applicable to our school, we will address the issue with the following steps:

- Professional development regarding:
 - *the many facets of the workshop model for teaching mathematics
 - *using ARIS, Math scores, and ongoing formative data to differentiate instruction
 - *sharing of research-based and best practices for all levels of learners
- *compiling of successful lessons that are not teacher directed and which stem from the New York State standards

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:

UPDATED – OCTOBER 2008

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.

This does not apply to our school.

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

Applicable Not Applicable

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

As evidenced by our BEDS Survey, teacher turnover is minimal. Attrition applies as 2 to 3 teachers retire each year.

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.

Faculty Conferences, Department Conferences, Consultation Council

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

Applicable Not Applicable

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

Teachers are being provided with the mandated ESL Training in house. Several teachers attended Q-Tel training last year and are currently assisting in providing training to the remaining staff members.

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.

Teachers are provided with a list of all ESL students and their scores each September. Teachers are also encouraged to use ARIS and other data sources available to them to monitor student progress.

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

Applicable Not Applicable

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

Student progress is discussed at weekly and "Team Meetings" and plans are made to address student needs.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

All general education teachers receive copies of the IEP's of all students with disabilities each September. Page 1 is discussed to review all testing modifications that may exist.

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?

Please refer to our Needs Assessment findings on pages 9-11.

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.

UPDATED – OCTOBER 2008

Examination of all IEP's on file

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?

It is understood that all students who have behavioral issues and an IEP should have behavioral plans. All students who have a classification of emotional disturbance must and do have BIPS. Goals and objectives are designed to meet the student's individual needs, to help them achieve grade level work as much as possible.

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 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 SE requirements.

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

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

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

School DBN	31R072
School Name	Rocco Laurie
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 383,553
Principal Name	Peter Macellari
Principal Email	pmacell@schools.nyc.gov
Principal Phone	7186985841

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

- Yes
 No

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

Creation of additional classrooms	\$ 0
Reducing teacher-student ratio through team teaching strategies	\$ 87,893

Does your school plan to allocate FY09 funding to reduce class size via the creation of additional classrooms?

- Yes
 No

Does your school plan to allocate FY09 funding to reduce class size by reducing teacher -student ratios in existing classrooms (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes

No

What grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008- existing classrooms will be targeted for school year 2008-09?

* If you plan to use C4E funds to target more than one grade, please fill out one row per grade.

For example:

C4E Target #1: 6 - ELA - ELLs - 16 - 1 -14

C4E Target #2: 8 - Math - Students with Disabilities - 18 - 1 - 17

* If you plan to target more than one special population in a single grade, please fill out a separate row for each su

For example:

C4E Target #1: 6 - ELA - ELLs - 16 - 1 -14

C4E Target #2: 6 - ELA - Students with Disabilities - 16 - 1 -14

* If you plan to target more than one subject area in a single grade, please fill out a separate row for each subject :

For example:

C4E Target #1: 6 - ELA - ELLs - 16 - 1 -14

C4E Target #2: 6 - Math - ELLs - 16 - 1 -14

	Targeted Grade	Targeted Subject	Targeted Population	Students per Teacher 2007-08	# Classrooms / Sections Targeted
C4E Target #1	6	English Language Arts	Students with Low Academic Achievement	30	1
C4E Target #2	7	English Language Arts	Students with Low Academic Achievement	30	1
C4E Target #3	8	Math	Students with Low Academic Achievement	30	1
C4E Target #4					
C4E Target #5					
C4E Target #6					

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	\$ 138,524
Summer School Programs	\$ 0
Dedicated Instructional Time	\$ 0
Individualized Tutoring	\$ 0

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

Yes

No

Please describe the program.

After School Academy will provide academic enrichment in Math , Language Arts and Wilson Language training for any 6th, 7th or 8th grade

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

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

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

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of program hours, increase in the number of students served, etc.)

Students will stay in class till 3:00 PM on Mondays through Thursdays. And on Saturdays from 9:00 to 11:00 AM.

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers

\$ 157,138

School leadership coaches for principals

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

- Yes
- No

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

- Yes
- No

Please describe the program.

Our coaches will provide much needed professional development for the relatively new teachers in our building.

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

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

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

- New implementation
- Program Expansion

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
 - No
-

ATTACHMENT A

Language Allocation Policy The Police Officer Rocco Laurie Intermediate School 72

I.S. 72 is currently the largest Intermediate School in District 31 with approximately 1835 students. It is comprised of a population of students with rich and diverse racial, ethnic and cultural backgrounds. Teachers and students are organized into small learning communities called Academies which focuses on developmentally appropriate instruction and are student-centered. Students are members of instructional teams that address their social, emotional and academic needs. Teacher teams meet weekly to plan for the cognitive and effective needs of their students, including the ELL students. This Language Allocation Policy was written and prepared by the collaboration of Peter Macellari, Principal, Mary Curran, Assistant Principal, Joseph Gibson, Math Coach, Tammy Stancavage, Language Arts Coach, Michelle Cheser, Resource Room Teacher, Mary Karasinski, Guidance Counselor, Ruth Naiman, Related Service Provider, and Jeanne Casanovas, ESL teacher.

I.S. 72 implements a free-standing pull-out program. Our demographics show a variety of languages indicating the need of an ESL Program. There is no need for a bilingual class because there are no two contiguous grades that have 15 students with the same language. The ESL Program is taught by a New York State Certified and New York City Licensed Bi-lingual teacher as well as two F-status teachers.

According to the Parent Survey Selection Forms, English as a Second Language Program was selected by the parents rather than a Transitional Bilingual or Dual Language/Two Way Program.

As of October 31, 2008 there are 30 – 6th grade students, 32 – 7th grade students and 23 – 8th grade students in the ESL program. The breakdown of languages is as follows: Spanish – 37 students; Chinese – 7 students; Korean – 3 students; Urdu – 5 students; Arabic – 4 students; Polish – 1 student; Albanian – 7 students; Vietnamese – 1 student; Krio (African) – 1 student; Hebrew – 1 student; Portuguese – 2 students; Haitian – 1 student; Burmese – 1 student; Sinhalese – 4 students; Malayalam – 3 students; Sinhala – 1 student; Tagalog – 1 student; Syrian – 1 student; Ukranian – 1 student; Vietnamese – 1 student; Haitian Creole - 1 student.

At present, there are no ELL students at I.S. 72 who are (SIFE) or in Special Education classes. However, our teachers are trained and prepared to use ESL methodologies (more individualized instruction, visual and tactile/kinesthetic actions and strategies, with the use of a realia in a meaningful context.

The following results are based on the 2008 NYSELAT exam:

There are 19 students performing at the beginning level, there are 22 students performing at the intermediate level and 42 students performing at the advanced level.

Most of our ELL's scored at the intermediate level in all four modalities, and reading and writing seemed to be the stronger areas. Eighty eight point seven per cent (88.7%) of LEP students made the NY State progress standard as measured by the 2004 NYSELAT Test. A certificate of recognition by The University of the State of New York Education Department was awarded to I.S. 72 for this achievement.

The ELL students that scored at the Beginner and Intermediate Levels are given 360 minutes of ESL instruction a week. The Advance students are given 180 minutes of ESL instruction. Students are pulled out of Foreign Language and/or Language Arts classes for ESL.

The following chart shows that how the ESL children compared to the general education students on the 2008 ELA exam

		Level 1	Level 2	Level 3	Level 4
6 th grade	ESL	10.7%	82.1%	7.1%	0%
	General Ed	0.8%	35.3%	59.7%	4.2%
7 th grade	ESL	4.5%	81.8%	13.6%	0%
	General Ed	0.4%	23.3%	74.2%	2.1%
8 th grade	ESL	34.5%	65.5%	0%	0%
	General Ed	2.8%	46.0%	48.4%	2.8%

The following chart shows that how the ESL children compared to the general education students on the 2008 Math exam

		Level 1	Level 2	Level 3	Level 4
6 th grade	ESL	18.2%	48.5%	33.3%	0%
	General Ed	0.6%	10.9%	58.1%	30.4%
7 th grade	ESL	11.1%	29.6%	55.6%	3.7%
	General Ed	0.9%	13.4%	56.0%	29.7%
8 th grade	ESL	11.1%	33.3%	47.2%	8.3%
	General Ed	2.7%	23.6%	53.4%	20.3%

In order to improve these results, “An After School ESL Academy” and a “Saturday ESL Academy” were instituted for the 2004-05 school year, and professional development is given to our staff on a continuous basis.

The techniques used in ESL, such as modeling, schema-building, contextualization, use of balanced literacy; train the ELL students to think logically and analytically in their native language, and then transferring their native skills to English.

Books and materials used in ESL: Side by Side, Voices in Literature, Oxford Picture Dictionary, Vocabulary Connections, Quick Reads, Grammar in Action, and various ESL related software, direct the students in meeting the ESL and NY State standards, and better prepare them to pass the required regents exams in high school.

To complement the program and support both our newcomers and long-term ELLs, appropriate literature and materials are available in our school library. As a collaborative effort, the ESL teacher, our school librarian and computer teacher assist the students with their “Exit Projects” using materials that are suitable for their level.

Furthermore, our ELL students are encouraged to attend class trips which are educationally oriented: Snug Harbor Cultural Center, Todt Hill Library, Richmondtown Restoration and museum.

As a community-minded and family oriented school, parents of our ELL students are considered an integral part of our educational community. Throughout the school year, they are encouraged to attend informational sessions, parent-teacher conferences, class trips, and special events. In addition, our Parent Coordinator assists in contacting parents of our ELL students with any pertinent information and provides translated versions when necessary.

This Language Allocation Policy has always been part of I.S. 72’s mission: within our diverse community we strive for all our students to recognize and promote individual differences. Every classroom within our school becomes a “Family Unit” helping the ELL student fulfill his dream to learn a second language, and the responsibilities associated with being a good citizen in a new country.

Attachment B



SCHOOL-PARENT COMPACT

As Per Title I Requirements

October 2008

The Rocco Laurie School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school parent compact is in effect during school year 2008-2009.

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

School Responsibilities

The Rocco Laurie School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the rigorous student academic standards as set forth by the New York State Department of Education and the Department of Education of the City of New York.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically those conferences will be held:

In September of each school year we will discuss in detail the schoolwide programs offered utilizing Title I funding.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:

Parent Responsibilities

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

ADDITIONAL PROVISIONS

Student Responsibilities

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

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The Rocco Laurie School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.

8. 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 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, the Rocco Laurie School will:

1. Recommend to the local education agency (LEA), the names of parents of participating children of Title I, Part a programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams.
2. Notify parents of the school’s participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part a programs is provided to parents of students and to appropriate private school officials or representatives.

_____	_____	_____
School	Parent(s)	Student
_____	_____	_____
Date	Date	Date

Attachment C



The Police Officer Rocco Laurie School

Parental Involvement Policy

October 2008

- 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 carry 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:
 1. that parents play an integral role in assisting their child's learning;
 2. that parents are encouraged to be actively involved in their child's education at school;
 3. 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.
 4. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

Description of How School Will Implement Required Parental Involvement Policy Components

1. Police Officer Rocco Laurie, IS72 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions)

- Administration will attend monthly PA meetings and address parent concerns
 - Consult with the parents to decide the most effective way to spend the allocated money
 - Meet with the parents whenever needs arise
2. Police Officer Rocco Laurie, IS72 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions)
 - Meetings with the PA Executive Board
 - Monthly SLT meetings
 - Title I Parent Advisory Committee Meetings
 3. Police Officer Rocco Laurie, IS72 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: (List activities)
 - Meeting with the PA Executive Board
 - Monthly SLT meetings
 - Title I parent Advisory Committee Meetings
 4. Police Officer Rocco Laurie, IS 72 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs
 - Read 180
 - Wilson Program
 - After School Academy
 - Saturday (Principal's) Academy
 - After School Center (Children's Aid Society)
 - Regent's Prep classes
 - Parent Workshops
 5. Police Officer Rocco Laurie, IS72 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 parent 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 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, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

- Focus groups will be conducted with teachers, students and parents to determine what needs are being met, what challenges do we face, and how we can achieve our goals in the fall and the spring.
- A survey will be conducted at the September PA meeting to determine the needs of the parents
- Feeder school articulation
- Title I discussion at SLT meetings

6. Police Officer Rocco Laurie, IS 72 will build the schools’ 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 -

- the State’s academic content standards
- the State’s student academic achievement standards
- 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
 1. Portfolio Assessments
 2. Periodic Assessments
 3. Translation/Interpretation Services
 4. High School Information Night
 5. Title 1 Guidelines
 6. Curriculum Night
 7. Chancellor’ Promotional Policies
 8. Chancellor’s Regulations/ Discipline Code

ATTACHMENT D

School Based Mentoring Plan 2008-2009

Preliminary plans are due by August 15, 2008. Plans may be completed online at <https://www.nvcenet.edu/offices/DHR/ntims>

New Teacher	License	Mentor	Returning SBM Yes / No	License	School Assignment (Classroom teacher, Coach, etc.)	# of Periods Per Week
-------------	---------	--------	------------------------------	---------	---	--------------------------

1. C. Zilinski	English 7-12	A. Barbarino	N	LA	Classroom Teacher	2
2. J. Friedman	English 7-12	L. Tribiano	N	LA	Classroom Teacher	2
3. C. Amoia	English 7-12	T. Garcia	Y	LA	Classroom Teacher	2
4. T. Six	Social Studies 7-12	G. Sulpizio	N	SS	Classroom Teacher	
5. R. Hamm	Music	D. Colasanto	N	SS	Classroom Teacher	
6. L. Bottiglia	Generalist/ Special Ed	C. Manzo	N	Math	Classroom Teacher	
7.A. Males	English 7-12	K. Knutsen	Y	Sp. Ed	Classroom Teacher	
8. J. D'Elia	Special Ed	L. Bolton	N	Sp. Ed	Classroom Teacher	
9. C. LaBega	Generalist/ Special Ed	S. Fontana	N	Sp. Ed	Classroom Teacher	
10. K. LaBega	Generalist/ Special Ed	A. Scheider	N	Sp. Ed	Classroom Teacher	
11.C. Modafferi	English 7-12	T. Stancavage	N	LA	Literacy Coach	
12.						

ATTACHMENT E

Translation Information:

Muy importante -- Si usted no puede leer el documento adjunto, su Coordinador de Padres tiene esta información en español.
 Enpòtan Anpil – Si w paka li dokiman ki tache, Kowòdinatè Paran w la gen enfòmasyon sa a an Kreyòl.

*Очень важно * -- Если вы не можете прочесть прилагаемый документ, у координатора по работе с родителями есть эта информация на русском языке.

খুবই জরুরী - যদি আপনি সংलग्न ডকুমেন্ট/লেখটি পড়তে না পারেন, আপনার পয়েন্ট কো-অর্ডিনেটরের (পিতা/মাতা সমন্বয়সাপক) কাছে এই তথ্যটির বাংলা অনুবাদ আছে।

긴요 사항 -- 첨부된 문서를 읽으실 수 없는 경우, 자녀 학교의 학부모 조정관에게 문의하시면 한국어로 된 정보를 받아보실 수 있습니다.

نہایت اہم -- اگر آپ منسلک دستاویز پڑھنے سے قاصر ہیں تو آپ کے والد والدہ رابطہ کار کے پاس یہ معلومات اردو میں موجود ہیں۔

ہام جداً - - إذا لم تستطيع قراءة الوثيقة المرفقة، فلدی منسق شؤون الأباء المسؤول عنك هذه المعلومات باللغة العربية.

重要訊息 -- 如果您不能閱讀所附文件，您的家長專員備有本資訊的華語版本。

The Police Officer Rocco Laurie Intermediate School, IS 72
Peter Macellari, Principal

Dear Parent or Guardian:

The No Child Left Behind (NCLB) Act of 2001 is a federal law to improve education for all children. It holds schools responsible for results, gives parents greater choices, and promotes teaching methods that work. The New York City Department of Education is committed to helping all schools reach high standards for student achievement and giving every child in every school a quality education. We are making progress, but there is still a lot of work that needs to be done for all our children. In January 2008, the New York State Education Department identified **IS 72** as a Title I School in Need of Improvement – Year 1, as required under NCLB rules. This means that our school has, so far, not made what is called adequate yearly progress (AYP) toward meeting the State proficiency level in **English Language Arts/Mathematics with our special needs students**.

Every effort is being made to provide the highest quality instructional program to best meet the needs of your child. I am confident that the interventions and exciting new programs that have been introduced citywide and at our school will make this school year a successful experience for your child. Some of the interventions and programs that are being implemented are:

- Professional development opportunities for all teachers which will focus on new strategies to help struggling students;
- A longer school day by adding 37.5 minutes after school;
- Literacy and mathematics coaches in our school who will work with teachers everyday to improve the quality of their teaching;
- New teaching strategies and smaller class sizes for struggling students;
- Continued recruitment of highly-qualified and certified teachers to staff our classrooms;
- More classroom time devoted to reading and math skills;
- Strategies to increase daily attendance;
- Our After school and Saturday Academies, which are open to any student requiring academic intervention.

I ask that you support your child by making sure that she/he comes to school every day on time. Make sure that all homework assignments and school projects are completed on time. I also invite you to participate in all school activities. Stay in close contact with our Parent Coordinator and your child's teachers to monitor your child's academic progress. Tell teachers you want to hear from them as soon as

problems occur so you can work together to find solutions. I also encourage you to become active in the school's Parents' Association and School Leadership Team.

Under the No Child Left Behind Act, NYCDOE offers students enrolled in a school identified for improvement the option to request a transfer to another public school that is not identified as needing improvement. Federal law requires that NYCDOE give priority to the lowest achieving students from low-income families when making transfer offers. Further information and applications will be sent to the parents of eligible students at a later date.

If you would like information on how our school compares academically to other schools in the district, you can request a printed copy of the school's report card from our Parent Coordinator, Ms. Fran Pirrone. She can be reached at 698-5765. All school report cards can also be viewed online on the Department of Education's website at <http://schools.nyc.gov/daa/SchoolReports/default.asp>.

Please be aware that I will be addressing this issue at our PTA meeting scheduled for October 28, 2008. At this meeting I will answer all questions you may have about the school improvement interventions and programs described above. At this meeting, we will also provide additional information about the Public School Choice transfer process, which will be released later this year. As always, we thank you for your continued support and cooperation.

Sincerely,